

Name of Assessment Project: International House International Affairs Group (IAG)

Name(s) of Person(s) Responsible for Assessment Project: Program Coordinator (Malou Amparo)

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Other Units/Departments Involved in Assessment Project:

Program, Service, or Event Related to Assessment Project: International Affairs Group (IAG) is a program developed and implemented by International House with support from the Non-Resident Student Engagement (NRSE) work group. The purpose of the IAG program is to promote global awareness and engage UC San Diego and community members through a series of free public lectures, panel discussions, and cultural events. IAG organizes one to two events every week in the Great Hall that focus on various international topics and issues in all regions of the world. IAG's primary audience is undergraduate students at UC San Diego, though a large number of graduate students and community members attend IAG's events due to the broad scope of IAG events.

IAG speakers and panelists include faculty and lecturers from local universities (UC San Diego, San Diego State University, University of San Diego) and academic institutions around the world, former heads of state, foreign service officers, journalists, economists, NGO directors, and other academics and professionals in various fields. IAG's partners include the Center on Emerging and Pacific Economies (EmPac) and 21st Century China at IR/PS, San Diego World Affairs Council, United Nations Association of San Diego, Museum of Photographic Arts, International Rescue Committee, Human Rights Watch, and others. IAG has also received significant participation and collaboration from UC San Diego student organizations like Prospect Journal, IRC at UCSD, African Students Association, and more.

The I-House Program Coordinator oversees program development and implementation, advises and mentors the IAG Graduate Fellow, manages program budget and expenses, identifies the program goals and measures learning outcomes. During the 2013-2014 academic year, the Program Coordinator and IAG Graduate Fellow discussed marketing and outreach efforts to increase IAG's visibility on campus and increase average attendance at IAG events.

Assessment Project Description: The primary purpose of the assessment project was to track attendance in order to find out who participated in the IAG program and understand who our programs serve. In addition to tracking audience attendance, we also gathered information about how attendees hear about IAG events.

The secondary purpose of this assessment project was to identify participant learning and evaluate program learning outcomes.

Unit/Program Specific Goals and Learning Outcomes: One of our goals was to increase attendance from colleges that are less represented based on attendance in 2012-2013, such as Revelle, Warren, and Sixth College. Another goal was to increase overall and average attendance at IAG events compared to the 2012-2013 academic year.

In addition to goals related to attendance, we wanted to evaluate participants' learning based on the IAG program's learning outcomes. The IAG program's learning outcomes are as follows:

As a result of attending IAG events, participants will:

- Develop an awareness of international issues and world events
- Gain access to lectures and presentations given by world renowned professionals
- Engage with a variety of topics outside the classroom
- Learn about different cultures

Relationship to Student Affairs: Advance a Plan for Personal, Academic, and Professional Success, Lead in a Diverse Global Society

Learning Outcomes:

Assessment Project Start: 9/30/2013

Assessment Project End: 6/13/2014

Population/Sample:

Type of Assessment: Student learning outcomes and/or behavioral outcomes, Tracking usage , Program/department review

Other Assessment Type(s):

Assessment Methods: Surveys, Participant Counter

Other Assessment Method(s):

Data Collection Tools: The online survey to evaluate participants' learning and program marketing was administered in Fall 2013. The link to the online survey was posted in the IAG Facebook group, emailed to the IAG listserv, and included in the I-House weekly newsletter.

The I-House Program Coordinator and IAG Graduate Fellow used sign-in sheets to track the number of attendees, undergraduate college affiliation, graduate department, staff/faculty/visiting scholar, and community member attendance. Paper sign-in sheets were then inputted into an Excel spreadsheet to aggregate data.

IAG student interns also polled participants as they signed in to ask how they heard about events.

Data Analysis Methods: Data from the online survey was categorized and analyzed to draw out themes.

Data from event sign-in sheets was compiled and aggregated to measure the number of undergraduate student attendees, college representation, and community member attendees. We analyzed the number of attendees from each group for each event over time as we increased marketing and outreach throughout the year.

We also connected attendance data from sign-in sheets with participant responses when asked how they heard about events.

Presentation of Findings: Assessment findings have been presented to the International House Director, Eleanor Roosevelt College Provost, and Non-Resident Student Engagement workgroup to demonstrate the program's impact. Findings have also been incorporated into the International House yearly program report. The IAG Graduate Fellow also shared some of the findings with IAG speakers and faculty as well as the next IAG Graduate Fellow.

 International Affairs Group Attendance

Progress: 100%

Link Assessment Project in Campus Labs Baseline :

Name

Source

No items to display.

Summary of Findings: The online survey administered in Fall 2013 collected 17 responses. Based on responses to closed-ended choose all that apply questions, we found that politics (71%) and culture/art (65%) were the most popular topics of interest among respondents. Most respondents found out about IAG events through Facebook (65%) then to a lesser extent through flyers (29%). Zero respondents reported hearing about IAG events from their professors.

The themes that came out of responses to the open-ended question, "What do you like most about IAG events?" connect to IAG's learning outcomes:

- "expanding knowledge of the world and current events" (29%, or 5 responses) corresponds to learning outcome "Develop an awareness of international issues and world events"
- "interesting topics" (24%, or 4 responses) and "opportunity to learn outside the classroom" (12%, or 2 responses) correspond to learning outcome "Engage with a variety of topics outside the classroom"
- "learning about other cultures" (12%, 2 responses) Engage with a variety of topics outside the classroom "Learn about different cultures"
- "access to speakers" (12%, 2 responses) Engage with a variety of topics outside the classroom Gain access to lectures and presentations given by world renowned professionals

The responses from the online survey showed that respondents learned about world events, learned about different topics, learned outside the classroom, and learned about other cultures. The IAG survey results indicate that IAG is achieving its stated learning outcomes.

Attendance data from the sign-in sheets is summarized below. The sign-in sheets are not comprehensive because a number of attendees at each event do not record their information on the sign-in sheets. For example, for the 10/14/2013 event, 40 people attended (determined by head-count) but only 32 signed-in. So there were 8 attendees from that event whose information was not captured. Furthermore, not everyone who signed-in indicated their affiliation (undergraduate college, graduate student, other, etc.).

Fall 2013:

561 total attendees. For 4 events, there were 233 attendees but only 178 attendees signed-in. We did not track college affiliation in Fall 2013.

Winter 2014:

930 total attendees. For 8 events, there were 420 attendees but only 250 attendees signed-in.

Spring 2014:

825 total attendees. For 5 events, there were 361 attendees but only 198 attendees signed-in.

Graduate student attendance varied for each event. The 2/10/2014 event on North Korea with Professor Stephen Haggard as the speaker had 32 graduate attendees, or 35% of the total number of attendees. The 5/19/2014 event on the crisis in Ukraine with a panel comprised of IR/PS faculty had 31 graduate attendees, or 24% of the total number of attendees.

 International Affairs Group Attendance 2013-2014

Impact of Assessment: According to the Fall 2013 online survey, no respondents indicated that they heard about IAG events from their professors. As a result, in Winter 2014 and Spring 2014 the Program Coordinator and IAG Graduate Fellow decided to reach out to more professors on campus by inviting them to speak at an IAG event and by asking professors to share IAG event information with their classes.

In order to increase marketing efforts targeted at professors and lectures, the IAG Fellow recruited three additional student volunteers to assist with marketing. The Program Coordinator and IAG Fellow also refined the marketing interns' roles and responsibilities to focus on three main areas: professors, academic departments and majors, and student organizations. Based on attendance data gathered in Winter 2014, we found a relationship between undergraduate attendance and professors announcing IAG events in their lectures.

Lessons Learned: Future learning outcome assessments will be improved by asking questions that address each specific learning outcome instead of asking one broad open-ended question to capture all of the learning outcomes.

As for attendance and marketing, we continued to use Facebook and fliers and also increased marketing efforts to the colleges. We also realized that we need to share our events with professors in order for students to learn about events. Once we started reaching out to faculty, we realized that professors and faculty are responsive to requests to share IAG event information with their classes. Student attendance increases when professors announce IAG events during lecture.

Marketing and outreaching to other colleges is important to increase IAG's visibility and event attendance. There has not been a notable change in attendance from other colleges even after increasing our marketing efforts in the colleges through emails and fliers. There could be a variety of reasons that influence student attendance, such as interest in the topic, relevance to one's major, proximity or distance from events.

A large number of IAG's participants are undergraduate students (60%-67%), particularly from Eleanor Roosevelt College. This could be a result of similarities between I-House's and Eleanor Roosevelt College's missions, increased marketing (flyers, RA newsletters) in the area, and proximity to the Great Hall.

The IAG program attracts a significant number of graduate students (14%-15%) to its events. This is due in part to the speakers. IR/PS faculty speakers attracted significantly more graduate students than events with non-IR/PS faculty speakers. Attendance by community members (2%-11%) was also significant. This is due to the partnerships being developed by I-House and IAG with organizations in the greater San Diego community, such as with the San Diego Diplomacy Council, the World Affairs Council and the United Nations Association of San Diego.

The number of community members and graduate students that we tracked at IAG events is not an accurate reflection because we did not collect sign-in information from the larger events that we co-sponsored with EmPac. Based on EmPac's target audience (graduate students and off-campus) we believe these groups attend EmPac co-sponsored events in higher numbers than other IAG events.

Supplemental Information:

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