



Fall 2016 Pilot Program Review



Division of Student Life
UNIVERSITY OF WISCONSIN-MADISON

Report prepared by:
Kevin Helmkamp, Associate Dean of Students

February 2017

Table of Contents

Introduction	3
Participant Demographics	5
Survey Results	6
Summary of Key Observations	12
Recommendations for Growth	14
Appendix (available upon request)	
1. Survey Instrument with Overall Means	i
2. Survey Item Graphs	viii
3. Workshop Participant Written Comments	xviii
4. Participant Demographic Charts	xliii
5. Workshop Curricula	

Introduction

“I think this workshop should be presented for people in all residence halls because these issues need to be discussed. The ways the information was presented were very helpful!” ~Workshop participant, Fall 2016

This report summarizes the evaluation of the Fall 2016 *Our Wisconsin* pilot program based on pretest and posttest assessments of participants as well as comparisons with students who were not in the selected residence hall communities. The results find that the pilot met many of the objectives of the program.

Program Description: *Our Wisconsin* is a student-led inclusion program that aims to build a campus community where all students are welcomed, valued, and supported as they live the *Wisconsin Experience*.

Participation at a glance:

- 1000 undergraduate student participants
- 41 student, staff, and faculty facilitators
- 59 workshops
- 4 participating residence halls

This fall during *Our Wisconsin's* inaugural semester, our 41 student, staff, and faculty facilitators led 59 workshops for approximately 1000 undergraduate students. The undergraduate student participants included residence hall communities assigned to evening workshops, a residence hall community that participated in the workshop prior to first day of class, and student leaders who participated in University Housing student staff training. The workshops utilized structured dialogue, interactive activities, and reflection to increase students' understanding of culture, identity, and social differences, as well as the skills and commitment to promote a sense of community that is inclusive for all its members. For this first year, we piloted the two-part workshop in four residence halls: Sellery, Cole, Leopold, and Sullivan. Students in each hall were invited to attend a series of two workshops with their House Fellow and other residents on their floor. This included Workshop One in September and Workshop Two in October.

Assessment Components: Workshop participants completed a pretest and posttest survey for Workshop One (47 questions) and a post-test survey for Workshop Two (37 questions).

Assessment at a glance:

- 1 pretest survey at the start of Workshop One
- 1 posttest survey at the end of Workshop One
- 1 posttest survey at the end of Workshop Two

- Control group drawn from non-participating residence halls

Participants were provided with a scantron in order to respond to the multiple choice survey questions, and instructed to write responses to open-ended questions directly on the survey. In the interest of assessing ongoing individual learning between Workshop One and Workshop Two, the students were also instructed to provide the last four digits of their student ID numbers. However, due to the significant difference in the sample sizes of Workshop Two participation (148 students) and Workshop One participation (768 students), this area of assessment was omitted from the analysis.

A separate control group drawn from Witte and Smith residence halls completed a similar survey online that omitted questions about participants' reactions to the workshops. A total of 211 students completed the Workshop One survey and 159 completed the Workshop Two survey. They also reported race/ethnicity, gender, religion, and whether they identified as a first-generation college student.

The survey questions were designed to measure one of the five learning outcomes for the *Our Wisconsin* program:

- 1) A broader awareness of the diversity of social identities on campus and respect for those differences.
- 2) A greater appreciation of one's identity and the impact of one's behavior on others.
- 3) Enhanced skills to engage in constructive dialogue about social identities and difference, as well as to resolve conflict in a civil manner.
- 4) Knowledge about campus and community resources related to diversity, inclusion, and social justice.
- 5) Skills to detect discrimination and bias, as well as skills to intervene.

Completion Rates: Nearly all (98%) of the students who attended the workshops completed both the pre- and post-workshop surveys.

Completion at a glance:

- 98% of participants completed both pre- and post- workshop surveys.
- 768 students participated in Workshop One.
- 148 students participated in Workshop Two.
- Approximately 200 University Housing student staff participated in an adapted workshop.

There were 768 students who participated in Workshop One, and 148 students participated in Workshop Two. The total number of student participants in Workshop One and Workshop Two does not include University Housing student staff who participated in an adapted workshop during training, nor the residence hall community

that requested participation in the *Our Wisconsin* workshop prior to the first day of class. Approximately two hundred University Housing student staff members also participated in the *Our Wisconsin* experience through an adapted workshop during student staff training. An average of 30 students attended each Workshop One session, and an average of 10 students attended each Workshop Two session.

Participant Demographics

Workshop participants and control groups were similar to all UW-Madison first-year students in key demographic categories.

	Our Wisconsin Participants	Control Group	All UW-Madison First Year Students
White	82.4%	82.8%	73.0%
Female	50.0%	56.4%	52.7%
Not First Generation in College	83.0%	73.0%	83.3%

The participants attended the workshops by choice, and no academic course holds or conduct sanctions were given to residents in response to not attending the workshops. Workshop participants were drawn from four residence halls on campus: three from the Lakeshore neighborhood (Leopold, Cole, and Sullivan) and one from the Southeast side of campus (Sellery). Participants were presumed to be first-year students based on the demographics of the selected residence halls, but all residents in the selected halls were invited. Reflective of the residence hall demographics, most participants were White (83%), identified as Straight/Heterosexual (90%), and Christian (60%). Half (50%) identified as women, and 48% as men, with 2% either not identifying with either gender or declining to identify; 17% reported being first-generation college students.¹ Demographic categories comprising less than 12% of participants were collapsed into an “other” category to facilitate comparisons (appendix 4).

¹ Due to respondent scantron error, the number of student participants reflected in the table is smaller than the total number of workshop participants.

Residence Hall	# and % of Students who Attended Workshop One	# and % of Students who Attended Workshop Two
Sellery	236 (20%)	46 (4%)
Cole	164 (67%)	42 (17%)
Leopold	64 (35%)	22 (12%)
Sullivan	173 (65%)	32 (13%)

Survey Results

Our Wisconsin survey results illuminated the experiences that workshop participants gained related to the following learning outcome goals.

Learning Outcome 1: A broader awareness of the diversity of the social identities on campus and respect for those differences.

Corresponding workshop activities:

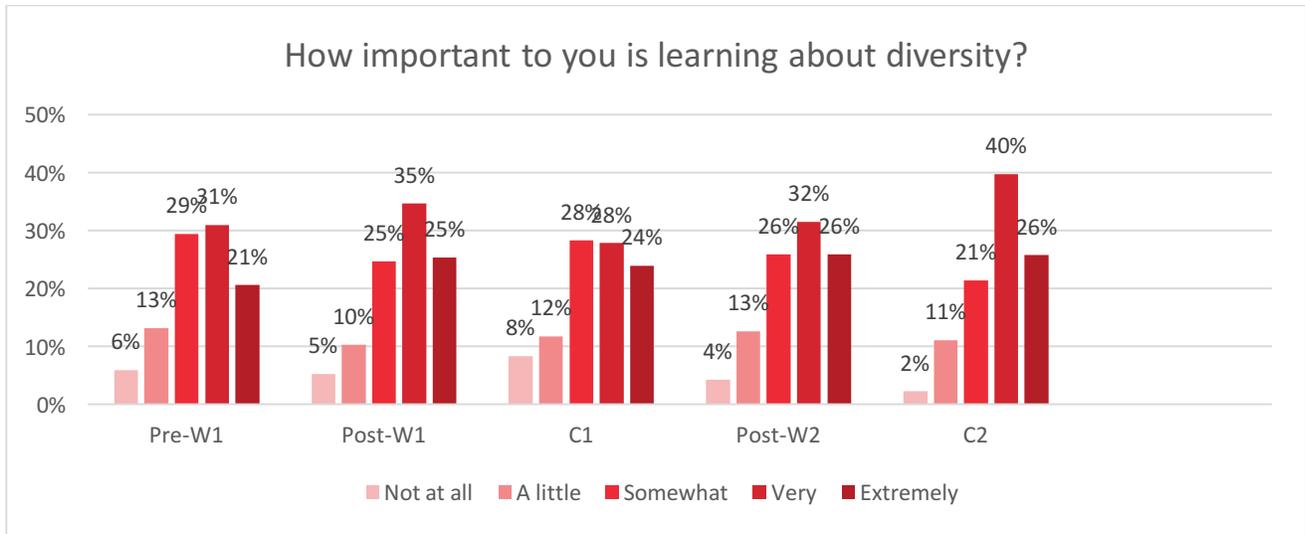
- Workshop One: Building Community²: Participants find one commonality with three different people and facilitators highlight the importance of building community within both our similarities and differences.
- Workshop One: Key Concepts—Part 1³: Facilitators ask about key concepts of diversity and inclusion and highlight that it’s everyone’s responsibility to create an inclusive community, which means to engage with those similar and different from them.
- Workshop Two: Common Ground⁴: Facilitators instruct participants to move into a circle to participate in an activity focused on commonality within a diverse community.

² See Appendix: Workshop 1 Curriculum, Building Community, P. 3

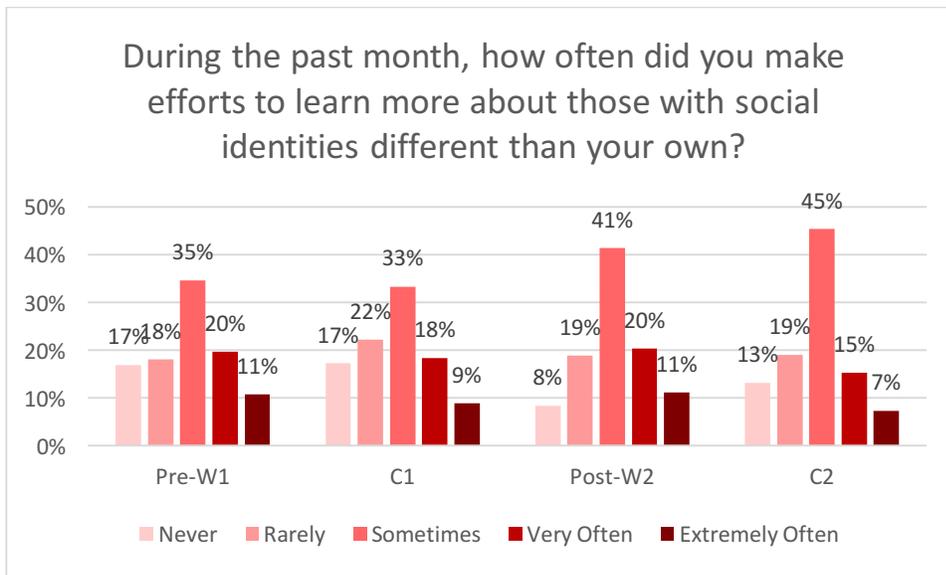
³ See Appendix: Workshop 1 Curriculum, Key Concepts—Part 1, P. 4

⁴ See Appendix: Workshop 2 Curriculum, Common Ground, P. 6

Corresponding survey question graphs:



Key point: Based on the observation that by the end of Workshop One, slightly more participants (8%) said it is very or extremely important to learn about diversity than at the beginning of the workshop, we believe that students gained a broader awareness of the diversity of social identities on campus and respect for those differences.



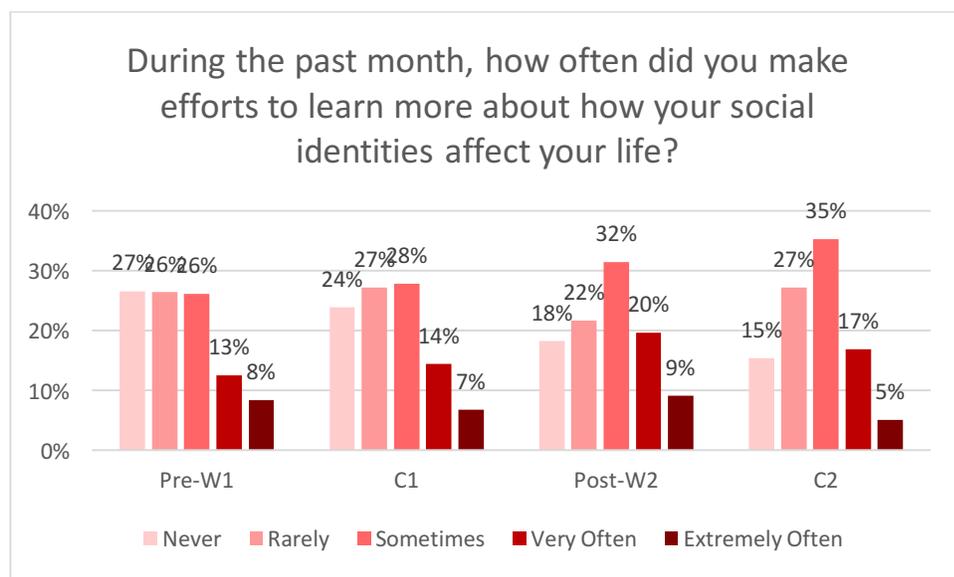
Key point: Based on the observation that by the end of Workshop Two, slightly more participants respond that they made efforts to learn about social identities different than their own very or extremely often, we believe that students gained a broader awareness of the diversity of social identities on campus and respect for those differences. We observed so significant increase in the control group over time.

Learning Outcome 2: A greater appreciation of one’s identity and the impact of one’s behavior on others.

Corresponding workshop activities:

- Workshop 2: Our Context: Part 1—Our lens⁵: Facilitators introduce an image of the forest and invite participants to discuss how they have different reactions to the same image as a result of their identities and experiences.
- Workshop 2: Our Context: Part 2—Impacting Our Lens/Context⁶: Participants are invited to reflect on their primary relationships and notice patters about who is similar or different than them in relation to specified group identities.

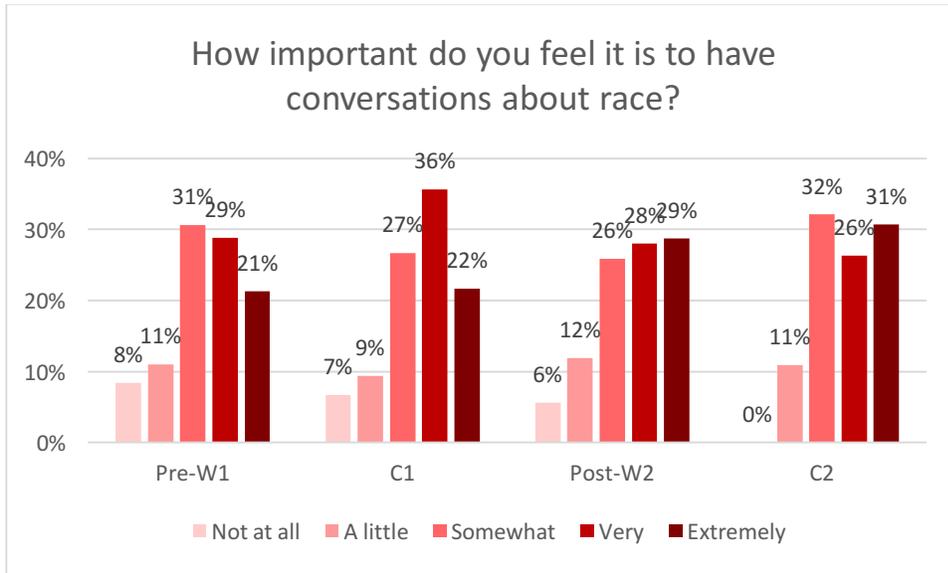
Corresponding survey question graphs:



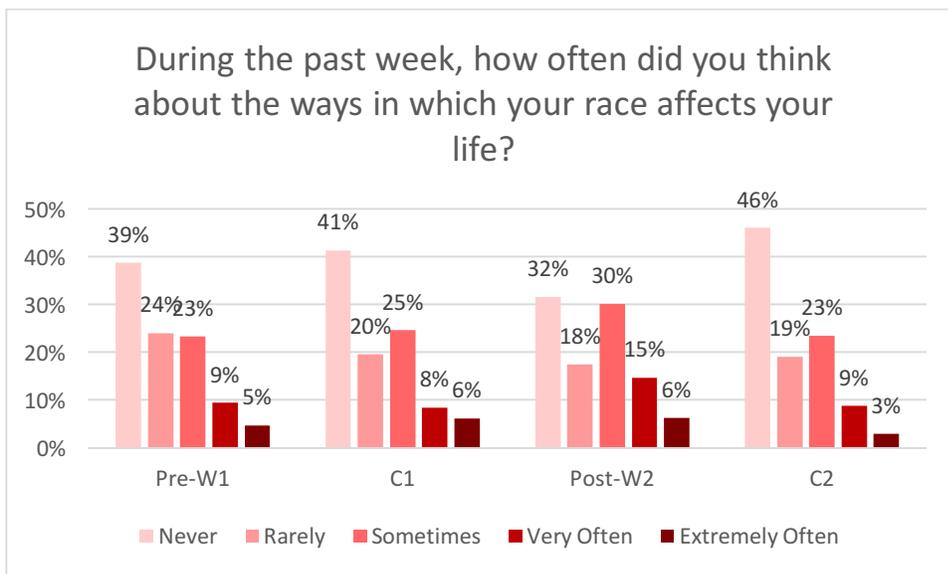
Key point: Based on the observation that by the end of Workshop Two, 29% of participants said they made efforts in the last month to learn more about how their social identities impact their lives very or extremely often, a 9% increase from Workshop One, we believe that students gained a greater appreciation of one’s identity and the impact of one’s behavior on others.

⁵ See Appendix: Workshop 2 Curriculum, Our Context, Part 1—Our Lens, P. 4

⁶ See Appendix: Workshop 2 Curriculum, Our Context, Part 2—Our Lens/Context, P. 5



Key point: Based on the observation that by the end of Workshop Two, 57% of participants said it is very or extremely important to have conversations about race, a 7% increase from Workshop One, we believe that students gained a greater appreciation of one’s identity and the impact of one’s behavior on others.



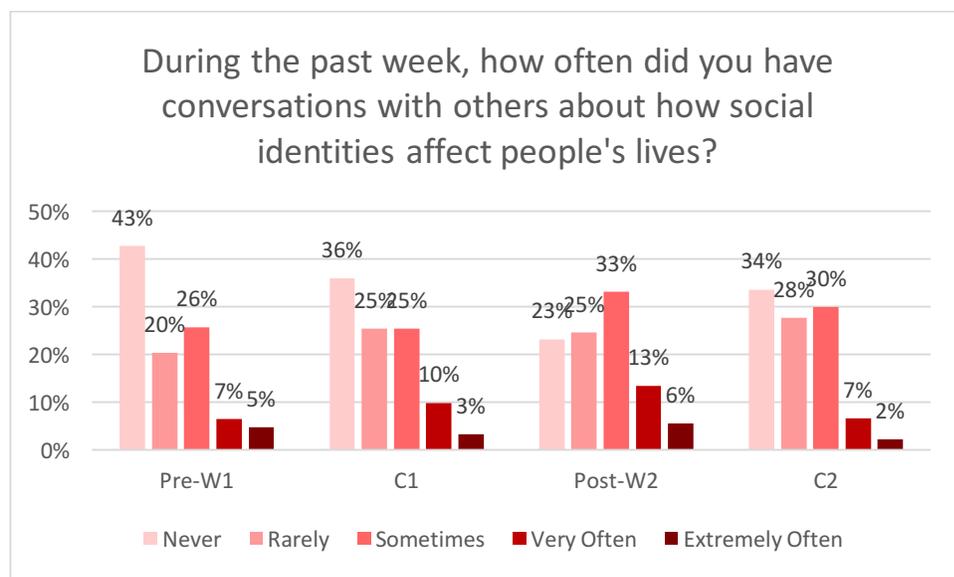
Key point: Based on the observation that at baseline, 63% of participants said they never or rarely think about the ways in which race affects their lives, compared to 48% after the second workshop, a 15% decrease, we believe that students gained a greater appreciation of one’s identity and impact of one’s behavior on others. We observed no significant differences in the control group on this question over time.

Learning Outcome 3: Enhanced skills to engage in constructive dialogue about social identities and difference, as well as to resolve conflict in a civil manner.

Corresponding workshop activity:

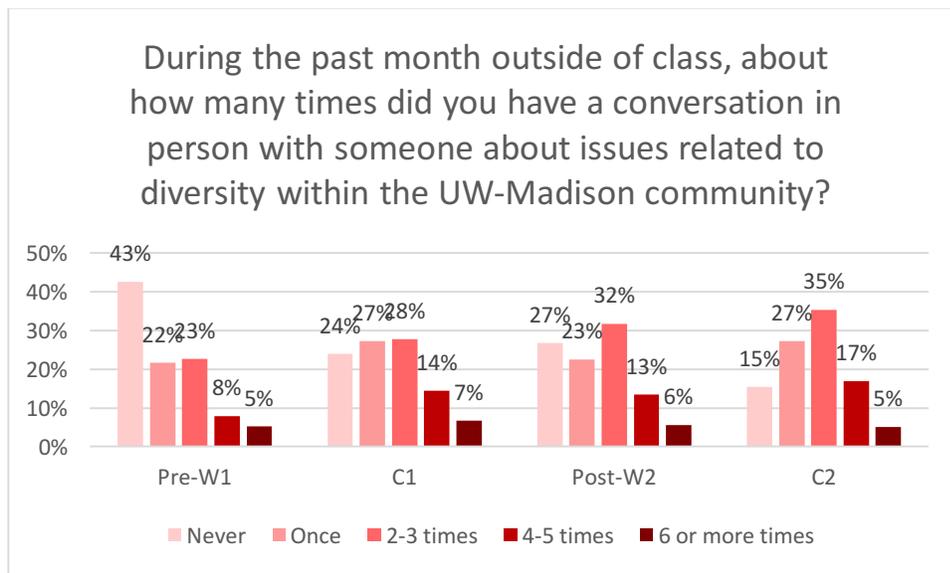
Workshop One: Below the Surface Conversation⁷: Facilitators introduce the Iceberg Principle and emphasize that the Our Wisconsin workshops will focus on moving below the surface to build community.

Corresponding survey question graphs:



Key point: Based on the observation that by the end of Workshop Two, 19% of participants reported they often had conversations in the last week about how social identities affect people’s lives, a 7% increase over Workshop One, we believe that students enhanced their skills to engage in constructive dialogue about social identities and difference, as well as to resolve conflict in a civil manner. Comparatively, the control group exhibited a 3% decrease in this item (12% to 9%).

⁷ See Appendix: Workshop 1 Curriculum, Below the Surface Conversations, P. 5



Key point: Based on the observation that at the beginning of Workshop One, 43% of participants said they never had a conversation in person with someone about issues related to diversity within the UW-Madison community, and by the end of Workshop Two, this number dropped to 27%, a 16 % decrease, we believe that students enhanced their skills to engage in constructive dialogue about social identities and difference, as well as to resolve conflict in a civil manner.

Learning Outcome 5: Skills to detect discrimination and bias, as well as skills to intervene.

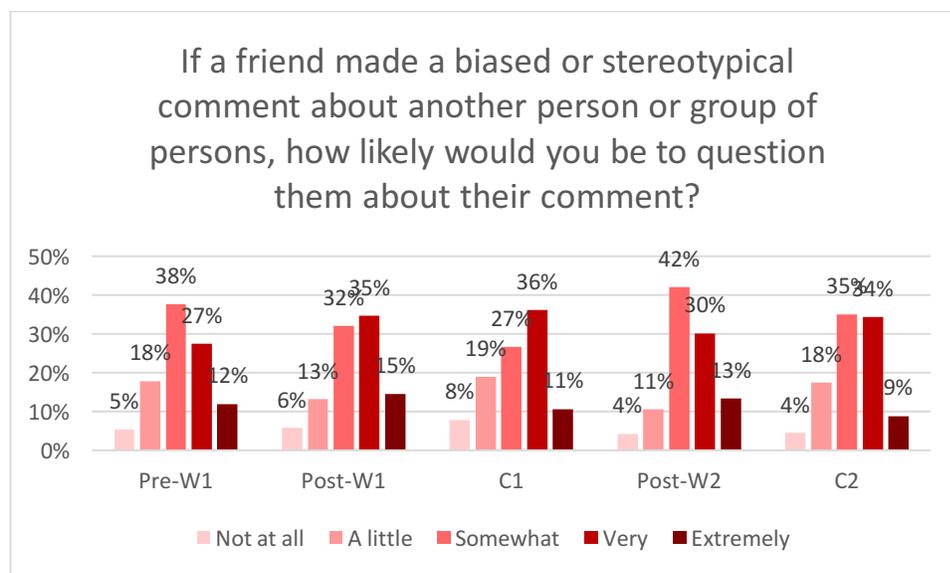
Corresponding workshop activities:

- Workshop One: Card Activity⁸: Facilitators highlight key points about advantage and disadvantage following an interactive activity where participants are given a playing card and instructed to interact with other students accordingly.
- Workshop Two: Key Concepts—Part 2⁹: Facilitators provide definitions for key terminology and facilitators share examples from their personal lives to illuminate the concept.

⁸ See Appendix: Workshop 1 Curriculum, Card Activity, P. 6

⁹ See Appendix: Workshop 2 Curriculum, Key Concepts, Part 2, P. 6

Corresponding survey question graph:



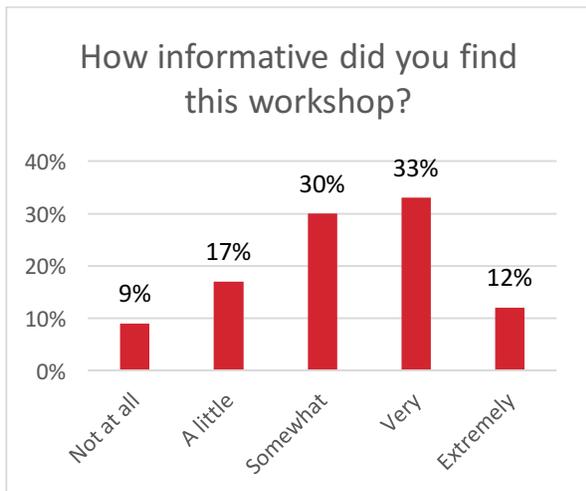
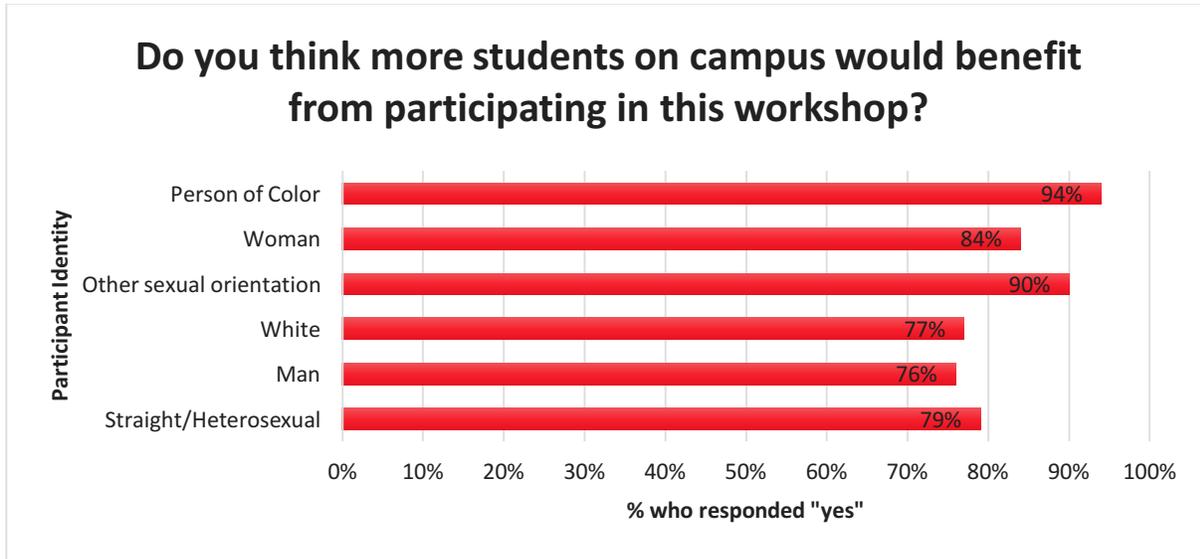
Key point: Based on the observation that 82% of participants said they were somewhat, very, or extremely likely to question a friend about a biased or stereotypical comment, as compared to 73% of the control group, we believe that students enhanced their skills to detect discrimination and bias, as well as skills to intervene.

Summary of Key Observations

Programmatic Strengths:

1. **Learning Outcomes:** Survey data suggests that Our Wisconsin workshops spurred participant learning related to four of the five identified outcome goals in comparison to the control group.
2. **Participant Feedback:** Across both Workshop One and Two, 80% of participants reported that more students on campus would benefit from participating in the workshops.
3. **Disadvantaged Student Feedback:** Within the group that reported more students on campus would benefit from the workshops, students with disadvantaged identities (e.g. students of color, women, students who identify as LGBTQ+, etc.) seemed especially likely to agree with this statement, suggesting that both students with advantages and disadvantaged identities found the workshops to be valuable.
4. **Workshop and Facilitator Satisfaction:** Based on observations that 75% of participants found the workshops to be somewhat to extremely informative, and

85% of participants found the facilitators to be somewhat to extremely effective, we believe that participants valued their interactions with facilitators.¹⁰



Programmatic Challenges:

1. **Sample size:** There was a significant difference in the sample size of Workshop Two participation (148 students) and Workshop One participation (768 students). In written feedback, participants suggested that the workshops be shortened and offered before midterms, and that food be provided. In regards to the curriculum, several participants requested more interactive activities and small group discussions, as well as concrete examples and personal stories. Less

¹⁰ In both Workshop One and Workshop Two posttests, participants were asked “How effective did you think the workshop facilitators were overall?”. See Appendix 1, survey item 38 for overall means.

than 20 written comments reflected participant critique of the workshop related to the value of the experience and perceived bias against students holding specific identities.¹¹ The small number of critical comments in addition to the positive feedback is consistent with expectations for participant experiences within the Fall 2016 pilot program.

2. Ongoing Learning: At present, survey data has not been collected to determine if participants maintained or will increase learning related to the outcome goals throughout the semester and academic year.
3. Facilitator Impact: At present, survey data has not been collected to determine the impact of the workshops on peer facilitators related to mental health and full academic participation.
4. Survey Instrument: The Fall 2016 pilot program survey instrument neglected to assess learning outcome 4—knowledge about campus and community resources related to diversity, inclusion, and social justice.

Recommendations for Growth for *Our Wisconsin*

The following are recommendations for improvements to the 2017-2018 *Our Wisconsin* pilot program based on the Fall 2016 Pilot Program survey results.

Recommendations for the 2017-2018 *Our Wisconsin* pilot program¹²:

1. Reexamine workshop schedule given significant drop off between Workshop One and Workshop Two.
2. Utilize UW-Madison specific examples to facilitate ongoing learning outside of *Our Wisconsin* workshops.
3. Expand reach of the program in hopes of reaching a critical mass of incoming students.¹³
 - a. Expanding program would necessitate additional staff.
 - b. Partner with University Housing to include all residence hall communities.

¹¹ In response to, “What would you recommend we change about this workshop?”, examples of written comments include, “It felt forced. It kind of annoyed me to be honest...”, “That they don’t throw their liberal views at us. We are all allowed to have our own views. Allow for my Republican views.” In response to “Is there anything else you would like to tell us about your experiences in this workshop...”, examples of written comments include, “Waste of my time, should not be forced to be here,” and “...Let me still be a Republican and not discriminate as I already don’t.” See Appendix 3: Workshop Participant Written Comments.

¹² The recommendations reflect feedback from participating student, staff, and faculty stakeholders including but not limited to: Representatives from the Associated Students of Madison, Residence Life professional and student staff, *Our Wisconsin* facilitators and central leadership, and *Our Wisconsin* working group members.

¹³ 80% of students responded that more students on campus would benefit from participating in this workshop. See Appendix 2: Survey Item Graphs.



4. Expand *Our Wisconsin* assessment efforts to include student, staff, and faculty facilitator experiences.
5. Review assessment efforts to ensure that data informs programmatic changes.
6. Consider *Our Wisconsin* actions and assessment efforts throughout the academic year.