

Using Evidence to Better Understand and Promote Global Learning and Development

Jessica DuPlaga

Director of International and
Off-Campus Study

Data analyses completed by:

- Dr. Virginia Wickline, Visiting
Assistant Professor, Psychology
- Val Spektor, Student Assistant,
Psychology Department

The College
of Wooster
and the
Wooster
Student

Creating an
Assessment
Plan

Why the GPI?

Using GPI
Results

- Independent Learning, Critical Thinking, Global Engagement, Diversity
 - Mission of the College
 - Definition of “A Wooster Education”
 - Strategic Goals Fall 2007

- Independent Study

- “Instead of teaching students *what* to think, The College of Wooster focuses on teaching students how to think.” – *The Fiske Guide to Colleges*



The College of
Wooster and
the Wooster
Student

Creating an
Assessment
Plan

Why the GPI?

Using GPI
Results

What is The College's mission?

*What is the International Programs
Office's (IPO) mission?*

*How well is the IPO fulfilling its
mission?*

*How well is the IPO assisting The
College in attaining its mission and
goals?*



The College of
Wooster and
the Wooster
Student

Creating an
Assessment
Plan

Why the GPI?

Using GPI
Results

- Grounded in theory
- Three Scales
- Short, simple and budget-friendly
- 3 x 4 matrix to apply results
- Opportunity to compare to other institutions

The College of
Wooster and
the Wooster
Student

Creating an
Assessment
Plan

Why the GPI?

Using GPI
Results

Interpretations

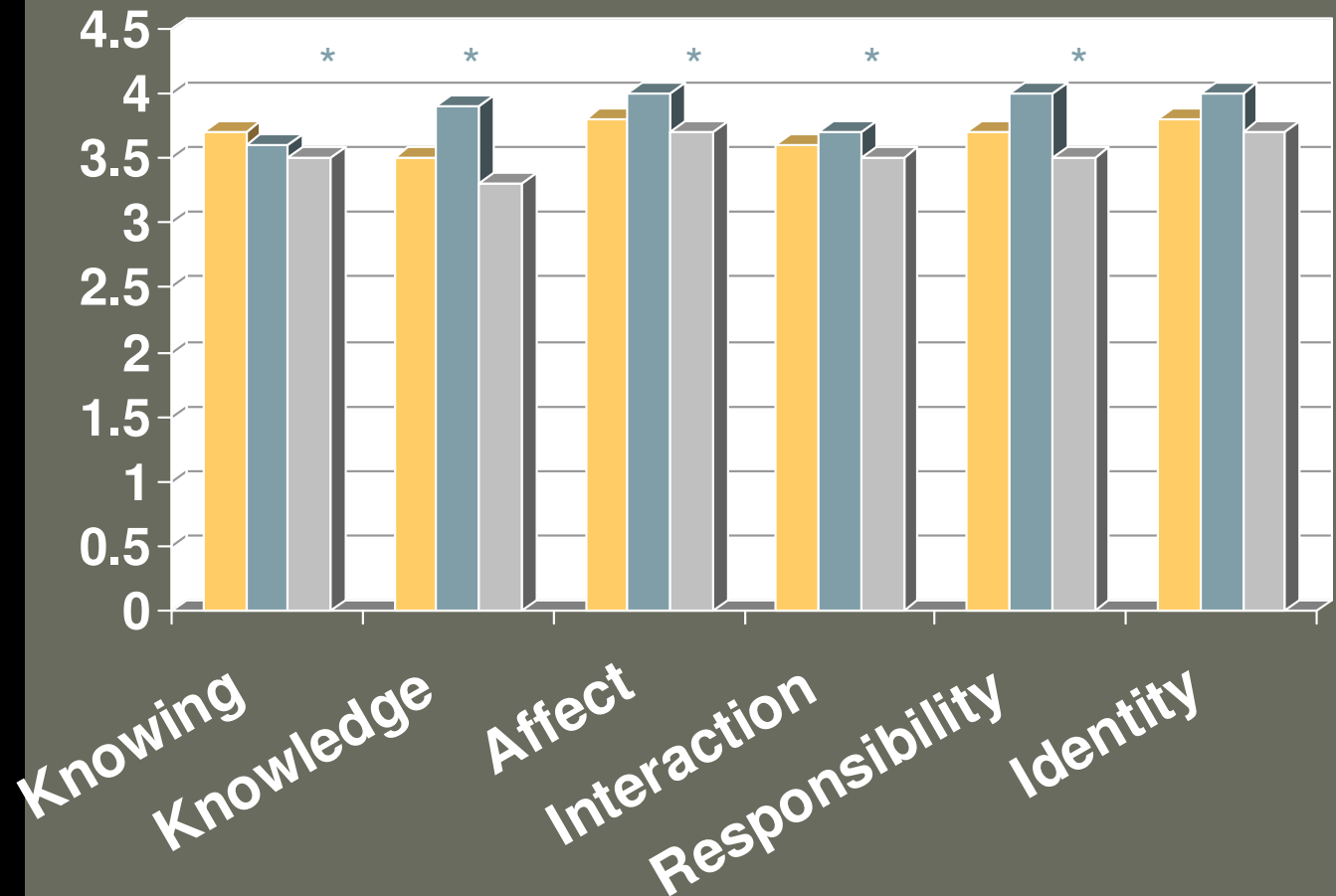
Improve Services and Functioning of the IPO

Feedback Loop

*Analysis conducted by
Ginger Wickline, Assistant Prof. of Psychology,
and Val Spektor, Student Assistant*

Using GPI Results

■ Pre-test
■ Post-test
■ Control



Note. *Significant at $p < .05$

The College of
Wooster and
the Wooster
Student

Creating an
Assessment
Plan

Why the GPI?

Using GPI
Results

Interpretations

The control group scored lower than pre- and post-test groups, but pre- and post-test groups are not significantly different.

Students with certain characteristics, or levels of cognitive, intrapersonal and interpersonal development, choose to study abroad.

The College of
Wooster and
the Wooster
Student

Creating an
Assessment
Plan

Why the GPI?

Using GPI
Results

Interpretations

*Results on the Cognitive Knowledge
scale show significant difference
between pre- and post-tests*

- The Wooster student is focused on academics, independent learning and critical thinking
- Students are encouraged to integrate the experience academically
- Opportunities exist for more holistic integration of the experience

The College of
Wooster and
the Wooster
Student

Creating an
Assessment
Plan

Why the GPI?

Using GPI
Results

Services and Functioning of the IPO:

Examples of Challenges and Solutions

CHALLENGE:

Encouraging students to look at study abroad as a chance to grow interpersonally and intra-personally as well as academically



The College of
Wooster and
the Wooster
Student

Creating an
Assessment
Plan

Why the GPI?

Using GPI
Results

*Services and Functioning of
the IPO:*

*Examples of Challenges and
Solutions*

POSSIBLE SOLUTION

- “Otherness: Experiences in Diversity”
- Students and student groups conduct interviews on- and off-campus
 - Interview questions relating to otherness, diversity and identity
 - Online podcasts
 - Collaboration with other offices on campus



The College of
Wooster and
the Wooster
Student

Creating an
Assessment
Plan

Why the GPI?

Using GPI
Results

Services and Functioning of the IPO:

Examples of Challenges and Solutions

CHALLENGE: Certain students do not consider the option of study abroad

SOLUTION: Outreach to non-traditional students through class visits, informational sessions on funding and program options

CHALLENGE: On-campus programming should allow for post-experience reflection

SOLUTION: Journaling workshops focusing on study abroad

CHALLENGE: Abroad experiences should incorporate reflection on identity and personal development

SOLUTION: Adapting the list of endorsed programs to include programs with structured reflection



The College of
Wooster and
the Wooster
Student

Creating an
Assessment
Plan

Why the GPI?

Using GPI
Results

Feedback Loop

- Administration: Vice President for Academic Affairs and Dean of the Faculty
- Faculty (Educational Policy Committee)
- IPO Annual and Assessment Reports
- Admissions Office
- Alumni and Development Offices

The College of
Wooster and
the Wooster
Student

Creating an
Assessment
Plan

Why the GPI?

Using GPI
Results

Considerations for the Future

- Constant adaptation of plan (with mission in mind)
- Increase participation
- More complex analysis of GPI results per demographic profile
- Longitudinal analysis
- Use of GPI in other assessment measures (senior exit surveys, admitted student surveys) or to evaluate campus-wide internationalization efforts

THE COLLEGE OF
WOOSTER

Jessica DuPlaga
jduplaga@wooster.edu

Thank You !