

Name of Assessment Project: I-House Exit Survey Spring 2014

Name(s) of Person(s) Responsible for Assessment Project: Director (Henri Migala)

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Other Units/Departments Involved in Assessment Project: International House

Program, Service, or Event Related to Assessment Project: This project assesses the level of involvement and satisfaction of, and benefit to, the international and domestic undergraduate residents of the International House (I-House). During the spring of 2014, approximately 300 undergraduate students (roughly 50% international and 50% U.S.), from 30 countries, lived in I-House.

I-House is a living/learning residential community comprised of primarily 3rd and 4th year students (and a few 2nd year students). Admission to I-House is only through a separate and extensive application process involving a series of essay questions and 2 blind reviews. Approximately fewer than half of all 4-year and mostly all visiting EAP applicants gain admission to I-House.

International students may be 4-year, transfer or EAP students (at UCSD for 1, 2 or 3 quarters).

Because of the school year cycle of the countries from which EAP students arrive, international students attending UCSD for 3 quarters do not always follow the US academic year.

Assessment Project Description: The main purpose of the assessment project is to assess the level of involvement and satisfaction of, and benefit to, the international and domestic undergraduate residents of the International House (I-House). This survey instrument was sent to 286 students. 53 completed the survey.

The survey was administered between 6/6 and 6/15.

Unit/Program Specific Goals and Learning Outcomes: As a result of living in I-House, it is expected that I-House residents will (and the Student Affairs Learning Outcomes (SALO) each specifically addresses):

- Gain a greater understanding of and appreciation for global issues and diversity
 - (SALO: 4.6; 4.8, 6.1)
- Feel a part of an international community
 - ■ (SALO: 4.8; 5.5)
- Develop greater appreciation for the thoughts and ideas of others
 - (SALO: 2.4; 2.5; 2.6; 2.7; 4.6; 6.1; 6.3)
- Have a richer educational experience at UCSD
 - (SALO: 5.5; 6.3)
- Learn about themselves and grow as individuals
 - (SALO: 1.5; 3.3; 3.4)
- Learn to express themselves and interact with confidence in a multicultural community
 - (SALO: 1.5; 2.4; 2.5; 2.6; 2.7; 4.6)
- Feel better prepared for life after UCSD
 - (1.5; 2.4; 2.6; 2.7; 6.1)

Relationship to SALOs:

1. Think Critically and Solve Problems
2. Communicate Effectively
3. Advance a Plan for Personal, Academic, and Professional Success
4. Lead in a Diverse Global Society
5. Engage in a Healthy Lifestyle

6. Promote Social Justice and Community Responsibility

Relationship to Student Affairs Think Critically and Solve Problems, Communicate Effectively, Advance a Plan for Personal, Academic, and Professional Success, Lead in a Diverse Global Society, Engage in a Healthy Lifestyle, Promote Social Justice and Community Responsibility

Learning Outcomes: Responsibility

Assessment Project Start: 6/6/2013

Assessment Project End: 6/15/2014

Population/Sample: All international and U.S. undergraduate students living in I-House during spring 2014 were assessed.

286 surveys sent

53 completed

Type of Assessment: Satisfaction study, Assessment of culture/climate

Other Assessment Type(s): Personal growth and development

Assessment Methods: Surveys

Other Assessment Method(s):

Data Collection Tools: Campus Labs was used to refine the survey instrument, distribute the survey and analyze the results.

Data Analysis Methods: Data was analyzed using Campus Labs.

This survey is nearly identical to the one developed and initially administered in spring 2013 to the I-House residential community. The main difference between the 2 surveys is that the 2014 version is shorter than the one administered in 2013. The survey administered in spring 2013 captured data which will be used as the baseline for future comparisons.

Results of the 2014 survey will be used to compare with the 2013 survey, as well as to provide data and feedback for program improvement.

Presentation of Findings: Results of this assessment will be used by the International House and ERC Residential Life staff to enhance and improve the program.

Results will also be shared with the Non-Resident Student Engagement (NRSE) committee.

Progress: 100%

Link Assessment Project in Campus Labs Baseline :

Name	Source
I-House Exit Survey 2014	Baseline (All project data)

Summary of Findings: The most noteworthy finding is that living in I-House continues to have a profound positive impact on enhancing the educational experience of participating students.

When asked if students "were satisfied with I-House," students responding "Agree" or "Strongly Agree:"

<u>2013</u>	<u>2014</u>
88%	96%

The following SALOs were specifically addressed by the assessment:

1. Think Critically and Solve Problems

1.5 Reflect on their own thinking and evaluate their own arguments to confirm or correct their reasoning

Responded "strongly agreed" or "agreed" that "Participating in I-House helped me become more internationally aware."

<u>2013</u>	<u>2014</u>
82%	91%

Responded "strongly agreed" or "agreed" that "Participating in I-House helped me improve my cross-cultural awareness."

<u>2013</u>	<u>2014</u>
82%	89%

Responded "strongly agreed" or "agreed" that "participating in I-House helped me become more open to other's ideas and opinions."

<u>2013</u>	<u>2014</u>

	74%	80%
Responded "strongly agreed" or "agreed" that "participating in I-House increased my confidence/self-esteem."		
	<u>2013</u>	<u>2014</u>
	56%	63%

2. Communicate Effectively

2.4 Confidently approach and engage in meaningful conversation with new people in new settings

2.5 Use unbiased language that reflects respect for others

2.6 Effectively assert themselves while respecting others

2.7 Listen with an open mind and allow others to express different views

Responded "strongly agreed" or "agreed" that "participating in I-House helped me become more open to other's ideas and opinions."

	<u>2013</u>	<u>2014</u>
	74%	80%

Responded "strongly agreed" or "agreed" that "participating in I-House helped me develop my inter-personal communication skills."

	<u>2013</u>	<u>2014</u>
	82%	80%

3. Advance a Plan for Personal, Academic, and Professional Success

3.3 Engage in self-reflection to clarify purpose and determine their career interests

3.4 Develop and enact a plan congruent with their identities and interests

Responded "strongly agreed" or "agreed" that "participating in I-House has changed or encouraged me to reconsider my life path and/or career goals."

	<u>2013</u>	<u>2014</u>
	42%	52%

4. Lead in a Diverse Global Society

4.6 Show sensitivity to individual and cultural differences within groups and the ability to tailor one's style of leadership based on this knowledge

4.8 Engage with others comfortably in unfamiliar environments either abroad or in the U.S.

Responded "strongly agreed" or "agreed" that they "met and interacted with I-House residents from other countries."

	<u>2013</u>	<u>2014</u>
	82%	%

Responded "strongly agreed" or "agreed" that "while in the I-House I developed meaningful relationships with other students."

	<u>2013</u>	<u>2014</u>
	85%	83%

Responded "strongly agreed" or "agreed" that they "have made lifelong friendships with I-House residents from other countries."

	<u>2013</u>	<u>2014</u>
	63%	72%

Responded "strongly agreed" or "agreed" that "participating in I-House provided me with opportunities to learn about cultures different from my own."

	<u>2013</u>	<u>2014</u>
	86%	100%

Responded "strongly agreed" or "agreed" that "participating in I-House helped me become more internationally aware."

	<u>2013</u>	<u>2014</u>
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	82%	91%
Responded "strongly agreed" or "agreed" that "participating in I-House helped me improve my cross-cultural awareness."		
	<u>2013</u>	<u>2014</u>
	82%	89%
Responded "strongly agreed" or "agreed" that "participating in I-House helped me develop my inter-personal communication skills."		
	<u>2013</u>	<u>2014</u>
	67%	80%
Responded "strongly agreed" or "agreed" that "participating in I-House helped me become more open to other's ideas and opinions."		
	<u>2013</u>	<u>2014</u>
	74%	80%

5. Engage in a Healthy Lifestyle

5.5 Form and maintain healthy relationships

Responded "strongly agreed" or "agreed" that they "met and interacted with I-House residents from other countries."

	<u>2013</u>	<u>2014</u>
	82%	%

Responded "strongly agreed" or "agreed" that "while in the I-House I developed meaningful relationships with other students."

	<u>2013</u>	<u>2014</u>
	85%	83%

Responded "strongly agreed" or "agreed" that they "have made lifelong friendships with I-House residents from other countries."

	<u>2013</u>	<u>2014</u>
	63%	72%

Responded "strongly agreed" or "agreed" that "participating in I-House helped me become more open to other's ideas and opinions."

	<u>2013</u>	<u>2014</u>
	74%	80%

5.8 Achieve balance between academic work and personal life

Responded "strongly agreed" or "agreed" that "participating in I-House helped me become more self-reliant."

	<u>2013</u>	<u>2014</u>
	60%	80%

6. Promote Social Justice and Community Responsibility

6.1 Demonstrate broader understandings of personal identities, including age, gender, race, ethnicity, sexual orientation, religion, spiritual affiliation, abilities, nationalities, and cultures and their intersectionality

Responded "strongly agreed" or "agreed" that "participating in I-House provided me with opportunities to learn about cultures different from my own."

	<u>2013</u>	<u>2014</u>
	86%	100%

Responded "strongly agreed" or "agreed" that "participating in I-House helped me become more internationally aware."

	<u>2013</u>	<u>2014</u>
	82%	91%

Responded "strongly agreed" or "agreed" that "participating in I-House helped me improve my cross-cultural awareness."

	<u>2013</u>	<u>2014</u>
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82%	89%
Responded "strongly agreed" or "agreed" that "participating in I-House helped me become more open to other's ideas and opinions."	

<u>2013</u>	<u>2014</u>
74%	80%

6.3 Demonstrate behaviors that reflect awareness of the UC San Diego Principles of Community

Responded "strongly agreed" or "agreed" that "participating in I-House helped me become more open to other's ideas and opinions."

<u>2013</u>	<u>2014</u>
74%	80%

Responded "strongly agreed" or "agreed" that "participating in I-House helped me improve my cross-cultural awareness."

<u>2013</u>	<u>2014</u>
82%	89%

Responded "strongly agreed" or "agreed" that "participating in I-House provided me with opportunities to learn about cultures different from my own."

<u>2013</u>	<u>2014</u>
86%	100%

Responded "strongly agreed" or "agreed" that "I-House helped me feel more a part of the UCSD community."

<u>2013</u>	<u>2014</u>
69%	67%

Qualitative data:

Several open-ended questions were also asked of the residents. Questions related to the strengths and benefits of I-House include:

- What aspect of living in I-House was most valuable to you?
 - Most predominant responses: Community, the people (77%)
 - Sample of responses:
 - "Being part of a community"
 - "Open community where you get to meet people from everywhere and improve your cultural awareness and develop friendships"
- What are the strengths of I-House (or what are we doing well)?
 - Most predominant responses: Community, events/activities (64%)
 - Sample of responses:
 - "Having a strongly bonded community, the diversity and the living"
 - "Unique and abundant programming and events. Keeping everyone updated through the I-House newsletter"
- What impacted you most while living in I-House?
 - Most predominant responses: Community, people, friends (45%)
 - Sample of responses:
 - "Being able to meet people from all over the world and learn about global topics from a friends who have been directly been impact by those issues really opened my eyes"
 - "The sense of community and family people achieve while living here"
 - "Meeting a wide variety of people from around the world, and being inspired to pick up a language in order to communicate better as well as making lifelong friendships with people I would otherwise have never had the opportunity to meet"

Noteworthy comments included in the open-ended questions include:

Several comments were shared that were not part of a major theme or trend but revealed interesting insights into the transformative experiences living in I-House provided to some students:

- "Not only did I love learning about other people's cultures but I also came to really feel comfortable in mine."
- "I learned that I used to be ignorant and narrow minded."
- "I also learned I'm a capable of more than I thought."
- "I am not as different from others as I thought I was."

- "I have a long way to go to be as tolerant as I thought I was."
- "Through I-House you no longer have to travel all the way to another country to learn from different cultures."
- "It gave me a whole new perspective on myself and the world."

Finally, many students commented that American students were not as involved in I-House events as the international students and that greater efforts should be made to involve the American students. Additionally, several comments expressed student dissatisfaction with having to live in an apartment with only American students (no international students):

- "Felt it was a shame that there were some students in I-House who must have claimed during the application that they wanted to make the most of I-House and all the opportunities but never actually got involved in the community in any way. Mostly I am referring to American students who only stayed friends with or hung out with other American students"
- Living here was not as I expected, not as lively of a social atmosphere (as previous years), and since I only lived with Americans, my living situation could've been the same in just another ERC apartment
- Most of the local students don't interact with the international students, and I would have liked to learn more about their culture
- "Bring back the 2-2 ratio for domestic and international students"

Impact of Assessment: In addition to using the findings for discussions with I-House and Res Life staff about program effectiveness, we plan on:

- Working more closely with I-Center and Res Life to better coordinate and enhance the orientation and follow-up support provided to I-House residents, specifically in areas related to community building and cultural adjustment.
- Work with Res Life (and the RAs) to help motivate greater involvement on behalf of our American residents.
- Work with representatives from all colleges to help us better connect with and engage all international students throughout UCSD.

Lessons Learned: The results of this survey clearly indicate that an experience such as living and participating in I-House* can have an indelible impression and defining impact on the lives of international and US students.

*I-House is not simply a "passive" experience. Great time and effort goes into making sure that the "right" type of student (someone who is interested in actively participating in the community building events, programs and activities available at I-House) is selected to live in I-House. Even more time and effort goes into organizing and implementing a variety of resident and public programs, events and activities which engage the participants in meaningful ways and help build community.

We need to do better at motivating American students to become more involved with our international students, and ensure that each apartment has a balance of US and international students.

Students indicate that as a result of their positive experience at I-House, they intend to continue to support I-House even after they leave, as an alum. Efforts need to be made to provide opportunities for such support from alums - US and international. Some of the comments expressed are:

- "Once an I-Houser [you] will always be an I-Houser."
- "I would love to be involved in any way, simply because I have had such a good experience here."
- "I would love to continue supporting and building that community."
- "It was a big part of my experience here so I'd also like to help and give back."
- "Once you become a part of the I-House community you are always a part of it."

Supplemental Information: Assessing outcomes is becoming increasingly more important throughout UCSD and among all academic institutions. An abstract featuring the results of the 2013 I-House Exit Survey was submitted to NAFSA and was accepted for presentation at the 2014 NAFSA Conference in San Diego. Additionally, the theme of this year's I-House Worldwide Directors' conference was "assessing outcomes." The I-House Exit Survey was presented at the conference and subsequently shared with all I-House Directors globally. This year's data is allowing I-House to begin developing trend data on impact I-House is having on its residents.

But I-House programs also serve all students, faculty and staff throughout UCSD as well as the local community. Partnerships have been developed with the United Nations Association of San Diego (where the I-House Director serves on the Governing Board), the San Diego Diplomacy Council and the World Affairs Council of San Diego. Through these and other partnerships, I-House programs, events and activities is expanding its reach throughout the greater San Diego community. Efforts need to be made to assess this population.

The numbers and presence of international students are increasing dramatically in colleges and universities throughout the US, and the UCSD I-House provides a successful model for helping ensure that these students, as well as their US counterparts, have a rich, engaging and rewarding educational experience.

