

Making Lemonade from Lemons: Using Data to Create a Better Campus

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**WHEN LIFE GIVES
YOU LEMONS,
MAKE LEMONADE**



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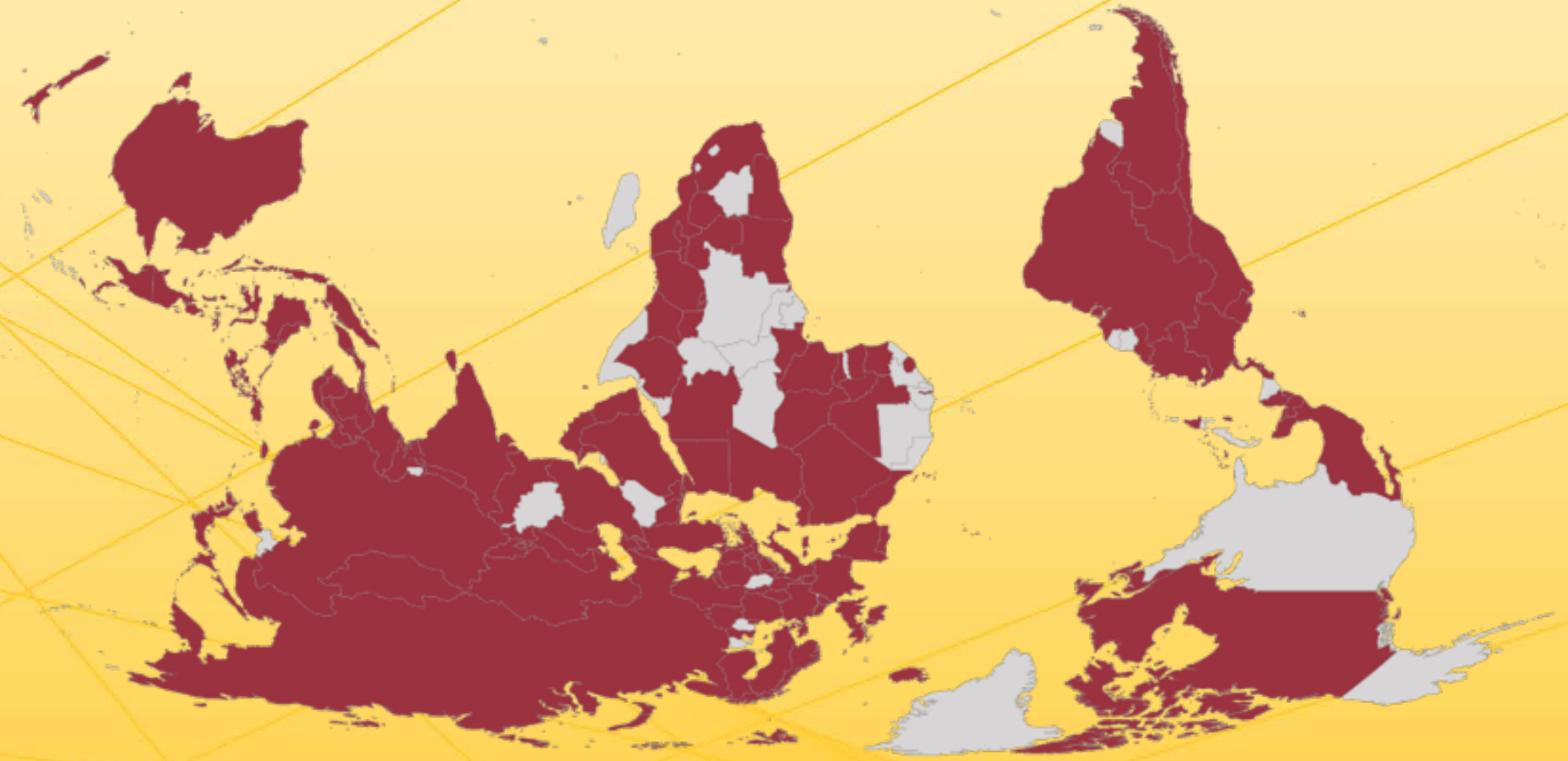






Our international population:

- 6,438 Students
- 1,930 Scholars
- 130 Locations





Reflect for a moment...

- What do you wish for?
- What's the most important data you need to get there?
- What data do you already have?



A little test ...

Which is the bigger number?

A. 13%

B. 1 of 8



Impactful data points

- International student Grade Point Averages (GPA's) are higher than domestic students
- International students rate campus climate lower than students of color



What's your favorite data point?

3.2

5 priorities

1/2

Interest in world events

20%

46%

2,791





Data is as useful as lemons:

1. Reveal inconsistencies and surprises
2. Move us beyond anecdotal evidence
3. Add objectivity
4. Allow for multi-dimensional perspective
5. Indicate trends
6. Enable prioritization



ISANA inspiration!



U of M's Story





Integration

An intentional process to create community, by encouraging domestic and international students to engage with each other in ongoing interaction, characterized by mutual respect, responsibility, action, and commitment.



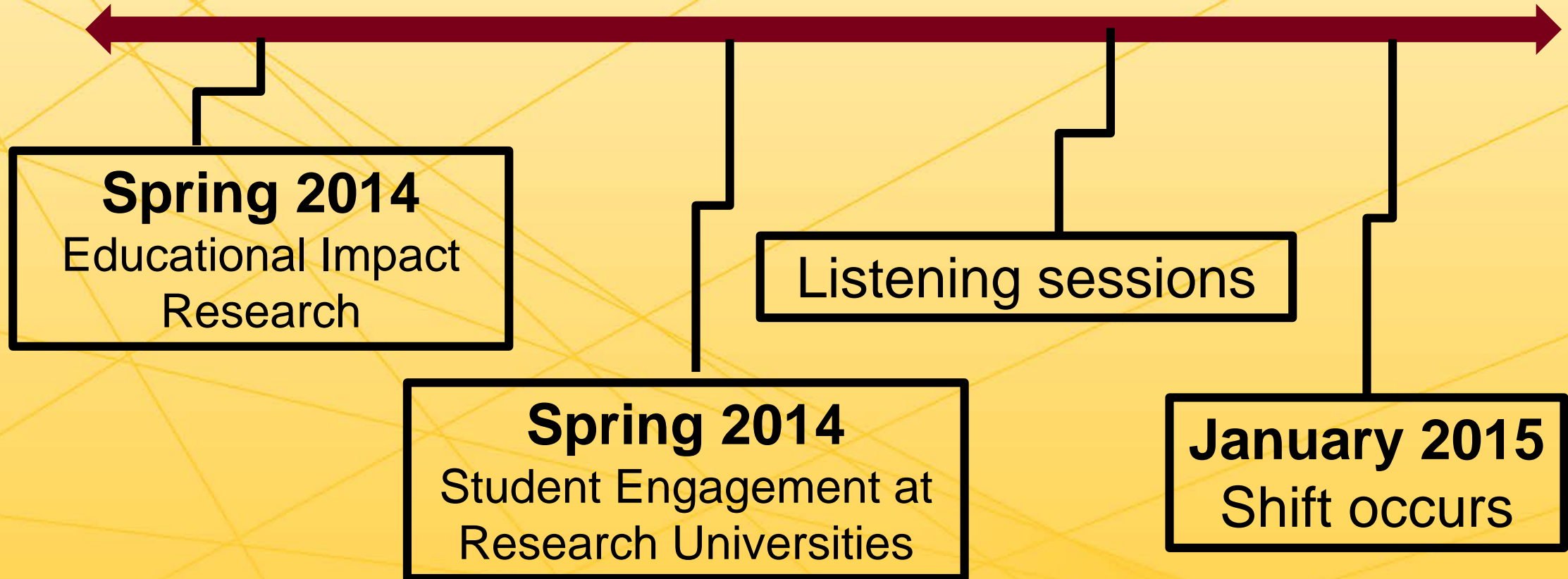
Who's involved?



From opposing a fee to a better campus...



Momentum builds ...



The projects

1. Seeking Best Practices for Integrating International and Domestic Students
2. International Student Barometer (ISB) results
3. Listening Sessions with UMN Departments
4. Office of Student Affairs Listening Sessions
5. Survey of Student Experience in the Research University (SERU) 2014
6. Study of the Educational Impact of International Students in Campus Internationalization
7. South Korean Undergraduate International Students' Experiences
8. Career Services for Undergraduate International Students
9. Student Voices: A Report On First Year Experience of International Undergraduates

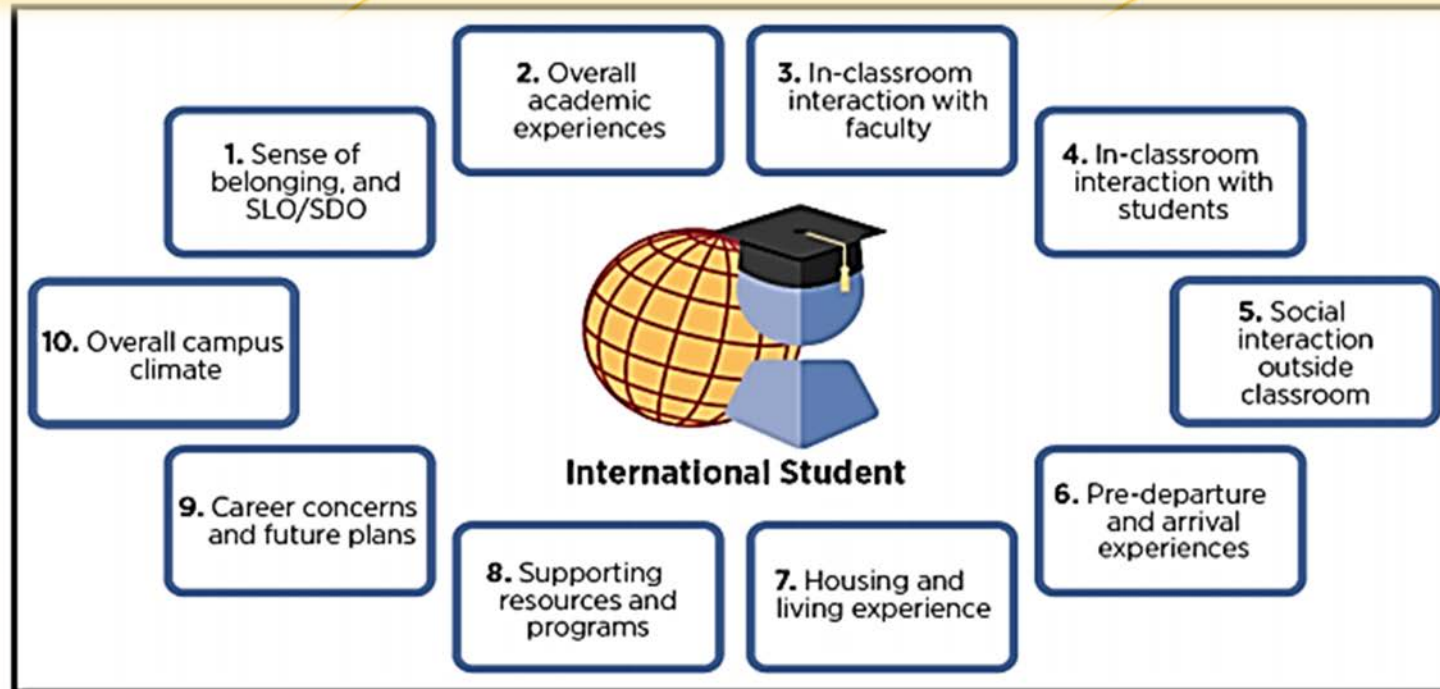


Projects, continued...

10. First-Year Student Thriving Quotient Survey
11. First-Year Courses Responses
12. Academic Impact of Compulsory Military Services on Korean Male International Students
13. Supporting Non-Native English Speakers at the University of Minnesota: A Survey of Faculty & Staff







Sources of Data

Nine Research Studies on International Undergraduate Students at Twin Cities:

1. [Seeking Best Practices for Integrating International and Domestic Students](#) (I)
2. [International Student Barometer \(ISB\) results](#) (ISB)
3. [Listening Sessions with UMN Departments](#) (LS)
4. [Office of Student Affairs Listening Sessions](#) (OSA)
5. [Survey of Student Experience in the Research University \(SERU\) 2014](#) (SERU)
6. [Study of the Educational Impact of International Students in Campus Internationalization](#) (EI)
7. [South Korean Undergraduate International Students' Experiences](#) (SK)
8. [Career Services for Undergraduate International Students](#) (CS)
9. [Student Voices: A Report on First Year Experience of International Undergraduates](#) (SV)

(NOTE: The letter after each study is the abbreviated symbol to indicate the sources of studies for the following findings)

Top needs identified by students

1. Sense of belonging
2. Effective in-classroom interaction with instructors and students
3. Building friendships with domestic students
4. Confidence and support for studying in a second language
5. Career/Graduate school planning for post-graduation



Seru findings

Positive association for DS between increased interaction with IS and self-reported levels of:

1. Working effectively with others from different national backgrounds
2. Interest in study abroad
3. Self-perceived intercultural competency development (2014)
4. Interest in world events, news, or politics



Educational impact results

Student Benefits

- Effective intercultural communication skills
- Networks and relationship-building
- Leadership skills
- Problem-solving
- Taking initiative
- Pushing beyond one's comfort zone
- Global knowledge of course content



What's the impact?



All the ways we've used data

Academic Support

Targeted PAL Sessions, SMART Learning Commons*
Writing Coordinator, Center for Writing Studies
Academic Counselor, ISSS
Student English Language Support, MELP*
Common Connection Program, MCAE/OED

Curriculum Development

Academic Integration for Intl Students, CEI/GPS*
English for Specific Purpose Courses, MELP
Pre-Lab Videos - Intro to Food Science, CFANS
Introduction to Literature, CLA
Faculty Learning Community, CEHD*

Faculty and Staff Support

Intercultural Training Initiatives, ISSS*
English Language Support Specialist, MELP*

Student Transition Support

China Pre-Departure Orientation, OFYP/GPS
Intl Student Academic Success Workshops, CSOM
Intl Connections Program, CEHD
Academic Advisor: Intl Student Experience, CSE
Airport Ambassadors, Boynton

Co-curricular Support

Community Based Research Experience, PSYCH
Decoding Community Engagement, CCEL
Break Programming, HRL

Health & Well Being

Sexual Health Needs of Intl Students, Boynton
Curriculum for Positive Prevention, Aurora
Lunar New Year Celebration, Boynton



Let's change the story!

Students as assets, not deficits...



Lessons learned



Sharing the data

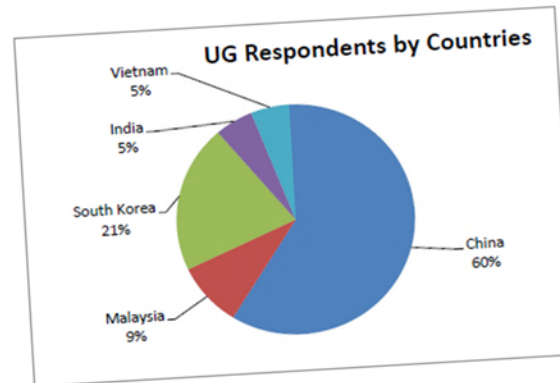
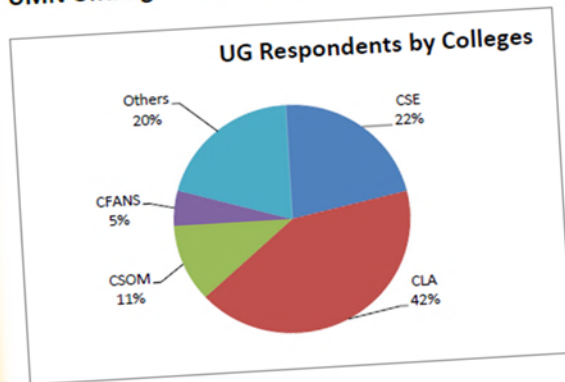
UNDERGRADUATE STUDENT SUMMARY
 International Student Barometer (ISB)
 Fall 2014

Overview

The University of Minnesota participated in the ISB in 2014 as the second year in row. In order to better understand how the University of Minnesota compares, the UMN's results are presented here in comparison to CIC institutions who participated this year, consisting of University of Minnesota-Twin Cities, University of Nebraska-Lincoln, Northwestern University, Rutgers University, University of Illinois, Urbana-Champaign, and Indiana University Bloomington.

| ISB Response Rate | Response | Population | Response Rate |
|-------------------|----------|------------|---------------|
| Minnesota | 2,648 | 5,705 | 46% |
| CIC | 9,866 | 33,280 | 30% |
| USA | 23,897 | 77,846 | 31% |
| Global | 164,863 | 599,453 | 28% |

UMN Undergraduate (UG) Student Sample (N = 1,112)



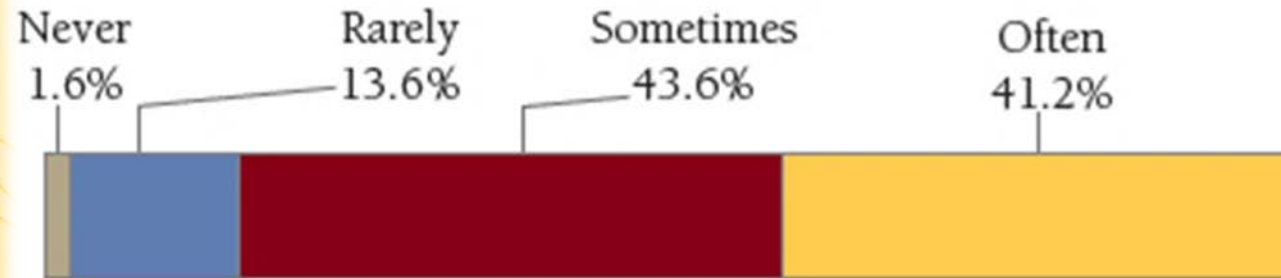
Seeking Best Practices for Integrating International and Domestic Students

Research and analysis by Nancy E. Young | Intercultural Interaction
 University of Minnesota Advisory Group: Barbara Kappler, Gayle Woodruff,
 Alisa Eiland, Beth Isensee, Diana Yefanova, and Xi Yu
 June 19, 2014

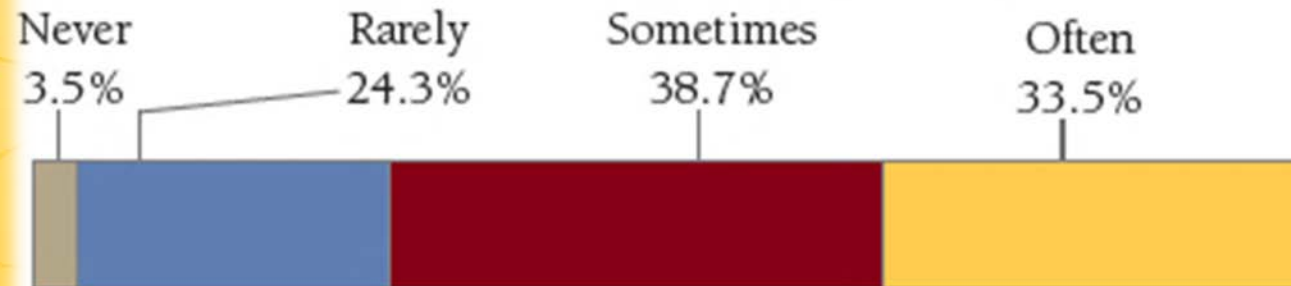


Shaping the conversation

How often do you interact with American students in the classroom?



How often do you interact with American students outside of the classroom?



Fostering partnerships



Consider these questions:

1. Which of your partnerships are strong?
2. Which partnerships make sense for you to strengthen?

(Water at the edge of the root, not the base of the tree!)



Committing to Speak Up

EVERY opportunity.



Tenacity



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Does all this change in light of recent elections?



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Questions? Comments?



Resources

Summaries and full reports of data and research projects undertaken at University of Minnesota:

<http://global.umn.edu/icc/resources/umntc-ugis-data/index.html>



Resources

Arkoudis, S., Yu, X., Baik, C., Borland, H., Chang, S., Lang, I., Lang, J., Pearce, A., & Watty, K. (2010). Finding common ground: Enhancing interaction between domestic and international students. Melbourne, Australia: Australian Learning & Teaching Council.

University of Minnesota's Conceptual Framework for Internationalizing the Campus: http://global.umn.edu/icc/documents/icc_conceptual_framework.pdf

<http://nvphotographyboise.blogspot.com/2011/05/sweet-yellow-sour-lemon.html>

<https://www.britannica.com/plant/lemon>

<http://www.firstfresh.co.nz/fresh-products/Citrus-2/lemons/>



Resources

Xi, Y., Isensee, B., Kappler Mikk, B (2016). *Using Data Wisely to Improve International Student Satisfaction: Insights Gained from International Student Barometer*. In Bista, K. and Foster, C. (Eds.) *Exploring the Social and Academic Experiences of International Students in Higher Education Institutions*, (pp.212-232). Hershey, PA: IGI Global.

Mestenhauser, J. (1976). *Learning with Foreign Students. A Handbook for Student on How to Enrich Their Learning in International Studies, in International Education and Other Social and Behavioral Sciences Through Foreign Students*. International Student Adviser's Office, University of Minnesota.



Available On-Line: z.umn.edu/edimpact



**Study of the Educational Impact of
International Students in Campus
Internationalization at the University
of Minnesota**

**Phase One – Focus Groups and Interviews Over-
Arching Report on Phase One Findings**

Report By Diana Yefanova, Linnae Baird and Mary Lynn Montgomery
Principal Investigators: Diana Yefanova, Gayle Woodruff, Barbara Kappler, and
Chris Johnstone

Study Number: 1312E46644

February 2015



**Study of the Educational Impact
of International Students in
Campus Internationalization at the
University of Minnesota**

**Phase Two (January - May 2015) – Case Studies of
Instructional Strategies to Enhance Cross-National
Interactions at the University of Minnesota**

**Report prepared By Diana Yefanova, Mary Lynn Montgomery,
Sumitra Ramachandran, and Linnae Baird**

Principal Investigators: Diana Yefanova, Gayle Woodruff, Barbara Kappler,
and Chris Johnstone

Study Number: 1312E46644

December 2015



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