Growing the London Humanities and Arts Project Center

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Growing the London Humanities and Arts Project Center

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by

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Abstract

The London Humanities and Arts Project Center has recently experienced low enrollment. We surveyed and interviewed undergraduate students, faculty, and staff to establish ways to grow the program and improve student resources. We determined that poor outreach, lack of information, and cost were the most significant factors limiting growth, with students in London additionally needing better access to research resources. We recommended piloting a five-week program, promoting the Humanities and Arts Project Centers website, and informing incoming and current freshmen of project centers.

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Executive Summary

Worcester Polytechnic Institute (WPI) offers a variety of short-term study abroad opportunities including completing the Humanities and Arts (HUA) requirement at one of five off-campus project centers. While abroad, students complete three research projects grounded in humanities and arts disciplines. Each HUA Project Center has a director who is a WPI faculty member. The director advises the enrolled students who travel abroad with them. Student-chosen topics are wide-ranging, meaning many are outside of their director's area of focus. These programs have recently experienced low enrollment. The London Humanities and Arts Project Center (LPC) had 19 students enrolled in 2018, only six in 2019, and in 2022 following the Coronavirus pandemic, twelve students enrolled. Our goal was to grow the LPC by increasing enrollment and helping students in London access site-specific information. We designed a strategy to attract new students to the LPC and created a website with consolidated information about the LPC containing an interactive map to help students in London find research resources.

Methods

Our methods comprised of a multi-pronged approach in which we distributed surveys, conducted interviews, and consolidated information about the LPC onto a website. We sent surveys to WPI undergraduates, faculty, and staff to determine what the WPI community knows about HUA Project Centers. We also interviewed former Project Center Directors to learn their opinions of the LPC program. Finally, we created a website using WordPress to consolidate information on all of WPI's HUA Project Centers.

We surveyed WPI undergraduate students, former LPC participants, academic advisors, HUA faculty, and insight advisors. The surveys made in Qualtrics collected qualitative and quantitative data from our populations of interest. We distributed multiple surveys to gather how the LPC does or does not interest students, what students know about completing the HUA requirement abroad, what faculty know about the project centers, and how the current and past HUA students and their directors felt about their experiences. We received a total of 307 undergraduate survey responses which is 6% of the undergraduate population. We received a total of 25 responses from the 73 faculty and staff equaling a response rate of 34%.

We interviewed two former LPC Directors. The first former director we interviewed advised students at the LPC after the restructuring of the program in 2018. The second former director we interviewed was with LPC before the restructuring of the program. Interviews with former directors gave us insight into how the program has developed over the years and what the program is lacking from a faculty standpoint.

We designed the LPC website through WordPress, which has a simple user interface. We then transferred ownership of the website to the LPC Director. We designed and embedded an interactive map into the website for active LPC participants to use as a resource. This map includes a collection of locations that relate to HUA disciplines, contain special interest topics, and highlight niche resources. To identify these places we contacted summer 2022 students and did our own research to find potential locations for HUA research. We then narrowed down locations by visiting them ourselves to determine if they were viable for HUA students. If a location followed our criteria we pinned it on the interactive map. We sorted locations by HUA discipline based on the subject matter they presented. We visited 27 locations while in London and identified an additional 46 potentially helpful sites.

Findings and Recommendations

We found the WPI community either lacks knowledge or has misconceptions about HUA Project Centers. We also determined the cost of the program or learning about the program too late deters students from seriously considering attending a project center.

Communication and Program Knowledge

The undergraduate survey showed that 30% of respondents were unaware of the program's existence. The lack of awareness is partially explained by 44% of faculty and staff never having a discussion with a student about the option to complete the HUA requirement abroad. Additionally, 80% of students and 64% of faculty and staff reported never seeing or receiving bulletins about HUA Project Centers. Faculty and staff reported wanting a website for HUA Project Centers information 73% of the time and a video 64% of the time.

We recommend promoting the LPC through multiple sources like email, screens on campus, freshman events, course announcements, and information sessions with multiple dates and times. We further recommend recording information sessions for ease of distribution to

students, faculty, and staff. Faculty or staff can table-sit[1] around campus and offer incentives to students for coming up to the table and discussing HUA Project Centers. We recommend HUA Project Center Directors commit to updating the customized website to ensure each project center's information is up-to-date. If the HUA Project Center Directors prefer less frequent website interaction, we recommend selecting an application deadline that is consistent year to year. We also recommend promoting the website in promotional material and at information sessions.

Cost

The LPC costs students approximately $13,000 without financial aid. Of the undergraduates surveyed 98% said they were unwilling to pay $13,000 to participate in an HUA Project Center. The LPC occurs in the summer term, which requires students to pay summer tuition without accepting summer job opportunities, increasing the financial strain. A five-week program with lowered cost would increase interest for 73% of undergraduates. We recommend the LPC pilot a program where students spend five weeks in London conducting research and two weeks writing the project papers remotely. Alternatively, WPI could offer a one-course credit to jump-start the project on-campus D-term. Students would then earn two course credits during the five weeks instead of the three students earned during seven weeks. We recommend assessing the restructured program's viability through student feedback after the program and completing a comparison of student enjoyment and final product of the pilot program versus the enjoyment and final product of a seven-week term.

The implementation of these recommendations should lead to the LPC seeing increased student enrollment and enjoyment. Faculty and staff who are knowledgeable and up-to-date on project centers decrease the spread of misconceptions and increase informed communication to students. The increase of knowledge on campus would then lead to more students taking advantage of HUA Project Centers.

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[1] Tables are set up across campus in high-traffic areas for clubs and organizations to promote their events to the WPI community. Table-sitting commonly takes place in the Campus Center or Reunion Plaza near the fountain.

Introduction

Studying abroad is an opportunity that can enhance people's lives. One study showed 97% of students who studied abroad had an increase in maturity, and 96% reported an increase in self-confidence (UC Merced, n.d). Students who study abroad are also twice as likely to find a job within one year of graduation compared to students who stayed on campus (UC Merced, n.d). Despite the clear benefits of studying abroad, only 11% of U.S. college students traveled to a foreign country for their education (Redden, 2019). However, there are numerous study abroad programs at U.S. colleges and universities. More than 80% of schools offer some variation of a study abroad program, but students do not take advantage of them (Fabregas Janeiro et al., 2011). Students may see the value of studying abroad, but barriers prevent them from leaving their college's campus. The high costs, the distance from home, the loss of a summer internship, or the loss of an opportunity to take a certain class can prohibit students from studying abroad.

Worcester Polytechnic Institute (WPI) offers study abroad experiences to students through a variety of programs. One travel opportunity WPI offers is completing the Humanities and Arts (HUA) requirement abroad at one of five off-campus project centers.[2] This opportunity allows students to finish their HUA requirement in a foreign country, and they can travel abroad as early as their freshman year. Unfortunately, enrollment in the program has recently been low. In 2019, low enrollment nearly caused WPI to cancel that year's program. The program saw 19 HUA students travel in 2018, only six in 2019, and in 2022, the first time WPI allowed travel following the Coronavirus pandemic, twelve HUA students traveled to London.

A previous WPI study assessed student interest in HUA Project Centers (Tran et al., 2021), but there has yet to be a study that evaluates the methods used to promote the program by either faculty, staff, or on-campus communication. Despite the 2022 group of twelve students being double that of the six in 2019, the London HUA Project Center Director would still like to see a larger enrollment.

Our project goal was to grow the London HUA program by increasing enrollment and helping students in London access site-specific information. We conducted surveys with WPI underclassmen, the program's former students, HUA faculty, academic advising staff, and insight advisors. We also interviewed the program's current students and the program's former directors.

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[2] These project centers are: Buenos Aires, Argentina; Japan; London, England; Rabat, Morocco; Taiwan

Our surveys and interviews assessed multiple aspects of the London HUA Project Center (LPC). We assessed the promotional methods on campus, what students liked and disliked about the program, and what barriers, if any, were keeping students from completing or enrolling in the program. The surveys also further informed our target audience about the program. Using the survey data, we created an outreach strategy that targets places where students would likely learn about the LPC.

We also found ways to make the LPC more attractive and accessible to students. Currently, the administration uses emails and fliers to spread information and they do not utilize the faculty and staff that help underclassmen plan their time at WPI. Our vision is that WPI will use the provided resources along with our recommendations to grow the program. We found locations in London that students in the program can use for research and compiled these locations into an interactive map. This website will serve as an information hub for all HUA Project Centers. We created pages where other Project Center Directors could include information for their specific programs. We designed pages specifically for the LPC, providing details a student would need if traveling to London interests them, while also helping those currently participating at the project center. The interactive map serves as the main feature of this page on the website.

This report first introduces faculty-led study abroad. We discuss both the values and limitations of such programs. Then, we explore WPI's humanities requirement and the LPC. The following section discusses the methods we implemented while in London. We also included our processes and criteria for the creation of The HUA Project Centers website and interactive map. We then discuss the findings from our surveys and interviews followed by the conclusions and recommendations from our study.

Background

Faculty-Led Study Abroad

As of 2008, more than 85% of higher learning institutions in America offer a study abroad program led by faculty (Fabregas Janeiro et al., 2011). The length of short-term study abroad can vary from one week up to a semester and cover a wide variety of material (Cornell University, n.d; University Massachusetts Boston, n.d; Wheaton College, n.d; Gonzaga University, n.d; Virginia Tech, n.d). The general outline of faculty-led short-term study abroad consists of a university selecting one or more of their faculty to construct an international program on which they will take students (Fabregas Janeiro et al., 2011). Universities then require their faculty to facilitate the students' experiences from the beginning to the end of the program. The intention is to extend outside the current on-campus offerings of a university. In a faculty-led program, students earn credits the same way they would on-campus without worrying over transfer credit requirements. For example, students at the University of Wisconsin Whitewater earn 2-4 credits for short-term faculty-led programs compared with full-time students taking 12-18 credits per semester (University of Wisconsin Whitewater, n.d.). The discrepancy in credits students earn reflects the duration, rigor, or learning outcome of a specified program. Colleges create programs for the general student body, a specific major, or a class year. Once students enroll in a program, they become part of a cohort. The cohort and the faculty running the program prepare for travel through an on-campus course (Iskhakova & Bradly, 2021). After the preparation course the same cohort and faculty will travel and complete the program abroad together.

Value of Study Abroad

Previous research has demonstrated that study abroad experiences are effective in producing students with a global mindset and insight into other cultures. Exit interviews and surveys have proved that the benefits of going abroad can last for up to 50 years (Murphy et al., 2014). Tarrant, Rubin, & Stoner (2013) compared the perspective of students who studied topics in sustainability abroad to those who studied it on campus. Students that traveled abroad demonstrated increased support for public environmental policies and expressed more awareness of their ecologically conscious behavior. Similarly, other studies have found that students become more aware of social inequities after studying abroad (IES Abroad, 2012). Researchers

attribute these findings to students being more open-minded while abroad. Students taking classes on-campus can view coursework as routine and consequently will learn without forming personal connections to the material. In contrast, studying in a foreign country gives students an increased global awareness that many students are deficient in before traveling.

Social interactions originating from studying abroad can improve professional skills along with providing students with increased multicultural awareness. As seen in Figure 1, an Institute for the International Education of Students (IES) study found that 96% of people who have studied abroad attribute their time abroad to an increase in self-confidence (Dwyer, 2004; IES Abroad, 2012). This study also showed that 97% of study abroad alumni say they gained an increased maturity level while abroad. Another study compared how U.S. students' opinions changed while studying abroad in London. Students changed their perception of London from stereotypes to an experience-based one. The students attributed their shift in perspective to social interaction with local people in their daily lives (Janes, 2008). This level of reflection and growth from foreign travel is difficult to replicate in a traditional classroom setting.

SURVEY ITEM	FULL YEAR	FALL SEMESTER	SPRING SEMESTER	SUMMER TERM	TOTAL
Increased self-confidence	98%	95%	96%	97%	96%
Enabled me to tolerate ambiguity	92%	87%	88%	88%	89%
Served as a catalyst for increased maturity	98%	97%	97%	95%	97%
Caused me to change/refine political and social views	89%	84%	80%	76%	84%
Continues to influence political and social awareness	91%	86%	85%	86%	88%
Continues to influence participation in community organizations	71%	65%	62%	67%	66%
Continues to influence the choices made in family life	78%	72%	69%	70%	73%
Has had a lasting impact on world view	97%	95%	94%	92%	95%
Still in contact with U.S. friends met while studying abroad	63%	47%	50%	26%	52%

Figure 1: IES Survey outcomes of self-reported growth after study abroad of 3723 people who had studied abroad with IES. (Dwyer, 2004)

The length of a study abroad program can also add value to the students' experiences. Carefully planned short-term programs have become increasingly popular due to their role in

student development. According to Mary Dwyer, President of IES, the same values attributed to full-year study abroad can come from a short-term program, contingent on thorough planning and adequate student resources (Dwyer, 2004). Values include increased cultural knowledge, language proficiency (foreign language-based programs), and confidence (Arnett, 2013). The IES also found that well-planned intensive summer programs lasting at least six weeks can have a significant positive effect on student outcomes and achievements (Dwyer, 2004). The key to student success is an intensive program with frequent opportunities to engage in interpersonal and interpretive communication while interacting within a community (Dwyer, 2004). Short-term study abroad students found their growth abroad influenced their career paths. These students found personal values such as self-confidence and maturity improved their awareness of social and political issues after going abroad (Dwyer, 2004).

Even a program of 2-3 weeks yields some benefits of a longer option (Gaia, 2015). A reduction in length leads to a reduction in cost, allowing more students the chance to go abroad. While not a substitute for longer programs, shorter programs still improved students' confidence, cognitive skills, global awareness, and social responsibility. Students experience personal growth while studying abroad by immersing themselves into a different culture. In the end, a student receives a memorable experience off-campus, while learning and earning credit for their degree, and gaining skills that colleges cannot replicate in an on-campus environment.

Despite the positive findings in literature regarding studying abroad, these programs are not without criticism. Some have questioned if students traveling abroad today are receiving the same immersive experience that students experienced several decades ago (Stroud, 2010). In the past students would enroll in a foreign college and live amongst foreign students. Today, American students often travel and live only with other American students. As a result, students may engage less with locals. A lack of cultural immersion eliminates one of the major values attributed to studying abroad. Adults that studied abroad in college commonly express regret over not engaging with the people who lived in the region (Salisbury, 2012). The programs that yield the most meaningful experiences are often the ones that push the students towards engaging with locals and the local culture (Dwyer, 2004). While not every program is equally immersive, when correctly done, study abroad experiences can have a lifelong effect on a student's education, career path, and outlook on life. Another criticism that many people have of study abroad programs is the dangerous drinking culture associated with them. The drinking age in

America is 21, which is higher than in most countries. Younger college students may gain the ability to legally purchase alcohol for the first time depending on their destination. Researchers have found that students who frequently drink while abroad often travel primarily with the intention of drinking (Pedersen et al., 2010; LaBrie et al., 2009). While some students go abroad with an interest in imbibing what they cannot yet at home, others study abroad for the sake of experiencing and engaging with foreign culture. For students who experience the culture and interact with the locals, studying abroad is still a valuable experience.

Barriers to Study Abroad

Students often have at least one barrier between them and studying abroad. Barriers come in many forms such as tradition, financial limitations, beliefs, the learning of a new language, homesickness, or racism.

One barrier to studying abroad is tradition. Historically, female students travel abroad at much higher rates than male students (Hamir, 2018). According to the 2021 Open Doors report, women are still twice as likely as their male counterparts to travel abroad (Dessoff, 2006). Male students tend to learn closer to home, with their travel being more for pleasure. Some leaders in international studies suggest that the reason male students currently make up only 32.6% of study abroad students is from lack of interest. Lower interest might be because of social reasons such as a fraternity or a club with events year-round, or because males typically are in fields that make it harder for them to travel abroad (Dessoff, 2006; IIE Open Doors, n.d.).

High costs also stop many students from studying abroad. Many students, especially low-income students, are unable to participate because of how expensive study abroad programs are (Hamir, 2018; Lee, 2014; Otero et al., 2006; Sanchez et al., 2008). There are potential scholarships or funding strategies like crowdfunding to mitigate some of the costs, but unfortunately options are limited (ADMIT project team, 2002; Otero et al., 2006). Applying for scholarships also takes time and effort, which restricts who is willing or able to apply for them. Schools can partially alleviate the financial burdens by offering shorter-term programs that cost proportionally less or by automatically giving a student a scholarship explicitly for travel abroad.

Students might have the money to go abroad, but they may also have beliefs that keep them from considering studying abroad. Students, especially those in science, technology, engineering, and math majors (STEM), can perceive studying abroad as a waste of time because

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they could otherwise use that time to take valuable or required courses for their degree. They do not believe the values of studying abroad outweigh what they see as priorities (Dessoff, 2006; Doyle et al., 2010). Scholars of study abroad like Lewis Fortner, the former Director of Foreign Studies at the University of Chicago, found that many low-income students approach their time in college very seriously. Studies back such a claim by showing students' focus leans toward gaining their degrees to help support their families in a timely manner (Dessoff, 2006; DEST, 2004; Doyle et al., 2010; Nyaupane, 2010). Some schools have addressed the lower enrollment of STEM majors in study abroad programs by developing programs for students in such majors (Hamir, 2018). Worcester Polytechnic Institute boasts a 60% study abroad rate amongst a student body of mostly engineering students (Pappano, 2019). This rate is much higher than the national average of students studying abroad, at just 11% (Redden, 2019).

While many countries speak English as a first or second language, most do not. Students care about the language that they will be speaking while abroad. Students who are hesitant to travel to a country with a foreign language have their choices restricted (ADMIT, 2002; Doyle et al., 2010). Colleges try to mitigate this fear by having students take language preparatory courses before their time abroad. These preparatory classes teach students necessary words and phrases that allow them to feel more comfortable traveling to a place where people speak a foreign language.

The distance from a student's family can also keep students from studying abroad. For some, going to college is a giant shift away from home, and studying abroad is another large leap away from home that students are not willing to consider (Dessoff, 2006; Sanchez et al., 2008). While it is not technically study abroad, colleges like WPI offer options to study across the United States. This opportunity gives the student the chance to experience a different culture without traveling as far away from home.

Some minority students are also concerned about possible racism while abroad (Hamir, 2018). One of the ways Historically Black Colleges and Universities (HBCU), like Spelman College, try to dissuade this fear is by having upperclassmen students talk to underclassmen and their parents about the upperclassmen's experiences abroad (Dessoff, 2006). According to the 2014-2015 Open Doors report, Spelman College was the only HBCU in the United States to be in the top 40 universities for most students studying abroad (IIE Open Doors, n.d.). Spelman

believes that the talks with interested students' families helped convince more students to go abroad.

WPI Humanities and Arts Requirement

        WPI assists students who want to go abroad by mitigating some barriers. In 2018 the school began offering a $5000 Global Scholarship to any student taking part in school sponsored travel. This scholarship lowered the financial barrier for students who wanted to go abroad but did not have the money. WPI introduced the WPI Plan in 1970 to adapt its current curriculum to become interdisciplinary. The curriculum teaches through a project-based approach while challenging a student from both a social and global perspective. With the school's substantial focus on STEM, WPI feels it is important for students to expose themselves to societal problems as well. The school introduced the Interactive Qualifying Project (IQP), the Major Qualifying Project (MQP), and the HUA requirement to enhance a student's education by exposing them to problems outside their major.

        WPI wants every student to graduate with a broadened social awareness, allowing graduates to keep societal implications in mind when entering STEM fields. The HUA requirement also serves to improve problem-solving abilities in students. The integration of HUA into STEM upholds the WPI Plan to form well-rounded students, opening doors to career opportunities in their future.

        Humanities and arts serve as a major component of WPI education. WPI requires students to take a minimum of six HUA classes across three different categories. The first of which is the depth, where students choose an "Intellectual Cluster" of related subjects in either humanities or arts. The WPI plan says it is more beneficial for students to have a deep understanding of one area of humanities and arts, rather than having a surface level of many (Cohen, 1977). Students take three related classes within a cluster of their choice. These clusters include Arts, Literature and Writing Rhetoric, History and International Studies, Philosophy and Religion, and Foreign Language.

        The next element in the HUA requirement is the breadth. A student must take one class outside of their depth's cluster to fulfill the requirement. A student is exposed to a variety of experiences, while still forming a strong foundation in one HUA discipline (WPI, n.d.). Students

additionally complete one free elective class, which is any class within the HUA offering regardless of its relation to breadth or depth.

The culmination of the previously mentioned classes builds the knowledge for the capstone, the final aspect of the HUA requirement. WPI intends for the capstone experience to demonstrate a student's HUA knowledge through a high-level project. Students complete the capstone by taking either an Inquiry Seminar or a Practicum. The Inquiry Seminar provides a structured forum for students to demonstrate proficiency in their chosen depth. The Inquiry Seminar or Practicum allows students to connect the work with their interests, passions, or abilities. An example of an Inquiry Seminar would be a research paper about the effect of consumerism on climate change (Tran, 2022). The Practicum is for students who completed their depth in the arts. It provides a hands-on demonstration using what students previously learned in their courses. For example, a student may choose to write or direct an on-campus production. The goal of the HUA capstone is to develop a student's critical thinking, enhance communication skills, apply knowledge from HUA to other fields, and encourage reflection and responsibility in global and local communities (WPI, n.d.).

The other option for students fulfilling their HUA requirement is receiving credit for three out of the six required classes abroad. A major value upheld by the WPI Plan is global immersion. WPI has HUA Project Centers in London, Rabat, Buenos Aires, Taiwan, and Japan. A student first takes any three HUA classes on campus, without the breadth or depth restriction. Students then earn credit for three additional classes including the capstone at one of the five project centers.

 Students who choose to go to London can visit the many unique cultural locations and landmarks the city has to offer while completing their projects. Some common examples include the Globe Theatre, the Imperial War Museum, the British Museum, and the Tate Modern. Students can pick project topics of personal interest that relate back to humanities or arts. Some popular disciplines of focus are History, Literature, Music, and Theater (WPI, n.d.). The London HUA Project Center (LPC) requires students to complete three projects abroad, the capstone, the Independent Study Project (ISP), and the experiential portfolio (WPI, n.d.). Students are able to choose any topic in humanities or arts for their capstone (WPI, n.d.). After researching, a student writes a paper concerning the topic. The ISP is dependent on the director's area of focus. Finally, students compile an experiential portfolio from their weekly reflections about their time in

London. The Project Center Director sets the curriculum for the project site, so the requirements may differ if there is a change in director. Before traveling, every student participates in a preparation course with the same students and faculty that will be in London. This faculty-led model uses faculty from the institution to facilitate their students learning abroad, allowing students to stay connected to the WPI community (WPI, n.d.).

Methods

This project grew the London HUA Project Center (LPC) by increasing awareness among the WPI community and helping students in London access site-specific information. To accomplish these goals, we formulated two objectives:

- Design a strategy to attract new students to the LPC.
- Create a website with consolidated information about the LPC with an interactive map to help students abroad find research resources.

In what follows, we describe the methods that we used to grow the LPC program.

Objective 1

To create an effective outreach strategy for the entire WPI community, we surveyed WPI undergraduate students, former LPC students, insight advisors,[3] academic advisors, and HUA faculty. We additionally interviewed E22[4] LPC students and former LPC Directors. We created our surveys using Qualtrics. These surveys also served as an informational tool for the students, staff, and faculty who completed them because we included a summary of how HUA Project Centers function. Using our surveys and interviews, we determined why the LPC does or does not interest students, what students know about HUA Project Centers, what faculty know about completing the HUA requirement abroad, and how the current and past LPC students and their directors felt about their experiences. We distributed each survey online to its intended audience and completed the interviews either in person or over Zoom.

We sent the first survey to current WPI undergraduates and incoming freshmen (Appendix B). We incentivized students to complete the survey with the possibility of winning one of four $25 Dunkin' gift cards. Research shows that potentially receiving prizes makes people 38% more likely to complete a survey (Saleh & Bista, 2017). We sent this five to ten-minute survey to approximately 6,158 people using a combination of email aliases, Discord servers, Slack channels, and Zeemee group chats.[5] The 6,158 people we sent the survey to is not

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[3]An insight advisor is a faculty member who is assigned to a group of 30 students during orientation to help them transition into college life, becoming a familiar face who can answer questions that students may have.

[4] E22 refers to WPI's summer term in 2022.

[5]Where we sent the survey: the Chess club, WPI Discord server, WPI 2026 Discord server, WPI 2025 Discord server, Robotics Engineering Discord server, Crimson Key Slack, Electrical Engineering Discord server, Chi Omega

an exact number because some students are present on multiple channels. Some of the channels additionally include alumni and other people related to WPI who are not part of the undergraduate population. The overlap and outlying groups explain why the number of people who received the survey is larger than the WPI undergraduate population of 4,892 students. We received 307 responses, which is 6% of the total undergraduate population. Each of the undergraduate classes responded at similar rates, with the exception being graduating seniors. We removed two responses from the results because the respondents did not take the survey seriously. The survey had a combination of quantitative and qualitative questions regarding demographics, current knowledge of the options for completing WPI's HUA requirement, common misconceptions about HUA Project Centers, and what students liked and disliked about HUA Project Centers. We allowed students to share their email to receive further information on HUA Project Centers and/or enter the drawing for one of the Dunkin' gift cards. After we closed the survey, we used the data to determine what undergraduates and incoming freshmen know about the opportunity to complete the HUA requirement off-campus, their interest level in the program, and what the students would like to see in the program. For the quantitative data, we used Qualtrics to analyze the students' responses. When analyzing the qualitative data, we discerned common themes in the responses and then proceeded to organize each response by the theme that best fit. For instance, when analyzing the question of what would prevent a student from traveling, we counted how many students mentioned cost, how many students mentioned already having a plan, and so on.

Our second survey was for WPI HUA faculty, insight advisors, and academic advising staff (Appendix C). We sent our survey to 73 faculty and staff members utilizing email aliases of the three groups mentioned above and we received 25 responses. A limitation of the survey's distribution is that we did not have a way to differentiate between the three different groups' responses. The five to ten-minute survey asked their demographics, current level of interaction with students about HUA Project Centers, common misconceptions about project centers, and their thoughts on recommending the program to students. The survey concluded by asking the staff and faculty members how they would prefer to receive further information about HUA Project Centers. The survey responses illustrated the knowledge held about HUA Project Centers

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group chat, Chemical Engineering email aliases, WPI Choir Slack channel, FRC190 Slack channel, London E22 IQP Discord server, 2026 WPI Zeemee channel

from the people in the best positions to encourage student interest in the program. This data helped us determine the best way to communicate program details to faculty and staff so they can then inform students about HUA Project Centers.

We emailed the third survey to six students who had completed their HUA requirements at the LPC in 2019 (Appendix E). A member of our team had previously been to the HUA project site and was able to find the emails of the other students. Four people responded to this survey, which asked demographic questions, followed by 15 open-ended questions about their experience completing their HUA requirement in London. This data helped us determine how students learned about the LPC, and what students liked and disliked about their time in London. We also interviewed two professors who formerly worked at the LPC to get their perspectives on the strengths and weaknesses of the program (Appendix F). There were other former LPC Directors who we chose not to interview because the program changed significantly since they ran the program.

Objective 2

Before our project, WPI had information related to the LPC split between websites, departments, and faculty associated with the program. We found HUA Project Center details on the HUA Requirements, eProjects, Global Projects Program, and Humanities and Arts Project Opportunities websites. Each website highlights a different attribute of the program with some of these websites not available to the general public. WPI locks the eProjects website behind a WPI credential authentication. However, eProjects is the only source containing important dates, costs, application details, deadlines, and relevant contacts for each project center. An added complication of eProjects comes from WPI students not being introduced to this website until the IQP application process in their sophomore year. The publicly available websites lack any information concerning application requirements and program details. Another hindrance is neither the public nor private websites have information on past programs or student experiences. For previous project center information, we had to rely on faculty associated with the program. Faculty were the only resource we found for enrollment numbers and access to past student projects.

Due to the inconsistency and disbursement of information, we deemed it necessary to consolidate the multiple sources into one website. WPI did not permit us to use their website

environment. Instead, the web development team instructed us to use WordPress. An advantage to using WordPress is there are many tutorials and helpful guides available online for the Project Center Directors to use. We utilized multiple pages to organize information for each project center. To avoid clutter, we designed each page to be for a specific topic or audience. Even though there are more pages on the website, the usability of each page increased because of the specificity. To improve the usability of the website, we implemented a top bar menu and search feature so a user can go directly to their desired web page.

We created an interactive map to effectively help students find resources useful for their research. Interactive maps are digital maps with features that provide additional information to a two-dimensional map. These features can include zoom, multiple layers of data, and pinned locations. Our interactive map highlights potential locations for LPC students to visit throughout their time in London for research material. To make this map relevant for HUA students, we assessed locations through a multi-step evaluation. First, we reached out to HUA students directly. Interactions with the current students provided insights into how they plan their own excursions. We learned what students look for in a research source and how the respective location relates to their studies. We also emailed the students a form to report any additional locations they used for their research that we could include on our map. The form was also posted to their class Canvas page. In addition, we sourced more locations using travel guides, keyword searches, and recommendations from professors and museum staff. We then looked at exhibitions, websites, and third-party reviews or articles of each location to narrow down our list. Finally, we visited locations of interest to see if an HUA student could realistically conduct research there. We visited 27 locations out of the 73 on our list. While conducting our evaluation, we judged if a location was appropriate based on the following criteria:

1. *Connection to HUA:* We first analyzed how relevant the location's offerings are to HUA. We also discerned what topics the location catered to and what, if any, relationship they had to possible student special interests.

2. *Specificity:* We looked for ways to bridge potential HUA research locations with popular majors at WPI to create stronger student interest.

3. *Recognition:* We wanted to highlight lesser-known locations that serve a niche audience. We looked to find locations that are not commonly on tourist lists of places to visit.

Each location became a pin on the map. We sorted each pin by HUA discipline using colors and icons. Selecting a pin opens a details tab that provides a summary of the location, the discipline of humanities and arts it best relates to, the price of admission, and a media element of a picture or video we took. Users can find the interactive map on the LPC current student web page or on the London Project Center Map web page.

Results and Analysis

After analyzing the data from our surveys and interviews, we determined the WPI community's current knowledge and opinion of the London Humanities and Arts Project Center (LPC), as well as WPI HUA Project Centers. We discovered the WPI community currently knows little about HUA Project Centers, likes that students can go abroad to complete their HUA requirement, and has reservations regarding the HUA Project Centers' cost and potential to affect other experiences. Common themes from our surveys showed there are misconceptions and a lack of knowledge on campus, necessitating a centralized website for HUA Project Centers. These themes also influenced changes in the interactive map and information on the LPC pages of the HUA Project Centers website.

Undergraduate Knowledge and Perception of the HUA Project Centers

Using our undergraduate survey (n=307), we determined the main factors affecting the LPC are lack of knowledge about the HUA Project Centers, cost of the program, and conflict with the student's other plans. All these factors potentially show why the LPC is currently experiencing low enrollment.

Multiple data points indicate that students have a poor understanding of HUA Project Centers, potentially leading to low enrollment. We found that 30% of students who completed our survey were unaware HUA Project Centers exist. We also found that 46% of students could not correctly name any of the HUA Project Center locations and 80% of students could not recall seeing or receiving any information about HUA Project Centers. This data suggests a lack of knowledge about the HUA Project Centers as a major contributor to the Project Centers' low enrollment figures. We also found 90 out of the 201 (45%) respondents said traveling to an HUA Project Center would have interested them had they known about the opportunity going into their sophomore year. The interest students demonstrated in hindsight does not mean that all of them would have applied, but it shows promise towards increasing enrollment in HUA Project Centers if students are told on time.

Other data from our survey showed us that the low enrollment may also be a result of the program's cost. 31% of students listed the cost of the program as a main reservation for applying. As shown in Figure 2, 98% of students are unwilling to pay $13,000 to travel abroad to an HUA Project Center. The program currently costs $13,000 for students to travel to the LPC during the

summer, in the absence of any scholarships. This data indicates the financial burden of attending the LPC is prohibitive for most students. Many students may plan to travel internationally for their IQP, and the cost of traveling abroad twice dissuades them from applying to an HUA Project Center. Students elaborated in written responses, saying, "Since we can only apply the Global Scholarship once, going abroad for HUA and IQP would be unaffordable, if in [the] academic year, it would take a term away from other courses, if over the summer it would take time away from possible internships." These findings corroborate and nuance existing research findings that cost is a common barrier that keeps students from participating in study abroad opportunities (Hamir, 2018; Lee, 2014; Otero et al., 2006; Sanchez et al., 2008).
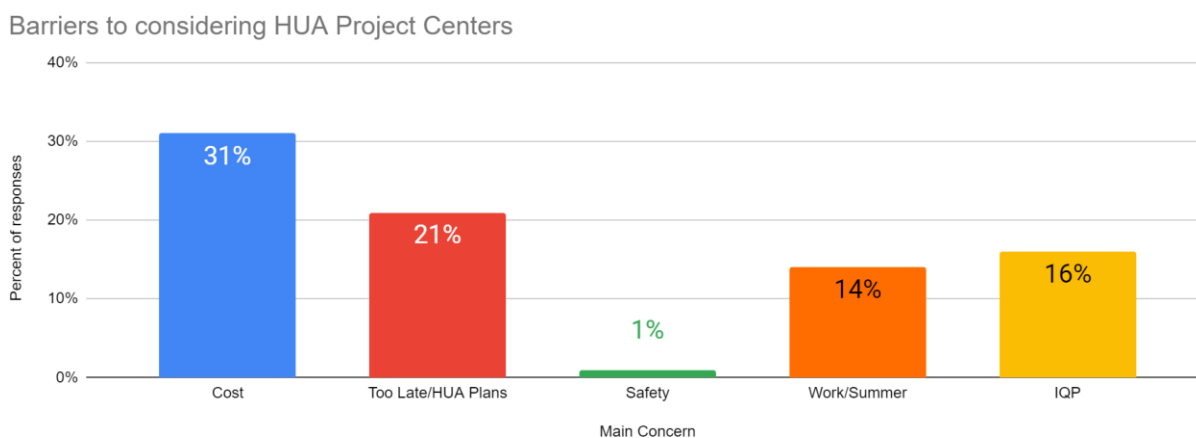
Figure 2: Results of our survey question asking students about travel abroad costs

Further data from our reservations question showed that students also have other concerns about the HUA Project Centers. We found that after freshman year, many students already have plans that prevent them from traveling to an HUA Project Center. Students may have already determined their breadth and depth, have a summer internship, or have worries about missing classes. Each concern contributes to the barriers stopping a student from applying to an HUA Project Center. The survey responses showed that 21% of students' main reservation was that they had already planned out how they would complete their HUA requirement. Missing an internship opportunity or required classes while abroad was the main reservation of 14% of students. The WPI course structure can lead to scheduling conflicts with required coursework. A student already planning to travel for IQP can exacerbate these scheduling conflicts. Our literature review corroborates these sentiments, showing many students, especially

those in STEM, are too focused on gaining their degree and joining the workforce to go abroad (Doyle et al., 2010; Nyaupane, 2010).

Misconceptions are also a substantial problem that may affect the HUA Project Centers' enrollments. Many WPI students incorrectly answered questions about the basic details of the program. 22% of the 116 students who listed a location named cities or countries where WPI does not have an HUA Project Center. Some responses included "Germany," "Iceland," and "Switzerland." These responses indicated some students do not know where WPI offers HUA Project Centers. As seen in Figure 3, while students performed well on the questions related to the Global Scholarship and when WPI offers the program, they did not perform well on the questions related to HUA Project Center requirements. 54% of students did not know that they only needed to complete three HUA classes before going to an HUA Project Center. If students believe that they are only receiving one course worth of credit in the same amount of time that they would normally receive three, the misconception could point to why 21% of students mentioned scheduling as a concern. This statistic further indicates that the students believe they would need to have five HUA courses completed to travel for the capstone. 62% of students thought that the breadth and the depth requirement extended to HUA Project Centers, which is false. Rising sophomores did significantly worse than the average on true or false questions three and four; 68% incorrect and 74% incorrect, respectively. This data shows that the Class of 2025 did not receive or retain important HUA information during their first year at WPI. However, we observed the incoming freshmen did significantly better than average on true or false questions three and four; 59% correct and 44% correct, respectively. This evidence points to the incoming class of students receiving information about HUA Project Centers before attending WPI. These responses suggest that incoming students receive information about HUA Project Centers, but WPI fails to reinforce the information during the first-year experience.

True/False Question Results from Students
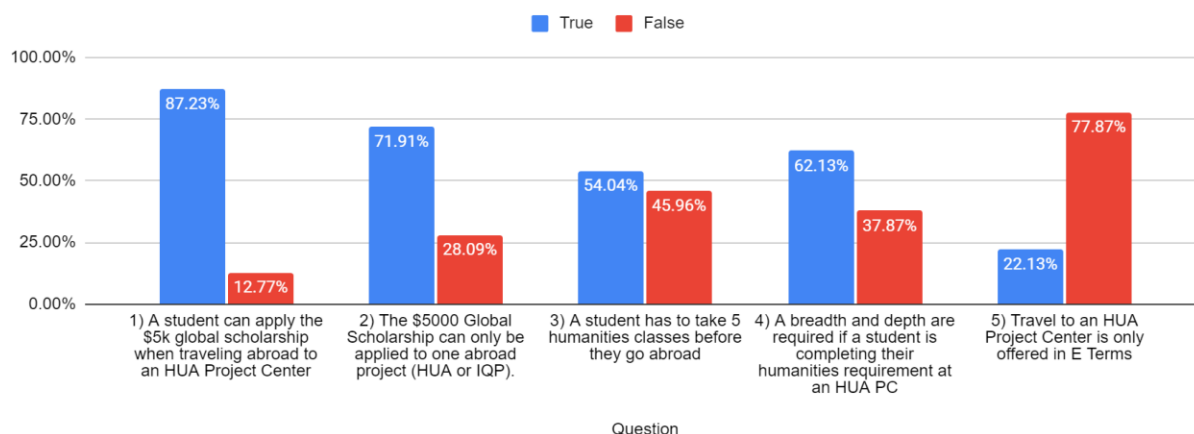
■ True ■ False

Figure 3: Results of our true or false questions from the undergraduate survey. Correct answers: True, True, False, False, False

Staff and Faculty Knowledge and Campus-wide Misconceptions

After analyzing data gathered from the faculty and staff survey (n = 25), we discovered that there are misconceptions, knowledge gaps, and insufficient faculty and staff communication with students about the program. Most prominent were the misconceptions faculty and staff have about HUA Project Centers. We asked faculty and staff the same true or false questions as the undergraduate students. Questions three and four assessed their knowledge of receiving credit for completing the HUA requirement abroad, as seen in Figure 4. We found that 83% of faculty knew completing the HUA requirements at a project center earns a student credit for more than just an HUA capstone, compared to 45% of students. HUA Faculty should know the graduation requirements associated with their department. HUA Faculty should know the graduation requirements associated with their department. Advising staff have the job of helping students correctly earn graduation requirements. These positions would possibly explain the discrepancy between the students and the faculty and staff. Unlike question three, question four posed a challenge for both students and faculty, but to different degrees. Only 65% of the faculty knew that completing the HUA requirement abroad negated the need for a breadth and a depth. Our data suggests the misconceptions about HUA requirements affect the entirety of the WPI community and not just students. 35% of faculty and staff having misconceptions about the HUA requirements is concerning, as they are who guide students through their academic careers. If the misconception starts at the top, it is inevitable it would trickle down to the students. Our findings

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regarding misconceptions show that faculty and staff require a better understanding of the program offerings and details.
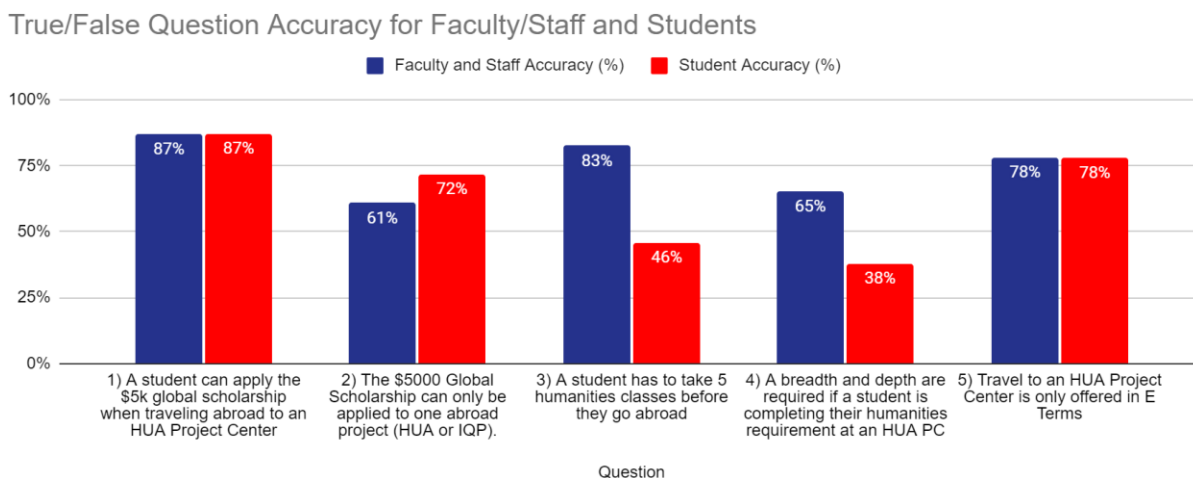
Figure 4: Comparison faculty and staff and student responses to the true or false questions. Correct answers: True, True, False, False, False

Three of the five questions resulted in a similar distribution of incorrect responses. When asked if the Global Scholarship is applicable to the project centers, both demographics correctly responded true 87% of the time. When asked if the students can only use the Global Scholarship once, 72% of students and 61% of faculty and staff correctly selected true. However, faculty and staff answering correctly only 61% of the time was alarming. We suspect part of the reason for this result is the average of 7.6 years of employment by WPI. The first class awarded the Global Scholarship was the Class of 2022. During their sophomore year (2019-2020) the COVID-19 pandemic began. Consequently, WPI canceled all school-sponsored travel and did not resume until the fall of 2022. During the hiatus, students were unable to use their Global Scholarship. The fifth question asked if HUA Project Centers take place only during summer terms. Students, faculty, and staff answered correctly 78% of the time. Overall, the five questions demonstrated to us that the populations surveyed have common deficiencies in their knowledge of HUA Project Centers.

The HUA Project Center locations being unknown to faculty and staff was also a cause of concern. Faculty and staff surveyed knew of at least one HUA Project Center 68% of the time. This project center knowledge was significantly better than the student population, where only 41% could name at least one project center. Only one faculty and staff respondent were able to

correctly name all five project centers, with the faculty and staff correctly naming an average of two project centers. However, 32% of faculty and staff named project centers that either never existed or no longer exist. Students did even worse, listing an average of 0.64 project centers. Considering academic advisors help formulate a student's course schedule and academic plans, it is crucial they can relay accurate project center information.

The faculty and staff know more about the HUA Project Centers than the students, but they infrequently pass the knowledge on to the student body. Only 56% of faculty and staff reported having a conversation with students about completing the HUA requirement abroad. Of these conversations, 64% of the time the student raised the topic. In part, the lack of faculty and staff prompting conversations about HUA Project Centers may be a result of hesitancy.

Faculty and staff also wanted to know more information before recommending it to students. One respondent wrote, "When is this experience offered? Is this done annually? How many students are accepted into the program?" They also wished that they could hear from former students to get an understanding of their experiences. Another respondent wrote, "[Faculty and staff] always love to hear about the student experience which we can use to help encourage future students to participate." The faculty and staff agreed that going abroad is an amazing opportunity, especially for the cultural immersion and project possibilities. Our findings showed members of all populations we surveyed are enthusiastic about traveling abroad for HUA. The need to mitigate the misconceptions, lack of program knowledge, and poor student communication is a crucial discovery from our data.

The Necessity for a Website

Based on our survey and interview responses, students, faculty, and staff all desired to have relevant HUA Project Center information in one comprehensive location. When we asked faculty and staff to select two preferred methods of information distribution 73% selected websites and 64% selected videos over brochures and live presentations. Of those surveyed 80% of students and 64% of faculty and staff reported never seeing or receiving bulletins about HUA Project Centers. These responses demonstrate poor communication about HUA Project Centers. Only 36% of faculty and staff respondents had seen or received a bulletin about HUA Project Centers. Of the faculty and staff who saw bulletins, 44% claimed they saw it on eProjects. As stated in the methods section, upperclassmen are the main users of the eProjects website. Given

that eProjects is an informational website where a student can search individually for each project center and not a distributed bulletin, it misses the target audience of underclassmen. The HUA Project Centers' reliance on eProjects as a primary source greatly limits the growth WPI is working to achieve.

We designed the HUA Project Centers website to include application requirements, student resources, relevant contacts, deadlines, the general LPC timelines, and a link to past student work. On the website's homepage (Humanities and Arts Project Centers), we added a video about HUA Project Centers to give a brief introduction to completing the HUA requirements abroad. We chose not to embed a pre-existing video because they share many of the flaws of the websites discussed in the methods section. Faculty and staff cited having somewhere they could direct students for more information as the main factor in choosing a website as a preferred information distribution method. The HUA Project Centers website provides a general introduction to the program along with targeted information for enrolled participants. We used multiple pages on the website to sort information. We named the homepage of the website Humanities and Arts Project Centers (Appendix G). From this homepage, the user can use a dropdown menu to select a project center page or the Current Students page for a project center. For our project, we completed the LPC-related pages. The LPC pages include the London, England Project Center page which introduces the program and relevant information for applicants (Appendix H). The next page is for current LPC students which has buttons that allow the user to navigate helpful tips, map locations list, and life abroad (Appendix I).

We saw an additional need for more student resources demonstrated in survey and interview responses. Specifically, respondents called for more research resources. A resource we developed for them was an interactive map. In an interview with a former faculty director of the LPC, they spoke directly about the need for more resources for students while completing their projects. Specifically, they called for a detailed map or list of resources to aid research. They have "been dreaming of it" so students can take advantage of all that London can provide them. The diversity between each student's research topics and HUA disciplines can place a strain on directors trying to provide help outside of their area of study. The former faculty director said a repository for resources would aid students with their final product and reduce stress on the

director. Students, faculty, and staff all pointed to wanting more information about what resources students would have while completing the program.

There is an additional need for better communication concerning HUA Project Center specific updates. We also created a Twitter account for the LPC to aid in better direct communication. We embedded a Twitter feed from the LPC Twitter account onto the London, England Project Center web page. Twitter allows the director of the project center to send out announcements and reminders. The Twitter feature we embedded allows for easy display of updates almost like a bulletin board. The account also allows the writer of the tweet to provide an update without having to enter the back end of the website. A limitation of the website and Twitter resources is their success depends on them having up-to-date information, requiring someone to routinely update the information presented. After our project, we transferred ownership of the website and Twitter to the LPC Director. The transfer in ownership allows our host to implement recommendations we gave as well as allowing the Project Center Director to work on the website after the conclusion of IQP.

Conclusions and Recommendations

Fixing the shortcomings of the London HUA Project Center (LPC) can entice students into a program that has previously seen low enrollment. To pinpoint these flaws and to address concerns regarding the program, we surveyed 307 undergraduate students and 25 faculty and staff members. We also interviewed two former program directors. From our data, we concluded that the majority of students, staff, and faculty are either uninformed or have a misconception about HUA Project Centers as a result of the poor on-campus communication. We found the financial burden of the program deters 31% of students. Additionally, the loss of class time or internship opportunities was the main concern for 14% of students. 21% of respondents did not consider the HUA Project Centers because they already had a plan to complete their HUA requirement on campus prior to learning about the program.

To mitigate and prevent misconceptions about the program, the WPI community requires improved information distribution. Based on staff and faculty requests, we created a website for the HUA Project Centers. We focused on the LPC and created prototype web pages for the other project centers. We included an interactive map for future LPC students to help them find useful locations for research. The data we gathered allowed us to generate recommendations that will help grow the LPC, contingent on their proper adoption and utilization.

A critical finding was that current outreach strategies and promotional methods are ineffective. Project Center Directors rarely utilize current methods, like flyers and email blasts. Even when directors use the current methods, they miss their target audience. New methods could include digital flyers across campus screens, table-sitting,[6] or social media outreach. We attained 307 survey responses with the Dunkin' gift card drawing, showing future project directors could utilize incentives to their advantage. We recommend the director or former LPC students table-sit and give away a low-cost, yet incentivizing reward to start conversations about HUA Project Centers. We also piloted an Instagram takeover, where we displayed what it was like traveling for the HUA requirement. Given the pilot takeover resulted in high viewership (Appendix J and Appendix K), we suggest implementing similar social media campaigns to serve as a useful promotional tool. Additionally, we found that 49% of incoming freshmen and rising sophomores wanted further updates on HUA Project Centers and wished to be added to an

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[6] Tables are set up across campus in high traffic areas for clubs and organizations to promote their events to the WPI community. Table-sitting commonly takes place in the Campus Center or in Reunion Plaza near the fountain.

email list. We recommend the director, faculty, or staff collect students' emails at information sessions, while table-sitting, or via forms linked in social media posts so the director can add them to the email list. The director could then use this list to share recordings of information sessions, program dates, updates, and deadlines. Students on a voluntary email list will be more likely to read the emails given their expressed interest in the program.

We also recommend hosting more information sessions for HUA Project Centers. To avoid schedule conflicts for prospective HUA Project Center students, the Project Center Directors can host these sessions multiple times a term on different days at different times and record them for students who cannot attend. We also advise making details for upcoming information sessions and the link to the HUA Project Centers website clearly visible in any promotional materials.

Students would be more likely to enroll in the LPC program if WPI informs them about HUA Project Centers at the beginning of their freshman year. In our undergraduate survey, where rising juniors and seniors answered as if they were rising sophomores, 21% thought that HUA Project Centers would conflict with prior commitments. We found that while 78% of rising sophomores have planned out how they will complete the HUA requirement, only 25% of incoming freshmen have decided on a plan. Our interviews further showed that the majority of E22 LPC students learned about the program's existence before the end of their freshman year (Appendix A). We used our survey to determine that traveling to an HUA Project Center interests 83% of incoming freshmen after reading a summary about the programs. This data reinforces telling students about HUA Project Centers during the beginning of their freshman year as a potential way to grow the program. We suggest discussing the option to travel for HUA during New Student Orientation, admissions events like open houses and campus tours, and A and B term HUA classes that freshmen frequent. We encourage faculty and staff to familiarize themselves with the key points about the program, such as credits earned, locations, and the Global Scholarship's use. We recommend that the Project Center Directors share the HUA Project Centers website with HUA faculty, academic advising staff, and insight advisors before the start of each school year so they can provide current information to students. Informing students early would address the large portion of students who dismiss the HUA study abroad program because they already have a plan to complete their HUA requirement and reduce students' worries about missing classes while abroad.

We found that students, faculty, and staff would appreciate a centralized location for HUA Project Center information. From our survey data, only one student mentioned eProjects, and we deduced that underclassmen do not utilize eProjects enough to have the website be an effective, standalone information source. We created the HUA Project Centers website as a place where students, staff, and faculty can all go for information regarding any of the five project centers. This website can be found at wpihua.wordpress.com. We recommend that the Project Center Directors update their project center's pages to reflect changes in the application due dates and other program details in order for this website to be useful in the future. If the Project Center Directors would prefer less frequent website updates, we advise setting more consistent dates and deadlines that do not change from year to year. We recommend these strategies to prevent the HUA Project Centers website from becoming an unused source missing relevant HUA Project Center information. Details regarding how to use and update the website can be found in Appendix N.

We recommend first promoting the HUA Project Centers website to faculty and staff to resolve misconceptions and lack of knowledge about HUA Project Centers. The faculty and staff can then direct students interested in learning more to the website. Distribution of the website address can happen both through the main WPI website and from faculty or staff members with the link.

A thriving program is dependent on attention to student concerns and interests. Currently, many students are unable to participate because of the program's cost. A change to a five-week program would improve affordability and as a result, accessibility. We learned 73% of students said that a five-week program would be more appealing if WPI also lowered the cost. By estimating a 5/7 reduction in housing, food, commuting, and tourist expenses, we found the LPC Director could lower the program's cost by approximately $2500. While this change would not lower the program cost into every student's price range, 20% of students who took our survey said they would be willing to pay $10,000, compared to the 2% that were willing to pay the current $13,000. Interviews with former Project Center Directors showed that most believed a five-week program following the current structure was unrealistic. Pivoting to a program consisting of five weeks of research in London, followed by two weeks of remote classes could quell these concerns. This suggestion would keep the existing project structure while letting the students finish their writing when they returned home. The LPC Director could also choose to

alter the structure of this lower-cost proposal to skip the final two weeks altogether. This restructuring could include an intensive ⅓ unit class in the term before traveling, followed by two classes worth of credit in London. Our second proposal could also potentially allow more students to get summer internships after their return. We recommend that the Project Center Director pilots a five-week program in an attempt to draw more students. The Project Center Director can measure the effectiveness of this pilot program by impartially conducting exit interviews with students, comparing the total number of applicants with previous years, and contrasting the level of student enjoyment and quality of work in a five-week program versus the enjoyment and quality of work of seven-week programs.

The implementation of our recommendations should lead to the LPC experiencing an increase in student enrollment and enjoyment. Faculty and staff would learn about the LPC, enabling them to have informed conversations with students about the program. More discussions of the LPC would increase the number of students who could take advantage of the program. Demonstrating the viability of our recommendations with the LPC could result in other Project Center Directors implementing these changes to their center. Beyond WPI, other schools with underperforming study abroad programs could find inspiration from our recommendations and apply our solutions to their specific situations. Studying abroad is a valuable experience for a student, increasing maturity and self-confidence, as well as expanding their worldview. The benefits of studying abroad are profound, and colleges should want to make these opportunities available to as many students as possible.

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Appendix A

Improving the HUA Student Experience

      Our team interviewed the E22 students who were in London completing their HUA requirement. We asked questions to eleven HUA students in 15-20 minute interviews (Appendix D). We asked their demographics, followed by fourteen open-ended questions about their experience completing the HUA requirement abroad. This data gave us more insight into how students learn about the London Project Center (LPC), what they enjoy about the program, and what they would like changed. We asked these questions in an interview format to increase the richness of the responses and to accurately determine how the first group after the Coronavirus pandemic felt about their experience. Our findings from these interviews will help inform the Humanities & Arts (HUA) Department to determine how the LPC can improve the students' experiences during the program.

      The responses yielded a variety of reasons as to why students chose to apply to the LPC. The most common reasons included the inability to travel for IQP because of COVID, the need to complete three humanities courses during the summer, or the preference to study abroad instead of completing an internship. Most commonly, students chose to enroll in the program simply because they wanted the opportunity to travel abroad. The majority of students we interviewed had learned about the LPC during their first year or before they enrolled in WPI. This supports our findings that 78% of students plan their humanities classes by the end of their freshman year; if a student learns about the program after their freshman year, they likely already have a plan and it is too late for them to consider the program. This statistic highlights the importance of targeting the HUA Project Centers towards freshman and prospective students.

      One goal of our team was to determine if HUA students felt prepared to travel abroad. We found that the answers varied, and only four students we interviewed believed they were fully prepared to travel. Each of these students had former experience traveling, so it is likely that their experience made them prepared, rather than the preparation class. One student did mention that their advisor spent time discussing the food, markets, and multiculturalism in the city, and identified this as helpful. Students who felt underprepared said they wished the program had addressed potential problems prior to travel. One such problem students identified was the difficulty of obtaining a SIM card for their phones. Many students were not aware that SIM cards

only work on a phone that has been unlocked. One student tried to buy a digital SIM card but learned that they needed a British credit card. Another issue students felt the program should address was the prevalence of theft and pickpocketing in London. One student we interviewed had their phone stolen, and many students believed that receiving proper warning and tips to avoid pickpockets would help mitigate this risk. Furthermore, some students did not know they needed a power adapter, and consequently had to purchase a more expensive one after arriving in London. We recommend that the advisor discuss these subjects during the preparation class to ensure students have time to prepare before they travel.

Some students believed the program could also improve its academic structure. Students complete a preparation class prior to traveling, during which they plan their projects and prepare to travel. However, students felt the preparation class gave little guidance in selecting a topic for their capstone project. One student found the preparation class to be "a waste of time." Approximately five students changed their project topic while in London, and at least three of the students had not decided on an experiential portfolio topic at the time of their interview. This uncertainty hindered the progress of the students' projects. As a result, students frequently needed extensions for deadlines in the class and many worried about finishing on time. Students believed it would be helpful to do more work in the preparation class. Three students also attributed the lack of structure to the program only having one advisor. According to one, the advisor seemed overworked managing the entire program by themselves.

We recommend the advisor create a rubric for the program that clearly identifies their expectations for each project. We also recommend students decide what their project topics will be midway through the preparation class, rather than at the end. They would then complete the project outline in the preparation class instead of in London. Completing more work in the preparation class will mitigate how often students change their project, giving students more time to delve into their projects and explore London. Another change that would give students more guidance is the addition of a co-advisor. The LPC has used co-advisors in previous years that saw high enrollment. A former advisor emphasized the importance of having a co-advisor when they were at the LPC. In low-enrollment years such as 2019, when the cohort had six students, a co-advisor was not necessary. However, this year's program saw a cohort of twelve students and one advisor appeared to not be enough. Provided that the student enrollment rate remains the same or increases, we recommend the Humanities and Arts Department considers implementing

a co-advisor again. An alternative suggestion supported by students would be adding a student Peer Learning Assistant (PLA) to the program. A PLA would have previously completed their humanities requirement at the LPC and therefore have more insight into what would be best for the students. A PLA would also be more affordable for the program than a faculty advisor. This option may also be more viable during years when the student size does not warrant an additional co-advisor.

Another challenge expressed by many interviewees was the limited availability of workspaces. WPI provides housing with one desk per room, but there were multiple students in each room. WPI rented a workspace in London, but the space was not large enough to meet the needs of the student population. In the summer of 2022, there were 12 HUA students and an additional 24 IQP students that shared the three rooms in the workspace. A former advisor who oversaw the program in 2018 raised these same concerns, indicating that the problem has been ongoing. In the past the LPC has had no workspace at all, so the program has taken steps to address the issue. However, the addition of the current workspace has not been enough to solve the problem. Our team determined two factors to further consider when renting a space: size and location. The workspace should have more rooms to accommodate the needs of the HUA and IQP cohorts, as having three rooms was insufficient. Additionally, the HUA students would have preferred the workspace to be closer to their housing. In the case that finding affordable and convenient workspaces in London is difficult, it would be beneficial to explore other options for students in addition to the workspace. For instance, one student suggested The British Library was a great workspace for them. We encourage the advisor to share this recommendation with future students.

Many students felt that the social interaction amongst the cohort was lacking. Unlike most WPI abroad programs, the HUA projects are completed individually. In addition, there were no team-building exercises to encourage sociability amongst the students in the program. As a result, the group was much less cohesive than WPI cohorts from other abroad programs. The divide was especially notable between the genders. The program divided the housing by gender, so two groups formed that would rarely interact with each other. Three students also expressed interest in having some form of communication with the IQP group in London as well. We suggest the advisor incorporate team-building exercises at the beginning of the preparation class. Furthermore, we suggest the first week in London to have a group activity where students

can explore the city together. For instance, the IQP cohort completed a scavenger hunt, where students would work as a team to find landmarks in the city. Many HUA students expressed interest in having more connection with the IQP cohort. If feasible, we also suggest that the IQP and HUA cohort stay in the same housing. Doing this would expand the social circles of both cohorts and improve the overall experience for everyone.

The London Project Center advisor is considering shortening the program from seven to five weeks. Doing this would make the program less expensive, with the goal of attracting more students. Our team explored whether the current HUA students thought this was a viable idea. Every interviewee said they would still enroll if the department shortened the program. However, students raised concerns about completing three credits of work in that amount of time. They felt the HUA Department would need to adapt the program to accommodate the exigencies of a five-week program. Students already found it difficult to complete their project in the given time and did not believe completing the program in its current form would be feasible in a shorter time span. Many believed it could be possible if the students did more work and preparation in advance. More than half of the students said they would prefer that the program remained seven-weeks long, despite the higher cost. It is important to consider that all the HUA students were able to afford the current program. We did not interview students that could not afford the program, so the interviewees are not representative of the whole undergraduate population. According to our undergraduate survey, cost was the most common factor that prevented students from enrolling in the program. Therefore, if the HUA Department is able to lower the cost of the program, it would likely interest a much larger group of students.

Appendix B

Survey Questions for Undergraduate and Incoming Freshman

We are a group of students from Worcester Polytechnic Institute, and we are working with WPI's London HUA Project Center to increase the awareness of the London HUA program on campus, and to make the project center more attractive to students. Currently, we are conducting a survey of undergraduate students to better understand the current awareness levels and what they want in the London HUA program.

Your participation in this survey is completely voluntary and you may withdraw at any time. Please remember that your answers will remain anonymous. No names or identifying information will appear on the questionnaires or in any of the project reports or publications unless you would like to be added to the mailing list or be entered to potentially win one of four $25 Dunkin gift cards. This survey is completely voluntary, and the emails will not be stored following the conclusion of the survey. WPI will use this information to improve their London HUA project site so that students who attend will enjoy the program more.

If interested, a copy of our results can be provided through an internet link at the conclusion of the study. Your participation is greatly appreciated.

This survey should take you 5-10 minutes.

Demographic Questions

- What year are you planning on graduating?
    - ○ 2022
    - ○ 2023
    - ○ 2024
    - ○ 2025
    - ○ 2026 or beyond
- What is your gender identity?
    - ○ Male
    - ○ Female
    - ○ Non-binary/third gender

- o Prefer not to say
- o Other:
- What is your major?
  - o Free response

Please answer the rest of the questions from the perspective of your past self as a rising sophomore.

HUA Project Center Knowledge
- Have you heard of the option to complete your HUA requirement abroad?
  - o Yes
  - o No
- Please name the locations where you can travel to an HUA Project Center. (Write N/A if you do not know any locations)
  - o Free response
- Have you received or seen bulletins about any HUA Project Centers?
  - o Yes
  - o No
- If yes, where have you seen this information?
  - o Free Response
- Have you planned out how your humanities requirement will be completed?
  - o Yes
  - o No
- If yes, does it include traveling to an HUA Project Center?
  - o Yes
  - o No
- How many HUA classes have you received credit for?
  - o 0
  - o 1
  - o 2
  - o 3

- o 4
- o 5
- o 6 or more

True or False

Please answer if the following statements are True or False, to the best of your knowledge.

- A student can apply the $5k global scholarship when traveling abroad to an HUA Project Center.
  - o True
  - o False
- The $5000 Global Scholarship can only be applied to one abroad project (HUA or IQP).
  - o True
  - o False
- A student has to take 5 humanities classes before they go abroad (travel to an HUA Project Center only earns credit for an HUA capstone/practicum, I.E. HU 3900).
  - o True
  - o False
- A breadth and depth are required if a student is completing their humanities requirement at an HUA Project Center.
  - o True
  - o False
- Travel to an HUA Project Center is only offered in E Terms
  - o True
  - o False

HUA Interest Assessment

Please read before continuing:

The HUA program in London allows students to complete one unit of academic work (3 courses) and complete the HUA requirement at the project center. Students receive credit for HU3900, HU2910, and HU 2999 (ISP/Independent Studies). For the capstone, students are free to choose

any topic in the humanities or arts. After thorough research and investigation, a student writes a paper concerning their topic. The ISP topics vary according to the director's expertise. Finally, the student earns credit for documenting their immersive experience in a learning portfolio. For students completing their HUA requirement abroad, only 3 completed humanities classes are needed to apply to the program and then it counts for their final 3 humanities classes. These students do have to pay summer tuition, but they can use the global scholarship towards the program. It must be noted though that the scholarship can only be applied to one abroad program.

- Would you be interested in going abroad to complete the HUA requirement?
  - Yes
  - No
- What reservations, if any, do you have that would keep you from potentially traveling to an HUA Project Center?
  - Free Response
- What particularly interests you about completing your HUA requirement abroad?
  - Free Response
- Would you be more willing to enroll in the program if it was 5 weeks abroad instead of 7 weeks, and the cost was proportionally lower?
  - Yes
  - No
- How much money would you be willing to pay to travel for completing your HUA requirement? (This is the total cost of the program, including summer tuition, without applying the global scholarship)
  - $13,000
  - $10,000
  - $5,000
  - Only if it was free (on scholarship)
- Would you like to be added to an email list for further updates on HUA travel abroad?
  - Yes
  - No

- If yes, or if you would like to be entered into the drawing for one of the $25 Dunkin' gift cards please enter your email below.

Appendix C

Survey Questions for Academic Advisors, HUA Faculty, and Insight Advisors

We are a group of students from Worcester Polytechnic Institute, and we are working with WPI's London HUA Project Center to increase the awareness of the London HUA program on campus, and to make the project center more attractive to students. Currently, we are conducting a survey of HUA faculty and academic advising staff to better understand the current awareness levels and if they would be interested in promoting the London HUA program to students.

Your participation in this survey is completely voluntary and you may withdraw at any time. Please remember that your answers will remain anonymous. No names or identifying information will appear on the questionnaires or in any of the project reports or publications. We will use this information to create some sort of medium that will inform HUA faculty and academic advising staff on the HUA Project Centers so they can then inform their students of the program and entice more students to participate.

If interested, a copy of our results can be provided through an internet link at the conclusion of the study. Your participation is greatly appreciated.

This survey should take you 5-10 minutes.

Demographic
- How long have you worked at WPI?
    - Free Response
- What is your gender identity?
    - Male
    - Female
    - Non-binary/third gender
    - Prefer not to say
    - Other:

HUA Project Center Knowledge

- Have you heard of the option for a student to complete their HUA requirement abroad?
  - Yes
  - No
- Please name the locations where you can travel to an HUA Project Center. (Write N/A if you do not know any locations)
  - Free Response
- Have you received or seen any bulletins about any HUA Project Centers?
  - Yes
  - No
- If you answered yes to the previous question, where have you seen this information?
  - Free Response
- If you answered yes to the previous question, how often do you get questions about HUA Project Centers?
  - Free Response
- Have you ever talked about traveling to an HUA Project Center with a student?
  - Yes
  - No
- If you answered yes to the previous question, who prompted the conversation?
  - Free Response
- How frequently do you recommend traveling to an HUA Project Center for your students?
  - Free Response

True or False

In order to gather an understanding of common misconceptions, we will ask true/false questions to see where these misconceptions lie. Please answer these to the best of your knowledge.

- A student can apply the $5k global scholarship when traveling abroad to an HUA Project Center.
  - True
  - False

- The $5000 Global Scholarship can only be applied to one abroad project (HUA or IQP).
  - True
  - False
- A student has to take 5 humanities classes before they go abroad (travel to an HUA Project Center only earns credit for an HUA capstone/practicum, I.E. HU 3900).
  - True
  - False
- A breadth and depth are required if a student is completing their humanities requirement at an HUA Project Center.
  - True
  - False
- Travel to an HUA Project Center is only offered in E Terms
  - True
  - False

Please read the following information before continuing:

The HUA program in London allows students to complete one unit of academic work (3 courses) and complete the HUA requirement at the project center. Students receive credit for HU3900, HU2910, and HU 2999 (ISP/Independent Studies). For the capstone, students are free to choose any topic in the humanities or arts. After thorough research and investigation, a student writes a paper concerning their topic. The ISP topics vary according to the director's expertise. Finally, the student earns credit for documenting their immersive experience in a learning portfolio. For students completing their HUA requirement abroad, only 3 completed humanities classes are needed to apply to the program and then it counts for their final 3 humanities classes. These students do have to pay summer tuition, but they can use the global scholarship towards the program. It must be noted though that the scholarship can only be applied to one abroad program.

Reflective

- Is there anything you would like to know before recommending travel to an HUA Project Center?
    - Free Response
- What aspects of the program would prompt you to recommend going abroad for HUA to students?
    - Free Response
- What methods would you prefer to receive further information about this program? (Select 2)
    - Pamphlets
    - Videos
    - Live Presentations
    - Website
    - Other:

Appendix D

Current HUA Student Interview Questions:

We are a group of students from Worcester Polytechnic Institute, and we are working with WPI's London HUA Project Center to increase the awareness of the London HUA program on campus, and to make the project center more attractive to students. Currently, we are conducting interviews of current London HUA students to better understand your feelings on the program and how you ended up finding out about the program in the first place.

Your participation in this interview is completely voluntary and you may withdraw at any time. Please remember that your answers will remain anonymous. No names or identifying information will appear on the questionnaires or in any of the project reports or publications. WPI will use this information to potentially make changes to the London HUA program so that it is more appealing to students.

If interested, a copy of our results can be provided through an internet link at the conclusion of the study. Your participation is greatly appreciated.

Demographic Questions

We will ask them to give a quick intro about themselves and introduce ourselves using the same format. For example: *My name is Jack, I am a rising senior RBE major and identify as male. My HUA capstone is on how robots are depicted in media and popular culture. I really enjoyed the Cartoon Museum (To be done in group settings).*

- Name something fun you have done in London
- What year do you plan on graduating?
- What is your gender identity?
- What are your majors?
- What is your topic for capstone and ISP (history, art, etc)

Reflective Questions

- What is your overall feeling about completing your HUA requirement abroad?
- Is there anything you particularly like about the program?
- Is there anything you particularly dislike?

- Did you feel prepared by the school for the program?
- Did you feel prepared by the school to go abroad?
- How did you find out about the option to complete your HUA requirement abroad?
- What was the deciding factor that made you enroll in the program?
- What are some of the unexpected challenges you face while abroad?
- Was there anything you wished you had known before starting the program?

Future Outlook
- Could something be done to make your day-to-day life easier while you are abroad?
- Is there anything you can think of that would benefit future students in the program?
- The school is considering shortening the program to 5 weeks to lower the cost, what are your thoughts on this plan?

Closing Remarks
- Is there any additional information about your experience completing your HUA requirement abroad that you would like to provide but have not already talked about?
- Are there any locations you would like to recommend for future HUA students?

Appendix E

Survey Questions Former HUA Students

We are a group of students from Worcester Polytechnic Institute, and we are working with WPI's London HUA Project Center to increase the awareness of the London HUA program on campus, and to make the project center more attractive to students. Currently, we are conducting a survey of former London HUA participants to learn about their experiences.

Your participation in this survey is completely voluntary and you may withdraw at any time. Please remember that your answers will remain anonymous. No names or identifying information will appear on the questionnaires or in any of the project reports or publications. This is completely voluntary as well and the emails will not be stored anywhere. WPI will use this information to improve their London HUA project site so that students who attend will enjoy the program more.

This survey should take you 10-15 minutes.

Demographics
- What year did you/do you plan on graduating?
    - 2022
    - 2023
    - 2024
    - 2025
    - 2026 or beyond
- What is your gender identity?
    - Male
    - Female
    - Non-binary/third gender
    - Prefer not to say
    - Other:
- What is your major?
    - Free Response

HUA Project Centers

- What year did you go abroad?

    o Free Response

- What HUA Project Center did you go to?

    o Free Response

- Who was your advisor on the program?

    o Free Response

- What was your topic for Capstone and ISP (history, art, etc)?

    o Free Response

Reflective Questions

- What was your overall feeling about completing your HUA requirement abroad?

    o Free Response

- What did you particularly like about the program?

    o Free Response

- What did you particularly dislike?

    o Free Response

- Was there anything you wished you had known before starting the program?

    o Free Response

- Did you feel prepared by the school for the program?

    o Free Response

- Did you feel prepared by the school to go abroad?

    o Free Response

- Could something have been done to make your day-to-day life easier while you were abroad?

    o Free Response

- How did you find out about the option to complete your humanities requirement abroad?

    o Free Response

- What was the deciding factor that made you enroll in the program?

    o Free Response

- Is there any additional information about your experience at the London Project Center that you would like to provide but have not already talked about?

- o Free Response
- If you are willing to discuss your experience further with us, please leave the best email to contact you at.
  - o Free Response

Appendix F

Former HUA Director Interview Questions

We are a group of students from Worcester Polytechnic Institute, and we are working with WPI's London HUA Project Center to increase the awareness of the London HUA program on campus, and to make the project center more attractive to students. Currently, we are conducting interviews of former faculty directors at the London HUA Project Center to better understand your feelings on the program and how you think it could be improved.

Your participation in this interview is completely voluntary and you may withdraw at any time. Please remember that your answers will remain anonymous. No names or identifying information will appear on the questionnaires or in any of the project reports or publications. WPI will use this information to potentially make changes to the London HUA program so that it is more appealing to students.

If interested, a copy of our results can be provided through an internet link at the conclusion of the study. Your participation is greatly appreciated.

Opening Questions
- How long have you been at WPI?
- What is your area of focus in the Humanities and Arts?

Reflective Questions
- What years were you involved with the HUA London Project Center?
- How did you promote the project center to the student body?
- Would you say your students felt properly prepared to travel to London?
- What was the structure of the program when you ran it?
- What was your overall feeling about the program?
- What did you particularly like about the program?
- What did you particularly dislike about the program?
- Did you think there were any particular challenges your students had completing the program?
- What resources did students come to you for?

- What is your opinion on group excursions and their effect on the cohort?

Future Outlook
- What advice would you give to future directors?
- The school is considering shortening the program to 5 weeks to lower the cost, do you think this change would be beneficial?
- Is there anything you can think of that would benefit future students in the program?

Closing Outlook
- Is there any additional information about your experience at the London Project Center that you would like to provide but have not already talked about?

Appendix G

The HUA Project Centers WordPress Home Page
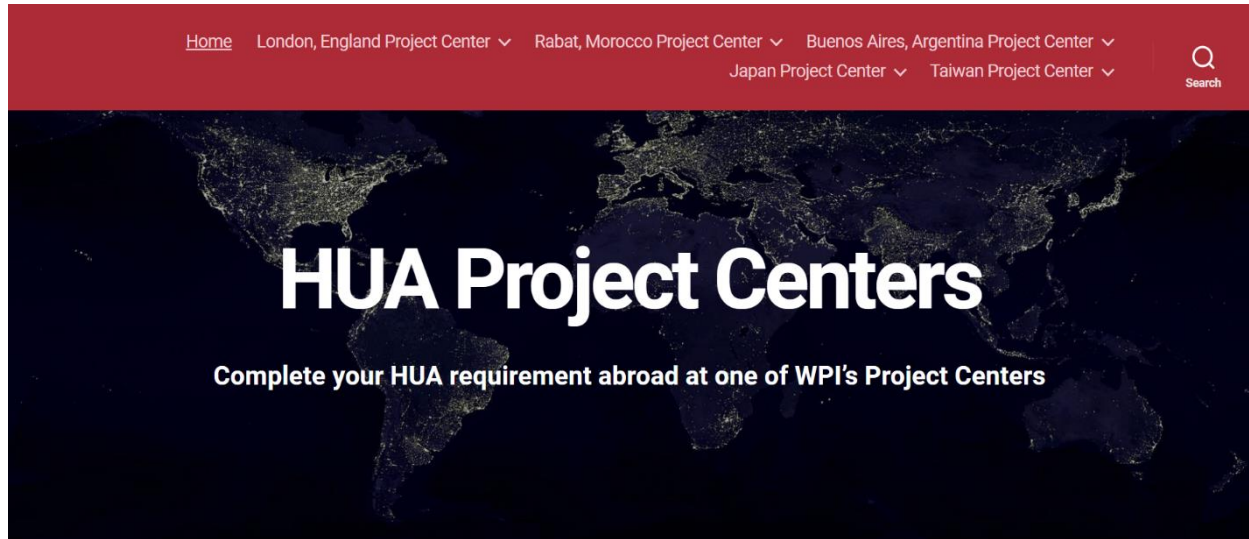
Appendix H
The London HUA Project Center WordPress Page

Appendix I

The London Current Students WordPress Page
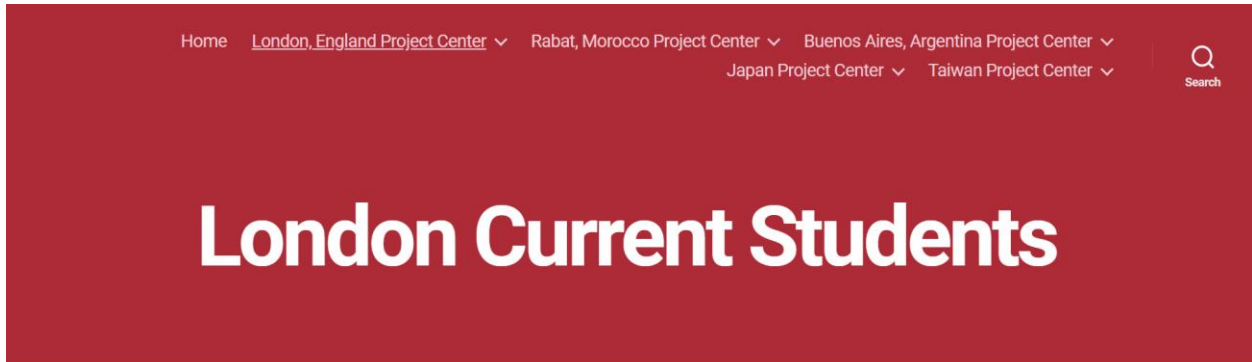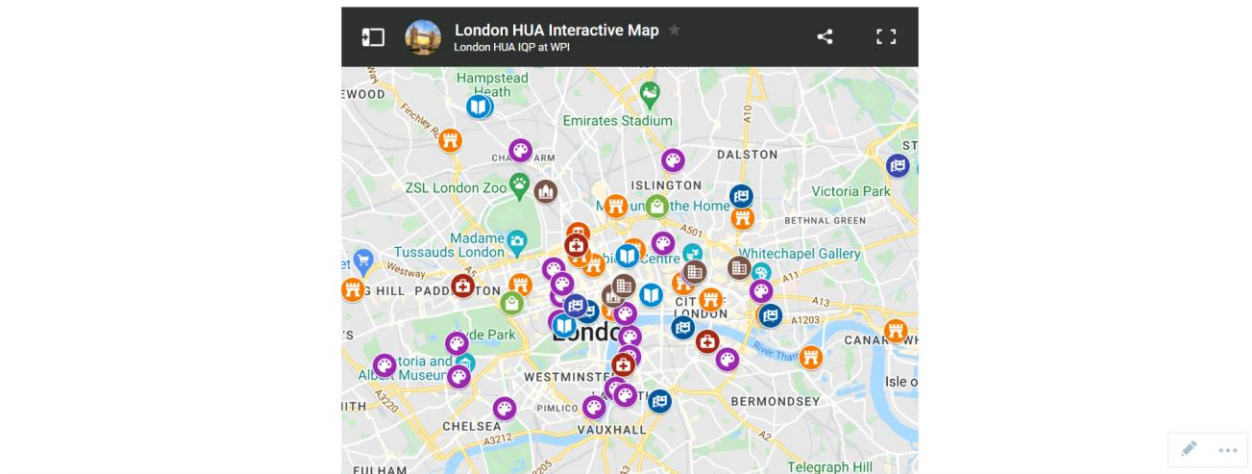
Appendix J

Instagram Takeover Photos

   The following contains the pictures posted during the Instagram takeover in chronological order. We took four videos which are not included in this section. Videos and full resolution photos can be found at https://photos.app.goo.gl/icmCyA7KjWzDrFb47.

MIYA AND I CHOSE THAI FOOD. WHICH WOULD YOU ORDER?

PAD THAI

GREEN CURRY

FOOD

Green Curry

Pad Thai

DYLAN

NOW WE'RE EXPLORING THE PETRIE MUSEUM OF ARCHEOLOGY!

OUR PROJECT ALSO INVOLVES US FINDING LOCATIONS WHERE AN HUA STUDENT MIGHT STUDY!

AN AWESOME BENEFIT OF OUR PROJECT IS THAT WE GET TO EXPLORE THESE COOL PLACES THROUGHOUT LONDON!

WE ALSO ARE TAKING PICTURES AND VIDEOS OF THESE SITES SO STUDENTS KNOW WHAT TO FIND HERE!

Feel free to ask us anything about our time in London, IQP, or HUA!

Type something...

Appendix K

Instagram Takeover Outcomes and Analysis

Instagram Takeover Viewership

Views vs. Time (EST)
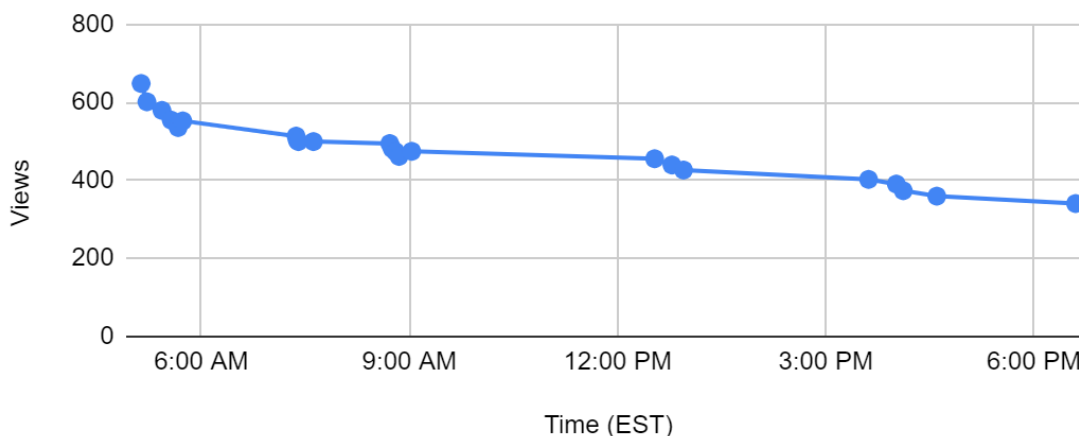
Total Number of Posts	23
Average Viewership	439
Peak Viewership	648
Number of WPI Admissions Followers (as of 6/9/2022)	1608
Percent of Followers who Viewed Posts	27%

Notable comments Received:

- "No questions but what an amazing opportunity! As a mom of a high schooler interested in wpi, I love when students show a day in the life."

- "I would LOVE to do HUA in London...I'd love to learn more about the program." (from an incoming freshman)

Analysis:

Given the high viewership and positive comments from parents and students, we believe that social media campaigns like Instagram takeovers would be an effective approach to advertising HUA project centers.

We were especially pleased to see that multiple people reached out, including a parent, and mentioned they enjoyed these campaigns. Our previous research mentioned that a student's parents also influence their choice in going abroad (Dessoff, 2006).

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Appendix L

HUA Project Centers Video Script

The purpose of the HUA Project Center Video is to inform visitors to our site about how completing their HUA requirement at a Project Center works. It will sit at the front of the HUA Project Centers page. The following is the script used to create the video.

Welcome to the WPI Humanities and Arts Project Centers Website! If you are interested in studying abroad for your HUA requirement, you have come to the right place! Finishing your HUA requirement off campus provides a unique and memorable experience exploring the world and engaging in projects that you design yourself. WPI has 5 project centers across the globe. You can travel to London, England; Buenos Aires, Argentina; Japan, where you visit Tokyo, Kyoto and Hiroshima; Taiwan, where you visit Taipei and Tainan; and finally Rabat in Morocco.

The HUA department allows students to complete one unit of academic work at their project center. This means you will need to complete 3 humanities classes on campus before traveling to a project center. These 3 classes are exempt from the usual breadth and depth rule, meaning you are free to take any 3 humanities classes you like. In short, three classes on campus, 3 classes off campus.

The actual structure of the program can be found on the project center pages on this website, on eProjects, or by reaching out to the project center director.

Most of these programs run throughout the summer, however the Morocco program is offered during D term. If you choose to travel during the summer, you do have to pay summer tuition, but anyone participating in a HUA project center can use their global scholarship towards the program. However, the $5000 scholarship can only be applied once during your time at WPI. This means if you have already applied the scholarship for IQP, you will not be able to receive the scholarship should you want to travel again.

If you would like to learn more about this program, please click around on this website. For specific details, such as pricing, housing information, and program dates, visit eProjects.wpi.edu or email one of the current Project Center Directors. Thanks for stopping by, and safe travels!

Appendix M

List of Potential HUA Research Locations in London

Red infill denotes that we *do not* recommend the location (marked ✖ in the "**Recomm.**" column for accessibility purposes).

Green infill denotes that we *do* recommend the location (marked ☑ in the "**Recomm.**" column for accessibility purposes).

Rows without infill denote that we did not visit the location, but it may be of interest to students (left blank in the "Recomm." column).

Some locations have price variations. We denoted them below. Admission prices are correct as of 6/21/2022.
- *(w/ID)*: Discounted price requires a student ID
- *Free+*: Main venue is free, certain extras have separate fees.
- *Varies*: The cost varies by the day, venue, or show. (I.E., theater performances)

Location Name and Website Link	Category	HUA Discipline	Admission	Recomm.
Alexander Fleming Laboratory Museum	Museum	History	4 GBP *(w/ID)*	
Bank of England Museum	Museum	History	Free	☑
Barbican Centre	Centre	Architecture	Free	☑
Bletchley Park	Museum	History	24.50 GBP	☑
British Museum	Museum	History	Free	☑
Brunel Museum	Museum	History	4 GBP *(w/ID)*	
Camera Museum	Museum	Art	1 GBP	✖
Carlyle's House	Museum	Literature	Free	
Cartoon Museum	Museum	Art	3 GBP *(w/ID)*	☑
Charles Dickens	Museum	Literature	10.50 GBP *(w/ID)*	☑

[Museum]				
[Cinema Museum]	Museum	Art/History	7 GBP *(w/ID)*	✖
[City of London Self-Guided Walks]	Walks	Many Disciplines	Free	
[Crossness Pumping Station]	Museum	History	10 GBP	
[Daunt Books]	Bookstore	Literature	Free+	
[David Roberts Art Foundation]	Gallery	Art	Free	
[Dennis Severs' House]	Museum	History/Design/Art/Architecture	Varies	
[Design Museum]	Museum	Art	Free+	☑
[Dr. Johnsons House]	Museum	Literature	7 GBP	
[Dulwich Picture Gallery]	Gallery	Art	7 GBP	
[English Heritage Walking Tours]	Walks	History	Free	
[Estorick Collection]	Private Collection	Art	7.50 GBP	
[Fashion and Textile Museum]	Museum	Art	10.50 GBP *(w/ID)*	
[Florence Nightingale Museum]	Museum	History	6 GBP	☑
[Foundling Museum]	Museum	Art/History	Free	✖
[Freud Museum]	Museum	History	12 GBP *(w/ID)*	
[Garden Museum]	Museum	Art	8 GBP	☑
[Graffiti Tunnel]	Tunnel	Art	Free	☑

Hatchards Bookstore	Bookshop	Literature	Free+	☑
Hayward Gallery	Gallery	Art	3 GBP	
Highgate Cemetery	Cemetery	History/Art	4.50 GBP	
Historic England Self-Guided Walks	Walks	History/Art/Politics/Architecture	Free	
Historic London Walking Tours	Walks	History/Politics/Architecture	15 GBP	
Horniman Museum and Gardens	Museum	History	Free+	
Imperial War Museum	Museum	History	Free	☑
Islington Museum	Museum	History	Free	
Jack the Ripper Museum	Museum	History	10 GBP	✖
Jewish Museum	Museum	History	5.50 GBP	
Keats House	Museum	Literature	4.75 GBP	
London Transport Museum	Museum	History	21 GBP	☑
London's Canal Museum	Museum	History	5.50 GBP	
Museum of Brands	Museum	History	7 GBP *(w/ID)*	
Museum of Freemasonry	Museum	Philosophy	Free	☑
Museum of London	Museum	History	Free	☑
Museum of London Docklands	Museum	History	Free	
Museum of the Home	Museum	History/Art	Free	

[Newport Street Gallery](#)	Private Collection	Art	Free	
[Oxford - Multiple locations](#)	Varies		Varies	☑
[Petrie Museum of Egyptian Archaeology](#)	Museum	Art/History	Free	☑
[Photographers' Gallery](#)	Gallery	Art	2.5 GBP	
[Pitzhanger Manor](#)	Museum	History/Art	4.95 GBP *(w/ID)*	
[Prince Charles Cinema](#)	theater	Drama/Art	Varies	
[RAF Museum](#)	Museum	History	Free	
[Roberts Institute of Art](#)	Private Collection	Art	Free	
[Ronnie Scotts Jazz Club](#)	Event Space	Music	Varies	
[Royal Academy of Arts](#)	Gallery	Art	Free+	
[Saatachi Gallery](#)	Gallery	Art	Free	
[Serpentine Galleries](#)	Gallery	Art	Free	
[Shakespeare's Globe Guided Tour](#)	Theater	Drama	17 GBP	
[Sir John Soane's Museum](#)	Museum	Art/History	Free	☑
[Somerset House](#)	Event Space	Drama/Arts/Music	Varies	☑
[St Bartholomew's Hospital Museum](#)	Museum	History	Free	✘
[Tate Britain](#)	Gallery	British Art	Free	
[The Clockmakers'](#)	Museum	Art/History	Free	☑

Museum				
The Glory	Shows	Drama/Art	Varies	
The Old Operating Theatre	Museum	History	6 GBP *(w/ID)*	
The Postal Museum	Museum	History	12 GBP *(w/ID)*	☑
The Wallace Collection	Museum	Art	Free	
The Yard	Theater	Drama/Art/Music	Varies	
Wellcome Collection	Museum	History	Free	☑
Whitechapel Gallery	Gallery	Art	Free	
Wiener Holocaust Library	Museum	History	Free	
Wilton's Music Hall	Theater	Music	Varies	
Zabludowicz Collection	Private Collection	Art	Free	

How to Modify the HUA Project Centers Website

By: Miya Judy as part of the HUA London IQP Team E22

Contents of the Manual

Getting Started

What is WordPress?

WordPress is a website hosting open-source software. It allows the user to create, manage, and edit their domain using a block editor. A block editor means that users can select themes, website features, and outlines. Users are then able to customize their pages to their needs.

What do I need to edit the website?

For someone to edit the https://wpihua.wordpress.com/ website, all they need is to:
1. Have a WordPress account.
2. Gain admin permissions from the holder of the website.
3. You can edit the website through a web browser or download it to your computer.
One important note about collaborating on a WordPress website with others, more than one person cannot edit the same individual page of the website simultaneously.

How do you create a WordPress account?

To create a free account on WordPress you need to:
1. Go to https://wordpress.com/start/user and follow the prompts to create the account.
2. Do not worry if it asks you to create a domain or use one you already have this page can be skipped. Simply select the "Back to My Sites" arrow at the top left of the screen.
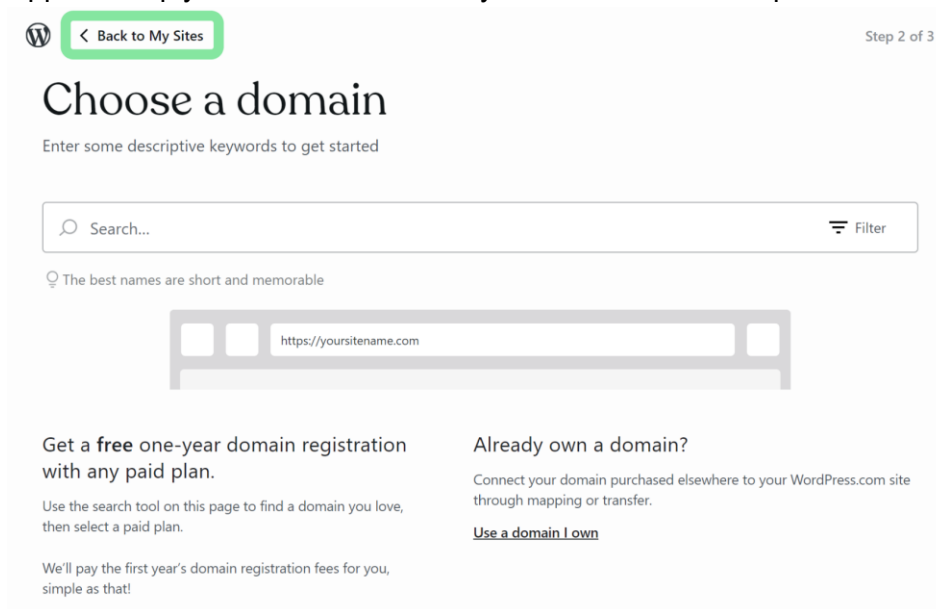
3. You will receive a verification email to the email you created the WordPress account with.
   ● You must select the "Confirm Now" button within the email to activate your account.
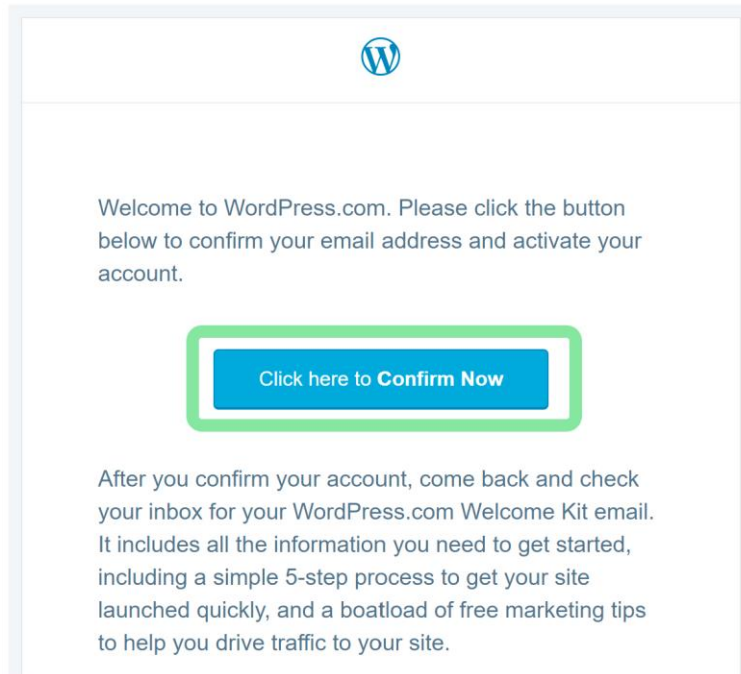
4. Now you have a working account you will be able to go to the "My Home" page.
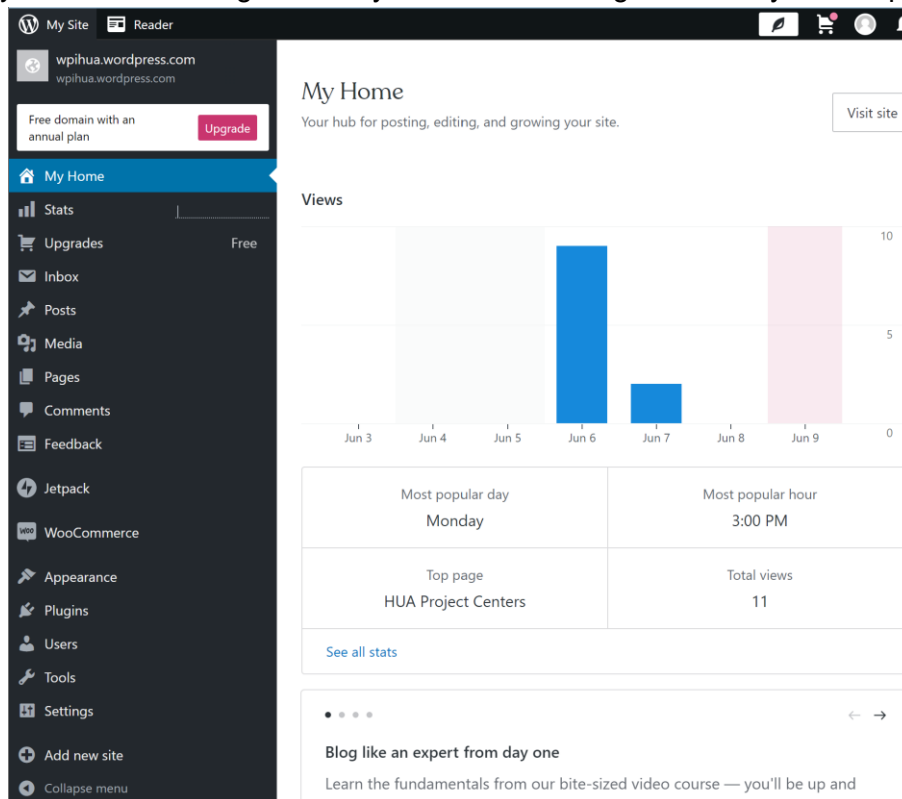
How do you invite collaborators?

1. In "My Home" there is a "Users" option in the sidebar
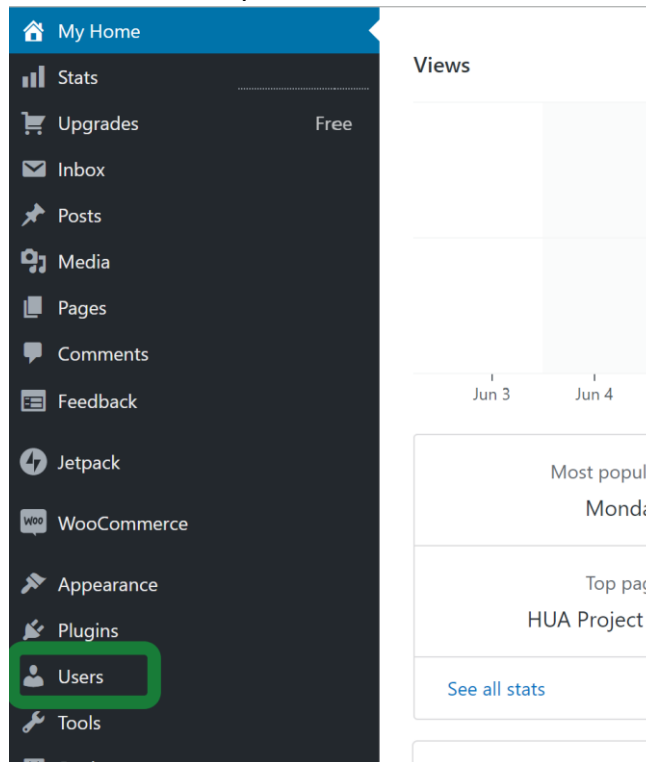
2. Hover over "Users" and two options will appear. Select "Add New"

3. Clicking "Add New" will take you to a new page to invite a new collaborator.

4. Fill in the username or email of the invitee and choose which level of access you would like them to have.
5. Leave a message for context and then sent the invitation off.

How do I accept an invitation to collaborate?

To become an admin and have full editing permissions you need to be invited by a current admin.

1. When you receive admin permissions it will come through an invitation to the same email account the is set up with. Simply press the "Accept Invitation" button.

2. You will receive a final confirmation email and you are ready to edit the website.
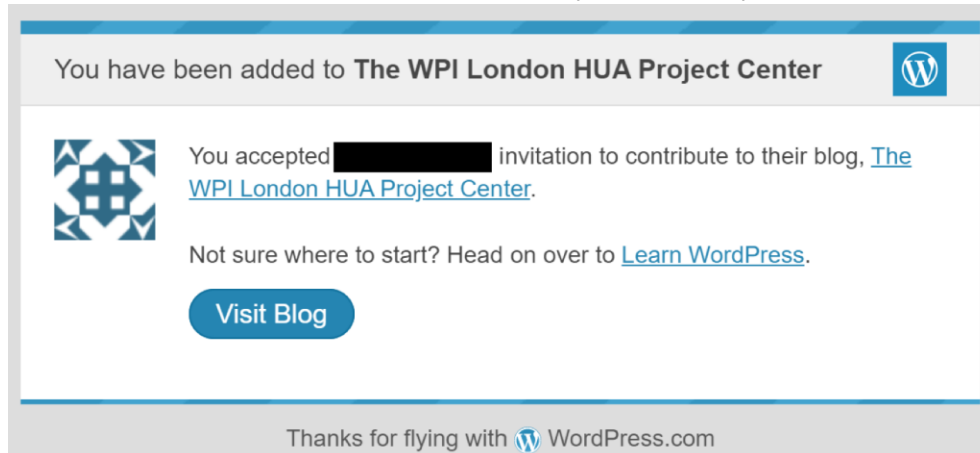
Using WordPress to Edit a Website

How do I create a page on the website?

1. In "My Home" there is a "Pages" option in the sidebar
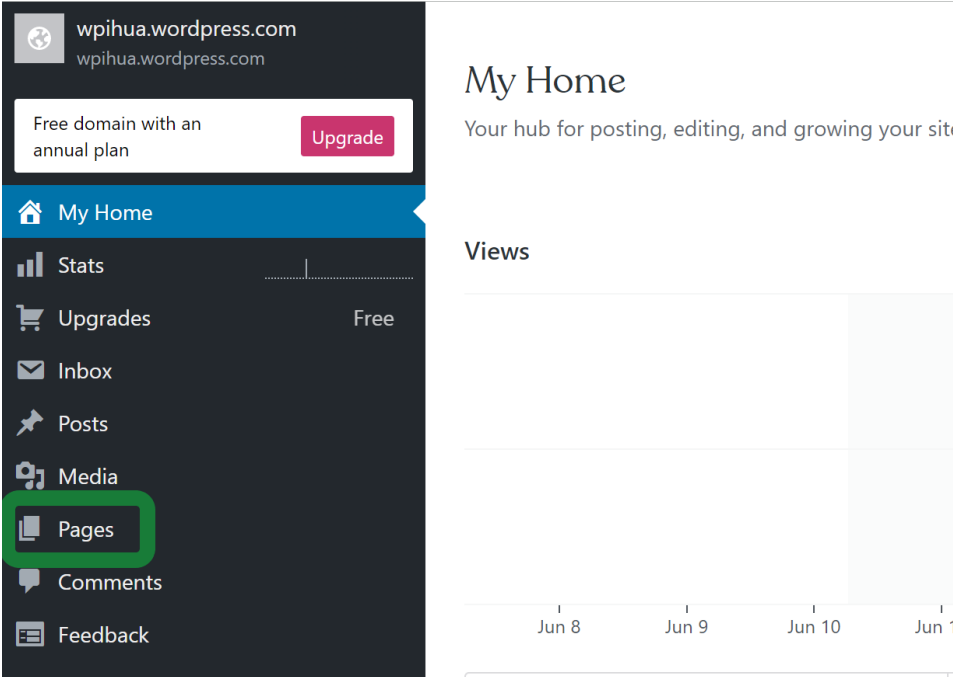
2. Hover over "Pages" and two options will appear. Select "Add New"
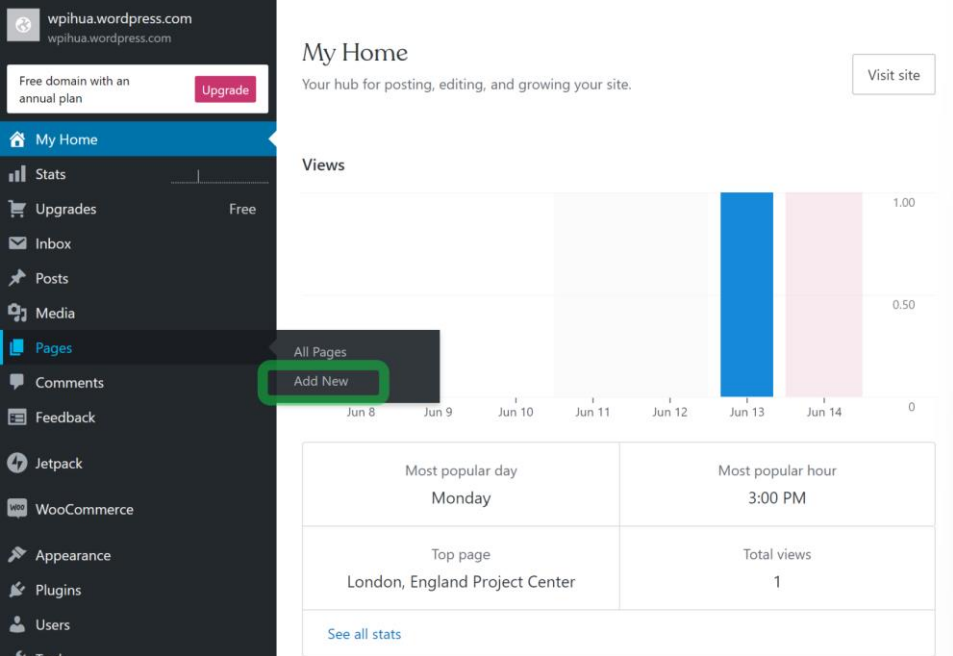
3. Clicking "Add New" will bring up a window to select a layout.

- You can either browse the premade layouts by selecting one of the types on the left and scroll until you find the one you want, or you can select "Blank page" to start from scratch.
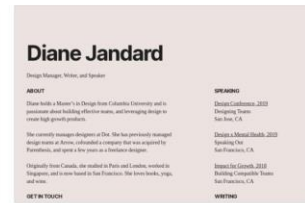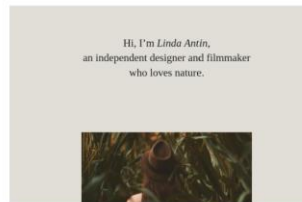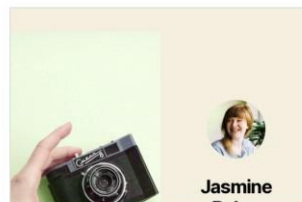
4. Once you make your selection, you'll be taken to an editing page. For this demonstration, the "Agency services with photos" was selected for layout.

5. Click on "Add title" and begin typing the desired title for your page.
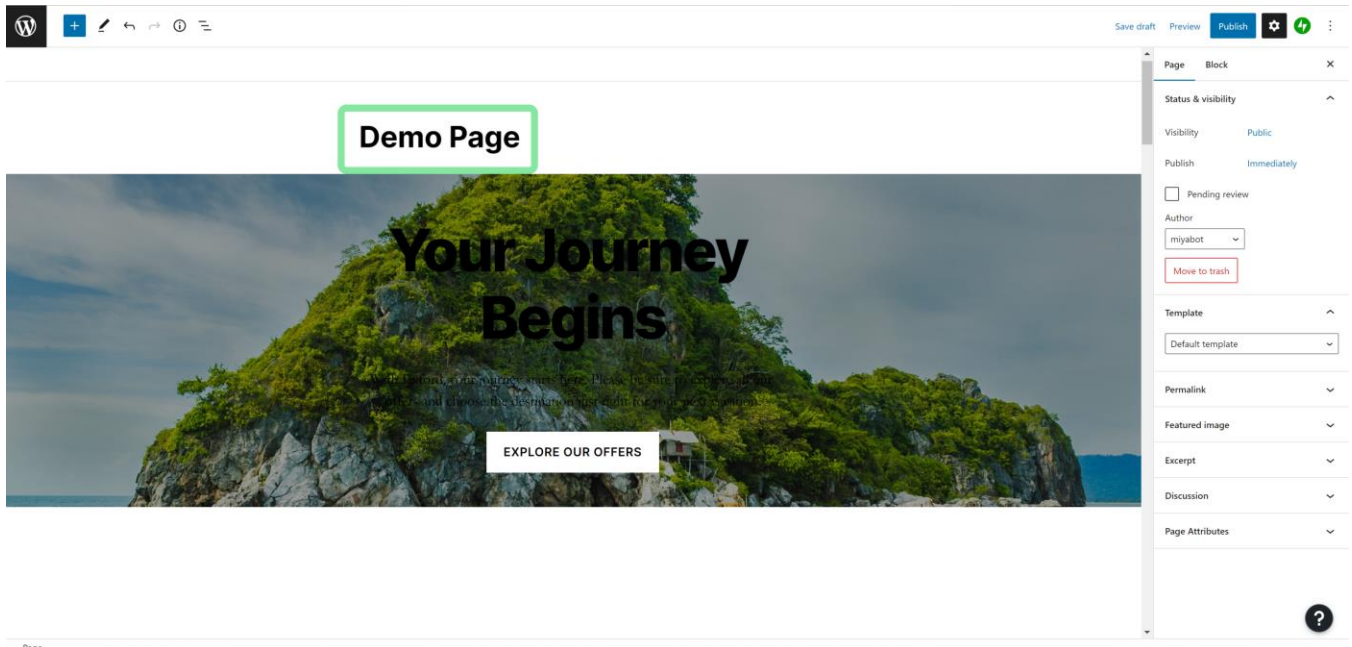
6. The page is now created and will be saved as a draft.

How do I publish a page to go public?

1. Select "Pages" from the sidebar to open the page window.
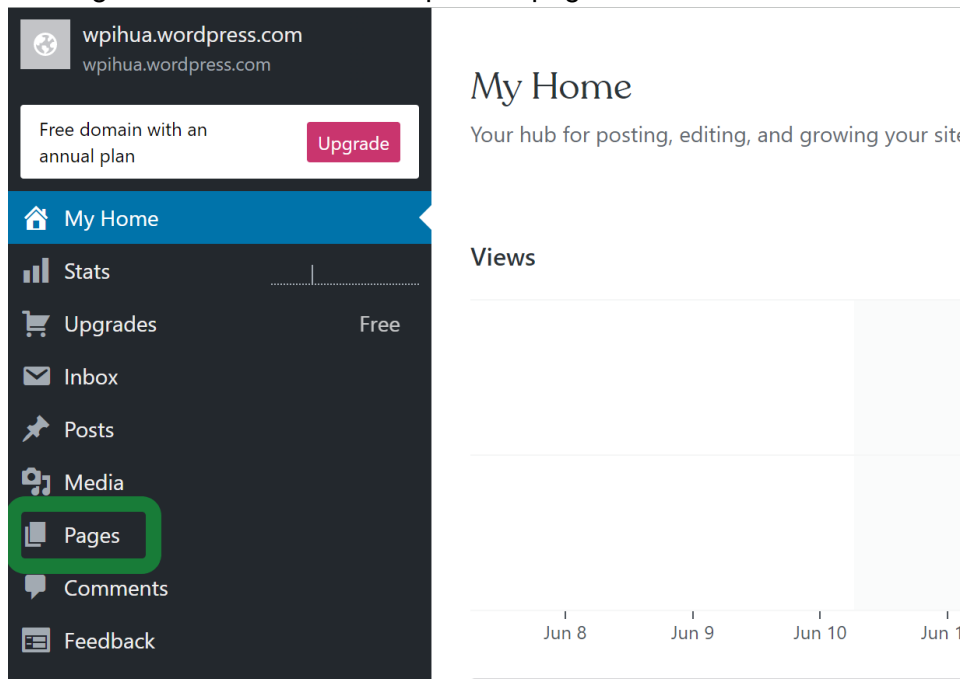
2. Select "Drafts" from the top bar of options.
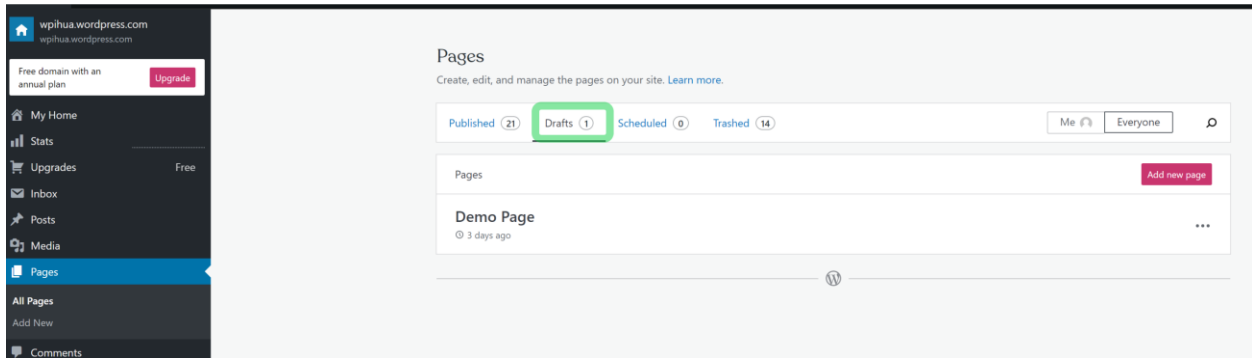
3. Select the desired page that you wish to publish. The selected page will be opened in the editing window.
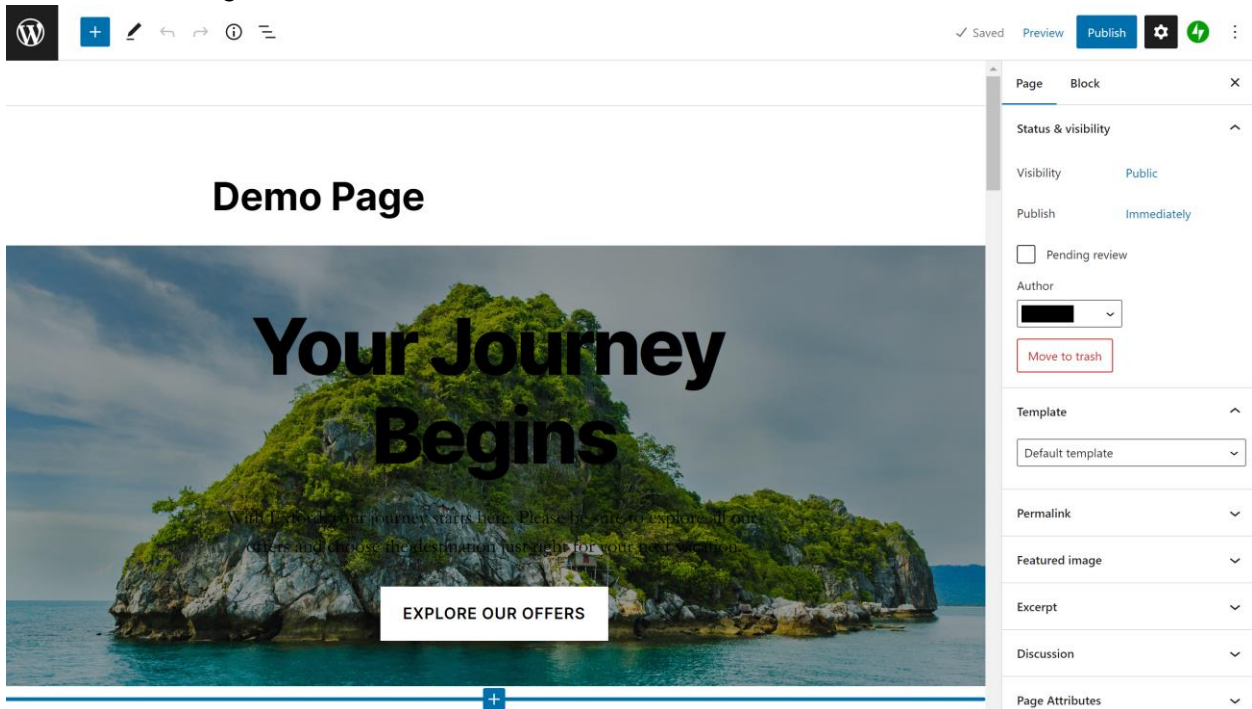
4. To publish this page, click on the "Publish" button at the top right corner.
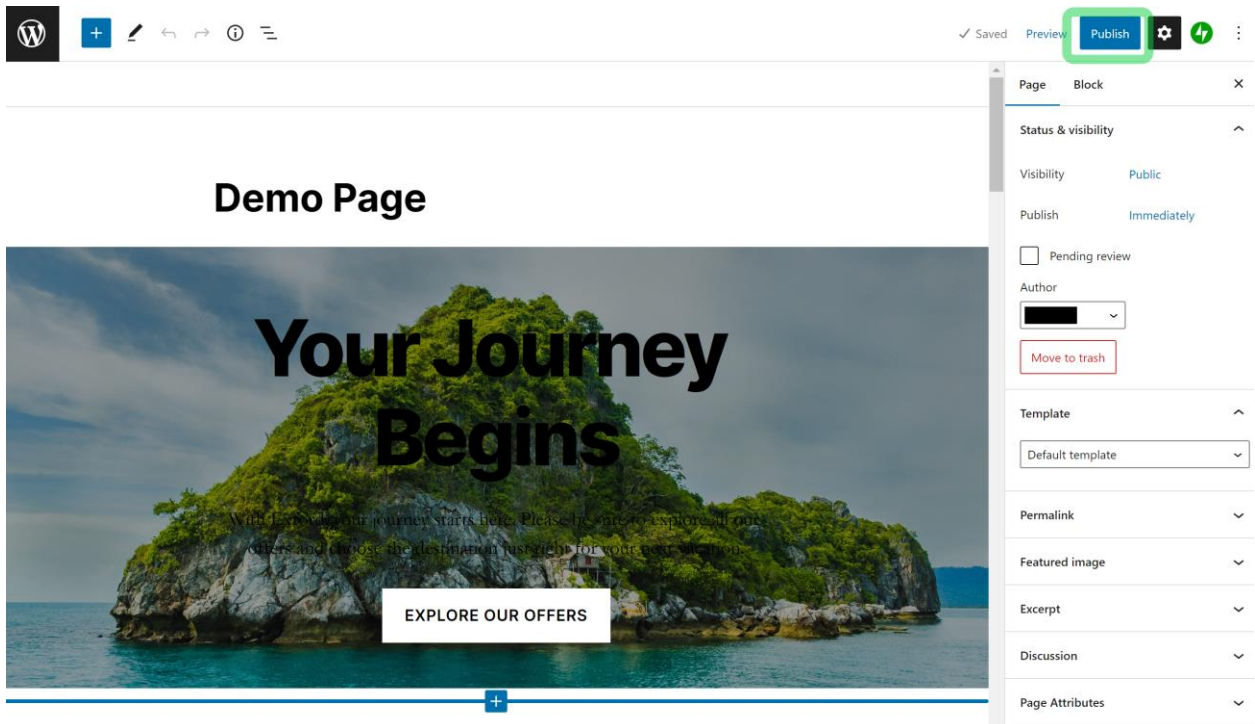
5. When "Publish" is clicked a window will open on the right with setting options.
   ● Before publishing the page double-check that the settings are correct. Each one is a dropdown that has multiple options with the implications of each choice explained.
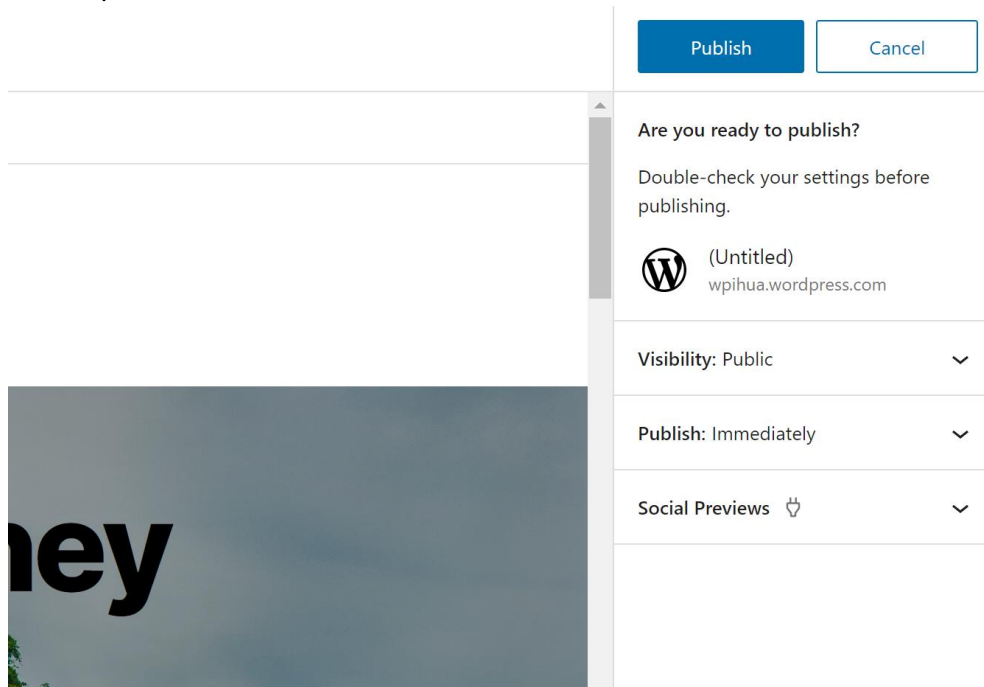
6. Once the settings are correct select the "Publish" button again and a notification saying "the title of your page" is now live along with the public link to the page.
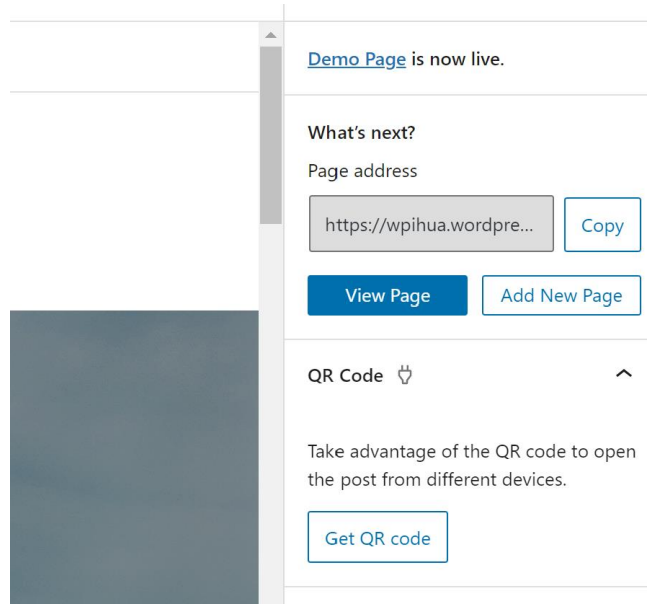
7. The published page is now available to the public.

How do I delete a page I don't want?

1. Select "Pages" from the sidebar to open the page window.
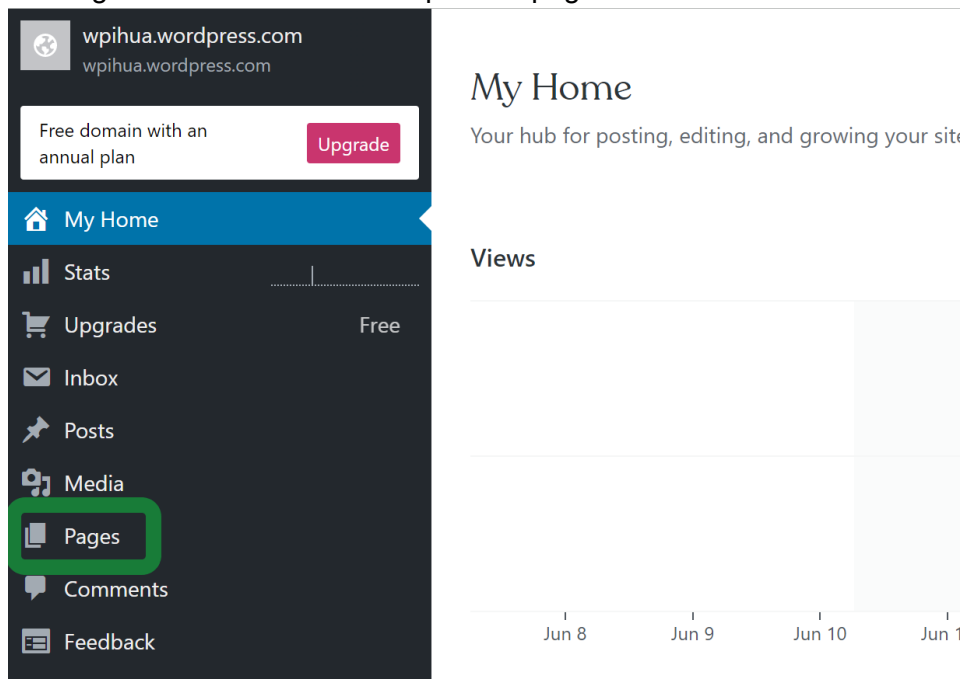
2. Scroll through the page list until you see the page you want to delete.

3. Click the three dots on the right of the page's box and a menu will open

4. This menu contains multiple helpful options you may want to employ later. To delete the page, you need to click the "Trash" button

5. This page will now be in the "Trashed" category in the top bar. Pages are not permanently deleted unless they are also "Deleted" there using the same three dots to pull up the menu as before.

6. If for some reason the wrong page is selected, you can restore the page by clicking "Trashed" in the top bar.
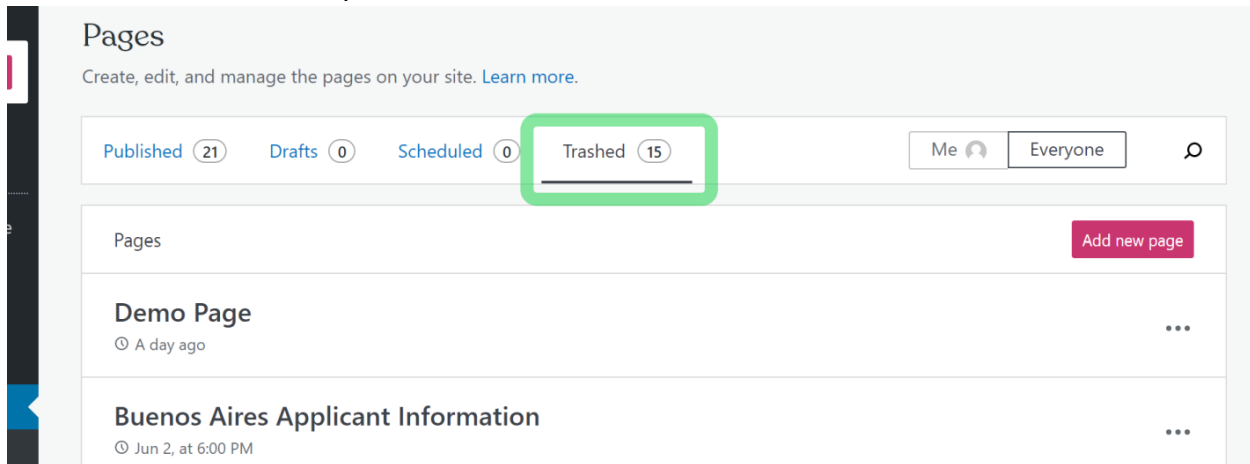
7. Use the three dots to the right of the name and click on them. Click restore to have the page backed move into drafts.
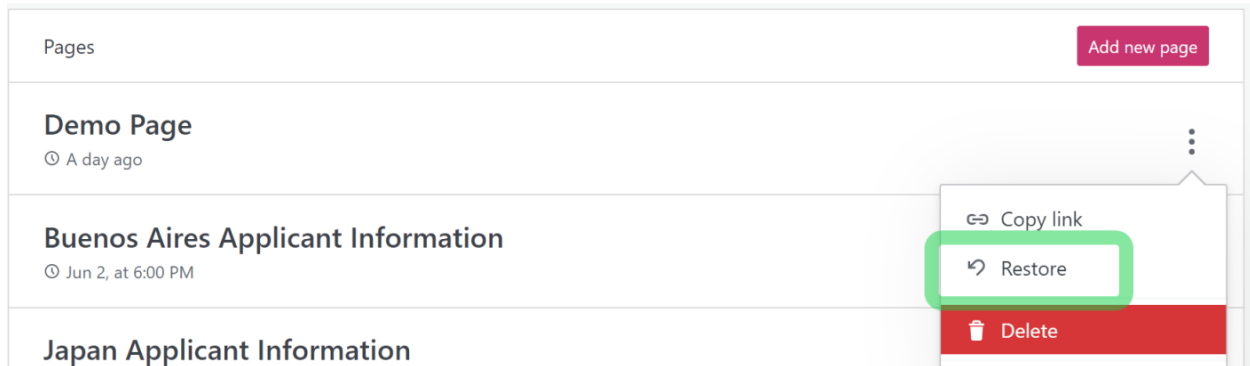
How do I edit an already existing web page?

1. Select "Pages" from the sidebar to open the page window.
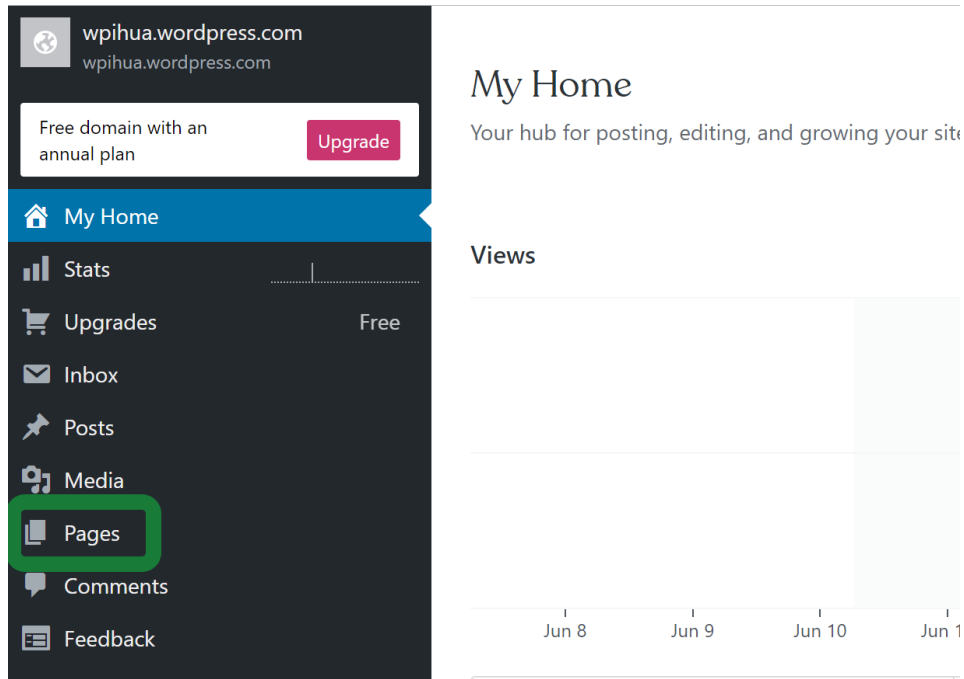
2. Scroll through the page list until you see the page you want to delete.
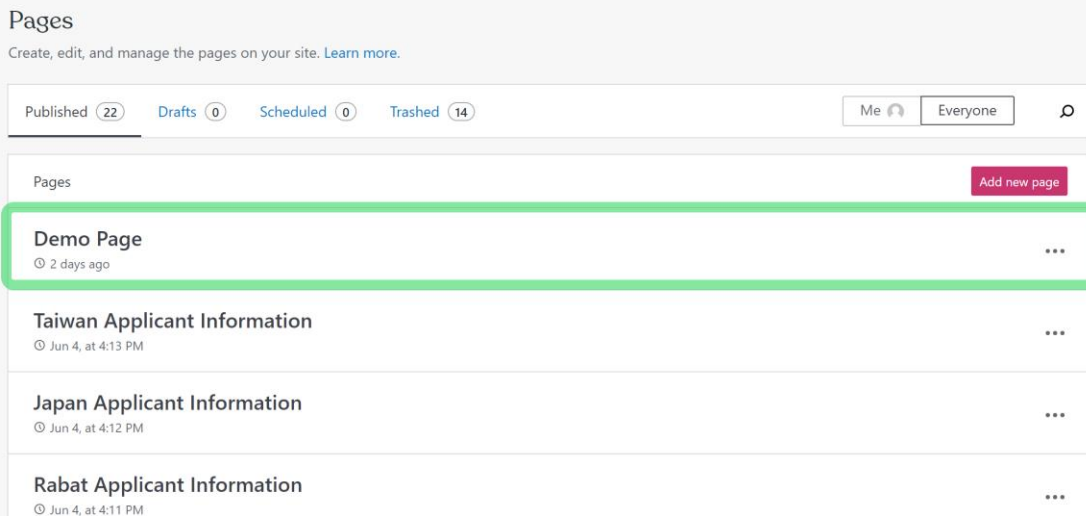
3. To edit the tile of the page you want to edit, it will open up in the editor.
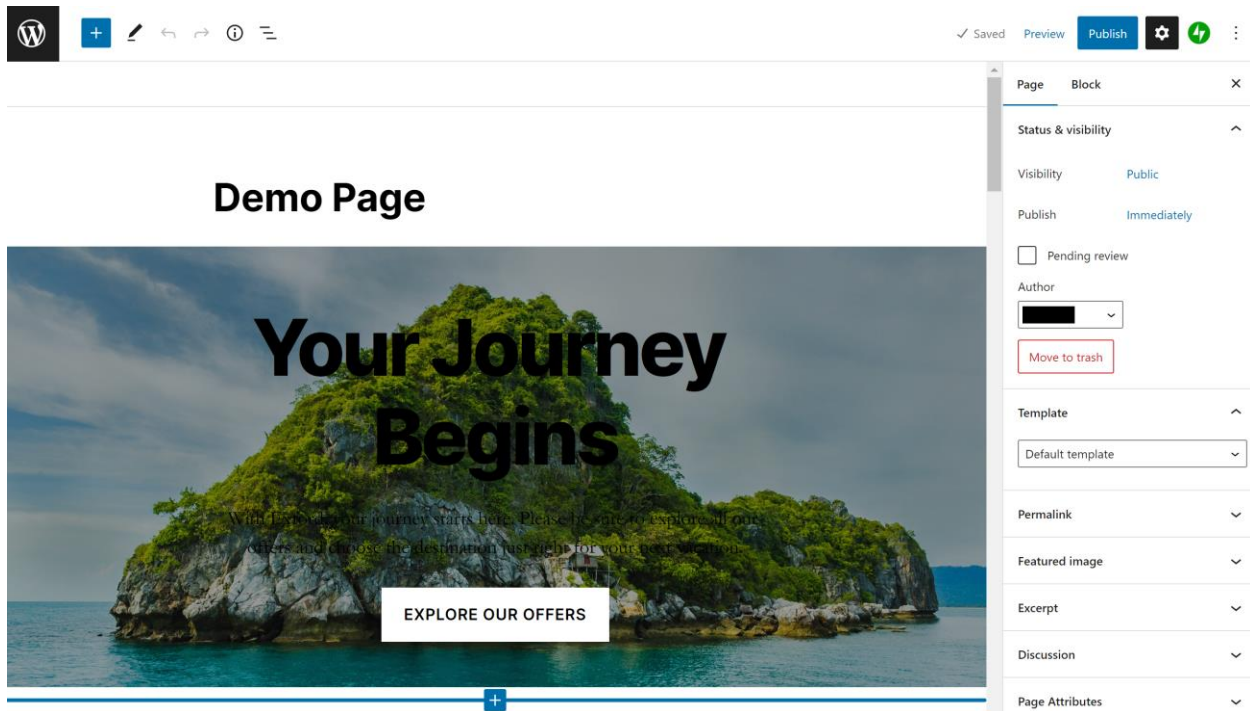
What are "blocks" on WordPress?

A block is a preformatted addition to the web page for text, formatting, or applications.

1. To insert a block, use the top left plus icon to open a menu option for adding a block.

Title

Here the blocks are labeled as they are called in the block menu

2. To edit an existing block, click what you desire to change
3. You can also add a block by hovering the cursor in a different part of the screen until a plus sign appears. Clicking on this plus sign will open a smaller block and insert a menu
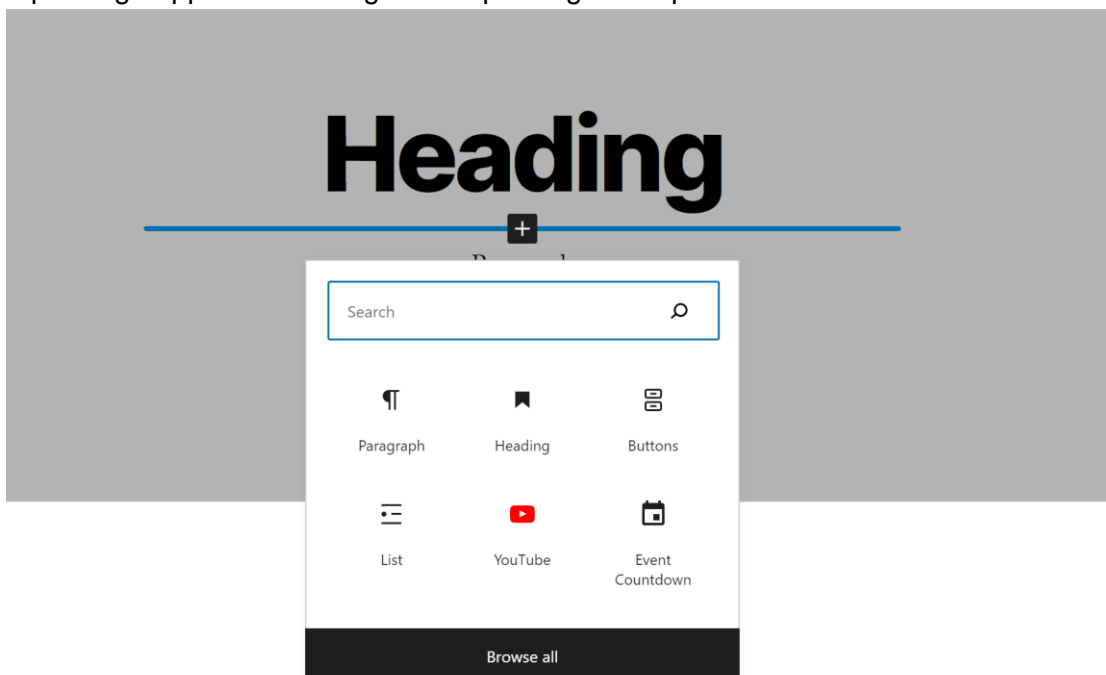
How can I edit the top bar menu?

An important note if you want to use menus you need to make sure you are using a compatible theme. Compiled lists of such themes can be found online by using keyword searches like "menu compatible free WordPress themes"

1. Click "Appearances" in the sidebar.
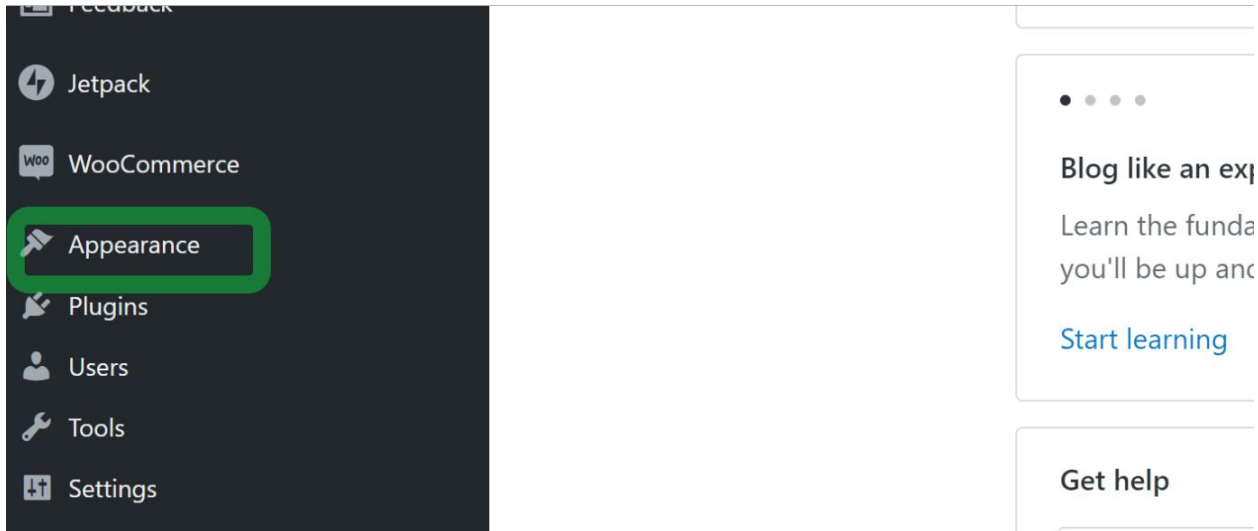
2. A menu of new options will open underneath it. To edit or create menus click on "Menus"
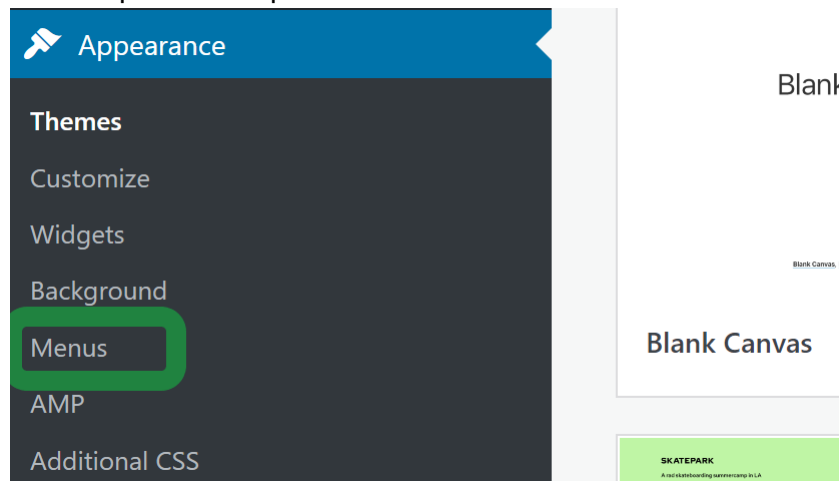
3. Clicking "Menu" will bring you to a new page. Select "Top bar" as the menu to edit.
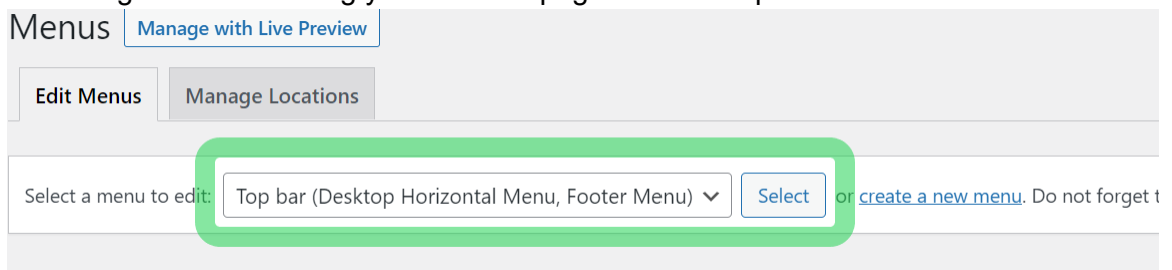
Drag the items into the order you prefer. Click the arrow on the right of the item to reveal additional configuration options.

☐ Bulk Select

Home	Front Page ▼

London, England Project Center	Exford Theme ▼

London Current Students *sub item*	Page ▼

Before You Go To London *sub item*	Page ▼

Once in London… *sub item*	Page ▼

London Project Center Map *sub item*	Page ▼

Rabat, Morocco Project Center	Page ▼

Rabat Current Students *sub item*	Page ▼

Buenos Aires, Argentina Project Center	Page ▼

Buenos Aires Current Students *sub item*	Page ▼

Japan Project Center	Page ▼

Japan Current Students *sub item*	Page ▼

Taiwan Project Center	Page ▼

Taiwan Current Students *sub item*	Page ▼

☐ Bulk Select   Remove Selected Items

Menu Settings

Auto add pages   ☐ Automatically add new top-level pages to this menu

Display location   ☑ Desktop Horizontal Menu
                              ☐ Desktop Expanded Menu
                              ☐ Mobile Menu
                              ☑ Footer Menu
                              ☐ Social Menu

4. To add a new web page to this menu, use the "Add menu item" box to the left.

5. When a new web page is added to the menu it will appear at the bottom of the "Menu structure". This would currently put

"Demo Page" last in the top bar menu

6. To change the location of the web page to be in the drop-down treat the indentations as a hierarchy. Web pages that are not indented will always be in the top bar. Web pages indented underneath another once will be viewable in a drop-down. You can also have a drop-down within a drop-down.

Home	Front Page ▼

London, England Project Center	Exford Theme ▼

London Current Students *sub item*	Page ▼

Before You Go To London *sub item*	Page ▼

Once in London... *sub item*	Page ▼

London Project Center Map *sub item*	Page ▼

Demo Page *sub item*	Page ▼
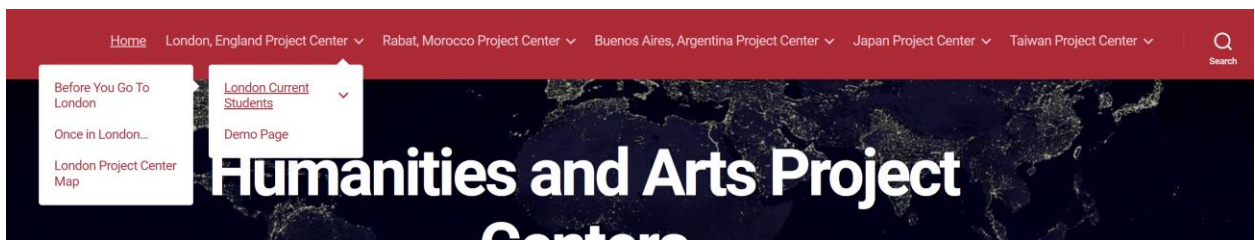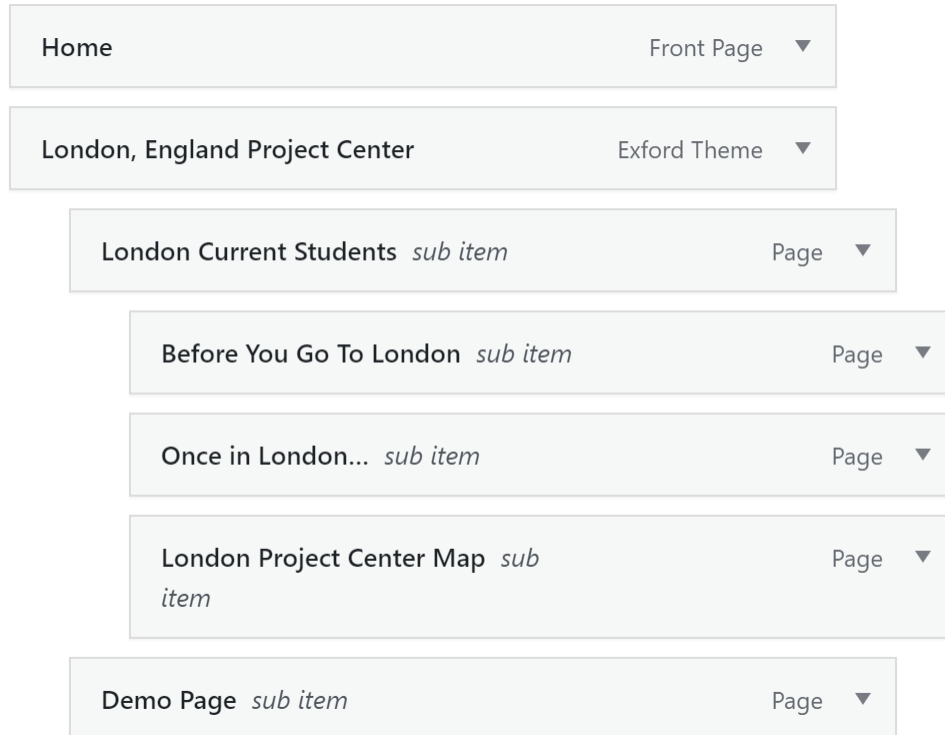
7. To remove a web page from a menu, click "Bulk Select" then the page you want to remove and click "Remove Selected Item"

How can I insert media into a web page?

YouTube:

1. To insert a video from YouTube, open the add a block menu and scroll to "EMBEDS".
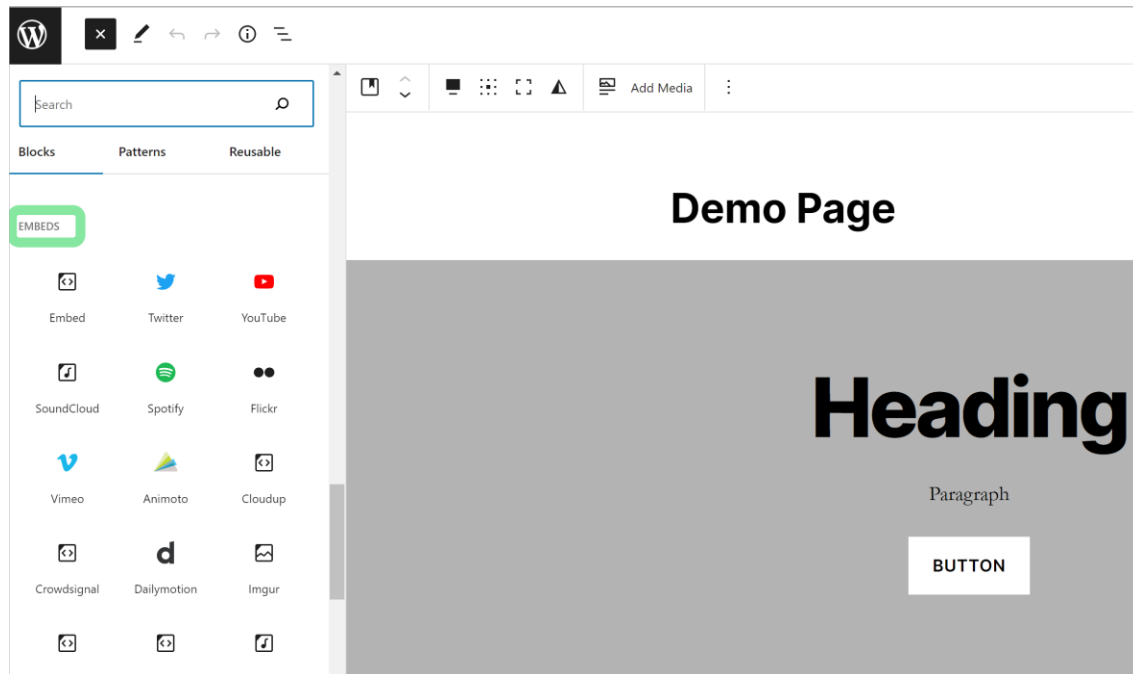
2. Click the YouTube option
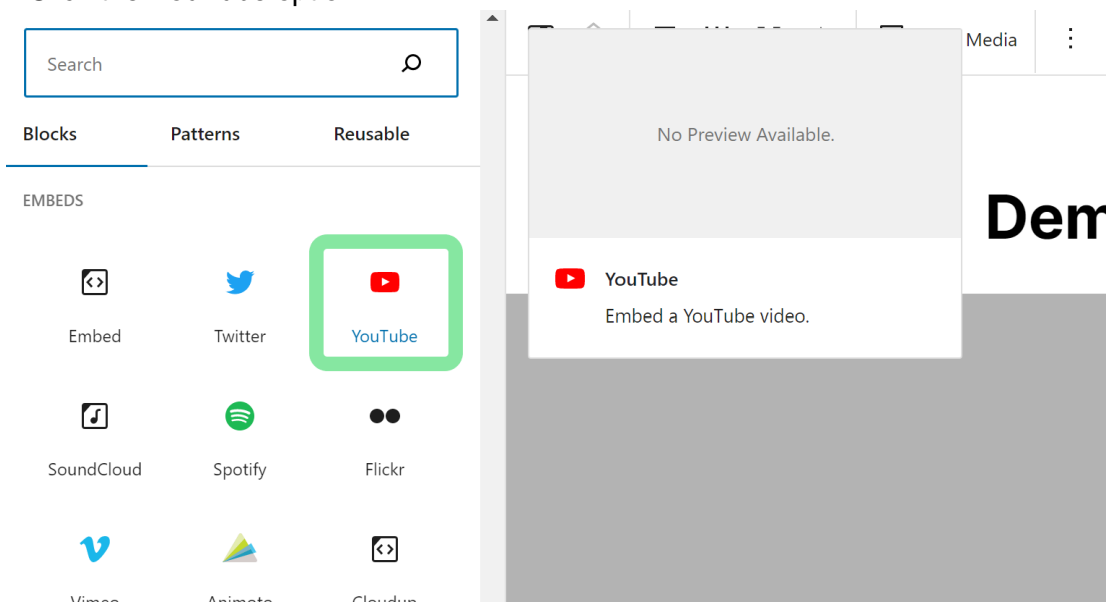
3. In the box that appears paste in the URL of the desired video.
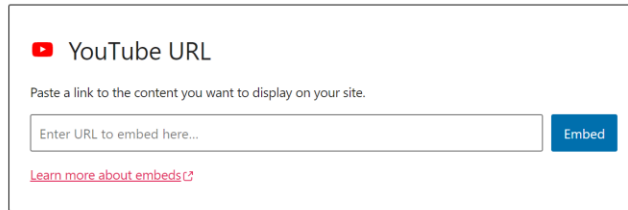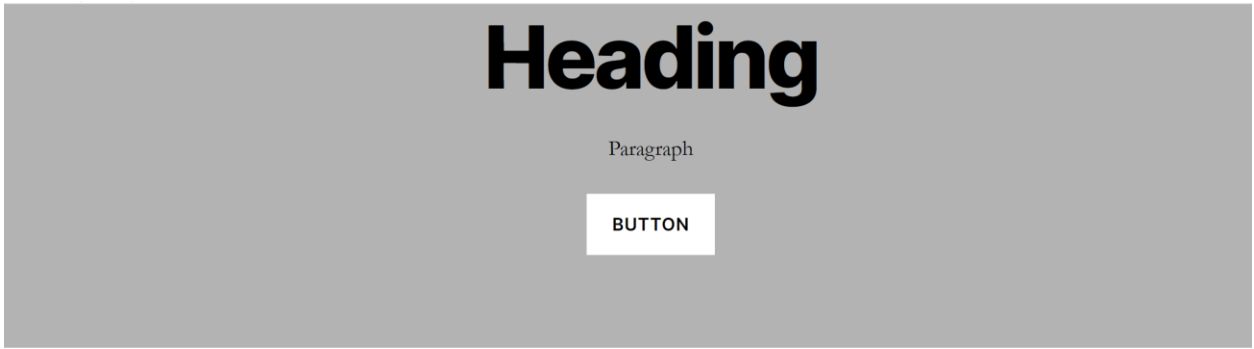
Twitter:

1. To insert a Twitter account onto the web page, open the add a block menu and scroll to "EMBEDS".
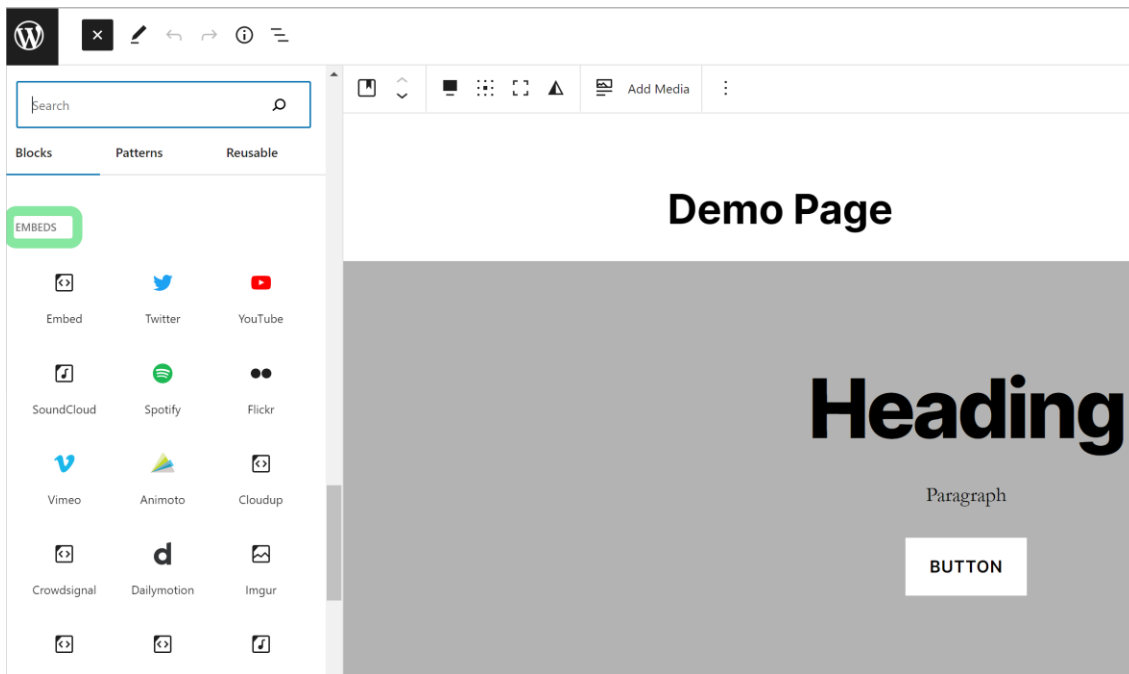
2. Click the Twitter option
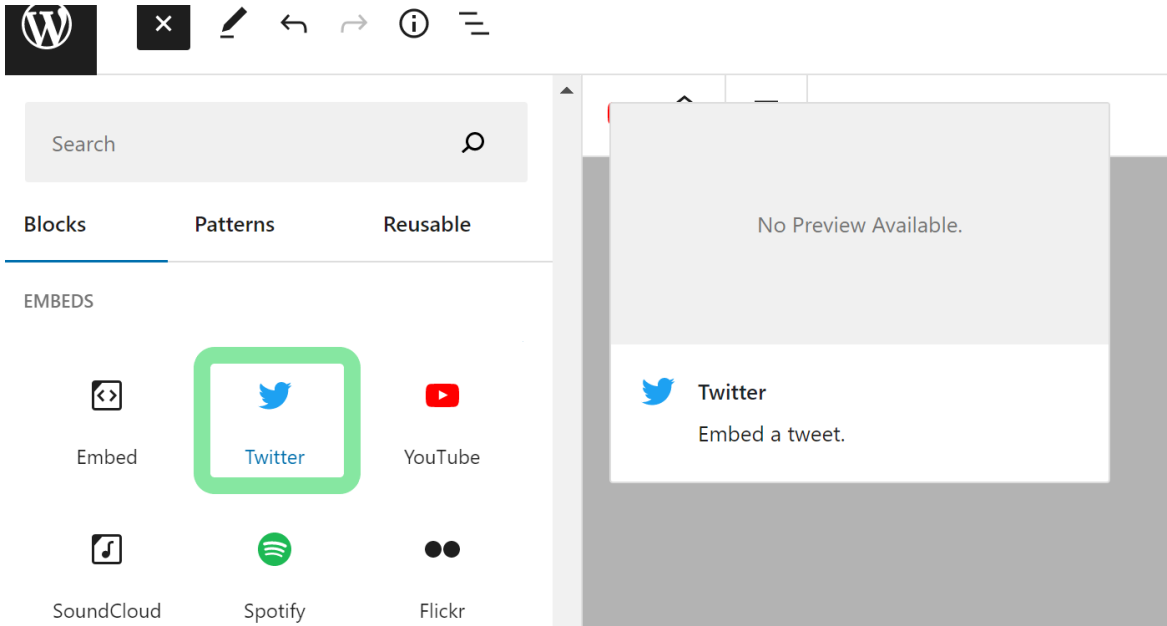
3. In the box that appears paste in the URL of the desired Twitter account.

Image:

1. To add an image, you can either upload your own that will not violate Copywrite, or you can use one of the free-use databases.
2. To insert images onto the web page, open the add a block menu and scroll to "MEDIA".
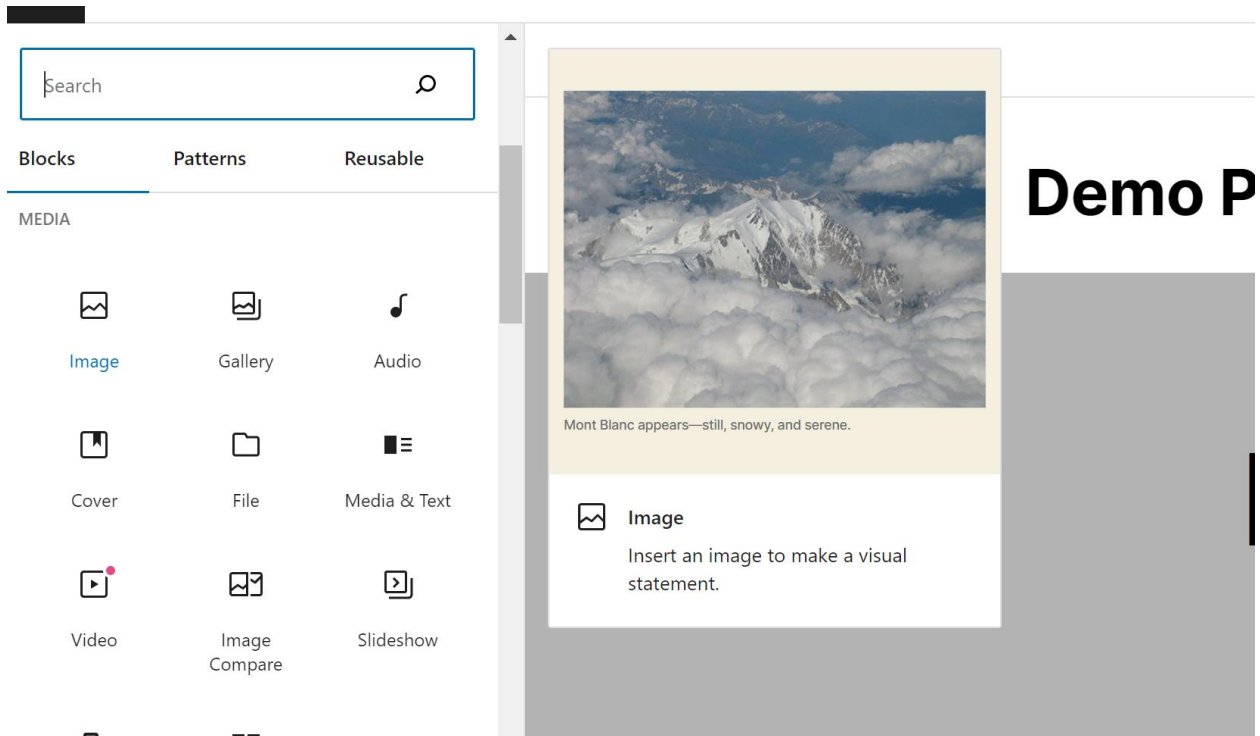
3. Click the desired image option
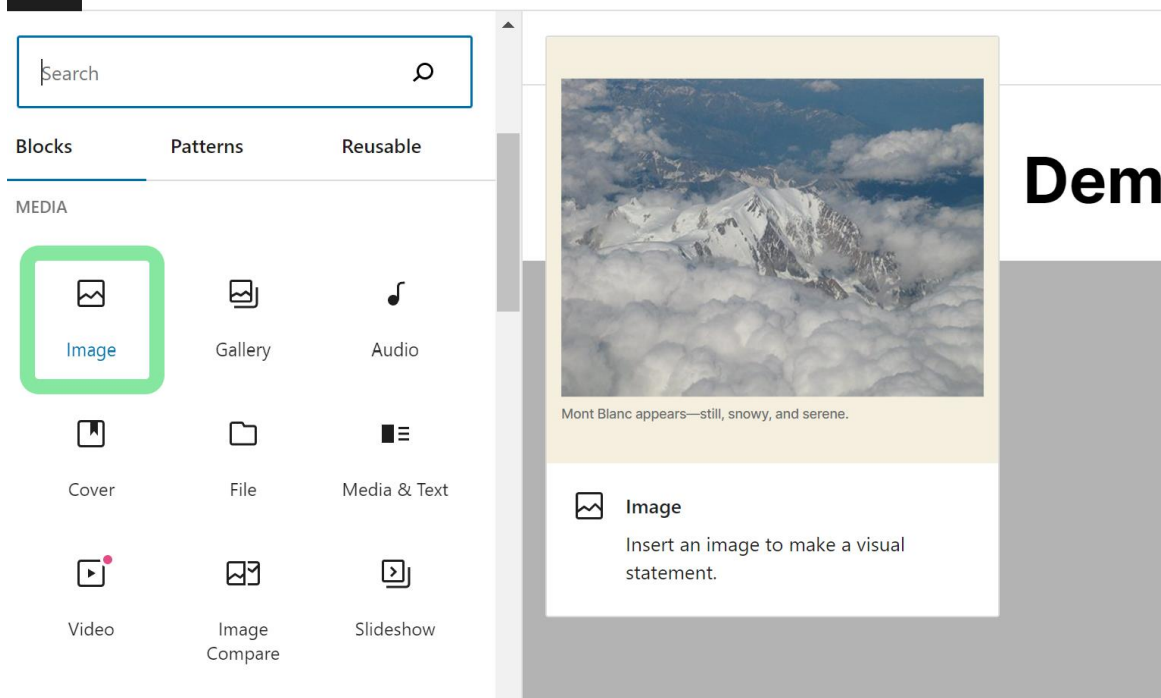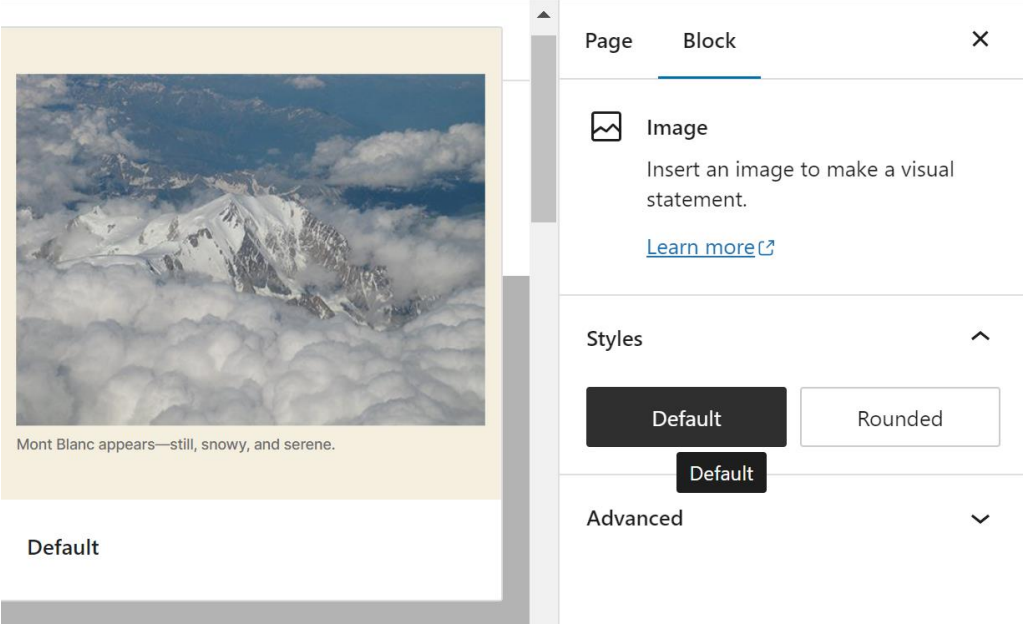
4. Select the desired appearance of the image either cornered or round
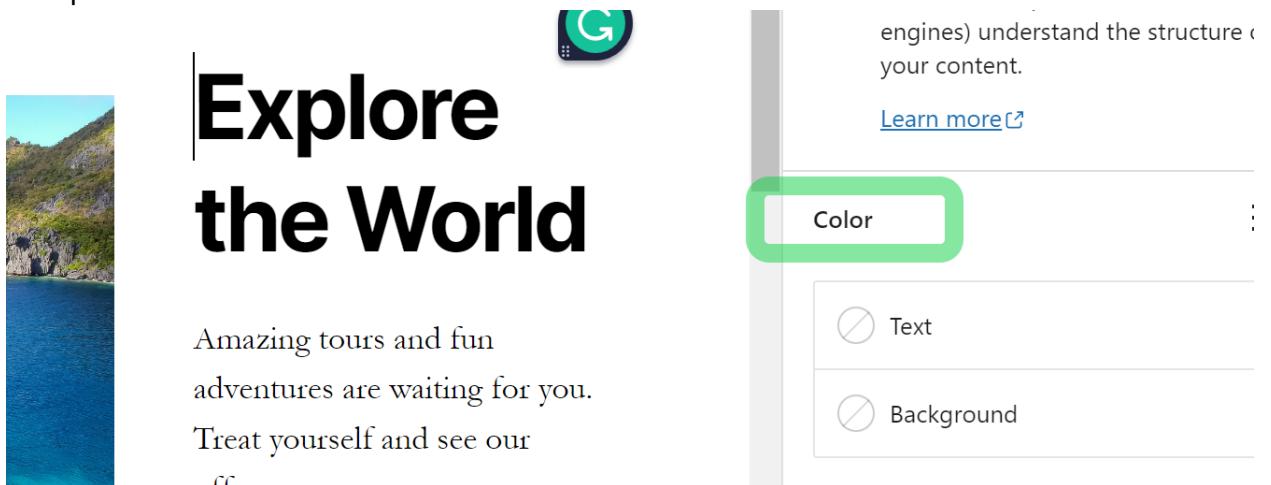
Mont Blanc appears—still, snowy, and serene.

Default

5. Then you can either upload, select from a database, or paste a URL to find an image

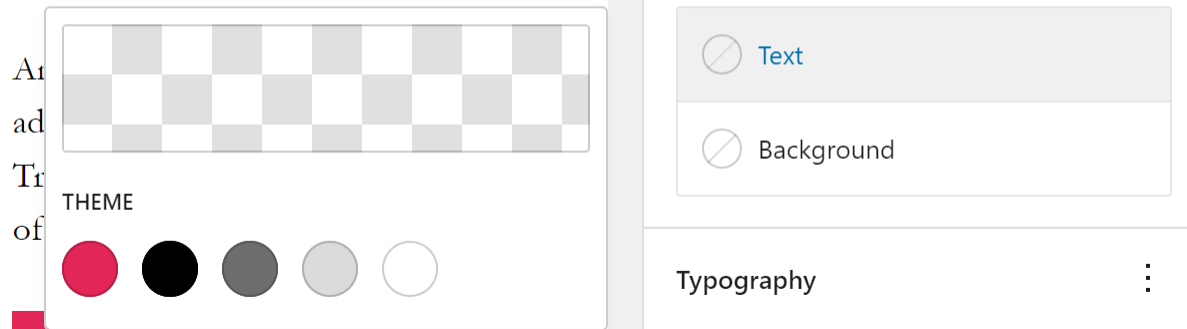6. For free- use images use "Pexels Free Photos" or "Openverse"
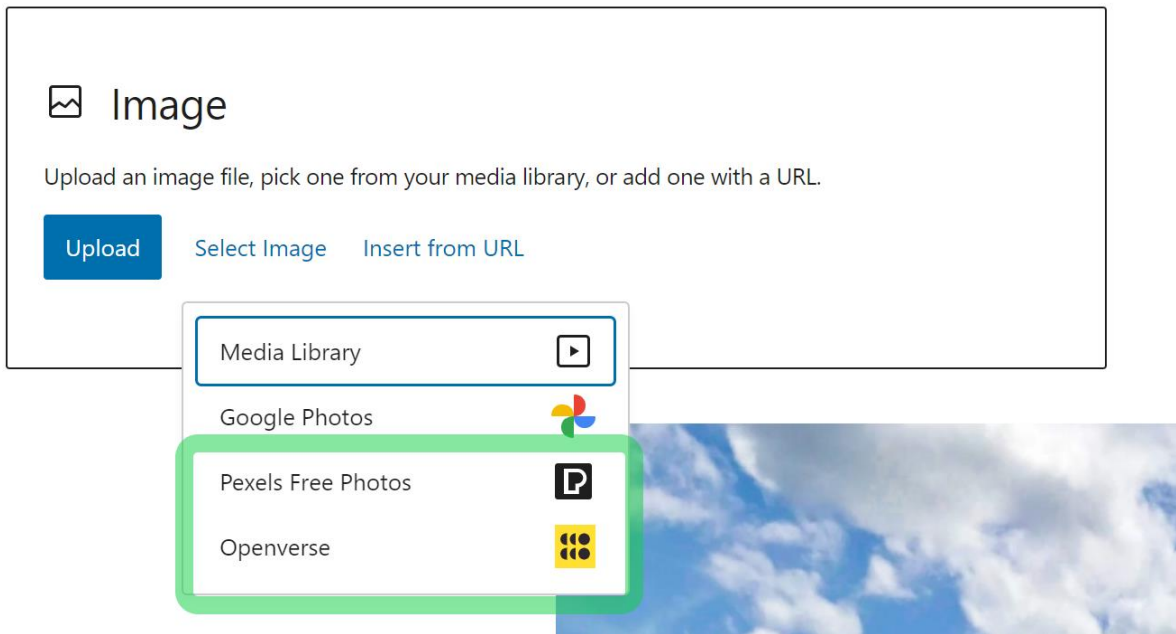
How do I change the color of the text or background?

1. Click on what you wish to change the color of. If you can change the color a menu will open on the side.
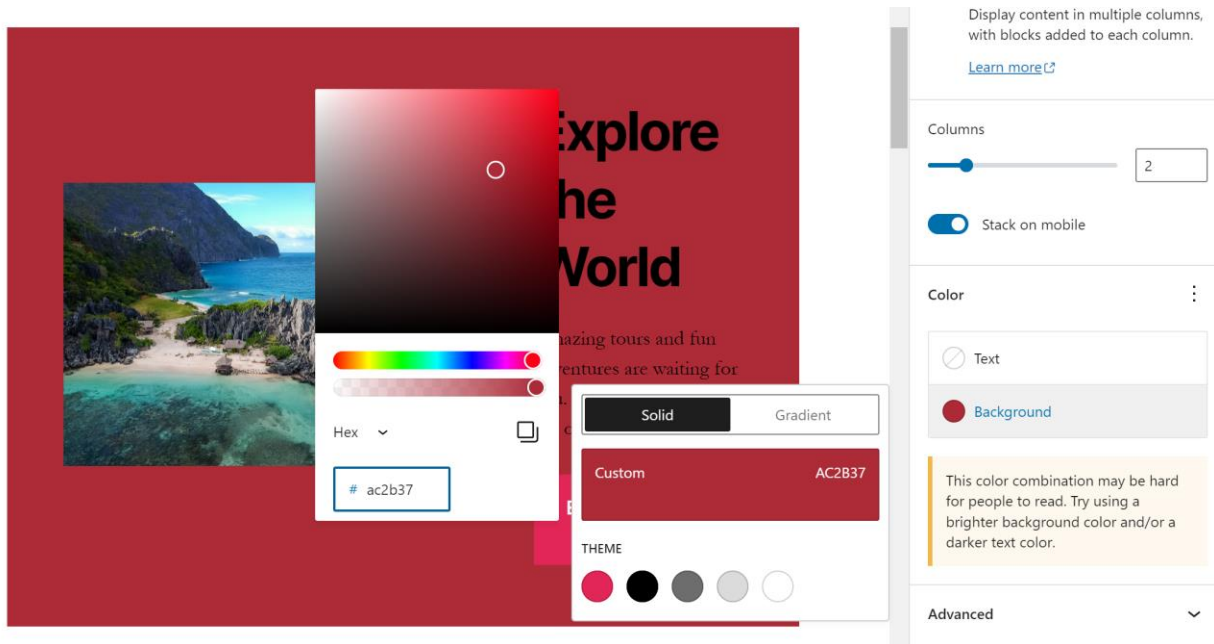

2. To change the color of the text, click on that tile, or if you wish to change the color of the background click that tile.

3. There are default theme colors or if you want to choose a color different from the theme select the checkerboard area and drag the cursor to the right color or enter the hex code of the desired color.

Further Help

YouTube and Google are two great resources for any further questions you have about WordPress. Using keyword searches instructional videos, blog posts, and step-by-step guides can be found for basic to advanced material.