

Supplementary Materials

Twenty years down under: Documenting the history and assessing the impacts of WPI's Melbourne Project Center

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A: Authorship tables

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Booklet Section	Primary Writer(s)	Primary Editor(s)	Booklet Page #
Abstract	Lucas	All	0
Introduction	Andrew, Lucas	Andrew	1
Background	Andrew, Lucas	Andrew, Lucas	2
Methodology	Andrew, Lucas	Andrew	7
Results	Andrew, Lucas, Sotirios	Andrew, Lucas	11
Outcomes	Lucas, Killian	Andrew, Sotirios	18
Conclusions and Recommendations	Andrew, Killian	Lucas, Killian	19
Acknowledgments	Andrew	Lucas	24
Supplemental Materials	All	Andrew, Lucas	N/A

Method/Deliverable	Primarily Completed By
Objective 1: Reports Database	Killian, Sotirios
Objective 1: Media Repository	Killian, Lucas
Objective 2: MPC Alumni Survey	Andrew, Lucas
Objective 2: Survey Data Analysis	Andrew, Sotirios
Objective 2: Survey Coding	Andrew, Sotirios
Objective 2: Sponsor Interviews	All
Objective 2: Sponsor Survey	Lucas

Objective 2: Advisor Survey Email and Response Compilation	Sotirios
Objective 3: Sponsor Brochure	Killian
Objective 3: Student Infographic	Killian
Objective 3: MPC Timeline	Sotirios
Objective 3: Sponsor Map	Lucas
Objective 3: MPC Logo	Lucas

B: Coding category definitions

Sponsor type (Only single coding allowed)

These should be hard coded by sponsor to ensure accuracy and improve efficiency when coding.

- Non-profit organization / Non-governmental organization (N)
 - Charitable groups, community organizations promoting social causes, museums, schools
- Private enterprise (P)
 - Profit-making businesses and industries
- Government (G)
 - Government run agencies, offices, and service (police, fire)

Theme (Multi coding if needed)

Theme should include all themes of the project. Even if it is once or twice removed. For example a project analysing the effects of an educational program about the environment for the improvement of the organization, would include: ED, and ENV. It would not include OPI because that is reserved for only when it is a major theme for change in a large part of the organization. Additionally, recommendations do count towards the theme on their own, so theme of recommendations is included in the theme.

- Education (ED)
- Environment (ENV)
 - Not all sustainability is ENV, there are types of sustainability other than environmental, so make sure ENV is actually the theme
 - Project must deal with the environment, and not just be geared towards another group who deals with the environment
- Energy Resources (ER)
 - Needs to deal with Energy Resources Directly, either through education, products, research, etc
 - Sustainability relating to energy resources falls under ER not ENV
- Healthcare (H)
 - Hospitals and medical, not disability services
- Social and Human Services (SOC)
 - Racism, Household Violence, Disability Services
- Arts/Culture/Historical Preservation (ACH)
- Animal Conservation and Welfare (AN)
- Organizational Process Improvement [Large section of Organization or department] (OPI)
 - Affecting how programs or how the company functions
- Urban Planning and Transportation Infrastructure (UT)
 - This is for large scale city planning only, not small household planning

- For example fire alarm implementation does not fall under this
 - Actual design is not required to fall under UT
- Policy and Law (POL)
- Public Safety (PS)
 - Fire related projects, Police, Rail hazards, etc.

Deliverables (Multi coding allowed, as many projects have multiple deliverables)

- Training or Educational Materials (TR)
 - curriculum, activities, workshops, videos, modules, instructions, handouts etc.
 - Visitor handouts
- Promotional Materials and Events (PRO)
 - Promo Strategies
 - ads, brochures, posters, commercials, fliers to advertise an org, event, product)
 - also for promoting the sponsor's cause
- New Procedures and Processes (NP)
 - This if for if they do it, not if they only recommend it
 - Strategic models are included here
 - Assessment Tools, and tools for the business to use in the future are included here
 - Including standardized evaluations
 - To improve the way something is done, help work more efficiently, create strategies
- Information Repositories, Databases, Websites (DB)
 - Editing a website goes here too, along with designs for websites
- Computer Programs or Apps (COM)
- Built Structures or Products (BLD)
- Designs for Built Structures or Products (DES)
 - Including floor plans
- New Collaborations and Partnerships (PAR)
- Research Study and Recommendations (RSR)
 - Only big detailed analysis, not standard background research
 - Data analysis (only if they did it, not if they gave data to the organization to analyze)
 - No small recommendations, they must accompany a research study

Intended Impact group

Name the group (no sponsors included here) or NONE if it was only the sponsor who was impacted.

C: Alumni survey

Q1 Thank you for taking the time to complete this survey! It should take about 5-10 minutes, and your response will help us understand the impacts of the Melbourne Project Center and to continue to improve the student experience abroad. We may also use some of this information to further promote the work of our Center and to recruit new sponsors for our projects. Your responses will be kept anonymous unless you indicate that we can use your name. Your email will not be shared, and no identifying information will be included in our final report of this information.

Note:

m : multiple choice, single answer

q: multiple choice, multiple answer

Q2 What is your gender?

m Male

m Female

m Other: _____

m Prefer not to respond

Q3 What year did you complete your IQP?

m 2016

m 2015

m 2014

m 2013

m 2012

m 2011

m 2010

m 2009

m 2008

m 2007

m 2006

m 2005

m 2004

m 2003

m 2002

m 2001

m 2000

m 1999

m 1998

m I don't remember

Q4 What term did you complete your IQP?

- m A
- m B
- m C
- m D
- m E

Q5 What sponsoring organization did you work with to complete your IQP?

- m Museum Victoria
- m CERES Community Environment Park
- m Banksia Gardens Community Centre
- m Zoos Victoria
- m Moreland Energy Foundation Ltd.
- m CSIRO
- m Metropolitan Fire and Emergency Services Board (MFB)
- m Emergency Services Foundation
- m E.W. Tipping Foundation
- m Alternative Technology Association (ATA)
- m Moreland City Council
- m Fawkner Community House
- m Snowy River Innovation
- m Yarra Energy Foundation
- m Fire Protection Association Australia
- m Olsson Fire & Risk, Pty Ltd.
- m AFAC
- m AECOM
- m Bushfire CRC
- m Victorian Deaf Society
- m City of Boroondara
- m Beyond Zero Emissions
- m Vision Australia (VA)
- m City of Melbourne Building Team
- m Fire Services Museum of Victoria
- m Australian Bureau of Statistics (ABS)
- m Victorian Building Commission
- m Country Fire Authority (CFA)
- m Department of Infrastructure of the Victorian Government
- m Royal Botanic Garden (RBG)
- m Capital Management Branch (CMB) of the Department of Human Services
- m Scientific Services Laboratory (SSL)
- m Office of Emergency Services Commission (OESC)
- m Capability Management Pty Ltd.
- m Victorian Department of Education and Training (DET)
- m Victorian Environment Protection Authority (EPA)

m Ove Arup & Partners
 m Other _____

Q6 If Other:

Q7 Which of the following most closely fits the project theme of your IQP? Check all that apply.

- q Education
- q Environment
- q Energy Resources
- q Healthcare
- q Social and Human Services
- q Arts/Culture/Historical Preservation
- q Animal Conservation and Welfare
- q Organizational Process Improvement
- q Economic Growth and Development
- q Urban Planning & Transportation Infrastructure
- q Policy and Law
- q Public Safety

Q8 What kind of deliverables did your project produce? Check all that apply.

- q Training or Educational Materials
- q Promotional Materials and Events
- q New Procedures and Processes
- q Information Repositories, Databases, Websites
- q Computer Programs or Apps
- q Built Structures or Products
- q Designs for Built Structures or Products
- q Recommendations and Proposals
- q New Collaborations and Partnerships
- q Research Study
- q Other: _____

Q9 How important were each of the following aspects of the Melbourne Project Center in influencing your decision to apply to that location?

	Not at all important	Slightly important	Moderately important	Very important	Extremely important	Not sure/Not applicable
Housing	m	m	m	m	m	m
Types of projects offered	m	m	m	m	m	m

Opportunities to explore a new culture	m	m	m	m	m	m
Similar language and culture to mine	m	m	m	m	m	m
Available in desired terms	m	m	m	m	m	m
Recommended by peers	m	m	m	m	m	m
Fun trips and activities in the region	m	m	m	m	m	m

Q10 To what extent did your project experience enhance your abilities in these areas?

	Not at all	A little	A moderate amount	A lot	A great deal	Not sure/Not applicable
Professional written communication	m	m	m	m	m	m
Professional oral communication	m	m	m	m	m	m
Professional visual communication	m	m	m	m	m	m
Working on a team	m	m	m	m	m	m
Leading others	m	m	m	m	m	m
Defining achievable project goals and objectives	m	m	m	m	m	m

Managing time and tasks for a complex project	m	m	m	m	m	m
Conducting research using multiple information sources	m	m	m	m	m	m
Critically analyzing and evaluating information	m	m	m	m	m	m
Generating new ideas and thinking creatively	m	m	m	m	m	m

If in Q10 “A great deal” or “A lot” is selected for one or more items, display Q11:

Q11 You mentioned your project experience enhanced one or more of your skills a lot or a great deal. Can you explain which aspects of the project helped you develop that skill?

Q12 To what extent did your project experience change your awareness of or attitudes about the following?

	Not at all	A little	A moderate amount	A lot	A great deal	Not sure/Not applicable
Connections between society and technology	m	m	m	m	m	m
Global issues	m	m	m	m	m	m
Ethical responsibilities and impact on others	m	m	m	m	m	m
Cultural differences and ways of interacting	m	m	m	m	m	m

The interdisciplinary nature of complex problems	m	m	m	m	m	m
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If in Q12 “A great deal” or “A lot” is selected for one or more items, display Q13:

Q13 You mentioned your project experience changed your views about one or more topics a lot or a great deal. Can you explain what facet of your project changed your awareness or attitude regarding that topic?

Q14 To what extent did your project affect you personally?

- m Not at all
- m A little
- m A moderate amount
- m A lot
- m A great deal
- m Not sure

If in Q14 something other than “Not at all” is selected, display Q15:

Q15 How may your project experience have changed you on a personal level?

- q Influenced my self confidence
- q Stimulated new interests
- q Motivated personal changes in my lifestyle or attitude
- q Impacted my personal goals
- q New and/or lasting friendships
- q Other: _____

If in Q15 one or more answers are selected, display Q16:

Q16 What about your project affected you personally in that way?

Q17 If you reported growth in any of the skills or viewpoints described, how much did this growth benefit you in your professional work after graduation?

- m Not at all
- m A little
- m A moderate amount
- m A lot
- m A great deal
- m Not sure/not applicable

If in Q17 something other than “Not at all” is selected, display Q18:

Q18 What improved skill or personal growth from the project aided you professionally? How did that help you in your career?

Q19 To what degree do you feel your project had an impact — on either your sponsor, on other organizations or businesses, or on members of the community?

m None at all

m A little

m A moderate amount

m A lot

m A great deal

Q20 To your knowledge, which of the following groups were affected by your project? Check all that apply.

q Sponsoring organization

q Other organizations or businesses beyond the sponsor

q General public/members of larger community

q Specific demographic

q None of these groups

If in Q20 "Specific demographic" is selected, display Q15:

Q21 What specific demographic was that (e.g. 10-17 year old girls, people with visual disabilities, farmers in the state of Victoria)?

Q22 Can you elaborate on the specific impacts your project had, or any changes that came about as a result of your project?

Q23 Are you still in contact with your sponsor?

m Yes, I still am.

m I had some contact after the project, but not any more.

m No, I had no further contact after leaving Melbourne.

Q24 To what degree would you recommend completing a project through the Melbourne Project Center to another student?

m Strongly advise against

m Advise against

m Neither recommend or advise against

m Recommend

m Strongly recommend

Q25 We are looking for action shots (photographs) of students working at their sponsor sites or with community members in Melbourne as well as photos of tangible achievements that grew out of project

work (e.g. an event you orchestrated, something you built or created for the sponsor, etc). If you have of these types of photos, would you would be willing to share with us?

m Yes

m No

If in Q25 "Yes" is selected, display Q26:

Q26 If you have any files readily available, you can upload them here. Otherwise, you can email them to mpcmedia@wpi.edu at any time until December 1st. Note that any media you provide here may be used in the future for MPC promotional materials, such as videos or pamphlets. For proper attribution, please include your name, graduating year, and a short description of the content.

Q27 In our project report, and in future MPC publications, we may wish to quote directly from some of the responses in this survey. Please indicate your preference in terms of attribution below.

m I agree to being quoted and identified.

m I agree to being quoted anonymously as "a MPC alumnus or former student participating in the MPC."

m I would not like to be directly quoted in any form.

If in Q27 "I agree to being quoted and identified" is selected, display Q28:

Q28 Since you indicated you agree to be identified and quoted, we may wish to follow up on your responses with a few quick questions over the phone. If so, would you be willing to be contacted about a phone interview?

m Yes

m No

If in Q28 "Yes" is selected, display Q29:

Q29 Please indicate your name and preferred email address here, and we may contact you within the next month to schedule a brief phone conversation.

Q30 If you would like to be included in a raffle for one of three \$25 Amazon Gift Cards, please provide an email address where we can notify you and send your online gift voucher. The email you provide will only be used to notify you if you win the gift card, or if you indicated that you would be willing to speak with us further.

Q31 If you would like to share a longer testimonial of your experiences, want to elaborate on something this survey did not cover, or have any questions or comments about this survey and the MPC, please don't hesitate to contact us at mpcmedia@wpi.edu!

D: Alumni survey coding for open responses

Q11) *You mentioned your project experience enhanced one or more of your skills a lot or a great deal. Can you explain which aspects of the project helped you develop that skill?*

OUT OF 134 CODED RESPONSES

Category	Code Acronym	Percentage of Coded Responses
Difficult People	DP	10%
Pressure and Deadlines	PD	10%
Collaboration	COL	37%
Critical Advisor	CA	7%
Presentations	PRE	33%
Writing	WR	20%
Use of Research Tools	RT	19%
Professional Setting/Contact	PS	16%
Preparatory Term	PT	7%
Working with Diverse People	DIV	13%
Project Management	PM	21%
Leadership	LD	8%

Q18) *What improved skill or personal growth from the project aided you professionally? How did that help you in your career?*

OUT OF 108 CODED RESPONSES

Category	Code Acronym	Percentage of Coded Responses
Difficult People	DP	4%
Collaboration	COL	34%
Overcoming a Fear	OF	2%
Job Interviews	JB	6%
Presentations	PRE	20%
Writing	WR	15%
Research	RS	6%
Communication Skills	CS	24%
Diversity	DIV	15%
Confidence Increase	CON	16%
Developing Relationships	DR	2%
Project Management	PM	10%
Professional Setting	PS	9%
Relocating abroad	REL	5%
Leadership	LD	5%

E: Sponsor interview script

We are conducting this interview to survey your background and experience with the Melbourne Project Center, and to assess the impact that MPC projects may have had on your organization. With your consent, we would like to record your responses for use in our IQP report. Additionally, we would like your permission to publicly disclose your identity and responses to some of the questions in our interview. We can ensure you that any requests for anonymity and confidentiality will be honored, using pseudonyms if necessary. Participation in this interview is voluntary and may be ended at any time.

1. How long have/had you been in connection with the Melbourne Project Center?
2. What different project themes has the MPC and WPI facilitated for your organization?
3. What were some of the most notable or memorable projects in terms of their outcomes and specific impacts of on your organization?
4. Do you know of any data or publications that have documented this impact?
5. Why has/did your organization found it useful to continue sponsoring projects for the MPC? What are the benefits?
6. Overall, how closely did you work with the students who completed their IQP on behalf of your organization? Was it daily, once or twice a week, etc.?
7. How independent or autonomous were the students while working with your organization? Were they competent at working unsupervised?
8. Are you aware of other MPC projects have had on the community your organization serves? How so?
9. Do you know of any members of the community you think we should interview about the impacts these projects have had?
10. (If organization has stopped sponsoring projects) Why was the decision made to stop sponsoring MPC projects?
11. Were there any negative or unintended consequences of the project?

12. What aspects of your project experience could WPI work on to help improve the quality of future projects?
13. Is there anyone else in your organization or anyone outside who has worked with the MPC (or might be interested in working with the MPC) that you can refer us to?
14. Do you have any media - photos, videos, recordings - related to the projects that you could share with us?
15. Do you have any last comments or suggestions? Do you have any questions about our projects, the MPC, or WPI?

F: Proposed sponsor survey

Partially based on current IGSD survey and Impacts Report recommendations

Note: This survey is designed to be administered to sponsors after a recent project completion, about the project they have just completed.

This survey is intended to review your background and experience with the Melbourne Project Center, and to assess the impact that MPC projects may have had on your organization. Any requests for anonymity and confidentiality will be honored, using pseudonyms if necessary. Participation in this survey is voluntary and may be ended at any time.

Part 1: Logistical Questions that may be auto-completed through the project submissions / database

1. What's your name?
2. What organization do you work with?
3. What type of organization was it?
 - a. Government
 - b. Non-profit / non-governmental organization
 - c. Private enterprise
4. How many WPI projects has your organization sponsored in the past five years?
5. (If used outside the Melbourne Project Center) What project center did you work with?

Note: if used outside the MPC, should also ask "what project center?" in part 1.

Part 2: Organization / project-focused questions

6. What was the main theme of the project? Check all that apply.
 - a. Education (ED)
 - b. Environment (ENV)
 - c. Energy Resources (ER)
 - d. Healthcare (H)
 - e. Social and Human Services (SOC)
 - f. Arts/Culture/Historical Preservation (ACH)
 - g. Animal Conservation and Welfare (AN)
 - h. Organizational Process Improvement (OPI)
 - i. Urban Planning and Transportation Infrastructure (UT)
 - j. Policy and Law (POL)
 - k. Public Safety (PS)
7. What work did the students do for you / the organization? What results did they produce? (deliverables)
 - a. Training or Educational Materials (TR)

- b. Promotional Materials and Events (PRO)
 - c. New Procedures and Processes (NP)
 - d. Information Repositories, Databases, Websites (DB)
 - e. Computer Programs or Apps (COM)
 - f. Built Structures or Products (BLD)
 - g. Designs for Built Structures or Products (DES)
 - h. New Collaborations and Partnerships (PAR)
 - i. Research Study and Recommendations (RSR)
8. How likely is your organization to make use of these results? (1-5 Likert scale, room to elaborate)
 9. How likely is the project to impact people or communities other than your organization? (1-5 Likert scale, room to elaborate)
 10. Besides these project results, what other value do you / your organization perceive from sponsoring WPI student projects?
 11. Were there any negative or unintended consequences of the project?
 12. How satisfied is your organization with each of the following? (1-5 Likert scale)
 - a. Level of effort
 - b. Quality of results
 - c. WPI's oversight of projects
 13. How likely is your organization to sponsor more WPI projects in the future? (1-5 Likert scale, room to elaborate)
 14. What factors are most important in the decision to sponsor a project or not?

Part 3: Personal / Individual-focused questions

15. How many WPI projects have you supervised or been involved with in the past five years?
16. How closely did you work with the students? (1-5 Likert scale, room to elaborate)
17. How independent were the students working with you? (1-5 Likert scale, room to elaborate)
18. What was your role in setting up the collaboration between your organization and WPI?
 - a. Helped set up project
 - b. Took over from someone else in the organization who had previously set it up
 - c. Other: _____
19. If you helped set it up, what factors influenced your decision to set up this collaboration?
 - a. Previous project work with WPI (e.g. at a different organization)
 - b. Previous connection to WPI
 - c. Recommendation by peers / colleagues
 - d. Exposure to other WPI project work
 - e. Other: _____
20. Do you have any suggestions on how WPI might improve our project program?
21. Any additional comments?
22. While this survey and your responses are primarily intended for our internal use, we may also want to use them for marketing and publicity purposes. Would you agree to being quoted with name & organization (e.g. Jake from State Farm), with only organization (e.g. a Geico employee), anonymously as a sponsor (a WPI project sponsor), or not at all?

G: MPC alumni & sponsor testimonials

Student Testimonials

Q11 - You mentioned your project experience enhanced one or more of your skills a lot or a great deal. Can you explain which aspects of the project helped you develop that skill?

“By working with an interdisciplinary team from varying backgrounds, I was able to develop skills that are vital for teamwork. These are skills that I use to this day in my career which requires interaction with people from various backgrounds. I also learned valuable skills related to project management including setting deadlines for both the team and myself as an individual, as well as learning how to manage deadlines when there is a change to the plan based on information learned during the process.” – **D Term 2007, MPC Alum (prefers to be quoted anonymously)**

“Working for a company in a real-world context created an environment in which we had to be professional and produce deliverables that were high quality and excellent. Working as a team brought out the strengths and weaknesses of each of the team members allowing some to take leadership roles while other assumed other positions. As a small group each members was visible and provided direct ideas and feedback in all aspects of the project.” – **D Term 2010, MPC Alum (prefers to be quoted anonymously)**

“It was like an internship. We worked for a real company delivering real results. The pressure was on and it was a great experience.” – **C Term 2010, MPC Alum (prefers to be quoted anonymously)**

“The extensive planning and preparation that we did prior to getting to Australia was immensely helpful when we arrived. It made me and my team realize the importance of planning out such a large project and taught us important lessons about time management. Additionally, each team member was in charge of a different aspect of the project. This led to excellent leadership opportunities that enhanced my leadership skills.” – **B Term 2014, Patrick Thomas**

“The skills were developed naturally by the accountability of impact on a company that you work at every day. The final oral project presentation was the most important to me; I give briefings quite often at my current job. My employers were quite surprised at my presentation skills and confidence so early in my career. The final IQP presentation is something that sparked that.” – **D Term 2009, MPC Alum (prefers to be quoted anonymously)**

“My project focused in adapting hands in science programs for students with disabilities. This out of the box thinking applied to a real world problem led me to pursue a graduate degree in rehabilitation engineering.” – **2007 (term not specified), Lynn Worobey**

“Working with difficult team members in a foreign country taught me patience and how to work with their weaknesses and enhance their strengths. With only that project to worry about while abroad it gave me the sense of what it would be like in a real-world situation.” - **D Term 2012, MPC Alum**

“Working on a team was very beneficial. It fostered collaboration, brainstorming, time management, task distribution, and project management. This has all helped in the real world.” - **C Term 2005, MPC Alum**

“My IQP was the first time at WPI where my writing skills were challenged and my abilities improved. Additionally, all the emphasis on presentations assisted me with nerves and a tendency to talk too fast. I view my IQP as one of the highlights of my WPI educational career.” - **Helen Hanson, D Term 2005**

“The entire structure of the IQP develops each area, from having rigid deadlines of a fast moving and in depth project, to constant informal and formal communication meetings and presentations.” - **Hannah Gallagher, B Term 2014**

“One of the major things not highlighted, is the fact that it prepared me for the working world. Getting use to the ‘9-5’ experience was a big take away from the project. Throughout my life up until that point, even though I was being educated to become an engineer and had worked many different jobs, I had never experienced the world in which my career would be apart of and being able to experience that culture was invaluable.” - **D Term 2007, Anthony DiOrio**

Q13 - You mentioned your project experience changed your views about one or more topics a lot or a great deal. Can you explain what facet of your project changed your awareness or attitude regarding that topic?

“While working on the IQP I learned a lot more about issues that affect many people throughout the world, both through my own project and hearing about experiences of my fellow students in their IQP projects. By having the hands-on experience of the IQP I was able to gain a better understanding of the types of issues faced by me fellow man both domestically and abroad.” – **D Term 2007, MPC Alum**

“This was my first experience in a professional, corporate environment. It was a great experience and prepared me for my career, and actually sparked some interest in business. I was studying a lab science so

this exposure was really helpful, although I may not have recognized at the time.” – **D Term 2000, MPC Alum**

“Getting out of the United States bubble was certainly the best part of the project - it really helped bring to light that the world is bigger than just the US. I am truly grateful for my first opportunity for exposure to other cultures - I haven't stopped traveling around/learning about/experiencing the world since!” – **D Term 2000, MPC Alum**

“Working aboard for my IQP requirement allowed me to see that problems we faced at home were truly global problems and should be conducted or at the very least shared on a global scale. My experience fueled my desire for a global community and actually led me back to Australia to complete my PhD.” – **D Term 2010, MPC Alum**

“Project was heavily focused on how decisions engineers make affect safety of the end users of their product. Probably my first exposure to how much grey area there can be in engineering and how important it is to make good assumptions even when facing pressure to arrive at a particular answer.” - **D Term 2007, WPI Alum**

“The interaction with the deaf community we had during our project changed how I saw society and how different people communicate differently. It was one of the coolest experiences of my life being in a room where 90% of the people were deaf and still finding ways to communicate with each other even though my group members and I didn't know sign language.” - **C Term 2012, MPC Alum**

“Simply written - to solve a problem, we do not just need to invent new solutions, but we need the ability to influence others to use that solution.” - **D Term 2005, MPC Alum**

“I felt that the results of my projects were so far reaching. I was significantly impacting elementary school education in all of Australia. For me, this was both humbling and motivating.” **D Term 2009, MPC Alum**

“My appreciation for real world problems and there not always being an ‘easy’ solution was greatly influenced. It was an enlightening experience which introduced me to the challenges faced by interdisciplinary professionals around the world.” **D Term 2011, MPC Alum**

“My IQP assisted me in developing a better global understanding and an appreciation for how ‘similar’ cultures could actually be quite different.” - **Helen Hanson, D Term 2005**

“It was my first time out of the country and I learned so much about global viewpoints and cultural differences. In addition, the fact that the project was so incredibly different from what my major is allowed me to think outside the box.” - **D Term 2008, MPC Alum**

“Understanding that what we work on, no matter how small or large, there is an effect on the society.” **Anthony DiOrio, D Term 2007**

“I worked on the education project for CSIRO. That project showed me the importance of how proper education can really shape a young person's life. It also showed me the importance of ethics. How the everything from simple interactions to the delivery of the material can really impact the students we were working with. We were role models for the children we interacted with, so it was imported for us to hold ourselves to a higher standard.” **D Term 2010, MPC Alum**

“The experience of spending 2 months living and working in a foreign country really broadened my understanding of the world and its different cultures. Working every day in an interdisciplinary team helped

me learn how to collaborate with people of differing backgrounds and areas of expertise.” - **D Term 2013, MPC Alum**

“Though similar to America, the cultural differences in Australia were still present and provided for new perspective and learning experiences. Along with completing my project, I also joined a local soccer team and found myself having to learn new ways to interact whether it be in the workplace or on the field.” -

Megan Forti, D Term 2013

“Our project concentrated on attempting to integrate environmental sustainable practices into fire protection. Many environmentally sustainable practices, if carried out properly, actually benefit the fire protection industry. However, there is a strong hesitancy to adopt these practices because of a strong aversion to change in the industry. It takes a strong push from the public to influence change in industries where the norm is considered acceptable.” - **Nathan Lee, D Term 2011**

Q16 - What about your project affected you personally in that way?

“To this day I continue to follow advances in hearing aids and hearing loss. A lot of the things we suggested have come to fruition - it's been cool to follow.” **D Term 2006, Timothy Buck**

“By completing an international IQP I learned more about being a better global citizen. Learning about and trying to solve issues from around the world can provide an enlightening experience that makes you realize how much good can be done by people that care.” - **D Term 2007, MPC Alum**

“Looking back and seeing all that we achieved increased self-confidence. Being with the same people all the time formed lifelong friendships.” - **B Term 2015, MPC Alum**

“All of my interactions, both with people in Australia and my WPI peers, changed who I am as a person forever. The friends I made and the social skills I learned have benefitted me in ways I probably can't express. Essentially, I learned more about communication and social interaction on that trip than at any other time in my life to that point.” - **D Term 2007, MPC Alum**

“My project experience was incredibly detrimental to my self-esteem, and destroyed a friendship that I had developed with one of my groupmates. Going into the project, I felt confident in my abilities to get along with a group in a professional, collaborate environment, and my ability to assimilate into a group of peers in a new environment. Throughout the process of completing the project, I felt extremely isolated from my project and peer groups. My project group was not accepting or tolerant of my anxiety, which was piqued by the new environment and different work schedule. It should be noted that I did everything I could think of to create a good work environment, approaching my advisors many times about the issue and asking them what I could do to help. Because I do not drink I was often alone during off hours, since I was the only member of the peer group who didn't drink or like to go out at night. At the end of the three month project period in Melbourne, I felt that I had grown culturally but taken many steps back in the process of managing my anxiety and depression.” – **D Term 2015, MPC Alum**

“The combination of the new environment, people, and projects in a foreign country opened my eyes to a view beyond the suburb of Rhode Island that I grew up in. It broadened my perspectives on people and culture and ultimately made me a more effective team member and better person overall.” – **D Term 2009, MPC Alum**

“This project influenced my self-confidence as I went to a completely new country and lived a completely different life than was "normal" for me, it was imperative I step out of my comfort zone and open myself to new experiences. It helped me grow by expanding my knowledge of new cultures and ways of life.” – **D Term 2012, Brooke Czapkowski**

“My project consisted of determining why students were not studying to be a statistician. I am very passionate about getting more women, and minorities into the STEM fields. This just continued to drive my passion, and has been a great reference as I continue to do volunteer work in this field.” – **D Term 2006, Vanessa Castro**

“I definitely had to learn how to work with challenging people, which had helped me in the long run, or at least helped me so far in the grad school lab. I also just married one of the guys that I started while I was at the project site.” - **D Term 2013, MPC Alum**

“The group of people I went to Australia with will be my life long friends. Spending 2 months with such a small group of people in a foreign country going on amazing adventures exponentially increases the memories with those people and about that location. I now know that I would love to go abroad again for a few months at a time.” - **D Term 2012, MPC Alum**

“I can say that some of the best memories of my life have been on those two trips. Working on these projects influenced my self confidence about working in the business world and motivated me to set personal goals such as getting an internship.” - **C Term 2005, MPC Alum**

“It allowed me to step away from many of the stereotypes that had clouded my views of the world.” - **D Term 2002, Scott Dolan**

"I am now more environmentally conscience and interested in keeping up to date with environmental problems." - **D Term 2016, MPC Alum**

"After my IQP, I felt much more prepared for the 'real world'. In interviews, you often get questions that start with "Describe a time when you ..." in order to get you to tell about leadership experience, problem solving, dealing with hardships, etc. I was able to use my experiences on my IQP when applying for internships rather than having to talk about a difficult course. I felt very prepared for interviews and confident when I got the job that I would be able to rise up to the challenge." - **Jeff Simpson, D Term 2003**

"All of my interactions, both with people in Australia and my WPI peers, changed who I am as a person forever. The friends I made and the social skills I learned have benefitted me in ways I probably can't express. Essentially, I learned more about communication and social interaction on that trip than at any other time in my life to that point." - **D Term 2007, MPC Alum**

"I was most surprised by my ability to thrive professionally and personally in an environment so far removed from that in which I was most comfortable (home)." - **D Term 2009, MPC Alum**

"I was really able to take a leadership role above and beyond my individual contributor role. This opened my eyes to my skills at managing, which influenced the range of careers that seemed like good fits for me." - **D Term 2010, MPC Alum**

"The project is really your first test at the 'real world.' High school to college is a huge step, however there are several different support systems and safety nets on campus. With the project, the objective is smaller and focused on one project, but the environmental factors you have to learn to deal with forces you learn how to analyze and process; fostering real self awareness quite quickly." - **D Term 2006, MPC Alum**

"Being halfway across the world with a group of people definitely creates strong bonds. Being on this project was essentially like having a job - working 9-5 solving this problem. It inspired me to reconsider what career I was preparing for, and I ended up switching majors when I got back from my IQP." - **Graham Leto, C Term 2010**

"I've always thrived in local, small environments. I went to a small Catholic high school and WPI is a small school as well. Leaving my family and friends behind for 3 months to jump into the unknown halfway around the world was a life changing experience. I've made friends that I still connect with 9 years later - the unique and powerful nature of the experience forged strong friendships." - **D Term 2007, Adam Medeiros**

"This IQP was such a life changing experience, that I now actually live and work in Melbourne, Australia full time! It introduced me to a whole new culture, and gave me a broader view of the fire safety world (which I work in now)." - **Nate Lobel, D Term 2011**

"Being able to live and be self sufficient in another country really improved my self confidence. It really confirmed that I love traveling around the world and solidified my desire to do more traveling in the future." - **D Term 2010, MPC Alum**

"This project affected my attitude towards the global perspective of projects that I had not known anything about in the past. It opened my eyes to many new cultures and differences in peers in how to deal with such problems. It gave me a greater understanding of my work ethic and how to combat challenges in a work or group setting, as well as handle tough reactions in regards to our project, which influenced my self confidence in many ways. It also created lifelong friendships with others in this group, as we worked through these challenges together and also bonded over new experiences in a fantastic place." - **Sarah Brockway, C Term 2013**

“Working on a real-world project and giving a formal presentation of our work helped to bolster my self confidence. Working on an education-related project helped reinforce my interest in teaching, and has helped lead me to do some volunteer work as a teaching assistant after graduation. Spending weekends in Melbourne gave me a lasting interest in Australian rules football, and a desire to learn more about other sports played around the world.” - **D Term 2013, MPC Alum**

“I learned more about the connections between culture and science, and how different people view the same things in varied ways, and accordingly shouldn't be treated the same.” - **D Term 2016, Steven Laudage**

“Working at an educational center for sustainable living increased awareness of my personal impact on environmental resources and led to changes in my personal habits of daily living such as making a point to decrease water and electricity use and recycling whenever possible. Furthermore, I loved Australia so much after having done my IQP there that I went back and completed my first two years of medical school in Brisbane a few years ago.” - **C Term 2002, MPC Alum**

Q18 - What improved skill or personal growth from the project aided you professionally? How did that help you in your career?

Researching and writing reports, as well as getting over a fear of asking questions and speaking to new people (which my IQP demanded) has made me more effective when I have to do those things for my job - **D Term 2011, MPC Alum**

This experience gave me a great talking point on interviews and the experience made me a better professional - **C Term 2013, MPC Alum**

My self-confidence growth as well as my experience of learning new cultures that I had experienced from this IQP has helped me become a much more well-rounded colleague in my professional career. - **D Term 2012, Brooke Czapkowski**

I learned a lot about communicating with people and being able to talk to professionals. This helped in my career by being able to communicate project needs with coworkers. - **D Term 2012, MPC alum**

The leadership and teamwork skills I used in this IQP made me far better equipped to manage projects in the working world. Since graduating I have had to lead several projects across many different departments

with team members who did not necessarily report to me. This project taught me many skills about working with peers with very different backgrounds. - **B Term 2014, Patrick Thomas**

I was significantly better prepared for technical writing and presentations which allowed me to be more successful than my colleagues at professional conferences and in my career roles. - **D Term 2005, Helen Hanson**

Definitely an increase in personal communication and being able to communicate to people with different ideas. We conducted a lot of interviews and surveys with people of different views and perspectives. Learning how to communicate with these people definitely developed into a good skill to have professionally. - **D Term 2016, Zachary Hood**

Appreciate people for their own personal skill set and how to maximize them to produce the desired results. - **D Term 1999, MPC Alum**

I decided to pursue international job opportunity right out of college based on the confidence I had developed and also the exposure I had to another culture. - **D Term 2000, MPC Alum**

The IQP as a whole helped me learn how to work with teams in real life situations that do not have a defined start and end but are continuous improvement projects. In my current role as a project manager the skills learned about timelines, project scoping and teamwork have been paramount. - **D Term 2012, Jean Paul Miralda Nasser**

In my career, I was not as hesitant or nervous about working for a global company involving project travel directly after leaving WPI. It was as if my first few job assignments were large IQPs; I treated them as such until I had a firmer understanding of my company's approach. This structured approach really set me up to outshine my fellow junior coworkers. It provided me some referent and expert power within the work group, propelling me into a leadership role I was able to embrace and use to propel my career. - **D Term 2006, MPC Alum**

My change in career paths due to inspiration found during my experience has benefitted me immeasurably. I am doing something I love in an industry I would not have ordinarily broken into had I not had this experience. - **C Term 2011, Graham Leto**

I still discuss things I learned from this experience in interviews and bring it into my work ethic. I attribute much of my success post-graduation to the things I learned about other cultures, my work ethic, and other peers while abroad in Australia. - **C Term 2013, Sarah Brockway**

My IQP strengthened my excitement about working internationally - I have since lived/worked abroad after graduation. - **D Term 2007, MPC Alum**

Q22 - Can you elaborate on the specific impacts your project had, or any changes that came about as a result of your project?

“One of the recommendations that resulted from our project was to create a program for young children to learn about healthy relationships to hopefully make them more aware and to minimize future relationship violence. If we start teaching young it could potentially have a huge impact on generations to come. This recommendation was used for the next IQP group that went this past D term and they made it a reality. Our idea was actually implemented so that was awesome!” – **B Term 2015, Caroline Medino**

“My project in Banksia seemed more like the foundation of a science awareness program for local kids where we setup possible education materials, investigated and spoke with potential external sponsors to help support the program. Meanwhile the programs after our year were able to branch off of our work and further expand and make the program a reality so it's great seeing our work move forward.” – **D Term 2012, MPC Alum**

“This report had information regarding the preventive approaches and accuracy of identification that firefighters were already implementing while responding to emergencies. This process that our report highlighted and analyzed has the potential to grow within global fire services as it showcased the possibility to merge response and prevention into one step. It was significant because this practice was already in place, but a documentation and analysis of the practice had never occurred prior to our report.” – **D Term 2016, Elizabeth Coffey**

“Before we completed our project, each region operated entirely independently. They were each responsible for maintaining documentation on the fire safety compliance of the facilities within their region, but there was only a minimal process in place for doing so. By asking the right questions of each region and sharing our findings, we were able to improve the process for all regions.” – **D Term 2003, Jeff Simpson**

“We published our project report, "Promoting the Design of Buildings that Are Fire Safe and Sustainable" in FPA Australia's quarterly magazine. This is distributed across Australia so that article had an impact on the Melbourne and Australia community. The goal was to get the conversation started about this complex issue and to eventually get both the fire safety community and the sustainable building authorities to collaborate together to create buildings which exemplify the best of both worlds.” – **D Term 2011, MPC Alum**

“My entire project focused on professional development for statistics education and how it affected teachers, and therefore how it affected young students. I learned that elementary school teachers were hesitant to teach statistics in their classrooms because they were not confident in the subject themselves. By creating professional development for the teachers and making the subject easier for them to teach, we were impacting the education level of the youth. I personally felt I was making a significant impact.” – **D Term 2009, MPC Alum**

“We physically made a product that was implemented into a scientific outreach program run by CSIRO. In addition further alterations to the program were made based on our recommendations.” – **D Term 2009, Dr. Sally Trabucco**

Sponsor Testimonials

Shane French (CERES)

“In 2011 I got an email from Holly, saying ‘we worked with you in the past, in the long distant future would you be interested in doing a project?’ And we said yes. [...] I didn’t really know the scope of it or what people would be doing or what would a project look like, I had no idea. And those first people came over and worked with education, to do some post-visit activity materials which we still use with students. [...] And those materials are still around, they’re still on the website and they’re downloadable. They probably need a little bit of tweaking, they’re five years old now, [...] but yeah, they were fantastic materials.”

“We’re careful not to abuse the technical prowess of the students. It’s tempting, but at the same time that’s not just why they’re here. The students aren’t coming here just so we can use their skills, it’s good to push them into areas that might not traditionally be their background.”

“And there are people who find that really challenging. There were a couple of guys who part of the project was to go out and talk to people at CERES, do surveys and things like that, and they just would freeze. ‘I can’t talk to people, I’m in a lab.’ Their whole mindset is solo work in a lab, and the professors in that group would try to push them a little bit to get out there, talk to people, get over that fear of needing to work independently. [...] And some of them have gone ‘that’s just not my thing’ and that’s fine.”

“And that’s the cool thing about being in Australia, getting that cultural exchange but also a chance to do something a little different.”

“I try to let the students who are here have as much free time as they want. They never tend to take it. [...] You don’t get many chances to be in another country for 7 weeks.”

“You have to have eight weeks with a week off in the middle.”

“It’s a really hard balance between trying to get a lot of work done but also have a good experience. It’s always that thing where you’re in a country for a limited period time so you want to see as much as possible but by cramming so much you might not even see as much as you could.”

“The groups who are coming and doing the projects seem to have a much clearer understanding of what CERES is, what our philosophies are, what their work situation is going to be like. [...] There seems to be a greater understanding of who we are and what we do and why we do it. And I’ve found that the culture shock of coming to CERES is not as great as it was in the earlier groups.”

“Our expectations of what the projects are are much clearer too. When we started, it was trying to get something finished by the time the group left. It had to be finished. The project had to be done, had to be delivered. We realized for us and for WPI that’s sort of unrealistic, it’s better to go with a project that we can have a few groups working over a period of time. Because we get a better result, but also it’s more realistic for the students who actually come and it kind of eases the pressure a little bit. You don’t have to have a finalized, built product by the end of this, you do it in stages.”

“It’s been a learning process for us. The first few projects was like ‘ah shoot, we need to think of something new, what’s a new thing for them to do?’ As opposed to ‘let’s just continue the work that we’ve done with the last group.’”

“The students are really adaptable, we often find that the project just changes. There was one project they actually got here and it just changed tack totally, because they got here and we had a chat and went ‘ah, let’s go this way.’”

“There was another project, which was great with CERES, and these students were incredible as well, where the group was in the air, in the plane coming to Australia to do their project at a neighborhood center, and the neighborhood center closed down. In between them starting their seven weeks in America and arriving here and starting, they got on the ground to the news that their project didn’t exist any more, the center had gone, had closed down. So we took them in, and they worked with CERES, and we just made something up on the fly for them, and they had to start from scratch. [...] Those students had the flexibility to get off the plane, not completely lose it, and go ‘okay, so we’re doing a whole new project at a whole different place now.’”

“There’s almost a guilt that you guys have flown all the way over here and you’re just working for us. I think if there could be an extra week somewhere and actually stop in the middle, for you to have a solid break and just leave the project and go away and actually go and spend a solid week somewhere [...] as opposed to weekends. Have that ability to refresh and recharge and then hit the ground again.”

“A little bit longer in Australia and maybe a little bit less of the pre-project work, because I find the most value happens when we’re all together, working as the group, in the same room, having the meetings, all that stuff. I think that’s where the real magic happens, that’s where your projects really start to roll.”

“It’s really good that sometimes [the professors] push some of the students who are very used to the lab existence and that closed kind of existence to go out and have an experience. I just love the cultural exchange.”

“That cultural exchange is really good, and I like keeping that going, that’s a really valuable part of it. And that’s why that’s another part of why I think if you’re here, take a bit longer. If there’s a

way to spend longer in the country, in any of your projects, and actually have time in the middle to just actually go and just immerse yourself somewhere for a week or so, and forget about all your projects and your studies and you don't have to be back on Tuesday to finish your thing. Just go, for a little while. That would be really valuable.”

“It's such a unique thing. Most other unis and stuff in America don't do that, and that's why people go to WPI, is because of this program, a lot of people. I've met people who are doing projects with us who chose WPI because of the overseas program. So it should be a focus if that's a key focus. [...] Having a few weeks here or there over the course of a university life where you get to embed yourself a bit more in one of your projects in the country that you're in, I think that's a key part of what WPI is.”

Judith Hemsworth

- “I felt that there was really good work put forth from WPI.”
- “I thought it was so well-organized.”
- “There's really nothing I would suggest they improve.”
- “I felt that they were generally of a very high standard in their presentations...”
- “WPI students would present, not just in a formal presentation but in a business sense...very professionally.”

Jaime De Loma-Osorio Ricon (Banksia)

- “I think that WPI needs to improve its efforts on promotion.”
- “Generally, groups do very good work.”
- “It is very hard for the organization to understand what WPI does. At the moment, there is nothing that can give an organization a really good snapshot of what WPI does...This is why your project is really important.”
- “[To improve the program] align the objectives of the organization with the objectives of WPI.”
- “I think there could be a few elements included in the IQP program where you have the active reflection as part of the academic requirements of the project.”
- “WPI projects have been catalysts for new initiatives at Banksia Gardens.”
- “The final reports, in the best case scenario, are read by six people...and that's a shame, because there is so much valuable stuff in there.”

Julie Harris (MFB)

“I haven’t done one study that I haven’t had purpose to use it for.”

“They’ve [IQPs conducted with the MFB] been used in the Coroners Court of Victoria; they’ve been cited in the press; they’ve been cited in international journals; they’ve been cited in international publications.”

“When they come here, they work *incredibly* hard.”

“The first [hoarding study conducted by WPI students] was the world’s first study of hoarding in fire incidents in the world.”

“I think it’s a big ask for people your age to come to this country and do this kind of work.”

Geoff Kaandorp (MFB)

“As a result of those findings from her [Julie’s] study, MFB has changed its approach to how we try to mitigate fire risk in the community.”

“...To make what they [WPI students] were doing of value to us, required that really close supervision.”

“[During the preparatory term] we give you a brief of what the project is, and the students are required to do some writing and do some background research...In the past few years, from the ones that I’ve seen, that process has really missed the mark.”

“There’s often a little bit of tension between your course requirements and what we actually want...The students are getting pushed two ways.”

“I really enjoy working with them [WPI students].”

Rob Llewellyn (AFAC)

“A lot of it is to do with supervision by the people who are here managing the projects. Because that impacts on our ability to get some changes made.”

“The other thing is timing. Because [...] the students were here. There was an early project group that would come here early January and be here over Christmas break. And in Australia a lot of the places shut down for January. It is almost impossible to set up meetings for them or do anything then.”

“We did a project on International Student accommodation.”

“This is an email from New South Wales [University]. ‘Is it possible to get survey results the students did with all the Indian student troubles. The PVC at University of New South Wales is keen for some feedback’”

“Here was New South Wales saying, is it possible to get the survey results of what the students did, because we’ve got some problems.”

[About the Hoarding Project in 2009] “That project introduced us to that clutter analysis. [...] That clutter analysis has been used. And I think they got that out of the US.”

“The Hoarding Project that was done by WPI, helped focus Australia on the hoarding issue, and we still have it, but we are able to manage it much better now.”

“When Jonathan was supervising, and when Jonathan signed off on a fire protection report, that gave that report a lot more credibility in the fire industry, than another professor who is not internationally recognized in the field.”

“I treat them as a literature review really. It pulls a lot of information together and often you’ve got to go off and spend a lot more time delving into those reports and picking bits and pieces out.”

“I don’t think a lot of sponsors realise that they need to be involved in the pre-work. The pre-work is critical. [...] I think emphasizing that to the sponsors, getting the research question right. What are you trying to answer. [...] I don’t think sponsors realize that that all needs to be done before the students arrive.”

“I used to have a lot of interaction with Jonathan in developing up the questions and developing up that pre-stuff.”

“I don’t know if you are going to have too many more fire protection projects in the future. [...] We are just burnt out.”

“I reckon you need almost a set of procedures written up for the sponsors. To me it seems that a lot of it has been done on a wing and a prayer. And a lot of it has been personal connections, to be able to bring in the projects.”

“Sometimes the sponsors find out what they need to do after the project starts.”

“I think it needs an outline for the sponsors. It needs a pretty well spelled out time frame.”

“I can remember being on emails backwards and forwards to students trying to work things out while doing the prep work. And it was just almost impossible to do.”

“In Jonathan’s days he would go around and tap students on the shoulder and say ‘this is the project for you’. They were selected for the projects.”

“I can name about half a dozen kids who have been out here for WPI projects that have finished up fairly high up the tree in fire protection. And a lot of it has to do with the fact that they came here and got that on their CV, and some of them got introductions. One of them came out and worked in Australia.”

“In Australia some of our reports have even been used in senate inquiries.”

“Some of these kids, when I go to Boston, I catch up with them.”

Paul Murfitt (ex-MEFL)

“Up til a couple months ago, we were still using that research in our program design.” “Some of the background work and some of the survey work that was done by the groups we are still using.”

“I would say that all of them had impacts to one degree or another.”

“Thats one of the things that I’m really impressed with you guys when you come over. You are very self directive and motivated, very [???.]”

Im really impressed with the students, who are very self directive and motivated. Replace JEnny One

“The work is very high quality and its well done. Thats why we keep going back for more.”

“You support very well, the projects and the hosts and the teams.”

Peter Johnson (Arup)

“Bunch of bright students coming, they’re gonna bring fresh ideas. They’re looking at not only looking at engineering aspects of problems, but looking at social and other aspects of what they’re gonna look at. For a small investment, you’re going to get a lot of valuable information from a group of students working intensely on a project for a relatively short period of time.”

“Some of those relationships have persisted and others have kind of fallen by the wayside.”

“The engineers are so busy. [...] Often they haven’t got the time. While they’ve got the interest and have the ideas, they haven’t got the time to do it. And you can come along, cost effectively often, and under their direction, they’ve got the ideas, you’ve got the brains and the time. It works and you get stuff done that you might not otherwise get done. It’s a good model that works for a lot of organizations.”

“It gives you links to a great university and students who are bright and capable.”

“What I tried to do is make sure to look after them not only in their project work, but, you know, have a barbecue on the weekend [...]. Make the whole experience more than just doing the project in a hotel for a couple of months. To actually give them a broader experience. [...] And perhaps take back to WPI some broader experience of life in the world.”

“We haven’t been approached in five, maybe ten years about whether we want to take any students. I think because we didn’t for a few years people probably said, ‘oh well, we’ll give up on them and look somewhere else.’ [...] I probably just fell out of the loop in a way and so the connections sort of fell away.”

“Some more effective networking in Melbourne [...] There’s actually quite a group of WPI people here in Melbourne who will be passionate about their time at WPI and the [benefit] that WPI students can bring. Perhaps take advantage of that WPI network that exists here, as well as other people who have seen the benefit before.”

Carly Siebentritt (CSIRO)

“The joy of you, guys, is that you can focus on an activity, or a task, or an evaluation that we tend not to have the time or the resources to actually do it ourselves. It’s the wish list of things you want to do, but don’t necessarily have the time or the resources to do.”

“Your perspective is greatly appreciated.”

How often do the results get implemented?

“Pretty often. I can’t really comment on the assets one, but most of the stuff I have seen actually takes place, or actually happens.”

“The international connection is quite nice. It’s nice for us to say that we are working with a group elsewhere. It’s nice for outlook to have different bodies wandering around the room and playing and bringing a different perspective.”

“The joy is also that you guys are quite, in some ways, closer to the age groups that we are working with. You are closer to teenagers than most of us.”

“Depending on the group, and how well the group works, occasionally the supervision levels are the higher than the anticipated which takes times from other projects. It getting people doing the work and stuff. It’s the groups you need to speak to every day because they are not talking to each other, and it’s not working so well. Sometimes, it becomes a bit of an issue, but most of the times is your advisors that have to deal with that.”

“Sometimes, there is a balancing act between the report you need to produce, and the physical results.”

“In this group, for example, the pilot testing with you guys is nice, but for we can base on the experience... It’s nice that it happens, but it slows down the process.”

“I haven’t had a group that’s too difficult to deal with”

“I don’t what you getting tested on or marked on.”

“It’s great to have you here.”

Carolyn Meehan (Museums Victoria)

“A lot of the projects that we have done with your students are observational studies, which are very time consuming, and you need to spend a lot of time. Having three or four people coming

for a short period of time, enabled us to be done in a concise way, and that was very beneficial to our organization.”

Having 3 or 4 students coming for a short period, enabled Museums Victoria to do observational studies that were very beneficial to our organization.

“Students are pretty independent [...], and they are very focused.”

H: MPC infographic

Melbourne Project Center

**Offered in
B Term and
D Term**

548 Students
157 Projects
37 Sponsors





A WPI team at CSIRO developed activities for an educational program



A video made by WPI team for Banksia Gardens Community Services about violence against women



WPI team at CERES Community Environment Park, creating a dam for an African village exhibit



97%

of MPC Alumni would recommend completing a project at the MPC

54%

of MPC Alumni reported that their project experience caused new and/or lasting friendships

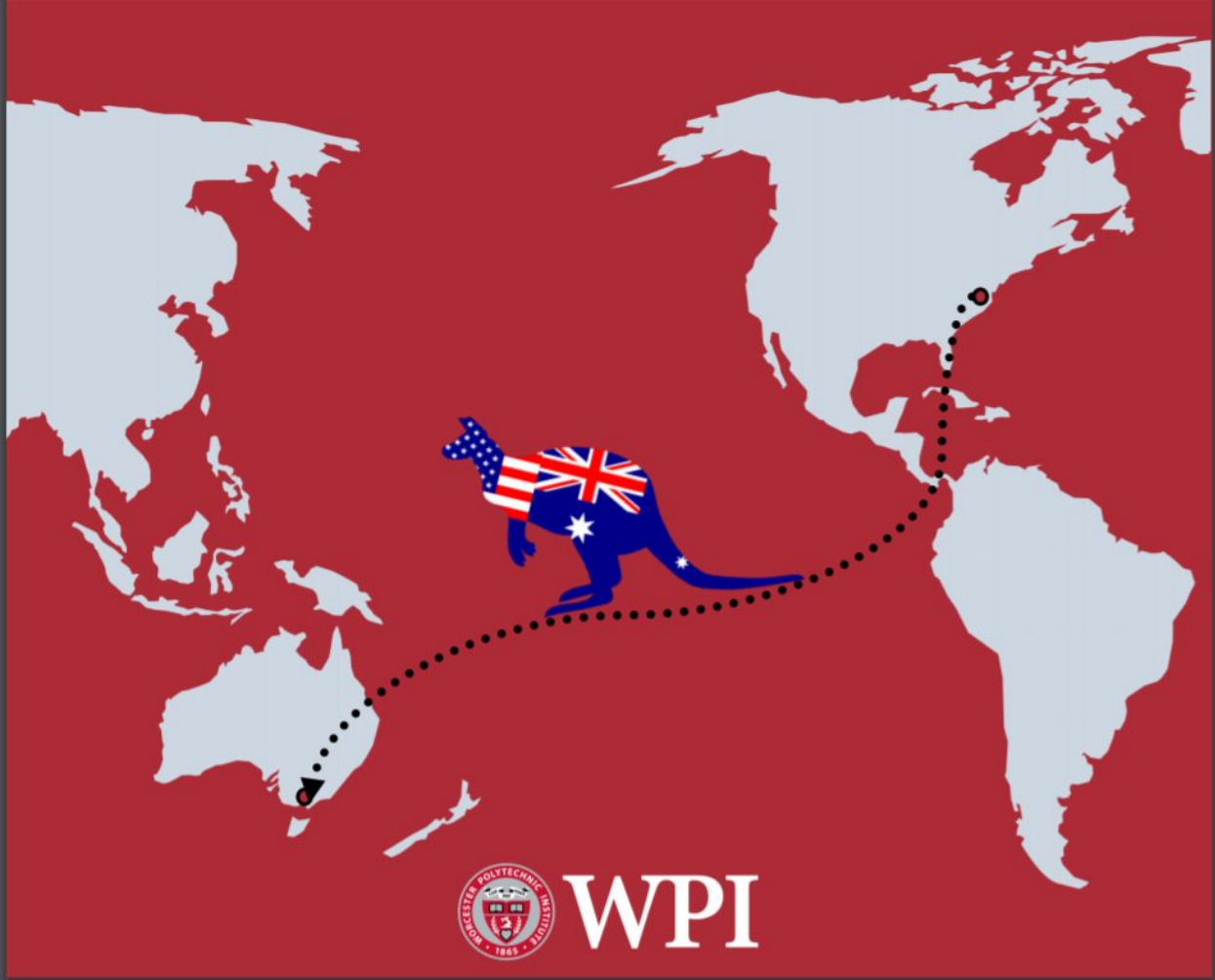
“We published our project report in FPA Australia’s quarterly magazine. This is distributed across Australia. That article had an impact on the Melbourne and Australia community.”
– D Term 2011, MPC Alum

SPONSORS

Moreland Energy Foundation
Metropolitan Fire Brigade
CERES Community Environment Park

<https://www.wpi.edu/academics/undergraduate/project-based-learning/global-project-program>

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MPC by the Numbers

Since 1998

572 Students

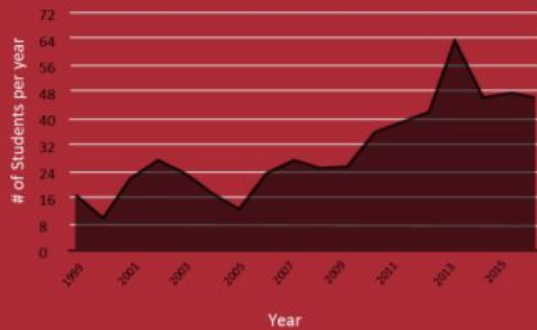
have completed

163 Projects

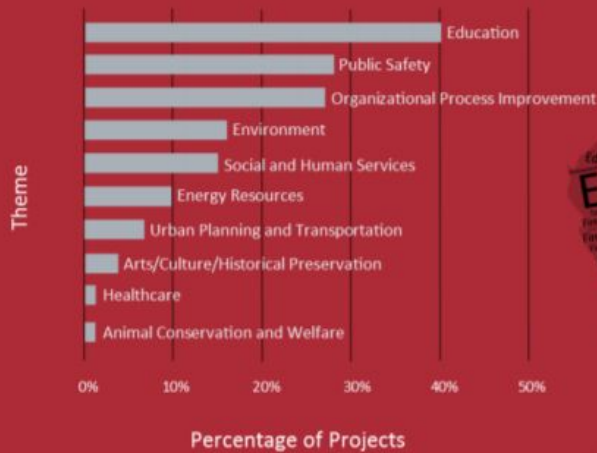
for

37 Sponsors

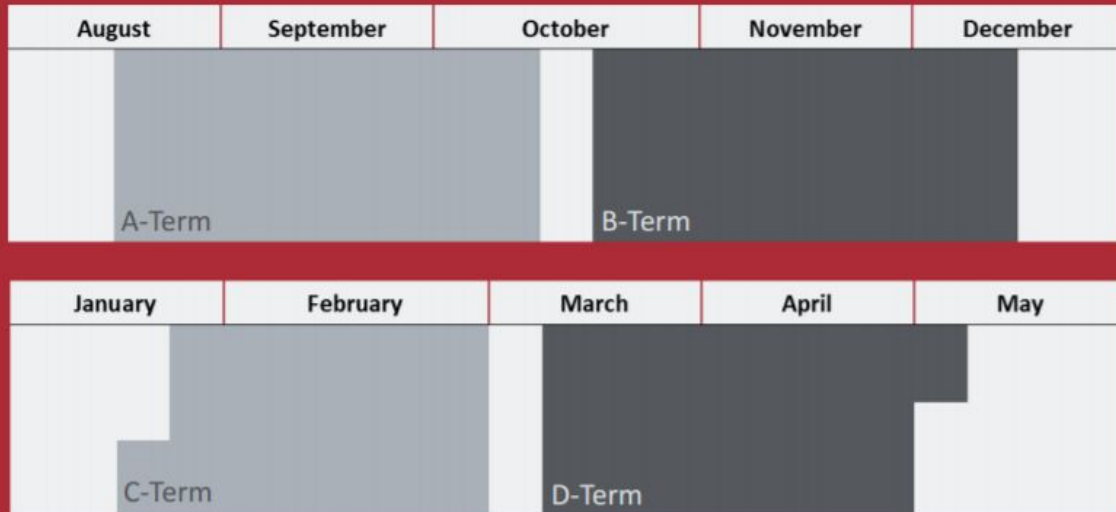
Yearly Student Enrollment Growth



Most Common Project Themes



Project Timeframes



Students study the issues in a 7-week preparatory term in the USA.

Students complete on-site work in Melbourne, working with sponsors for 7 weeks.

Each project culminates in a written report, community presentation, and additional project deliverables.

Our Sponsors

Sponsor Types



We have worked with

37

Sponsors

"Having three or four students coming for a short period, enabled Museums Victoria to do observational studies that were very beneficial to our organization."
-Carolyn Meehan (Museums Victoria)

A WPI team provided a world first study on hoarding and fire incidents for the MFB.

"For a small investment, you're going to get a lot of valuable information from a group of students working intensely on a project for a relatively short period of time."
-Peter Johnson (Arup)

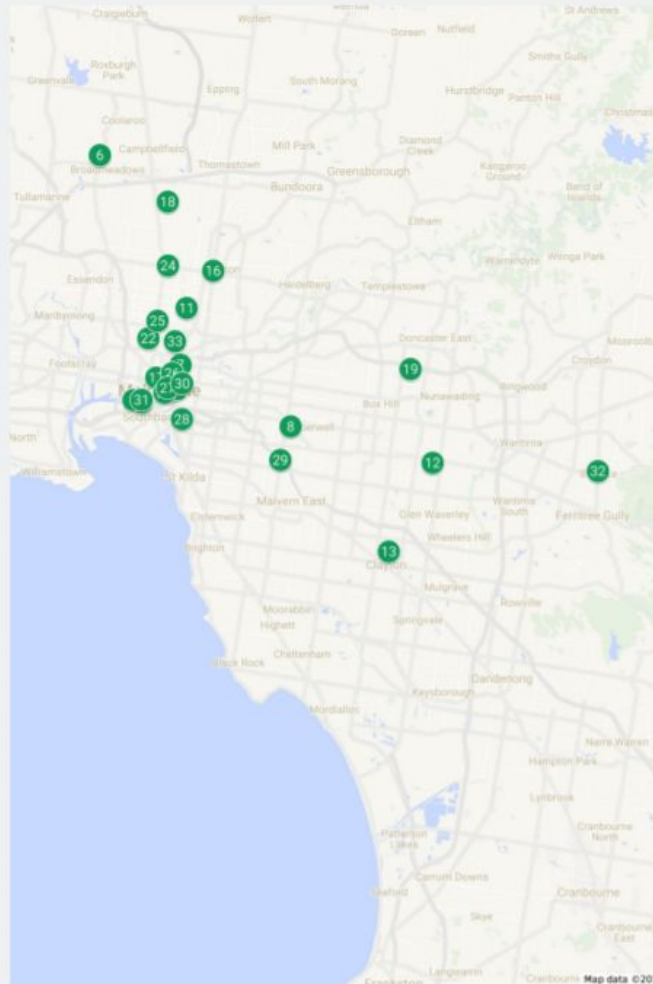
"I'm really impressed with the students, who are very self directive and motivated."
-Paul Murfitt (MEFL)

Project reports written by WPI students were published in *Fire Australia* magazine.

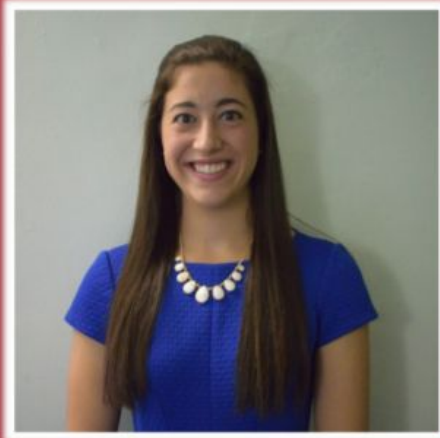
"WPI projects have been catalysts for new initiatives at Banksia Gardens."
-Jaime de Loma-Osorio Ricon (Banksia Gardens Community Services)

- 1 AECOM
- 2 AFAC
- 3 Alternative Technology Association
- 4 Arup
- 5 Australian Bureau Of Statistics
- 6 Banksia Gardens Community Services
- 7 Beyond Zero Emissions
- 8 Boroondara City Council
- 9 Bushfire CRC
- 10 Capability Management Pty Ltd.
- 11 CERES Community Environment Park
- 12 Country Fire Authority
- 13 CSIRO Clayton
- 14 Department of Education and Training.
- 15 Department of Human Services
- 16 E. W. Tipping Foundation
- 17 EPA Victoria
- 18 Fawcner Community House
- 19 Fire Protection Association Australia
- 20 Fire Services Museum of Victoria
- 21 Melbourne City Council
- 22 Melbourne Zoo
- 23 Metropolitan Fire Brigade
- 24 Moreland City Council
- 25 Moreland Energy Foundation Ltd.
- 26 Museums Victoria
- 27 Olsson Fire & Risk Pty Ltd.
- 28 Royal Botanic Gardens Melbourne
- 29 Snowy River Innovation
- 30 Vicdeaf
- 31 Victorian Building Authority
- 32 Vision Australia Boronia
- 33 Yarra Energy Foundation

Sponsor Locations



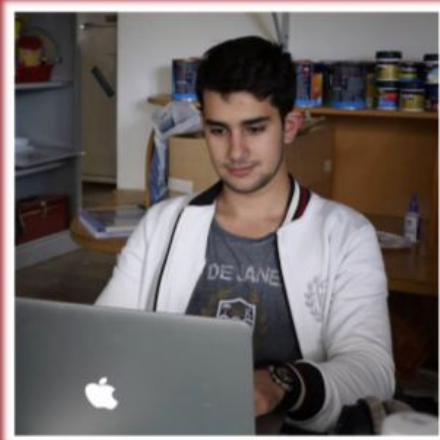
Our Students



Christine Schondek
Chemical Engineering '18

Christine is a WPI Presidential Scholar. For her project, she worked with the Moreland Energy Foundation to create outreach materials for a campaign to transition homeowners to a sustainable, all-electric home. Christine's team surveyed over 950 local homeowners, illuminating their perceptions on the economic and technical barriers to all-electric conversion.

"Working closely with a great group of people at MEFL has provided me with the opportunity to understand the challenges of expanding a customer centric product while being able to explore opportunities that have broadened my educational background. I have enjoyed working in a group setting and have refined my time management skills throughout this project."



Guilherme Motta Baracchini
Civil Engineering '18

A WPI international student from Brazil, Guilherme worked with CERES Community Environment Park, researching climate change in Australia and Africa and designing an educational exhibit to raise public awareness about these issues.

"Conducting public surveys and building the actual exhibit was really fun. The displays on conflict minerals and water scarcity will really help people see climate change as a global issue."

Project Profiles

Bringing Audience Segmentation to Life

Prepared in 2016 for Museums Victoria



Students created training materials to help museum employees understand the needs of museum visitors. Interviewing museum visitors about their reasons for visiting and their responses to exhibits, the team produced a series of six videos and infographics that will help staff – from maintenance workers to docents – better address ways to meet their expectations.



Museums Victoria introduction



Easy-going people like to be stimulated by exhibits around them and by interactions with others



"I value learning and sharing great memories with family and friends."

Household Hoarding Hazards



Recommended Action

- Install smoke alarms in the home and test them regularly
- Establish methods of egress in case of emergencies
- Notify emergency services of hoarding household locations
- Seek professional help to address hoarding behaviors

An Analysis of Fire Incidents Involving Hoarding Households

Prepared in 2009 for the Metropolitan Fire & Emergency Services Board

This was the first in a series of four projects which investigated the fire safety hazards in hoarding households. It was the first study of its kind in the world and led to a larger statewide study on hoarding households. These data have had a profound impact on the fire services community, are cited in the press and international journals, and have been used in the Coroners Court of Victoria.

Impacts

100% of projects have a direct impact on sponsoring organizations

WPI projects with CSIRO have produced four educational activities for science enrichment programs with youth across Australia.

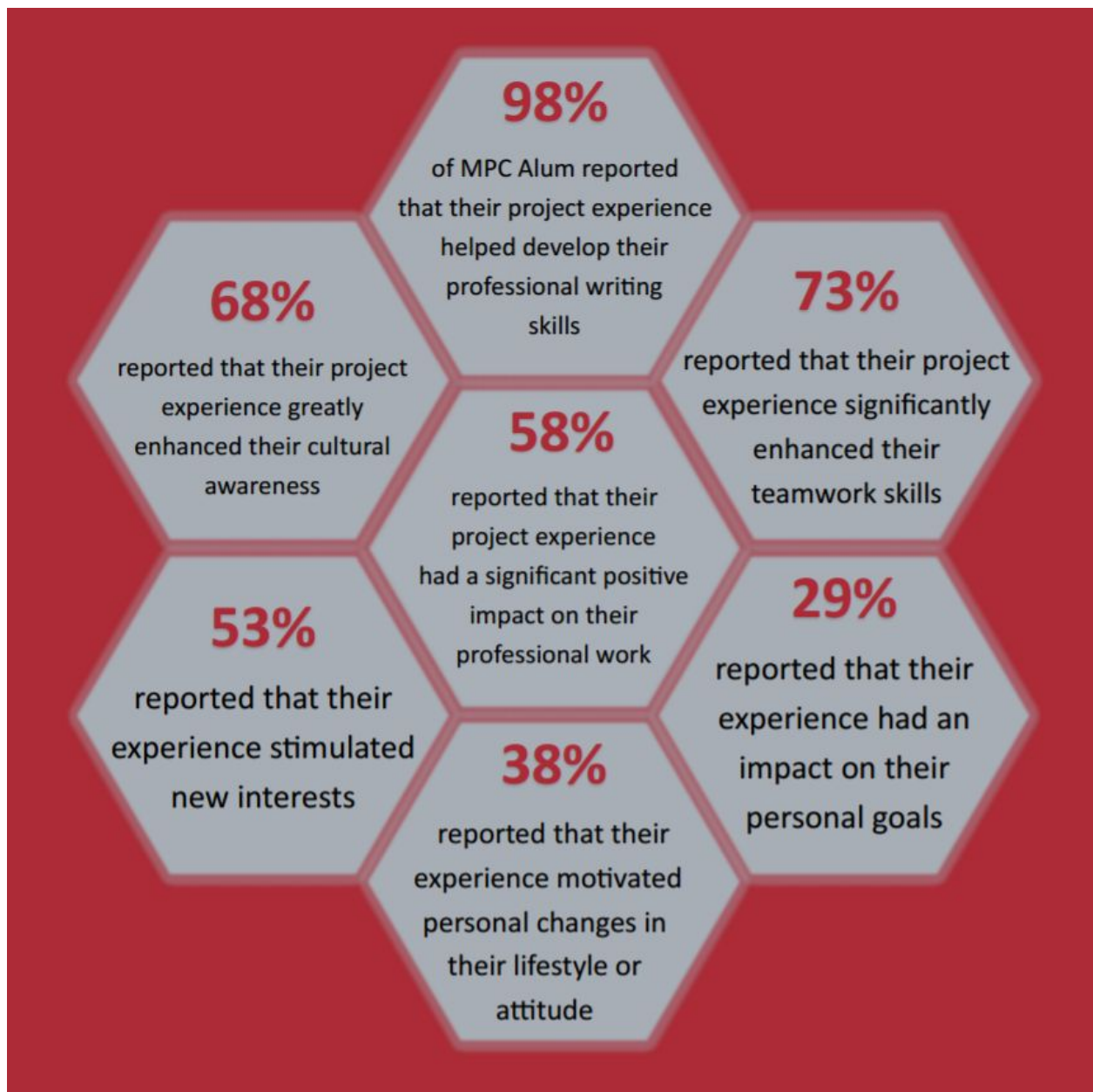
“There wouldn’t be a project that I know of where at least one of the recommendations wasn’t taken up.”
- Neil Bibby (ESF)

69% of projects reach specific community stakeholders. For example: schools, people with disabilities, and local home owners

Sponsors report that student deliverables are useful:
research studies, training and promotional materials, new databases and apps, and more.

“Expanding from a CSIRO internal project, the company I interned for over the summer is using my IQP report to develop and evaluate their new educational program.”
- Steve Laudage (D Term 2016)

21% of projects reach organizations beyond the sponsor





WPI

<https://www.wpi.edu/academics/undergraduate/project-based-learning/global-project-program>

J: Examples of publications citing WPI MFB Reports

Herald Sun article citing WPI hoarding study with MFB:

<http://www.heraldsun.com.au/news/victoria/mountains-of-rubbish-are-creating-a-huge-safety-risk-for-hoarders-across-victoria/news-story/7f68b390b10cb22dd8b6986afb26681e>

Coroners Court of Victoria findings page 5 reference at bottom of page to fire fatalities and older people and people with disability study:

<http://www.coronerscourt.vic.gov.au/home/coroners+written+findings/findings+-+215808+audrey+joyce+svikers>

NFPA article - international publication:

<http://www.nfpa.org/news-and-research/publications/nfpa-journal/2012/january-february-2012/features/the-dangers-of-too-much-stuff#sidebar1>

The Oxford Handbook of Hoarding and Acquiring – WPI student study cited on bottom left hand column under Lucini:

https://books.google.com.au/books?id=7vxMAGAAQBAJ&pg=PA57&lpg=PA57&dq=harris+stekete+hoarding&source=bl&ots=bbBdr79MWV&sig=8vchRp3u4W2LZqRKjQ54egn_mpk&hl=en&sa=X&ved=0ahUKEwjXsl71m9TQAhXGKZQKHeCjCB8Q6AEINjAF#v=onepage&q=harris%20stekete%20hoarding&f=false

K: Alumni survey data analysis

Communalities of Likert Questions

Communalities		
	Initial	Extraction
Q10_1 - Professional written communication	1.000	.604
Q10_2 - Professional oral communication	1.000	.665
Q10_9 - Professional visual communication	1.000	.585
Q10_3 - Working on a team	1.000	.460
Q10_4 - Leading others	1.000	.471
Q10_5 - Defining achievable project goals and objectives	1.000	.568
Q10_10 - Managing time and tasks for a complex project	1.000	.608
Q10_6 - Conducting research using multiple information sources	1.000	.562

Q10_7 - Critically analyzing and evaluating information	1.000	.633
Q10_8 - Generating new ideas and thinking creatively	1.000	.653
Q12_1 - Connections between society and technology	1.000	.595
Q12_2 - Global issues	1.000	.704
Q12_3 - Ethical responsibilities and impact on others	1.000	.693
Q12_4 - Cultural differences and ways of interacting	1.000	.551
Q12_6 - The interdisciplinary nature of complex problems	1.000	.608
Q15 - How may your project experience have changed you on a personal level? Influenced my self confidence	1.000	.373
Q15 - How may your project experience have changed you on a personal level? Stimulated new interests	1.000	.526
Q15 - How may your project experience have changed you on a personal level? Motivated	1.000	.434

personal changes in my lifestyle or attitude		
Q15 - How may your project experience have changed you on a personal level? Impacted my personal goals	1.000	.428
Q15 - How may your project experience have changed you on a personal level? Other:	1.000	.057
Q15 - How may your project experience have changed you on a personal level? New and/or lasting friendships	1.000	.456
Extraction Method: Principal Component Analysis.		

Factor Analysis

Total Variance Explained							
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	6.557	31.223	31.223	6.557	31.223	31.223	5.854 Construct 1
2	1.964	9.350	40.573	1.964	9.350	40.573	4.556 Construct 2
3	1.413	6.730	47.303	1.413	6.730	47.303	1.931 Construct 3
4	1.299	6.188	53.491	1.299	6.188	53.491	2.209 Construct 4
5	1.116	5.314	58.805				
6	1.044	4.973	63.778				

7	.919	4.374	68.153				
8	.869	4.136	72.289				
9	.813	3.870	76.159				
10	.747	3.559	79.717				
11	.617	2.936	82.653				
12	.568	2.703	85.356				
13	.460	2.191	87.548				
14	.449	2.136	89.684				
15	.406	1.934	91.618				
16	.359	1.711	93.328				
17	.345	1.641	94.969				
18	.303	1.440	96.410				
19	.279	1.330	97.740				
20	.257	1.225	98.965				
21	.217	1.035	100.000				

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Factor Analysis unveils Social Component

Construct 1: Academic Learning Outcomes

Construct 2: Worldviews and Cultural Competency

Construct 3: Personal Growth

Construct 4: Interpersonal Communication and Teamwork (**SOCIAL COMPONENT**)

Pattern Matrix ^a				
	Component			
	1	2	3	4
Q10_7 - Critically analyzing and evaluating information	.829	-.017	.074	-.227
Q10_6 - Conducting research using multiple information sources	.790	-.031	.008	-.339
Q10_10 - Managing time and tasks for a complex project	.764	-.053	.219	-.052
Q10_8 - Generating new ideas and thinking creatively	.751	.176	.005	-.226
Q10_5 - Defining achievable project goals and objectives	.742	-.046	.156	.002

Q10_1 - Professional written communication	.656	.090	-.173	.180
Q10_4 - Leading others	.611	.013	-.138	.168
Q10_9 - Professional visual communication	.603	-.132	-.097	.400
Q10_3 - Working on a team	.513	.011	.157	.257
Q12_3 - Ethical responsibilities and impact on others	-.062	.874	-.104	.014
Q12_2 - Global issues	.024	.833	-.001	-.024
Q12_1 - Connections between society and technology	.055	.736	.023	.006
Q12_4 - Cultural differences and ways of interacting	-.100	.695	.212	.055
Q12_6 - The interdisciplinary nature of complex problems	.240	.635	-.007	.006
Q15 - How may your project experience have changed you on a personal level? Stimulated new interests	.190	-.118	.703	.071

Q15 - How may your project experience have changed you on a personal level? Impacted my personal goals	.031	-.009	.649	.058
Q15 - How may your project experience have changed you on a personal level? Motivated personal changes in my lifestyle or attitude	-.105	.263	.568	.052
Q15 - How may your project experience have changed you on a personal level? Other:	-.075	-.041	-.174	.137
Q15 - How may your project experience have changed you on a personal level? New and/or lasting friendships	-.145	-.034	.364	.615
Q15 - How may your project experience have changed you on a personal level? Influenced my self confidence	-.078	.050	-.059	.615
Q10_2 - Professional oral communication	.460	.107	-.138	.485

Extraction Method: Principal Component Analysis.
Rotation Method: Promax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Correlation - by gender

Component Correlation Matrix				
Component	1	2	3	4
1	1.000	.482	.115	.302
2	.482	1.000	.221	.252
3	.115	.221	1.000	.000
4	.302	.252	.000	1.000

Extraction Method: Principal Component Analysis.
Rotation Method: Promax with Kaiser Normalization.

Descriptives - Determining Means and Standard Deviations

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Q10_1 - Professional written communication	193	1	5	3.70	.964
Q10_2 - Professional oral communication	193	1	5	3.88	.925
Q10_9 - Professional visual communication	193	1	6	3.43	1.019
Q10_3 - Working on a team	193	1	5	3.94	.969
Q10_4 - Leading others	193	1	5	3.50	1.066
Q10_5 - Defining achievable project goals and objectives	192	1	5	3.85	.894
Q10_10 - Managing time and tasks for a complex project	193	2	5	3.79	.951

Q10_6 - Conducting research using multiple information sources	192	1	6	3.76	1.016
Q10_7 - Critically analyzing and evaluating information	193	2	6	3.65	.968
Q10_8 - Generating new ideas and thinking creatively	192	1	6	3.59	1.019
Q12_1 - Connections between society and technology	192	1	6	2.90	1.200
Q12_2 - Global issues	191	1	6	2.97	1.300
Q12_3 - Ethical responsibilities and impact on others	191	1	6	3.07	1.190
Q12_4 - Cultural differences and ways of interacting	190	1	6	3.32	1.207
Q12_6 - The interdisciplinary	190	1	6	3.53	1.067

nature of complex problems					
Q14 - To what extent did your project affect you personally?	190	1	6	3.77	1.106
Q15 - How may your project experience have changed you on a personal level? Influenced my self confidence	209	0	1	.52	.501
Q15 - How may your project experience have changed you on a personal level? Stimulated new interests	209	0	1	.45	.499
Q15 - How may your project experience have changed you on a personal level? Motivated personal changes in my lifestyle or attitude	209	0	1	.32	.468
Q15 - How may your project experience	209	0	1	.25	.433

have changed you on a personal level? Impacted my personal goals					
Q15 - How may your project experience have changed you on a personal level? Other:	209	0	1	.02	.153
Q15 - How may your project experience have changed you on a personal level? New and/or lasting friendships	209	0	1	.45	.499
Q23 - Are you still in contact with your sponsor?	188	1	3	2.41	.644
Q24 - To what degree would you recommend completing a project through the Melbour...	188	3	5	4.70	.526
REGR factor score 1 professional	185	-3.68715	1.91692	.0000000	1.0000000 0

REGR factor score 2 cultural	185	-2.35768	2.15653	.0000000	1.0000000 0
REGR factor score 3 personal	185	-2.21451	2.39654	.0000000	1.0000000 0
REGR factor score 4 social	185	-2.12963	3.02708	.0000000	1.0000000 0
Valid N (listwise)	178				

T-Test Analysis - by gender

Highlighted items are significant

Value of 1 = Male

Value of 0 = Female

Group Statistics					
	gender	N	Mean	Std. Deviation	Std. Error Mean
Q15 - How may your project experience have changed you on a personal level? Influenced my self confidence	.00 (female)	90	.63	.485	.051
	1.00 (male)	113	.44	.499	.047
Q15 - How may your project experience have changed you on a personal level? Stimulated new interests	.00	90	.49	.503	.053
	1.00	113	.44	.499	.047

Q15 - How may your project experience have changed you on a personal level? Motivated personal changes in my lifestyle or attitude	.00	90	.29	.456	.048
	1.00	113	.35	.480	.045
Q15 - How may your project experience have changed you on a personal level? Impacted my personal goals	.00	90	.24	.432	.046
	1.00	113	.27	.444	.042
Q15 - How may your project experience have changed you on a personal level? Other:	.00	90	.03	.181	.019
	1.00	113	.02	.132	.012
Q15 - How may your project	.00	90	.48	.502	.053
	1.00	113	.45	.500	.047

experience have changed you on a personal level? New and/or lasting friendships					
Q10_1 - Professional written communication	.00	85	3.76	.868	.094
	1.00	104	3.67	1.019	.100
Q10_2 - Professional oral communication	.00	85	3.99	.880	.095
	1.00	104	3.82	.932	.091
Q10_9 - Professional visual communication	.00	85	3.46	.995	.108
	1.00	104	3.38	1.008	.099
Q10_3 - Working on a team	.00	85	4.00	.964	.105
	1.00	104	3.92	.942	.092
Q10_4 - Leading others	.00	85	3.68	.991	.107
	1.00	104	3.38	1.091	.107
Q10_5 - Defining	.00	85	3.95	.785	.085
	1.00	103	3.78	.959	.095

achievable project goals and objectives					
Q10_10 - Managing time and tasks for a complex project	.00	85	3.92	.876	.095
	1.00	104	3.69	.986	.097
Q10_6 - Conducting research using multiple information sources	.00	84	3.86	1.031	.113
	1.00	104	3.65	.983	.096
Q10_7 - Critically analyzing and evaluating information	.00	85	3.74	.953	.103
	1.00	104	3.57	.983	.096
Q10_8 - Generating new ideas and thinking creatively	.00	84	3.79	.983	.107
	1.00	104	3.42	.972	.095
Q12_2 - Global issues	.00	84	3.24	1.461	.159
	1.00	103	2.77	1.104	.109

Q12_3 - Ethical responsibilities and impact on others	.00	83	3.27	1.344	.148
	1.00	104	2.95	.999	.098
Q12_4 - Cultural differences and ways of interacting	.00	83	3.37	1.197	.131
	1.00	103	3.29	1.177	.116
Q12_6 - The interdisciplinary nature of complex problems	.00	82	3.70	1.096	.121
	1.00	104	3.41	1.011	.099
Q19 - To what degree do you feel your project had an impact ? on either your spon...	.00	80	2.88	.862	.096
	1.00	104	2.78	.881	.086
Q24 - To what degree would you recommend completing a project through the Melbour...	.00	80	4.68	.522	.058
	1.00	104	4.74	.483	.047

REGR factor score 1 professional	.00	80	.164877 8	.962122 10	.107568 52
	1.00	101	-.122761 0	.986180 47	.098128 62
REGR factor score 2 cultural	.00	80	.154992 1	1.10113 006	.123110 08
	1.00	101	-.103278 0	.858004 27	.085374 62
REGR factor score 3 personal	.00	80	-.039444 2	.973886 21	.108883 79
	1.00	101	.056489 8	1.03207 393	.102695 19
REGR factor score 4 social	.00	80	.130588 7	.979892 94	.109555 36
	1.00	101	-.068629 0	1.00833 094	.100332 68

Reliability

Scale: ALL VARIABLES

Case Processing Summary			
		N	%
Cases	Valid	190	90.9
	Excluded ^a	19	9.1
	Total	209	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics - Q10	
Cronbach's Alpha	N of Items
.888	10

.888 on a 0 - 1 scale indicates good reliability.

Regression

Variables Entered/Removed ^b			
Model	Variables Entered	Variables Removed	Method
1	gender ^a	.	Enter
2	REGR factor score 3 personal, REGR factor score 4 social, REGR factor score 1 professional, REGR factor score 2 cultural	.	Enter
3	Q19 - To what degree do you feel your project had an impact ? on either your spon...	.	Enter
<p>a. All requested variables entered.</p> <p>b. Dependent Variable: Q24 - To what degree would you recommend completing a project through the Melbour...</p>			

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.080 ^a	.006	.001	.496
2	.431 ^b	.186	.162	.454
3	.470 ^c	.221	.193	.446

a. Predictors: (Constant), gender

b. Predictors: (Constant), gender, REGR factor score 3 personal, REGR factor score 4 social, REGR factor score 1 professional, REGR factor score 2 cultural

c. Predictors: (Constant), gender, REGR factor score 3 personal, REGR factor score 4 social, REGR factor score 1 professional, REGR factor score 2 cultural, Q19 - To what degree do you feel your project had an impact ? on either your spon...

ANOVA ^d						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.274	1	.274	1.115	.292 ^a
	Residual	42.560	173	.246		
	Total	42.834	174			

2	Regression	7.969	5	1.594	7.725	.000 ^b
	Residual	34.865	169	.206		
	Total	42.834	174			
3	Regression	9.455	6	1.576	7.931	.000 ^c
	Residual	33.379	168	.199		
	Total	42.834	174			

a. Predictors: (Constant), gender

b. Predictors: (Constant), gender, REGR factor score 3 personal, REGR factor score 4 social, REGR factor score 1 professional, REGR factor score 2 cultural

c. Predictors: (Constant), gender, REGR factor score 3 personal, REGR factor score 4 social, REGR factor score 1 professional, REGR factor score 2 cultural, Q19 - To what degree do you feel your project had an impact ? on either your spon...

d. Dependent Variable: Q24 - To what degree would you recommend completing a project through the Melbour...

Coefficients ^a				
Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.

		B	Std. Error	Beta		
1	(Constant)	4.680	.057		81.71 4	.000
	gender	.080	.076	.080	1.056	.292
2	(Constant)	4.655	.053		87.76 7	.000
	gender	.120	.071	.120	1.697	.091
	REGR factor score 1 professional	.127	.040	.248	3.126	.002
	REGR factor score 2 cultural	.046	.041	.089	1.123	.263
	REGR factor score 3 personal	.103	.036	.203	2.845	.005
	REGR factor score 4 social	.060	.037	.120	1.643	.102
3	(Constant)	4.320	.133		32.47 4	.000
	gender	.113	.069	.113	1.626	.106
	REGR factor score 1 professional	.099	.041	.195	2.426	.016

	REGR factor score 2 cultural	.017	.041	.033	.403	.688
	REGR factor score 3 personal	.122	.036	.242	3.386	.001
	REGR factor score 4 social	.060	.036	.120	1.666	.098
	Q19 - To what degree do you feel your project had an impact ? on either your spon...	.120	.044	.209	2.735	.007

a. Dependent Variable: Q24 - To what degree would you recommend completing a project through the Melbour...

Excluded Variables ^c						
Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	REGR factor score 1 professional	.340 ^a	4.706	.000	.338	.982

	REGR factor score 2 cultural	.267 ^a	3.622	.000	.266	.989
	REGR factor score 3 personal	.243 ^a	3.280	.001	.243	.994
	REGR factor score 4 social	.203 ^a	2.716	.007	.203	.989
	Q19 - To what degree do you feel your project had an impact ? on either your spon...	.279 ^a	3.824	.000	.280	.998
2	Q19 - To what degree do you feel your project had an impact ? on either your spon...	.209 ^b	2.735	.007	.206	.796

a. Predictors in the Model: (Constant), gender

b. Predictors in the Model: (Constant), gender, REGR factor score 3 personal, REGR factor score 4 social, REGR factor score 1 professional, REGR factor score 2 cultural

c. Dependent Variable: Q24 - To what degree would you recommend completing a project through the Melbour...

Regression

Variables Entered/Removed ^b			
Model	Variables Entered	Variables Removed	Method
1	gender ^a	.	Enter
2	REGR factor score 3 personal, REGR factor score 4 social, REGR factor score 1 professional, REGR factor score 2 cultural	.	Enter
3	Q24 - To what degree would you recommend completing a	.	Enter

	project through the Melbour...		
--	-----------------------------------	--	--

- a. All requested variables entered.
- b. Dependent Variable: Q19 - To what degree do you feel your project had an impact ? on either your spon...

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.044 ^a	.002	-.004	.864
2	.451 ^b	.204	.180	.781
3	.487 ^c	.237	.210	.767

- a. Predictors: (Constant), gender
- b. Predictors: (Constant), gender, REGR factor score 3 personal, REGR factor score 4 social, REGR factor score 1 professional, REGR factor score 2 cultural
- c. Predictors: (Constant), gender, REGR factor score 3 personal, REGR factor score 4 social, REGR factor score 1 professional, REGR factor score 2 cultural, Q24 - To what degree would you recommend completing a project through the Melbour...

ANOVA ^d						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.252	1	.252	.337	.562 ^a
	Residual	129.257	173	.747		
	Total	129.509	174			
2	Regression	26.359	5	5.272	8.637	.000 ^b
	Residual	103.149	169	.610		
	Total	129.509	174			
3	Regression	30.756	6	5.126	8.721	.000 ^c
	Residual	98.752	168	.588		
	Total	129.509	174			

a. Predictors: (Constant), gender

b. Predictors: (Constant), gender, REGR factor score 3 personal, REGR factor score 4 social, REGR factor score 1 professional, REGR factor score 2 cultural

c. Predictors: (Constant), gender, REGR factor score 3 personal, REGR factor score 4 social, REGR factor score 1 professional, REGR factor score 2 cultural,

Correlations

Q24 - To what degree would you recommend completing a project through the Melbour...

d. Dependent Variable: Q19 - To what degree do you feel your project had an impact ? on either your spon...

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.867	.100		28.721	.000
	gender	-.077	.132	-.044	-.581	.562
2	(Constant)	2.789	.091		30.578	.000
	gender	.059	.121	.034	.485	.629
	REGR factor score 1 academic	.226	.070	.255	3.252	.001
	REGR factor score 2 cultural	.242	.070	.272	3.457	.001

	REGR factor score 3 personal	-.164	.062	-.187	-2.645	.009
	REGR factor score 4 social	.002	.063	.003	.039	.969
3	(Constant)	1.136	.611		1.860	.065
	gender	.016	.120	.009	.136	.892
	REGR factor score 1 professional	.182	.070	.205	2.583	.011
	REGR factor score 2 cultural	.226	.069	.254	3.274	.001
	REGR factor score 3 personal	-.201	.062	-.229	-3.217	.002
	REGR factor score 4 social	-.019	.062	-.022	-.303	.762
	Q24 - To what degree would you recommend completing a project through the Melbour...	.355	.130	.204	2.735	.007

a. Dependent Variable: Q19 - To what degree do you feel your project had an impact ? on either your spon...

Excluded Variables ^c							
Model		Beta	In	t	Sig.	Partial Correlation	Collinearity Statistics
							Tolerance
1	REGR factor score 1 academic	.357 ^a		4.961	.000	.354	.982
	REGR factor score 2 cultural	.343 ^a		4.759	.000	.341	.989
	REGR factor score 3 personal	-.105 ^a		-1.381	.169	-.105	.994
	REGR factor score 4 social	.139 ^a		1.826	.070	.138	.989
	Q24 - To what degree would you recommend completing a project through the Melbour...	.281 ^a		3.824	.000	.280	.994
2	Q24 - To what degree would you recommend completing a	.204 ^b		2.735	.007	.206	.814

	project through the Melbour...					
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- a. Predictors in the Model: (Constant), gender
- b. Predictors in the Model: (Constant), gender, REGR factor score 3 personal, REGR factor score 4 social, REGR factor score 1 professional, REGR factor score 2 cultural
- c. Dependent Variable: Q19 - To what degree do you feel your project had an impact ? on either your spon...

Correlations

Correlations			
		Q24 - To what degree would you recommend completing a project through the Melbour...	Q17 - If you reported growth in any of the skills or viewpoints described, how mu...
gender	Pearson Correlation	.065	-.171*
	Sig. (2-tailed)	.381	.020
	N	184	187
REGR factor score 1 professional	Pearson Correlation	.351**	.360**
	Sig. (2-tailed)	.000	.000
	N	180	185
REGR factor score 2 cultural	Pearson Correlation	.283**	.326**
	Sig. (2-tailed)	.000	.000
	N	180	185

REGR factor score 3 personal	Pearson Correlation	.248**	.165*
	Sig. (2-tailed)	.001	.025
	N	180	185
REGR factor score 4 social	Pearson Correlation	.193**	.275**
	Sig. (2-tailed)	.009	.000
	N	180	185
Q24 - To what degree would you recommend completing a project through the Melbour...	Pearson Correlation	1	.194**
	Sig. (2-tailed)		.008
	N	188	186
Q17 - If you reported growth in any of the skills or viewpoints described, how mu...	Pearson Correlation	.194**	1
	Sig. (2-tailed)	.008	
	N	186	191

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).