



OUR WISCONSIN

EXECUTIVE SUMMARY 2016

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. The pilot effort targeted 1000 participants from four selected residence halls on campus. 59 workshops were conducted as part of the Our Wisconsin program.

Our Wisconsin established five desired learning outcomes:

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 the skills to intervene.

The assessment is based on pre and post workshop one surveys and post workshop two surveys. Due to the significant drop off of participants in workshop two, analysis is limited. Workshop participant demographics were similar to all UW first year students.

	Our Wisconsin	Control Group	All UW 1 st Year Students
White	82.4%	82.8%	73.0%
Female	50.0%	56.4%	52.7%
Not 1 st Generation	83.0%	73.0%	83.3%

Key Assessment Points

1. Measuring importance of learning about diversity. Measuring very and extremely.
 - a. Pre Workshop 1 (52%) Post workshop 1 (60%)
 - b. Post workshop 2 (58%)

Division of Student Life

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Associated Students of Madison • International Student Services * Office of Student Conduct and Community Standards
LGBT Campus Center • McBurney Disability Resource Center • Multicultural Student Center
Center for First Year Experience • Dean of Students Office • Center for Leadership and Involvement •

2. Measures indicated some positive growth in efforts to learn about different social identities, valuing conversations about race and thinking about the impact of race were apparent.
 - a. Frequency of efforts to learn more about those with different social identities. Measuring very often and extremely frequently.
 - i. Pre workshop 1 (31%) Post workshop 2 (31%)
 - b. Importance of having conversations about race. Measuring very and extremely important.
 - i. Pre workshop 1 (50%) Post workshop 2 (57%)
 - c. Frequency of thinking about ways your race affects your life.
 - i. Pre Workshop 1 (14%) Post Workshop 2 (21%)

3. Assessment indicates that conversations about race increased for workshop participants. Measuring very often and extremely often.
 - i. Pre workshop 1 (12%) Post workshop 2 (19%)

4. Participants indicated an increase in the likeliness they would question a friend about a biased or stereotypical comment after workshop 1. Measuring very and extremely. The decrease after workshop 2 is interesting.
 - a. Pre workshop 1 (39%) Post workshop 1 (50%)
 - b. Post workshop 2 (43%)

5. The reliance on growth measurements from workshop one to workshop two must acknowledge the considerable drop off in participation.

Themes emerging from the qualitative comments:

1. Offer snacks.
2. Reduce the time of the sessions.
3. Coordinate sessions earlier in the year.
4. The workshop schedule should be reviewed given the significant drop off between workshop one and workshop two.
5. Utilize UW – Madison examples to facilitate learning.
6. Expand and improve assessment efforts.
7. Begin to examine how Our Wisconsin can transfer to other efforts .

In year two, Our Wisconsin remains aspirational in its goals and reach. As a program focused on campus climate and the impact on student success year one provided hints of success and a solid foundation to grow from in the near future. Year two focus should be on both increasing the breadth of impact and the depth of the experience.