

OUR WISCONSIN

Our Wisconsin
Fall 2017
Program Review

Ning Sun
Student Life Assessment
Division of Student Life
University of Wisconsin-Madison



Division of Student Life
UNIVERSITY OF WISCONSIN-MADISON



**Center for the
First-Year Experience**
UNIVERSITY OF WISCONSIN-MADISON

Table of Contents

Executive Summary	3
Program Description	3
Improvements Made Based on Pilot Program.....	3
2017 Participation at A Glance	3
Summary of the 2017 Assessment Results.....	3
Our Wisconsin Fall 2017 Assessment Report.....	5
Assessment Process	5
Data Collection.....	5
Data Analysis	5
Assessment Results.....	6
Participants	6
Survey Results.....	7
Overall Program Evaluation	13
Program Strengths and Challenges.....	15
Program Strengths	15
Program Challenges and Recommendations	15
Appendix A	16
Appendix B	17
Appendix C	18

Executive Summary

This report summarizes assessment processes and results of the fall 2017 Our Wisconsin program. A set of assessment efforts are in place to measure program impact and effectiveness, understand students' changing needs, and further our conversation on program improvement. This report contains brief introduction of the program, description of the assessment procedures, assessment results from the Fall 2017 survey, and recommendations for future improvement.

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*. Our Wisconsin is a program in the Center for First Year Experience which is part of the Division of Student Life.

Improvements Made Based on Pilot Program

In 2016, the Our Wisconsin program was piloted in four residence hall communities reaching approximately 1,000 undergraduate participants. Informed by the pilot program assessment results, Our Wisconsin has made some substantial changes to its programming for 2017:

- Condensed two 2.5-hour workshop to one three-hour workshop
- Expanded program reach to all undergraduate first-year students living in university housing for the 2017-2018 academic year
- Expanded facilitator staff and recruited an additional full-time program coordinator

2017 Participation at A Glance

- Target approximately 7,500 first-year undergraduate students living in the UW-Madison's residence halls
- Approximately 4,300 students participated
- 96 student, staff, and faculty facilitators
- 134 workshops
- Participants spanned 19 residence halls and 3 Class Act¹ sessions

For fall 2017, the program was expanded to all 7,500 first-year undergraduate students in UW-Madison's 19 residence halls. Students in each hall were invited to attend a three-hour workshop with their House Fellow and residents from their floor just prior to or after the first day of classes. 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.

Summary of the 2017 Assessment Results

Drawing upon quantitative and qualitative data collected from the fall 2017 survey, program effectiveness was measured based on participating students' progress on the four program learning outcomes. This section only contains a summary of the assessment results, please refer to the Survey Results section (p.7) for more detailed and nuanced description of the assessment results.

- The program broadened participants' awareness of, interest in, and respect for diversity. On a scale of 0-4, students' interest in having conversations about diversity on average increased from $M = 2.89, SD = .88$ to $M = 3.06, SD = .90$, while their perceived importance of diversity on average increased from $M = 2.72, SD = 1.06$ to $M = 3.00, SD = .97$ as a result of participating in the

¹ Sponsored by the Division of Student Life, Class Act is a leadership initiative that targets early arriving first-year students. The program aims to help students recognize their agency in effecting campus culture, provide opportunities to develop leadership capacity, engage in specific topic areas where current culture is misaligned with our institutional values, and connect with peers to support lasting bonds. Approximately 150 first-year students living in residence halls participated in Class Act in Fall 2017.

workshop. Both the .17-point increase of interest level and the .28-point increase in perceived importance appeared to be statistically significant based on the paired sample *t*-tests.

- The program helped participants recognize inequalities exist in the society, provoke reflection on individual actions and behaviors, and be mindful of individual impact on others. On average, by participating in the workshop, students' level of recognition on social inequalities increased from $M = 2.69, SD = .98$ to $M = 3.05, SD = .88$ on a scale of 0-4. Similarly, participants also demonstrated an increase (from $M = 2.58, SD = 1.04$ to $M = 2.91, SD = 1.00$) in their level of recognition of how social identities impact the way we view the world. The .36-point increase for both measures appeared to be statistically significant based on the paired sample *t*-tests. In addition, after taking the workshop, 68% of the participants also indicated that they are *very* or *extremely likely* to reflect more on how words affect others.
- The program enhanced participants' skills in identifying biases and encouraged them to challenge their peers making biased and stereotypical comments. When asked how likely will they speak up to biased or stereotypical comment about another person or group of persons, students' self-reported likelihood increased from $M = 2.38, SD = 1.01$ to $M = 2.74, SD = .99$ as a result of participating in the workshop. The paired *t*-test indicates that this .37-point increase is statistically significant.
- The program helped participants form a greater sense of connection with the campus community by providing the opportunity for them to connect with their peers at a deeper level. On average, students reported an increased sense of belonging $M = 3.12, SD = .80$ as compared to the baseline measure $M = 2.96, SD = .84$. This .16-point increase proved to be statistically significant. In addition, participants also perceived an increased level of responsibility (from $M = 2.50, SD = .84$ pre-test to $M = 2.93, SD = .84$ post-test) of helping members of their residence halls feel welcome at UW-Madison. Results of the paired *t*-test indicate that this .43-point increase is statistically significant.

Our Wisconsin Fall 2017 Assessment Report

Assessment Process

The assessment of the Our Wisconsin program adopts a longitudinal mixed-method design that gathers multiple forms of data. Data are collected at two time intervals throughout the 2017-2018 academic year, from a cohort of freshmen who resided on campus and participated in one of the workshops. The assessment draws upon various forms of data collected through survey questionnaire, open-ended questions, and focus groups, which offer the ability to answer different questions and to triangulate and validate findings. While the quantitative survey data provide an overview of the program's impact and effectiveness, the written responses to the open-ended questions and the focus groups are intended to provide a deeper and more nuanced understanding of how the program shaped participants' experiences on campus. Following the cohort of students for one academic year will also offer insights into the program's long-term effects on students.

This assessment process is guided by and designed to measure the following learning outcomes for the Our Wisconsin program:

- Students will gain a broader awareness of, interest in, and respect for the diversity on campus.
- Students will gain a greater appreciation for how individual actions and systems impact individuals' experiences in the world.
- Students will gain enhanced skills to identify bias and engage in constructive dialogue about diversity and inclusion.
- Students will gain a greater sense of connection with the campus community.

Data Collection

In fall 2017, participants filled out a pre-test survey at the beginning of the workshop and a post-test survey upon completion of the workshop. A Scantron was provided with a set of multiple-choice survey questions and open-ended questions. The survey contains items that gather participants' demographic information (5 survey items in pre-test), attitudes toward and perceptions of diversity and inclusion (7 pre-test items and 9 post-items items), and feedback for the workshop (6 post-test items and 2 open-ended questions).

In addition to the survey, focus groups will be conducted during spring 2018 to gain an in-depth understanding of students' experiences at the workshops, examine the program's long-term impact on student experiences on campus, and answer questions that may potentially arise from the survey results. Recruitment will be drawn from 160 participants who provided an email address and indicated an interest, on their surveys, in being contacted for follow-up. An interview protocol will be created upon completion of the survey data analysis. This will provide the ability to build questions into the protocol to understand certain observed trends from the perspective of the participants.

Data Analysis

Quantitative survey data were processed and analyzed using SPSS, descriptive analysis was performed to demonstrate distribution of students' responses to each survey question. In addition, paired sample t-tests were conducted for the pre- and post-test survey items. The paired sample t-test is designed to examine whether the difference between students' pre- and post-test responses is zero. For this assessment project, students' self-reported perceptions on diversity and inclusion before and post workshop participation were compared and analyzed to measure effectiveness of the workshops. Missing data was handled using pairwise deletion, which maximizes all data available on an analysis-by-analysis basis. A detailed description of the data preparation process can be found in Appendix A.

Two open ended questions asking participants' preferred aspects of the workshops and recommendations for future changes were one of the sources for the qualitative part of the assessment. A total of 2,985 participants provided written feedbacks to the questions. These responses were entered into an Excel spreadsheet and analyzed using NVivo. The data were coded and then categorized into themes.

Assessment Results

Participants

A total of 4,332 students living in resident halls participated in the Our Wisconsin workshop and completed the survey. Primarily targeting incoming freshman students, three recruitment approaches were adopted. First, portrayed as a community building opportunity to create an inclusive environment, Vice Provost and Dean of Students, Lori Berquam, emailed incoming freshman students informing them that they would be participating in the Our Wisconsin program in their residence halls. Second, information about the program was also announced at Student Orientation, Advising, and Registration (SOAR)². Lastly, since over 90% of UW-Madison freshmen chose to reside on campus, House Fellows also advertised the program within their residence halls. In collaboration with the various partners across the campus, the program was able to reach a large percentage of the freshmen. However, non-freshmen who lived in the residence halls also had the option to participate in the workshops. All students attended the workshop voluntarily, and no academic course holds or conduct sanctions were given to residents who chose not to attend the workshops.

Table 1.

Characteristics of Participants

	<i>N</i>	<i>%</i> ³
Gender		
Men	1822	42.4
Women	2354	54.8
Race/ethnicity		
Asian/Asian American	627	14.6
Black/African American	113	2.6
Latino/a/x	156	3.6
White	3143	73.0
Other	214	5.0
First-generation college student	676	15.8

Note. Other = Native American/American Indian, Middle Eastern/North African, Pacific Islander/Native Hawaiian/Native Alaskan, multiracial, and unknown race.

Reflective of the freshman student demographic⁴, a little over half (54.3%) of the participants identified as women (see Table 1 for a detailed description of participants' characteristics). A majority of the participants were White (72.6%) and identified as straight/heterosexual (87.3%). 15.6% of the participants reported as first-generation college students. Distribution of the participants from each residence hall is listed in Table 2. Among the 19 participating residence halls, participation rates range between 41.7% and 82.9%.

Table 2.

Number and Percentage of Participants from Each Residence Hall

Residence Hall	<i>N</i> of Participants	<i>%</i> of Participants	<i>N</i> of Residents	<i>%</i> of Residents Participated
Witte	694	16.1	1,134	61.2
Sellery	638	14.8	1,134	56.3
Ogg/Smith/Merit/Davis	571	13.3	1,183	48.3
CRC/Barnard	477	11.1	719	66.3
Waters	308	7.2	501	61.5
Tripp/Adams/Slichter	285	6.6	683	41.7
Cole/Sullivan/Leopold	557	12.9	672	82.9
Kronshage	272	6.3	608	44.7
Dejope/Phillips/Bradley	501	11.6	828	60.5
Total	4303 ⁵	100.0	7,464	57.7

² SOAR is a campus undergraduate orientation program coordinated by the Center for the First-Year Experience. In Fall 2017, 99.84% of the incoming freshmen participated in SOAR.

³ Percentages used in the report are valid percent, representing the percentage calculated excluding missing data.

⁴ 55.2% of the freshmen enrolled in Fall 2017 are female, and 44.8% are male.

⁵ There were 29 participants who did not indicate their residence halls in the survey.

Survey Results

The results section is organized based on the four learning outcomes. Most survey responses are displayed using bar graphs. Results of the paired sample t-test can be found in Appendix B. Themes revealed from students’ responses to the two open-ended questions were discussed in relation to the learning outcomes and overall evaluation of the program.

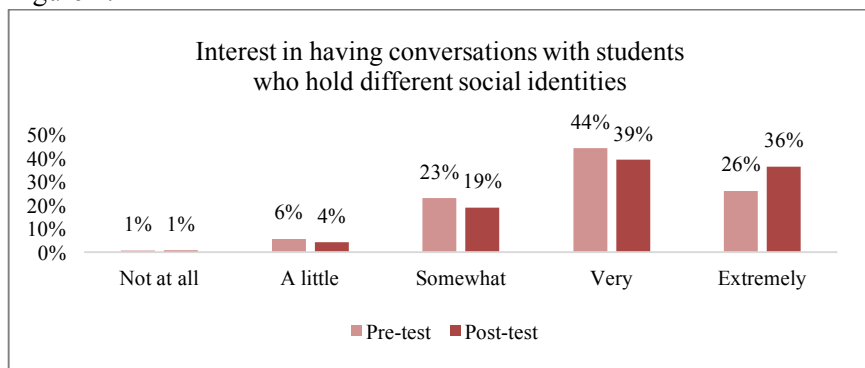
Learning Outcome 1: Students will gain a broader awareness of, interest in, and respect for the diversity on campus.

Corresponding workshop activities (a detailed description of the curriculum can be found in Appendix C):

- Overview of Our Wisconsin
- Warm-up discussion questions
- Energizer high-five activity

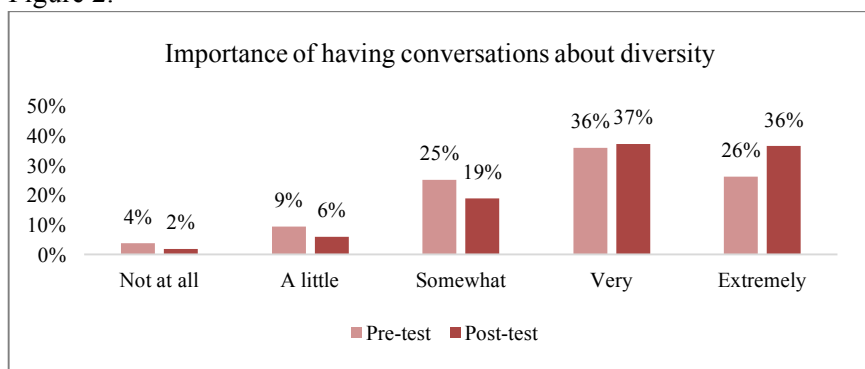
Figure 1 displays changes in students’ interest levels in talking to peers with various social identities before and after taking the workshops. While the percentages of students indicating interest levels of *a little*, *somewhat*, and *very* decreased by 11%, there is a 10% increase for those who reported being *extremely* interested in having conversations with peers holding different social identities after the workshop.

Figure 1.



Comparing pre- and post-test responses in Figure 2, we observed a decreased number of students who believed having conversations about diversity is *not at all*, *a little*, or *somewhat important*, and there was an increase in the number of students who perceived it to be *very* or *extremely important*.

Figure 2.



Results of the paired sample *t*-test also confirmed the increased interest level of and raised recognition of the importance of having conversations about diversity (Figure 3). Specifically, there was a statistically significant difference for students’ interest level in having conversations with peers holding different social identities prior ($M = 2.89, SD = .88$) and post ($M = 3.06, SD = .90$) the workshops, with $t(4213) = 15.16$, and $p = .00$. In other words, after participating in the workshop, students’ self-reported

interest in diversity increased .17 points on average. These results suggest that the workshops increased students' interests in diversity. The difference between students' perceived level of importance of having conversations about diversity pre- and post-workshops also appeared to be statistically significant with $t(4204) = 24.47$ and $p = .00$. It appeared that students perceived having conversations about diversity to be more important ($M = 3.00, SD = .97$) as a result of participating in the workshop, as compared to the baseline measure ($M = 2.72, SD = 1.06$). It is a .29-point increase in students' average perceived level of importance of having diversity related conversations.

Figure 3.
Change of Interest and Awareness of Diversity on Average

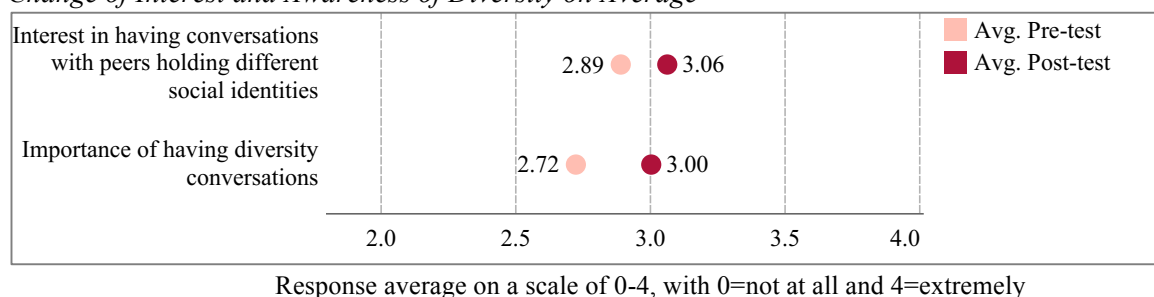
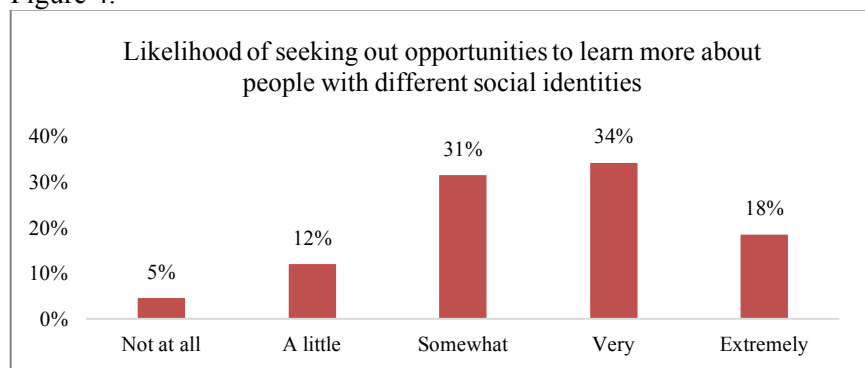


Figure 4 illustrates that a majority (83%) of the participants indicated certain level of likelihood of seeking out opportunities to learn more about those with social identities different than their own (with 31% reported *somewhat likely*, 34% *very likely*, and 18% *extremely likely*). However, compared to the results displayed in Figure 1, there seems to be a gap between students' interest and intent of learning more about people with different social identities. 70% of the participants reported that they were *very* or *extremely interested* in having conversations with those who hold different social identities, while only 52% indicated that they were *very* or *extremely likely* to seek out opportunities to learn more about people with different social identities. Given students' indicated interests in learning more about diversity, but relatively lower level of intent in seeking out opportunities to do so, future effort may be directed toward offering more diversity-related programs and activities on campus.

Figure 4.



Apart from the quantitative survey data, participants' responses to the open-ended question that asked what they liked about the workshops also demonstrated their gained awareness of, interest in, and respect for the diversity on campus. Specifically, 254 participants reported getting to know peers' different experiences and views, raising awareness of and respect to differences, and learning about diversity to be the aspects that they liked about the workshops. For instance, one participant commented, "[The workshop] really reminds me [of] how different we are and [the needs] to be respectful of the differences."

Approximately 230 participants shared their appreciation for the opportunity of discussing controversial topics, sharing their opinions, and having a conversation about these issues beyond the surface

level⁶. Even though some participants acknowledged that these are “uncomfortable” or “tough” questions to discuss, and required them to “step out of comfort zone,” they still viewed it as a positive experience and valued the openness and honesty of their peers. A total of 199 participants described their workshop experiences interacting with their peers to be “open,” “truthful,” “honest,” “genuine,” and “engaged.” For instance, participants reported that they “liked how people were surprisingly honest” and “willing to have conversations about tough topics.”

It is worth noting that this level of openness and truthfulness was a result of the purposeful design and creation of a welcoming, supportive, and respectful environment of the workshops. To illustrate, 221 participants commented on how the workshops were carried out. They described the workshops to be “positive,” “welcoming,” “accepting,” “inclusive,” “respectful,” “friendly,” and “non-judgmental.” By creating an environment as such, students felt “safe” and “comfortable” to open up and share their opinions, regardless of their differences. For instance, one participant commented, “[I liked that] how much acceptance there was, made people comfortable.” Another participant said, “[I liked that the workshop] created an environment where non-progressive social values can be comfortably expressed.”

However, a small number (a total of 46) of students reported different experience. Fourteen participants described the workshop to be too “intense,” “heavy,” or “personal”, which resulted in discomfort. Thirteen participants thought the workshop was “pushy” and “forceful”, and they disliked being called out to share. In addition, three participants directly commented on their fear of sharing their opinions and being judged. One of the three participant wrote “people should not feel pressured to reveal [their stands on certain issues].” Additional nine participants also recommended anonymous responses for the activities in similar nature. There were seven participants who felt being “targeted” or “singled out” either individually or as a group, and four participants described the workshops made them feel bad about themselves.

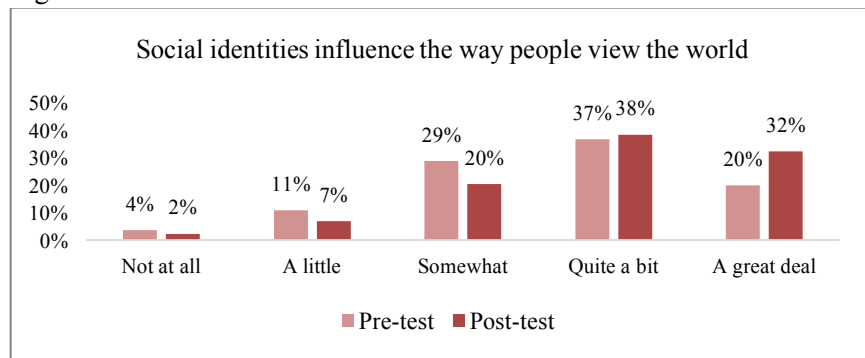
Conclusion of Assessment on Learning Outcome 1. Taken together, the workshop seemed to be effective in raising students’ awareness of, interest in, and respect for the diversity on campus. Even though diversity and inclusion related topics are often hard to discuss, the program carried it out in a respectful and supportive manner in which majority of the students, regardless of their social background, felt comfortable to share their opinions and learn from each other.

Learning Outcome 2: Students will gain a greater appreciation for how individual actions and systems impact individuals’ experiences in the world.

Corresponding workshop activities: The Card Game

Participation in the workshops seemed to help students realize that the way people view the world is affected by their social identities (Figure 5). More students (from 57% pre-workshop to 70% post-workshop) recognized this strong association, while the number of those who saw no or weak association (*not at all*, *a little*, and *somewhat*) decreased from 44% to 29%.

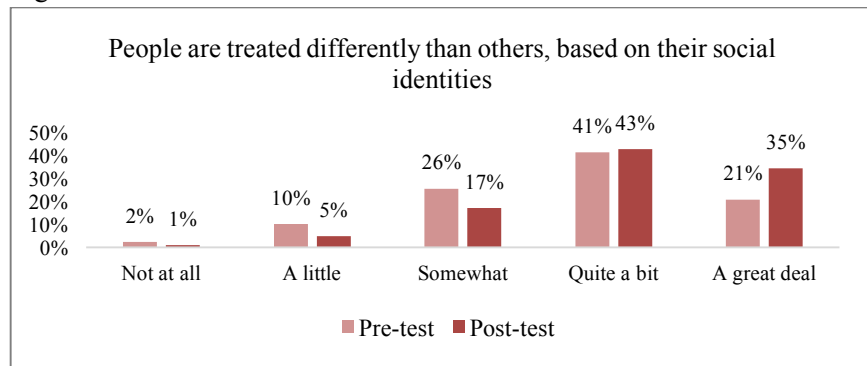
Figure 5.



⁶ A couple examples of participants’ comments that describe their views of the workshops: “[I liked] the opportunities for everyone to have a voice and share their insights and opinion;” And “[I liked that] different opinions were not labeled as simply ‘wrong’.”

Similar patterns were observed in Figure 6. A greater number of participants recognized that people are treated differently than others based on their social identities. The percentage of students indicating responses of *quite a bit* or a *great deal*, rose from 62% to 78%, while the percentage reporting *not at all*, *a little*, or *somewhat* fell from 38% to 23%.

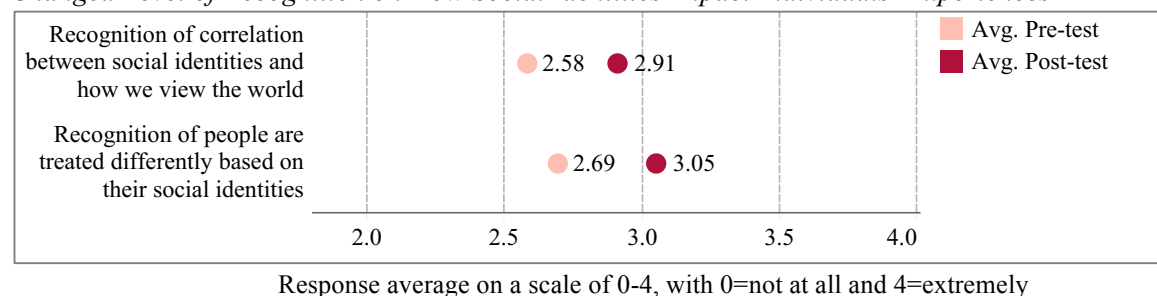
Figure 6.



Results of the paired sample *t*-test (Figure 7) showed that the students’ recognition of how social identities impact the way we view the world increased from $M = 2.58, SD = 1.04$ pre-test to $M = 2.91, SD = 1.00$ post-test. This .33-point increase on average is statistically significant ($t(4220) = 23.34, p = .00$). In terms of the level of recognition that people are treated differently than others based on their social identities, the paired sample *t*-test demonstrated an average increase of .36 point (with pre-test $M = 2.69, SD = .98$; and post-test $M = 3.05, SD = .88$). This increased recognition of inequality on average proved to be statistically significant $t(4222) = 28.12, p = .00$. In other words, the workshops were effective in helping students recognize that people are treated differently because of their social identities.

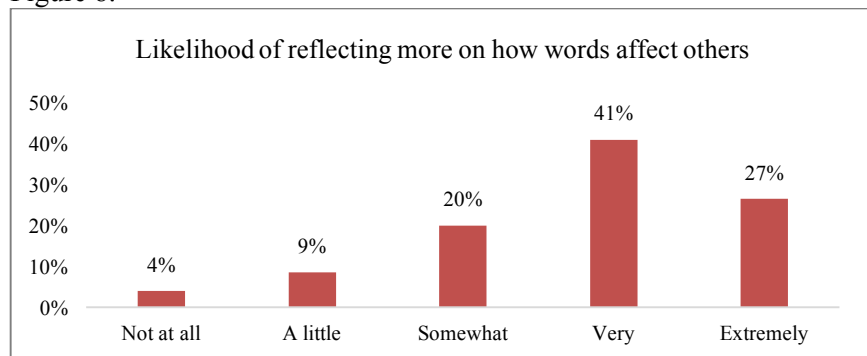
Figure 7.

Changed Level of Recognition on How Social Identities Impact Individuals’ Experiences



Upon completion of the workshop, 68% of the participants indicated that they were *very* or *extremely likely* to reflect more on how words affect others (Figure 8). However, 13% of the participants reported low level of likelihood (*not at all* or *a little*) of doing so.

Figure 8.



Participants’ written responses triangulated the results from the quantitative data. A total of 127 participants described the workshops to be “eye opening,” “enlightening,” “informative,” “meaningful,” “humbling,” and “powerful.” Some participants also commented that the workshops helped them better understand “the diversity of experiences” and “how people are treated differently.” At the same time, participants also believed that the workshops “provoked thoughts and reflection” around diversity, inclusion, and how individual behaviors and language affect others.

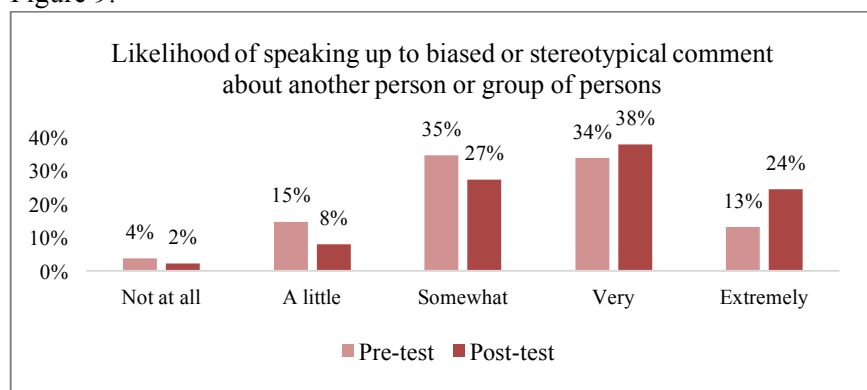
Conclusion of Assessment on Learning Outcome 2. In sum, results of the analysis suggest that the program helped students recognize inequalities exist in the society, and provoked students’ self-reflection on how individual actions and systems impact individuals’ experiences in the world.

Learning Outcome 3: Students will gain enhanced skills to identify bias and engage in constructive dialogue about diversity and inclusion.

Corresponding workshop activities: The Continuum of Harm

Figure 9 illustrates an increased likelihood of students speaking up to biased or stereotypical comments about other persons or groups of persons. The percentage of students who reported *not at all*, *a little*, and *somewhat likely* to speak up decreased from 54% to 37% upon completion of the workshops. Respectively, more students (62%) reported that they are *very* or *extremely likely* to challenge biased or stereotypical comments comparing to the baseline measure (47%).

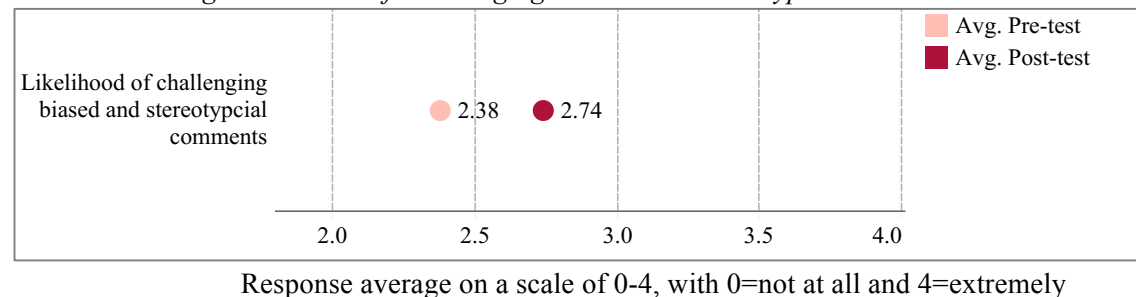
Figure 9.



The paired sample t-test confirmed the increased likelihood to be statistically significant ($t(4207) = 31.74, p = .00$). Specifically, there was a .37-point increase (Figure 10) in students’ likelihood of challenging biased and stereotypical comments from the baseline measure ($M = 2.38, SD = 1.01$) to post workshop ($M = 2.74, SD = .99$).

Figure 10.

Increased Average Likelihood of Challenging Biased and Stereotypical Comments



Participants’ written responses also spoke to these findings. For instance, there were 44 students who commented on their raised awareness of privilege and biases as a result of participating in the workshops. One student wrote, “[the workshop] challenged all of our assumptions and set the foundation for an inclusive

community.” However, there were 11 participants recommended adding or expanding discussion on concrete actions one can take to make positive changes.

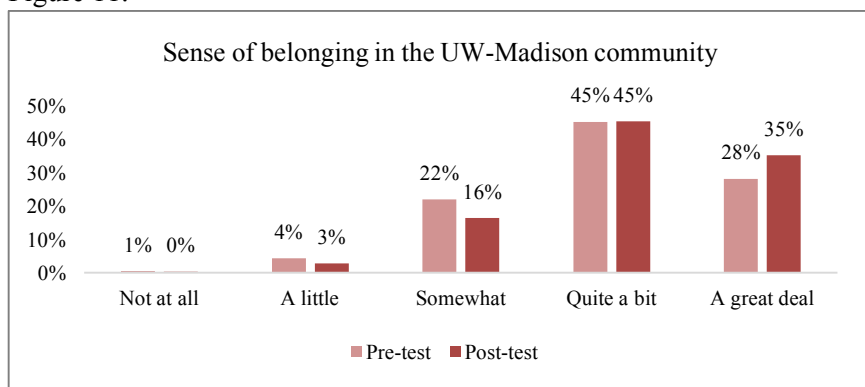
Conclusion of Assessment on Learning Outcome 3. In sum, the workshops seemed to enhance participants’ skills to identify biases and were effective in improving the likelihood that students will challenge biased and stereotypical comments.

Learning Outcome 4: Students will gain a greater sense of connection with the campus community.

Corresponding workshop activities: Circle Step-ins

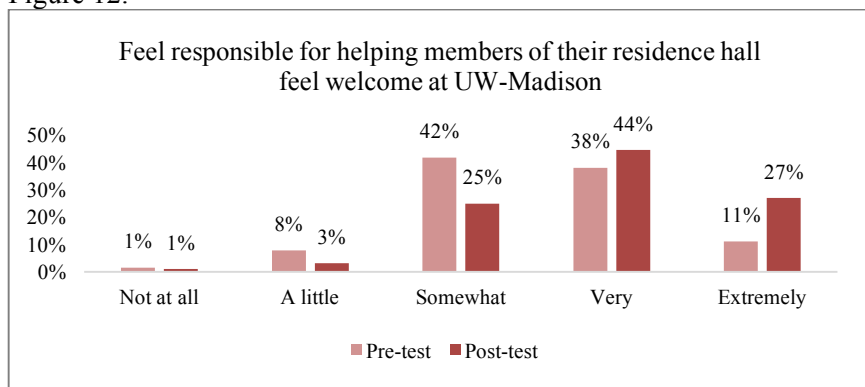
It appeared that the workshop helped participants cultivate a stronger sense of belonging to the UW-Madison community (See Figure 11). Specifically, the number of students who reported low levels of sense of belonging (including those who indicated *not at all*, *a little*, and *somewhat*) dropped from 27% to 19%. While the percentage of students who had *quite a bit* of sense of belonging remained the same, there is a 7% increase in the number of students who felt they belong to the campus *a great deal*.

Figure 11.



While asked how much they feel responsible for helping members of their residence hall feel welcome at UW-Madison, more students (71% post-test compared to 49% pre-test) reported that they feel *very* and *extremely* responsible (Figure 12). Even though the number of students who did not believe they are responsible at all remained the same, those who recognized a low level of responsibility dropped significantly from 50% to 28%.

Figure 12.

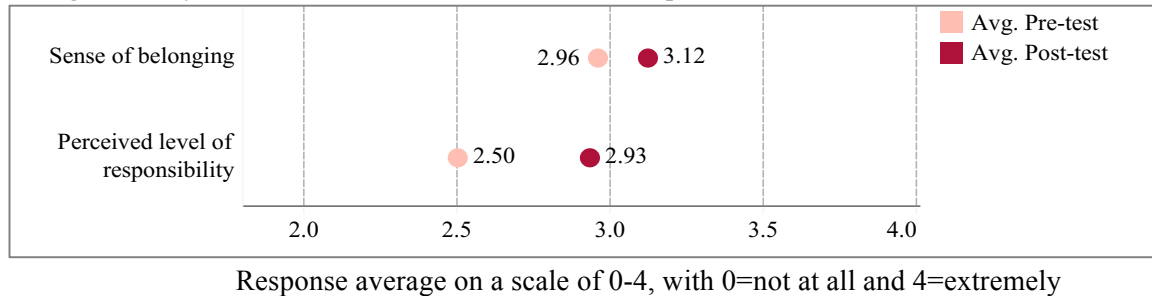


Results of the paired sample t-test demonstrate that the workshops positively contributed to students’ sense of connection with the campus community (Figure 13). Comparing to the baseline measure ($M = 2.96, SD = .84$), after participating in the workshops, students reported higher sense of belonging ($M = 3.12, SD = .80$) on average. The .16 increase in students’ sense of belonging on average appeared to be

statistically significant ($t(4320) = 16.51, p = .00$). In addition, students perceived level of responsibility to make peers feel welcomed also increased (from $M = 2.50, SD = .84$ pre-test to $M = 2.93, SD = .84$ post-test). This .43-point increase is statistically significant ($t(4224) = 37.66, p = .00$).

Figure 13.

Change Level of Connection with the UW-Madison Campus



Community building was another major theme that revealed from participants’ written feedback. With about 270 responses related to this theme, it seemed that students used the workshops as an opportunity to meet and connect with their peers. Through participation of the workshops, students felt that the workshops brought the community closer and gave them “a way to connect with their peers at a deep level.”

Conclusion of Assessment on Learning Outcome 4: In conclusion, the program had positive impact on cultivating students’ sense of belonging by connecting students with their peers and promoting a stronger sense of ownership.

Overall Program Evaluation

Based on the survey data, the program appeared to have made positive impact on the four identified learning outcomes for the participants. In addition to the questions that measure students’ perceptions on diversity and inclusion, general satisfaction and evaluation of the workshop were also included in the survey.

A majority (80%) of the participants found the workshops to be *somewhat* to *extremely worthwhile* (see Figure 14). When asked if they think the workshops positively contributed to the campus community, close to 88% of the participants thought so (see Figure 15). However, results of this question should be read with caution, due to the issues related to the design and format of the survey. As discussed earlier in the data analysis section, since this is the only dichotomous question in the survey, along with improper shading of the options that are not selectable (two through nine), only 88.7% of the cases are valid. A considerable number of the participants (a total of 340) treated it as a 5-point Likert-scale question and did not respond to the question properly. Among these students, 83 selected option 2 indicating *somewhat*, 130 chose option 3 indicating *very*, and 127 chose option 4 indicating *extremely*. These cases were excluded from reporting for this question.

Figure 14.

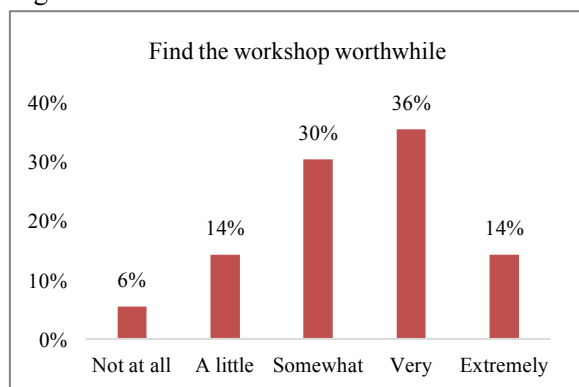
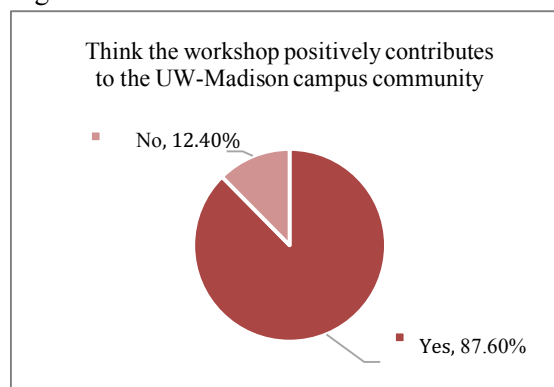


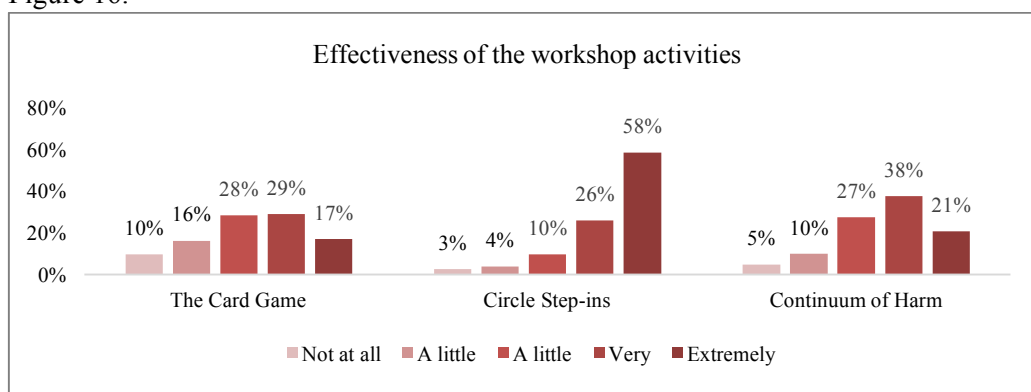
Figure 15.



Apart from students’ positive feedback, one of the open-ended question asked for participants’ recommendation on how to improve the workshop. A total of 2,431 participants responded to this question, and 523 of them commented that there was nothing they recommend changing. For the rest of feedback collected from the participants, most centered around duration, schedule, and food/snacks issues. Specifically, 769 participants commented that a 3-hour workshop was too long. Eighty-three participants complained about scheduling of the workshops on weekday/school night being inconvenient, and some recommended to move the workshop before the school starts. There were also 52 recommended providing food/snacks, since the workshops they attended were scheduled around dinner time.

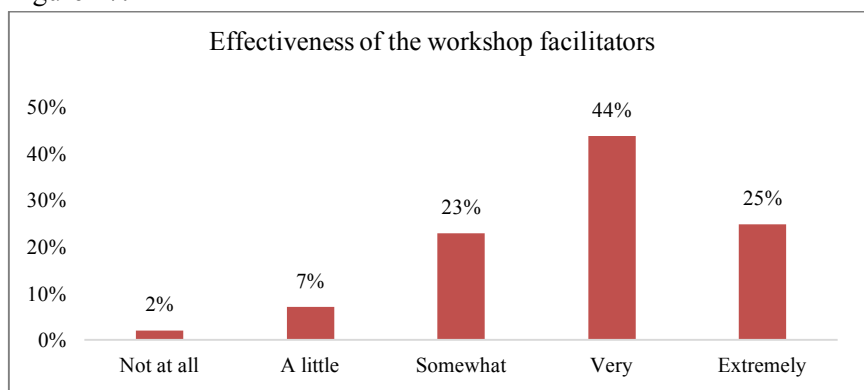
Close to 200 participants recommended structure changes, which include smaller group size, dedicating more time on group discussion, increasing opportunities for and better facilitation of peer interaction, and creating more space for sharing individual perspectives and experience. In addition, four participants suggested that the workshop should be more sensitive and accepting of different opinions. There were also seven students who described the workshop to be “biased” and “liberal” in a way that “unpopular opinions were not welcome” and “discrimination against conservatives not addressed.”

Figure 16.



Regarding the activities offered at the workshop, the circle step-ins activity was the most highly rated, with 84% of the participants reported it to be *very* and *extremely effective*, compared to 46% for the card game and 59% for the continuum of harm activity (Figure 16). Reviewing participants’ comments revolving around the three activities, 120 participants disliked the card game. While 11 participants did not like the circle step-ins activity, 50 participants suggested making slight adjustment, including smaller group size, adding more questions, and making responses confidential. Fifty participants commented on the continuum of harm activity, with 18 participants indicated they dislike or did not think it was effective, and the rest suggested clearer instruction, more examples, better explanation on how certain statements are harmful, and allow participants to explain certain viewpoints.

Figure 17.



Facilitators of the workshops also appeared to be effective and highly rated by the participants. Specifically, 69% of the students rated the workshop facilitators to be either *very* or *extremely* effective (see Figure 17). Looking at participants' written feedback, about 50 of them commented on effectiveness of the facilitators. These participants described the facilitators to be "friendly," "genuine," "respectful," "patient," "understanding," "open," "mindful," "inclusive," and "affirmative."

Program Strengths and Challenges

Program Strengths

Based on the assessment results, the program has demonstrated its effectiveness in its outreach efforts and helping participants make progress on the four program learning outcomes.

- Through partnership development across campus with University Housing, Athletics, Band, Associated Students of Madison, and SOAR, the program was able to reach and recruit 57.7% of the first-year undergraduate students to participate in the workshop.
- Even though diversity and inclusion related discussions are often hard to facilitate, the program was effective in providing trainings for the facilitators who created an environment where majority of the participants felt safe and supported to share their perspectives and ideas, learn about diversity and inclusion, and build a stronger sense of belonging.
- With regard to the programs' learning outcomes, based on participants' responses to the survey questionnaires:
 - The program raised participants' awareness of, interest in, and respect for diversity.
 - The program helped participants recognize inequalities exist in the society, provoked reflection on individual actions and behaviors, and be mindful of individual impact on others.
 - The program enhanced participants' skills in identifying biases and encouraged them to challenge their peers making biases and stereotypical comments.
 - The program helped participants form a stronger sense of belonging by providing the opportunity for them to connect at a deeper level.

Program Challenges and Recommendations

- **Participation Rates:** The dramatically different participation rates (between 41.7% and 82.9%) across the 19 residence halls indicate needed effort to further investigate causes for such gap. It can be informative to compare recruitment procedures and techniques House Fellows adopted between the residence halls with low and high participation rates.
- **Adjustment of Workshop Curriculum and Structure:** Results of the survey indicate a much lower satisfaction level with the Continuum of Harm activity offered in the workshop. It is unclear what are the causes for the dissatisfaction with the data available. The program should consider further their investigation through the focus groups that are scheduled for spring 2018. In addition, based on participants' feedback, the program should also investigate the possibility of adjusting group size, and incorporating more group discussion and peer interaction.
- **Program Length and Schedule:** The current feedback from participants and some facilitators showed that the current three-hour workshop model is not effective, as participants were not able to stay fully engaged. In addition, the program may consider schedule the workshops differently, as about 100 participants commented on the taking the workshop on a weekday can be challenging. The program is likely to boost participation rate by offering multiple date/time slots for students to choose from.
- **Survey Design:** The survey questionnaire contains several design and formatting flaws, which may have caused confusion for the participants. Further revision of the survey is recommended.

Appendix A

Quantitative Data Preparation

Quantitative data were collected in fall 2017 using the survey questionnaire printed on Scantrons. The Scantrons were processed by UW-Madison's Testing and Evaluation Services to create raw data files, which were then used for analysis. SPSS was utilized to prepare and analyze the data.

Prior to analyzing the data, a few data diagnosing and cleaning techniques were performed. This data cleaning procedure aimed to identify and correct errors introduced in the data collection and entry processes and minimize their impact on results. Additional steps were taken in the data preparation process to improve quality of the data and minimizing problems associated with the formatting issues of the Scantron.

The raw data file was first imported into SPSS, and then variable names and response category labels were created. Missing data were coded as "-99", and multiple response items were coded as "-8". Beginning with the screening phase, descriptive analysis was performed to detect abnormality within the data. During this process, a few error sources were identified that were associated with the design and formatting of the survey. First, since option 0, indicating *not at all* for questions 3, 4, and 5, were in shade⁷, the scanner was not able to read these options. As a result, students who selected *not at all* for these three questions were shown as missing values in the dataset. Second, survey item 24 was a dichotomous question with option 0 as *yes* and 1 as *no*. As the only dichotomous question in the survey and without proper shading of the options that were not selectable (two through nine), a considerable number of the participants (at least 340) treated it the same as other 5-level Likert-scale questions and selected option 2, 3, or 4. Third, because of the space between scales 1 and 0, there were instances in which the scanner was not able to read 0 and treated these responses as missing values. Forth, missing values and choosing multiple responses were coded inconsistently in the raw data file. Fifth, the scanner was not able to detect lightly-colored items. As a result, those items were indicated as missing in the raw dataset. Lastly, for Scantrons that were not filled out entirely on one side, there were cases where the scanner read 5 or 6 in the shaded area for a couple questions amid missing values.

Since a majority of the identified errors were related to missing data, all Scantrons that contained one or more missing values were reviewed manually. In addition, Scantrons that contained invalid values were also reviewed for possible errors. These identified scanning errors were then corrected in the dataset accordingly. Given the random nature and small number of cases that contained invalid response values, these responses were treated as missing data. Through this reviewing process, errors were corrected and data points were recovered.

⁷ In Scantron design, options that are not selectable are often shaded to improve readability of a questionnaire.

Appendix B

Table 1.
Descriptive Statistics and t-test Results for Pre- and Post-test Items

Survey item	Pre-test		Post-test		N	95% CI for mean differences		t	p	df
	M	SD	M	SD						
Sense of belonging	2.96	.84	3.12	.80	4231	.14	.18	16.51***	.00	4230
Feel responsible for helping peers feel welcome	2.50	.84	2.93	.84	4225	.41	.46	37.66***	.00	4224
Interests in having conversations with students holding different social identity	2.89	.88	3.06	.90	4214	.15	.19	15.16***	.00	4213
Believes that social identities influence worldview	2.58	1.04	2.91	1.00	4221	.30	.36	23.34***	.00	4220
Speak up to biased or stereotypical comments	2.38	1.01	2.74	.99	4208	.33	.38	31.74***	.00	4207
Believes that people are treated differently due to their social identities	2.69	.98	3.05	.88	3224	.34	.39	28.12***	.00	4222
Importance of having conversations about diversity	2.72	1.06	3.00	.97	4205	.26	.31	24.47***	.00	4204

Note.: M mean, SD standard deviation, t paired sample t-test statistic, df degree of freedom, p p-value corresponding to the given t-test statistic
*** $p < .001$

Appendix C

Our Wisconsin Curriculum⁸

Introductory Activities (20 minutes)

Learning Outcome 1: Students will gain a broader awareness of, interest in, and respect for the diversity on campus.

Introductions (3 minutes)

Faculty/staff facilitator and Badger Way peer facilitators briefly introduce themselves.

- Include name(s), pronouns, and role/class year, and where they grew up.
- Share one hope for the workshop. For example: I hope that I learn something new about myself.

Overview (2 minutes)

Provide an overview of Our Wisconsin vision and background, along with workshop agenda.

- Vision to have a campus community where all students are welcomed, valued, and supported.
- Developed together with students, faculty, and staff as an effort to build community amongst a diverse campus.
- This 3-hour workshop includes activities that pilot program participants found most impactful.
- Note that as Badger Way facilitators, you are both learners and facilitators. Facilitators will role model sharing their own stories, and role model reflecting on these experiences as part of their learning process.

Warm-up discussion activity (5 minutes)

Facilitators ask the group, “What does everyone deserve to have a great college experience?”

- Invite attendees to shout out 10-15 adjectives/descriptors. Summarize their responses.
- Add any adjectives/descriptors that are critical but not mentioned (i.e. respect, safety, care, home, fun).
- Thank them for their responses after each response, and again for their participation at the end of the activity.

Energizer activity (5 minutes)

Introduce yourself to someone new and give them a high-five.

- Find something you have in common, give them another high-five, then meet someone new and repeat.
- Meet as many people as possible until the facilitator calls time.

Introductory activities closing remarks (5 minutes)

The Card Game (40 minutes)

Learning Outcome 2: Students will gain a greater appreciation for how individual actions and systems impact individuals’ experiences in the world.

Instructions & participation (10 minutes)

Discussion (15 minutes)

Ask the following questions (separately) and solicit responses for each before continuing to the next one.

- What card do you think you have and why?

⁸ The curriculum adapted from materials provided by Dr. Becky Martinez and the Best Badger developed by Multicultural Student Center for Our Wisconsin fall 2016 workshop.

- How did your behavior shift throughout the activity from beginning till end?
- What were some of the subtle ways people were treated less than/better than?
- As we think about identity, what groups get “high card” treatment? Which ones get “low card” treatment?

Re-frame The Card Game within individual, group, and systems levels (10 minutes)

The Card Game closing remarks (5 minutes)

Break (10 minutes)

Key concepts (10 minutes)

Energizer discussion (5 minutes)

Facilitator asks: “What was diversity like where you grew up?”

The Continuum of Harm to Our Wisconsin (40 minutes)

Learning Outcome 3: Student will gain enhanced skills to identify bias and engage in constructive dialogue about diversity and inclusion.

Instructions & Participation (10 minutes)

Facilitators provide an overview of The Continuum of Harm to Our Wisconsin. The continuum is grounded in the Social Ecological Model of Primary Violence Prevention, adapted from the Centers for Disease Control and Prevention’s training tools for addressing gender violence. The aim of the activity is to generate discussion about structural power, in addition to empowering participants to identify harmful behaviors that they can interrupt as bystanders.

Discussion (25 minutes)

The Continuum of Harm closing remarks (5 minutes)

Closing Activity: Circle Step-ins (30 minutes)

Learning Outcome 4: Students will gain a greater sense of connection with the campus community.

Discussion (10 minutes)

In groups of 4 discuss the following questions:

- What did you notice about yourself? About the group?
- What are your thoughts? Reactions?
- What was their feeling word and meaning behind it?
- What does this mean as we think of [our house/floor] and developing an inclusive campus community?

In large group, discuss: What is the impact of doing this activity as we create community with Our Wisconsin?

Circle Step-ins closing remarks (5 minutes)

- We are all members of many groups
- Some more visible, some less visible
- There are groups we often think about and some we rarely think about