1. Executive Summary

The mission of the Center for International Education at Loyola University New Orleans is to promote the internationalization of the university by initiating, developing and supporting a wide range of international and intercultural educational opportunities for members of the Loyola community.

The Center for International Education (CIE) has a broad range of responsibilities, working with faculty, staff, and students to provide services and to develop the international character of the university.

1. CIE works closely with the 154 F-1 and J-1 exchange students from 46 different countries including degree-seeking, intensive English and exchange students, as well as the many other “international” students such as global nomads, advising them on adjustment to the U.S. as well as immigration, programming and ensuring university compliance with SEVIS regulations.

2. The Loyola Intensive English Program reopened in Fall 2010 and enabled Loyola to admit students with limited English either to a full intensive language program or the Pilot Program, in which students take 2 carefully selected academic courses along with two English language courses.

3. CIE advises and prepares all students planning to study abroad, develops, manages and markets all undergraduate programs, and ensures that the university adheres to best practices in health and safety.

4. For faculty and academic departments, CIE provides assistance in hiring international faculty, developing new study abroad programs, advising and collaborating on all international programs and opportunities, and advising on international student issues.

5. CIE sponsors numerous programs and events to promote intercultural awareness and competence including International Education Week, the Country Fair, the International Student Scholarship Banquet, Study Abroad 101, the Education Abroad Fair and many others.

In 2012/2013, the Center for International Education (CIE) made progress in some of its annual goals, others were delayed because of staff changes and delayed budget support from the university. In spite of this, the staff continued to offer quality services. The following highlights occurred in 2012/2013:

- Loyola increased its ranking from 34th to 32nd among Masters level institutions with 35.5% of students studying abroad before they graduate.
- Five new exchange programs were approved to begin in spring 2014 and CIE continued working on the exchange with the Jesuit university in Ecuador which will also begin in the spring. These exchanges open up opportunities in majors and countries that have had limited opportunities for students.
- The international student population increased by 11% from Fall 2011 and Fall 2012.
- The number of students enrolling in LIEP increased 16% from 55 to 64, including large increases in the number of students sponsored by the Saud Arabian Cultural and Educational Mission. LIEP is now on an approved list with the Saudi Arabian Cultural and Education Mission (SACEM) and the number of Saudi students has increased from 4 students in 2011-2012 to 9 in 2012-2013 each enrolled for multiple semesters.
- The Loyola Intensive English Program was re-established in fall 2009 with the Pilot student and 7 of the nine students enrolled graduated or will graduate in December 2013. One is
expected to graduate in spring 2015 and only one has left Loyola. This is a retention rate of 89% and a graduation rate in 4 years of 67%.

- CIE increased their assistance and review of student applications for the Gilman scholarship and increased the numbers of successful applications from fall 2012 to fall 2013 from one to four. All the students who received the Gilman in fall 2013 had worked with CIE staff on their essays.

CIE evaluates all major programs through student evaluations, staff reviews of programs including study abroad programs, international and pre-departure orientation, cultural programs such as the Country Fair and the International Scholarship Banquet, study abroad marketing events such as the Study Abroad Fair, and the LIEP program, assesses the impact and makes recommendations for changes. Minor adjustments were made in all programs based on these evaluations. CIE also conducted a survey of international students.

Two changes made during 2012/2013 were not successful and will be further revised during the next academic year.

- inBUS (International Buddies Program) was merged into the International Student Association (ISA) this year because the two organizations were seen as somewhat related. Both were working to help integrate international and U.S. American students. However, what we found over the past year is that they serve very different purposes and populations so we have decided to separate inBUS from ISA and go back to it being a separate organization.
- The application process was modified for students applying for Loyola exchange programs and ISEP for 2013/2014 to include additional essays attempting to help students clarify their goals and necessary preparation and to make sure that students had an understanding of the visa process. Rather than have a single personal statement we developed 5 essay questions based on a model from Beloit College. While some students did an excellent job with the questions, CIE study abroad staff and faculty interviewers found that the majority of students, did not spend adequate time on the questions either in the initial or the rewrites. Additionally, the questions did not allow students to be creative in their responses nor did it give us a personal statement to send to our partners. For students going abroad in 2014/2015, CIE will modify the essays to include a personal statement and additional questions on preparation and the visa process.

As discussed in previous annual reports, the university and CIE are limited in how much further we can go in internationalization without additional support for funding for international education activities, additional staff for study abroad and LIEP as well as stabilization of LIEP funding, and scholarships for study abroad. Funding was only given to LIEP in late November 2012 and as a result critical time was lost with marketing the program. The operations budget was stabilized for 2013/2014. CIE and LIEP can provide critical assistance in increasing the number of both international and domestic enrollment but only with adequate and stable funding and staff.

Section 2: Unit Profile Summary

Table 2.1: Staff Profile for 2012-2013

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Status</th>
<th>Position Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danna, Debra</td>
<td>FT</td>
<td>Director</td>
</tr>
<tr>
<td>Dempsey, Susan</td>
<td>FT</td>
<td>Office Manager</td>
</tr>
</tbody>
</table>
Section 3: Goals for Current Academic Year

CIE completed and posted the strategic plan as well as a grid with action steps for the next 5 years. CIE’s goals are generally continuing to maintain and improve our services. The additional goals were:

1. Encourage exchange students to take NO Courses. *Increased the number from 11% (5 out of 44) of the incoming exchange students in 2011/2012 to 39% (14 out of 36) of exchange students in 2012/2013.*

2. Develop LIEP program and working with targeted populations including SACM. *Number of LIEP full-time equivalents increased from 55 to 64 and the number of students sponsored by SACM increased from 3 in 2011/2012 to 10 in 2012/2013.*

3. Revise the application and evaluation process for exchange and semester study abroad programs to better assess students learning and to begin the process of reflection on their experience. *Completed and implemented for students going abroad in 2013/2014. Process will be revised based on assessment of study abroad staff and faculty interviews.*

4. Develop a process to follow up with students in advising to increase the number of students who study abroad for a semester. *22% increase in the number of students applying for spring semester study abroad between spring 2013 (68 applicants started an application by September 1, 2012) and spring 2014 (83 applicants started an application by September 1, 2013).*

5. Work with departments and colleges to develop new exchange partners and programs that provide new opportunities for students, in diverse locations and in specific majors. *6 new programs approved.*

6. Revise policy for study in locations with a travel warning to allow for not only continuation of programs but establishment of new programs in locations where there is a travel warning but where it may be limited to one area of the country or a limited time or in other ways is more nuanced, e.g., Mexico and Colombia. *(2012/2013) Completed and approved by UC&CC*

7. Develop a more defined organizational/communication system between CIE Departments, Deans and H-1B applicants. *A letter was drafted and sent to colleges and deans in January.*

8. Develop opportunities for faculty connections and relationships through partner institutions and AUSJAL (Association of Jesuit Colleges and Universities in Latin America) and other Jesuit institutions worldwide. Promote opportunities for faculty to acquire foreign language proficiency through AUSJAL. *Nine faculty from AUSJAL institutions studied at LIEP in 2012/2013 and 4 Loyola faculty and staff studied Spanish at Universidad Iberoamericana in Puebla, Mexico and at Universidad Javeriana in Cali, Colombia.*

9. Work with the alumni office and institutional advancement to identify international student and study abroad students for assistance with recruiting, scholarships, support for alumni, and building the reputation of the institution. *Develop Process in 2012-2013. Sent list of students to Institutional Advancement.*
Section 4: Budget for Current Academic Year

CIE’s operations budget and staffing are inadequate to support the university’s strategic goal of internationalization. To put the budget in perspective, our current operations budget from the university is exactly the same as it was for International Student Affairs in 2001: $17,000. At that time, one administrative staff person oversaw international students and the administration of the Loyola Intensive English Program, which had a separate budget. Now, the office is staffed with three administrators, with a very broad portfolio of responsibilities, including study abroad.

CIE’s current operations budget is supplemented with SGA funding for our two signature university-wide programs: the Country Fair ($7,000 in Fall 2011) and the International Student Scholarship Banquet ($7,205.25 in spring 2013) and the study abroad fee.

The study abroad fee supplemented the CIE budget for 2012/2013 with $37,865 for one-third of the Office Manager’s salary and fringe, CIE office expenses, ISEP Fee and other services, attendance at conferences and professional meetings for the three administrative staff, pre-departure orientation and to develop faculty connections abroad. The study abroad fee is also supposed to be used for trips to evaluate faculty-led programs and exchange programs, as well as initial visits prior to signing exchange agreements. Because of a lack of funding and staff, we have not been able to do this at the level that is necessary or required for best practices. This is a critical issue when we are establishing exchange programs without on-site visits as well as failing to have regular visits.

Staffing for study abroad is another critical issue. We work individually with students to find the right program and for financial reasons, Loyola focuses on exchange programs for our semester and year programs. While this program model is more financially compatible with the needs of the university, exchanges are much more labor intensive than sending large groups of students to either Loyola or non-Loyola programs. The study abroad website and application system in StudioAbroad has over 65 content pages and 250 study abroad program pages that must be updated. All student and faculty applications for abroad programs, except the Law School, go through this system, including University Ministry, summer, semester, year and short-term programs and incoming exchange and LIEP applications. Additionally, health and safety monitoring for study abroad is critical and time consuming. There are also administrative tasks, including billing, registration, health insurance, payments for summer programs, etc.

As noted earlier funding was only given to LIEP in late November 2012 and as a result critical time was lost with marketing the program. The operations budget was stabilized for 2013/2014.

It is critical that these budget issues be addressed if Loyola is going to achieve the strategic goal of internationalization.

Section 5: Assessment Report/Program Outcomes
Section 5.1

NSSE
Under the questions on enriching educational experiences, 33% of seniors had studied abroad which is quite similar to the 35% listed in the Open Doors Report.
## Section 5.2

### KPIs

<table>
<thead>
<tr>
<th>KPI</th>
<th>Year Two of 2012 Strategic Plan 2010-2011</th>
<th>Year Three of 2012 Strategic Plan 2011-2012</th>
<th>Year Four of 2012 Strategic Plan 2012-2013</th>
<th>Metric/ Empirical Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Int'l Stud in F-1 &amp; J-1 visa status</td>
<td>114</td>
<td>144</td>
<td>156</td>
<td>F-1 International Students and J-1 exchange visitor students</td>
</tr>
<tr>
<td># of Stud studying abroad full AY</td>
<td>10</td>
<td>11</td>
<td>10</td>
<td>Junior Year Abroad</td>
</tr>
<tr>
<td># of Stud studying abroad in regular semester</td>
<td>57</td>
<td>73</td>
<td>74</td>
<td>Students who study abroad for one semester only</td>
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<tr>
<td># of Stud in study abroad short-term programs</td>
<td>20</td>
<td>22</td>
<td>16</td>
<td>Study abroad programs that have a duration of two weeks or less</td>
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<tr>
<td># of Stud studying abroad in the summer</td>
<td>89</td>
<td>117</td>
<td>72</td>
<td>Students who study abroad for the summer only</td>
</tr>
<tr>
<td>University Ministry</td>
<td>48</td>
<td>49</td>
<td>51</td>
<td># of students participating in Study Abroad through campus ministry</td>
</tr>
<tr>
<td>Total Students in study abroad</td>
<td>215</td>
<td>264</td>
<td>223</td>
<td>Total number of students studying abroad - duplicated head count.</td>
</tr>
<tr>
<td>US Study Abroad, Leading Institutions by UG Participation Top 40 Master's Institutions</td>
<td>34th</td>
<td>32nd</td>
<td></td>
<td>Open Doors Report: Institute of International Education -</td>
</tr>
</tbody>
</table>

### LIEP Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Head Count</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/2013</td>
<td>64</td>
<td>41.98</td>
</tr>
<tr>
<td>2011/2012</td>
<td>55</td>
<td>42.75</td>
</tr>
<tr>
<td>2010/2011</td>
<td>30</td>
<td>26.85</td>
</tr>
</tbody>
</table>
Changes made as a result of review of KPIs

The number of students studying abroad during the summer declined by 38%. This was due primarily to the fact that in summer 2012 there were 6 Loyola faculty-led programs and in 2013, 4 were advertised but only 3 had an adequate number of students. The other issue was the economy. Because there are a limited number of scholarships for summer, students are less interested in summer study abroad. We anticipate that the number of Loyola programs will increase in summer 2014.

The number of students studying abroad for a semester or year, did not increase and this was primarily a result of staffing issues. An assistant director for study abroad was hired in July but did not work out. The study abroad advisor was not hired until January and so a lot of marketing was not done.

Additionally, upon a review of the applications it appeared that many students who set up initial applications for exchanges do not follow through with their application. In an attempt to encourage more students to complete the application and study abroad, we revised our process and only set up an application on a student’s second visit, after they had done some research on their choices and peer advisors had followed up with students following the initial advising session. This change did impact our fall enrollment and we went from 51% of students who had begun applications for the spring going abroad to 57% in the fall. Additionally, by having peer advisors follow-up with students, we increased the number of applications by 22% between spring 2013 (68 applicants started an application by September 1, 2012) and spring 2014 (83 applicants started an application by September 1, 2013).

Learning Outcomes

The learning outcomes were developed and revised with two separate internationalization committees. They are used in the development of all new study abroad programs and as a basis for CIE’s work. The international learning outcomes include specific knowledge, skills and attitudes that will help them live in an increasingly globalized world. CIE is currently revising these learning outcomes and adapting the student evaluations to make sure that these are being accurately assessed.

Assessment Activities

CIE uses a variety of methods both quantitative and qualitative to assess activities, services, and results. Each major event or activity is evaluated by the participants, either through formal or informal surveys, by the staff and/or faculty involved, through attendance (where appropriate) and in an evaluation meeting with the participating event organizers. A report with recommended changes for the following year is then completed and reviewed prior to the next year’s event and can be found on our intranet site. Assessment of office procedures is conducted at monthly meetings within the office and at the end of the year planning meeting.

For study abroad programs, in addition to site visits conducted by CIE staff or other Loyola faculty or staff, we have developed a standardized approach to assessment and review of CIE services and each study abroad program that includes program evaluations by students and reports by the faculty directors for faculty-led programs, and reports on exchange programs as well as the following individual events:
- Pre-departure orientation for students going abroad in fall 2013 and spring 2013.
- Student Evaluations of semester and year programs
- Summer program evaluations and faculty reports (Study Abroad reports are kept on
the internal study abroad website as they may contain confidential information. These can be reviewed on request.)

For International Student and Scholar Services, specific programs are evaluated through surveys by participants and in CIE staff reviews, through student evaluations and in weekly meetings. The following programs are evaluated through surveys by participants and the CIE staff:

- 2013 Study Abroad Fair Evaluation

For International Student and Scholar Services, specific programs are evaluated through surveys by participants and in CIE staff reviews, through student evaluations and in weekly meetings. The following programs are evaluated through surveys by participants and the CIE staff:

- 2012 Country Fair Assessment
- International Student Scholarship Banquet and 2012-13 Exchange Student Semester Evaluations Assessment

LIEP evaluates the program each semester through student surveys, instructor evaluations and staff assessment meetings. The student surveys look at LIEP classes, tutoring, application process, orientation, activities and field trips. Students language ability was assessed through TOEFL, TSE and TWE. Summaries of the evaluations and changes are included in the following documents:

- LIEP Program Evaluations – Fall 2012
- LIEP Program Evaluations – Spring 2013
- LIEP Program Evaluations – Summer 2013

Results of Assessment

Study abroad: The majority of students comment that study abroad was a life-changing, memorable, or rewarding experience. Responses on the program evaluations indicate a high level of satisfaction with their program choice (96% felt that their program was the right program for them), pre-departure (97% felt that the pre-departure orientation helped them prepare) and CIE services (96% were satisfied with CIE services). Most importantly, 100% of students reported that studying abroad helped them to understand another culture.

There were a number of major changes based on student feedback, faculty reports, CIE staff review, and other assessments as noted.

1. Issues with specific exchanges
   a. The Conservatory of Amsterdam was eliminated as an exchange option because the institution was unable to assist students with locating housing in Amsterdam. The cancellation followed discussions with the student, the institution and the College of Music. While this program offered excellent opportunities in jazz performance for our students, without appropriate support for our students, we discontinued this program.
   b. The University of East London did not assist with housing for our students studying there in spring 2013. When the applications were submitted, students were told that housing was full. One student decided to go and found private housing and the other decided not to study abroad. The director followed up with UEL and was told that they have off-campus housing if the on-campus housing is full. As long as we submit the applications by November 1, this should not be an issue in the future.

2. Application Process: The application process was modified for students applying for Loyola exchange programs and ISEP for 2013/2014 to include additional essays attempting to help students clarify their goals and necessary preparation, how study abroad will integrate into their on-going studies and other activities and to make sure that students had an understanding of the visa process. It was hoped that this would help us assess our learning outcomes and that we could tie the initial essays to the evaluation. Rather than have a single
personal statement we developed 5 essay questions based on a model from Beloit College. While some students did an excellent job with the questions, CIE study abroad staff and faculty interviewers found that the majority of students did not spend adequate time on the questions either initially or in the rewrites. Additionally, the questions did not allow students to be creative in their responses nor did it give us a personal statement to send to our partners. For students going abroad in 2014/2015, CIE will modify the essays to include a personal statement and additional questions on preparation and the visa process.

3. **New Programs:** Six new programs were approved based on student interest and academic programs:

   a. **Sogang University,** a Jesuit University in Seoul Korea with numerous classes in English including science courses and STEM internships. Several students have studied in Korea through ISEP and this interest plus the possibility of students enrolling in science courses as well as Asian students.

   b. **Pontificia Universidade Catolica do Rio de Janeiro,** a Jesuit university in Brazil. Students will be able to take some course in English in Brazilian studies, Portuguese language courses and academic courses.

   c. **Pontificia Universidad Catolica del Ecuador,** a Jesuit university in Ecuador. Students will be able to take Spanish language classes, content classes in Spanish and a special course on Ecuador taught by the onsite coordinator. This program will hopefully develop and include a biology component. The university has a research station in the Amazon. Craig Hood from the biology department has visited the institution and the research station.

   d. **Università Cattolica del Sacro Cuore,** a Catholic university in Milan, Italy. Students will be able to take Italian language courses along with numerous courses in English in business, Italian culture, and other areas. One of the interesting options in this program is for voice majors. While the university does not have a music program, 2 of our voice majors have studied there, taken a music history course with the main critic for La Scala opera and private lessons with a teacher in Milan. They both came back to Loyola improved according to their voice teacher.

   e. **University of Birmingham** in the U.K. The university has multiple fields of study and is very highly ranked internationally and within the UK, the music program is ranked #3 in the UK and the theatre program ranked #6.

   f. **Universiteit van Amsterdam** in the Netherlands has numerous interdisciplinary and major classes in English. This has been a popular location through ISEP and has worked well as an exchange.

4. **Modifications to pre-departure orientation**

   a. Pre-departure will be moved back to a Friday night because it is easier to get participation of returned study abroad and exchange students. Plus this will reduce the cost of the event because we only will have to provide one meal.

   b. The following topics will have to be supplemented by online and emailed materials:
      
      i. LGBTQ
      ii. Women abroad
      iii. Sexual Assault
      iv. Alcohol and drugs
      v. Grades and credit transfer
      vi. Learning about the host country

**International Student Services and Programs:** On the assessments completed at the various events and in the exchange and international student evaluation, international and students indicate a very
high level of satisfaction with the support programs and services offered by the Center for International Education. Based on these assessments and faculty and staff feedback, the following changes were made last year or will be implemented in 2013-14.

1. ** Modifications to International Student Orientation**  
   a. In the exchange student evaluation, students cited differences in academic systems as one of the most difficult aspects of their exchange experience. While we already cover this topic at the exchange student orientation, we will develop a session specifically on this topic to help better prepare exchange students and give them strategies for academic success in the U.S. academic system.
   b. In the international student survey, some students cited issues with faculty members being insensitive to their needs as international students. We will develop a brown bag lunch for faculty members regarding international students in the classroom.

2. ** Provision of Important Information to Students**  
   a. In the international student survey, text messaging was the second most preferred form of communication – 77% of students would like to receive information from CIE in the form of a text message. We will explore text messaging as a secondary form of communication, especially for important communications, such as remembering to get their I-20 immigration documents signed or during hurricane evacuations.
   b. In the international student survey, students requested more information about employment after graduation (82%), immigration (76%), and on/off campus employment (76%). We go over this information at orientation, send out reminders over the listserv and the Assistant Director meets individually with many students. However, given that so many students have requested more information, we will do the following:
      i. Workshops: we already hold the employment after graduation workshop every fall. We will hold a second one in the spring.
      ii. We will send out at least one email a semester for each of the above topics with a summary of relevant information and reminders.
      iii. We will emphasize the CIE website, which has most of the information on these topics that students are seeking.

3. ** Discrimination Against International Students**  
   a. In the international student survey, three students indicated that they felt they had been discriminated against by Loyola faculty and/or students because of their nationality. We will let students know at orientation what they can do if they feel they have been discriminated against.

4. ** Communication with Loyola departments concerning H-1B Work Visa Process**  
   a. Last year, we applied for more H-1B work visas for international faculty than usual and we were finding that some departments were getting the necessary information to our office too late. The Assistant Director developed a very clear explanation of the entire H-1B application process, including a timeline of costs and deadlines, and sent it to all Deans and Department heads. This year, we will continue streamlining communication between CIE, Departments, Deans and H-1B applicants to ensure that the process is smoother and more efficient this year.

5. ** inBUS – International Buddy Program**
We decided to change the structure of inBUS based on CIE assessment meeting discussions and exchange student evaluations which stated the exchange students were disappointed with inBUS. Some of the main areas of disappointment for the exchange students included how often they met with their buddies and the inBUS activities (quantity and type of activity). inBUS was merged into ISA this year because the two organizations were seen as somewhat related. Both were working to help integrate international and U.S. American students. However, what we found over the past year is that they serve very different purposes and populations so we have decided to separate inBUS from ISA and go back to it being a separate organization.

It became clear over the course of the year that the old model of pairing two students was not working well because it is very difficult to figure out which two students will be a good match. We have decided for 2013/2014 instead to create small groups of students so that they have multiple opportunities for connection. Each small group will have one representative that will serve on the inBUS advisory board so that we ensure inBUS is planning enough activities and activities that its participants want to do.

Finally, given that U.S. students sometimes drop out of inBUS or don't understand their responsibilities/roles, we will work this year to better prepare the U.S. American students for their role in helping the international students. We will host a lunch training during the second week of class before the first inBUS meeting so that the U.S. Americans can learn what is expected of them, what the international experience is like including cultural adjustment, and how the U.S. students can help the new international students in their adjustment process.

LIEP: LIEP assessment is based on the student evaluations and the observation of LIEP instructors.

1. **Student Evaluations:** Overall, there is a very high level of student satisfaction with LIEP including the academics, tutoring, activities and admission process according to student evaluations. Two issues result from the small size of LIEP and will continue to be issues until the program can attract more students. LIEP needs to be clear that we are primarily an academic preparation program. This may limit our enrollment at the present time and so we need, The main issues relate to the size of LIEP and our inability to Until we get To avoid disappointment on the part of students who come to LIEP without the goal of preparing for further academic work in English, we may need to consider revising our promotional materials to state that our focus is academic preparation. While those with other goals can benefit from LIEP, the focus remains on preparing for academic work in English.

2. **Grading system** - This was implemented to avoid having students repeat LIEP multiple times at the same level. This grading system allows two semesters at the same level. Although we have just one Intermediate section, we now designate students as Intermediate I or Intermediate II.
   a. **Revised Grading System**
      i. **Completion:** Students who complete a level receive a grade of A, B, or C and are promoted to the next level.
      ii. **Progress:** Students who have worked well and made progress in their first semester at a given level but who are not yet ready for promotion receive a grade of P and are allowed to repeat the level once. If a student receives P a second time at the same level, we will most likely ask that student to leave LIEP and will help to find a more suitable program.
iii. **Failure:** Students who do not work well and do not make progress in their first or second semester at a given level receive F and may not continue at LIEP.

b. **How it worked**
   
i. **Overall:** The system seems to have worked well overall.

   ii. **Problem:** The one problem is that one of our new part-time LIEP instructors gave a grade of F in Writing/Grammar (a key course) to a student who has focusing issues and who worked well enough in courses taught by other instructors. We initially decided to stick with our policy of asking any student who receives F to leave, but then decided to allow an appeal, which was successful. One student who received F in Fall 2012 successfully appealed to remain in LIEP and has completely turned around his academic performance. This student has done excellent work in Spring 2013.

c. **Modifications and related changes in spring 2013**

   i. **Warnings and documentation for a student in danger of failing:** It is important that any student in danger of failing be given ample warning and that these warnings be documented. Here is the procedure to follow.

      1. **Conference:** As soon as a student appears to be in trouble, the instructor will have an individual conference with the student explaining the following.
         
         ▪ Why the student is in danger of failing
         ▪ Exactly what the student needs to do to pass the course
         ▪ When you and the student will hold a follow-up conference

      2. **Follow-up email:** Send a follow-up email to the student summarizing the discussion in the conference, and cc the Academic Coordinator.

      3. **Continued follow-up:** Repeat the above at regular intervals. I would suggest a maximum interval of two weeks for a student who continues to be in danger of failing.

   ii. **More complete information on grading system for instructors:**

      1. **Faculty Handbook:** The explanation of the grading system in the Faculty Handbook will be expanded. We had no new instructors in Spring 2013, and all instructors received a supplement to the handbook about grading. This seems to have been effective, as we did not experience problems or confusion with grading.

      2. **Mentoring:** The Academic Coordinator will mentor new part-time instructors in grading.

   iii. **Use of grades in Blackboard:** All LIEP instructors will use the Grade Center in Blackboard so as to have a record of students’ grades and of how the grades were arrived at.

   iv. **Appeals Process:** A description of an appeals process for a student who receives F in a LIEP course and wants to appeal for re-admission to LIEP will be added to the LIEP Student Handbook and the LIEP Faculty Handbook.

3. **Elective Seminars:** In Spring 2013, we have planned a semester of Friday seminars to be attended by both sections of the elective course, as well as any interested LIEP students who are not registered for the elective. These other students may sign up on a weekly basis. The elective seminar will meet in Mercy 307 from 10:30 to 11:20 a.m.

   a. **Advantages:**

      i. Provide more in-depth information in areas helpful for students to know
ii. Avoid over-burdening orientation week
iii. Shorten excessively long 2-1/2-hour block twice a week for the elective
iv. Free Mercy 307 and 309 for 3:30 p.m. Loyola courses, to help address the
campus-wide classroom space crunch
v. Bring the two elective sections together

b. **Topics:** Topics planned and contemplated include interactive campus tour, uses of
Microsoft Word, time management, plagiarism, self-defense by the Loyola Police,
presentation by Loyola Admissions, interactive resume preparation session with
Career Services, interactive session with the Counseling Center, volunteer project,
uses of PowerPoint.
c. **Evaluation:** These were held most Fridays, 10:30-11:30 a.m. Overall, they were
successful, with special success for the seminars on safety with Lieutenant Angela
and on stress relief. I would suggest eliminating the library orientation, which I think
is best accomplished in a writing class in the context of a particular assignment.

4. **Marketing and Recruiting:** The program coordinator made numerous strides in our
marketing and recruiting before her departure at the end of the summer. Through her work
with the Saudi Arabian Cultural Mission, the number of students increased from 3 to 10,
revised the website, began working with social media in China and much more. The problem
is that this is only one small part of a 20 hour per week job that includes meeting with
students, activities, and responding to requests for information. In order for LIEP to grow,
this position must be full-time. With the hiring freeze implemented on August 1, if the
program coordinator position is not filled, LIEP not only will not prosper, but cannot survive.

**Section 6: Summary of Achievements**
**Section 6.1: Staff Achievements & Service**

Debbie Danna, Director
* Executive Committee of the AJCU International Education Committee
* Member of Loyola Education Abroad Committee

Karen Greenstone, LIEP Academic Coordinator,
* "Common Reading: Its Many Uses for English for Speakers of Other Languages Classes"
  presentation at the Louisiana Teachers of English to Speakers of Other Languages Conference Oct.
  27.

Jessica Haley, LIEP Instructor
* "Common Reading: Its Many Uses for English for Speakers of Other Languages Classes"
  presentation at the Louisiana Teachers of English to Speakers of Other Languages Conference Oct.
  27.

Kristy Magner, Coordinator for International Student Services
* NAFSA Association of International Education Leadership Cultivation Subcommittee

**Section 6.2: Student Achievements & Service**

**Study Abroad Scholarships**

**Gilman**
Austin Broussard – for study in France in Spring 2013
Elizabeth McCollom – for study in Argentina in spring 2013
William Shelley – for study in France for 2012 academic year.

**Other study abroad scholarships**

Ryder O’Connell – Awarded JASSO scholarship for study in Japan during spring 2013

Devin Farell - Awarded scholarship from the Alliance for Global Education for study in India in spring 2013

Samantha Shepherd – Awarded scholarship from the Alliance for Global Education for study in India in spring 2013

Gabriel Castro – Awarded scholarship from the Turkish Coalition of America for study in India in fall 2012

Elizabeth McCollom - Awarded scholarship from USAC for study in Norway during fall 2012

**Section 7: Supporting Documents**

**For Study Abroad:**
- Pre-departure orientation for students going abroad in [fall 2013](#) and [spring 2013](#).
- [Student Evaluations of semester and year programs](#).
- Summer program evaluations and faculty reports (Study Abroad reports are kept on the internal study abroad website as they may contain confidential information. These can be reviewed on request.)
- [2013 Study Abroad Fair Evaluation](#)

**For International Student and Scholar Services:**
- [Spring 2013 International Student Assessment](#)
- [2012 Country Fair Assessment](#)
- [International Student Scholarship Banquet](#)
- [2012-13 Exchange Student Semester Evaluations Assessment](#)

**For LIEP:**
- [LIEP Program Evaluations – Fall 2012](#)
- [LIEP Program Evaluations – Spring 2013](#)
- [LIEP Program Evaluations – Summer 2013](#)