Center for International Education Annual Report
2013/2014

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 142 F-1 and J-1 exchange students from 50 different countries including degree-seeking, intensive English and exchange students and those who have graduated within the past year but are working in the U.S. on optional practical training. CIE staff advise all these students on immigration regulations, adjustment to the U.S., New Orleans and the university and provide related programming. A critical component of CIE’s work with international students is to ensure university compliance with Student Exchange and Visitor Information (SEVIS) regulations. In addition to working with F-1 and J-1 students, CIE works with the many other “international” students such as global nomads and those in other non-immigrant categories.

2. The Loyola Intensive English Program (LIEP), in its fourth year since reopening, enables 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 2013/2014, the Center for International Education (CIE) made progress in some of its annual goals, but others were delayed because of staff changes and delayed budget support from the university. In spite of this, the staff continued to offer and expand quality services. The following highlights occurred:

- Loyola continues to be ranked among Masters level institutions (36 out of 40) for undergraduate participation in study abroad with 35.3% of students studying abroad before graduation.
- CIE was responsible for working with the Institute of International Education to bring in students sponsored through the Brazil Scientific Mobility Program in 2014/2015: 13 students with 9 in biology and 4 in graphic design. Eleven of these students began in spring and summer 2014 in LIEP.
- A number of new study abroad opportunities were established. Two new exchange programs were approved to begin in 2014/2015 (University of East Anglia in the UK and the Grieg
CIE continued working on the program in Ecuador which will begin with a cohort of 6 students in Fall 2014. These exchanges open up opportunities in majors and countries that have had limited opportunities for students. Additionally, the university will allow students to use their Loyola scholarships when studying at the Beijing Center. We also sent a student through MICEFA a consortium of institutions in Paris that we can utilize because of our membership in CODOFIL.

- The percentage of students studying on Loyola exchange and study abroad programs increased from 18% in Fall 2013 to 60% in Fall 2014 because of a change in our advising and a concerted effort to promote those programs. This increase insures that more students are studying in programs that have been vetted by Loyola.
- International students enrolling in fall 2012 had a higher retention rate 89% then the general rate of 80%. The higher retention rate is partially a result of the additional services and support that international students receive from CIE starting with extensive pre-departure information, communication and the international student orientation.
- LIEP continues to be a source of students for Loyola. Since fall 2009, 49 LIEP alumni have enrolled in academic programs with 13 completing their degree and 24 enrolling in fall 2014, including 11 non-degree students sponsored through the Brazil Scientific Mobility Program. LIEP alumni have contributed $1,500,000 in net tuition revenue to the university between fall 2009 and summer 2014 and should bring in $500,000 in 2014/2015. The number of students sponsored by the Saudi Arabian Cultural and Educational Mission (SACM) in LIEP continued to increase from 4 students in 2011-2012 to 9 in 2012-2013 to 11 in 2013/2014. Two of the SACM students have gone on to the MBA program after completing LIEP.
- LIEP also plays an important role in the growing connections with Jesuit universities in Latin America. In summer 2012, CIE set up a program to allow a limited number of faculty and staff from Jesuit universities in Latin America to attend LIEP tuition free. The idea was to further develop connections with institutions in Latin America and eventually attract students to LIEP. This has become an important program for universities in Latin America with a growing number of nominations.
- CIE increased their assistance and review of student applications for the Gilman scholarship, with workshops as well as individual meetings and increased the numbers of successful applications from the previous year from four to six, but the overall scholarship amount almost doubled from $14,000 to $27,500. Alisa Townes, the study abroad advisor, served as a reader of the Gilman essays in May 2014 and should be able to further assist the students during the upcoming year.

In 2013/2014, there were 3 major staff departures and this affected CIE’s ability to do more than just maintain programs and services. Two of the staff were replaced and one position was eliminated. A large part of the year was spent in ensuring that the required work of these staff was covered, filling the positions, updating manuals, training and reassigning responsibilities.

- The LIEP Program Coordinator left prior to the start of the fall semester and was not replaced. This created a huge burden on the staff of CIE and the academic director with marketing, administration, responding to requests for information, and student advising. LIEP is at a real disadvantage because there is no longer any concerted marketing effort. Additionally, LIEP is not receiving the number of students through Admissions as in previous years. In 2012/2013, there were 6 Pilot students through undergraduate admissions. In 2013/2014, there were 2 and only one in 2014/2015. As shown above, LIEP could be an important source of students for the university but currently the university is not taking advantage of this resource.
- The Assistant Director of International Student and Scholar Services left in mid-October after 7 years and a replacement was not hired until February, requiring the director to take over
responsibility of SEVIS compliance and advising of international students. As a result of the delay in hiring, the International Student Association will have to be rebuilt during 2014/2015.

- The Office Manager left in May after 4 years, but she was able to partially train her replacement.

In addition to staff changes, the university and CIE are limited in how much further we can go in internationalization without additional support and funding for international education and cultural activities, additional staff for study abroad and LIEP, stabilization of LIEP funding, and scholarships for study abroad. CIE and the International Student Association are dependant on the Student Government Association for funding for our signature events, the Country Fair and the International Student Scholarship Banquet. Because SGA did not fund the Banquet in spring 2014, this event was not held. CIE and LIEP can provide critical assistance in increasing the number of both international and domestic students and internationalizing the university but only with adequate and stable funding and staff.

CIE evaluates all major programs through student evaluations and staff reviews of programs and services. The following programs are evaluated:

- 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.

In each area, we assess the impact of the programs and make recommendations for changes. Minor adjustments were made in all programs based on these evaluations. No major program changes were implemented.

Section 2: Unit Profile Summary

Table 2.1: Staff Profile for 2013/2014

<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>Vitt, Amelia</td>
<td>FT</td>
<td>Office Manager</td>
</tr>
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<td>Greenstone, Karen</td>
<td>FT</td>
<td>LIEP Instructor</td>
</tr>
<tr>
<td>Haley, Jessica</td>
<td>FT</td>
<td>Academic Director, LIEP</td>
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<tr>
<td>Vanella, Christina</td>
<td>FT</td>
<td>Assistant Director for International Student</td>
</tr>
<tr>
<td>Magnotta, Elizabeth</td>
<td>PT</td>
<td>LIEP Instructor</td>
</tr>
<tr>
<td>Jackson, Alisa</td>
<td>FT</td>
<td>Study Abroad Advisor</td>
</tr>
</tbody>
</table>

Section 3: Goals for Current Academic Year

CIE has a five-year strategic plan as well as a grid with action steps. Because of staffing issues, CIE’s goals are generally continuing to maintain and improve our services. The additional goals were:

1. Modify the advising process for study abroad to require all students to meet with a peer advisor prior to meeting with the study abroad advisor or the director to increase students preparation and to allow professional staff time to focus on helping students select the most appropriate program and administrative tasks. *(Study Abroad advising appointments)*
increased 7% with peer advisor appointments increasing 111% and appointments with the study abroad advisor and director declining by 15% and 35%).

2. Work with Enrollment Management to allow students to use financial aid and scholarships on selected AJCU programs in regions where students need additional support to process the experience. (Loyola students will now be allowed to use their scholarships to attend the Beijing Program, joining 17 other AJCU institutions. One student will attend The Beijing Center in Fall 2014.)

3. Develop a process to better promote and assist students in applying for scholarships such as the Gilman. (Through workshops, information sessions, targeted emails, and individual advising, CIE increased the number of applicants from 11 to 16, recipients from 4 to 6, and scholarship money from $14,000 to $27,500).

4. As a result of last year’s evaluation of the application process, we modified the process to include a personal statement, and questions on preparing for study abroad and applying for a visa. This enabled CIE to better assess students’ learning and to begin the process of reflection on their experience. (Based on discussions with faculty on the study abroad interview panel, these questions worked well, allowing students to be creative in their essays and helping them prepare for their study abroad experience. We also had a personal statement that we could send to our partners.)

5. Revise the program pages to include the grading scale, (because of the change in how grades are included on the transcript), and links to visa information. (All program pages were updated in the spring.)

6. Work with academic departments to identify exchange partners with programs in those fields. (Web pages were set up in all majors for the Colleges of Business, Humanities and Natural Sciences, and Social Sciences with links to the university websites: http://www.loyno.edu/cie/major-advising-page. The College study abroad pages were also revised.)

7. Continue to develop opportunities for faculty connections and relationships through partner institutions and AUSJAL (Association of Jesuit Colleges and Universities in Latin America) and other Jesuit universities worldwide. Promote opportunities for faculty to acquire foreign language proficiency through AUSJAL. (Seven faculty from the following AUSJAL institutions studied at LIEP in 2013/2014: PUCE in Ecuador, Andres Bello in Venezuela, Javeriana in Colombia, and Iberoamericana in Leon. Four Loyola faculty and staff studied Spanish at the Universidad Iberoamericana in Puebla, Mexico and at Universidad Javeriana in Cali, Colombia.)

8. Coordinate with the New Orleans World Affairs Council to bring international visitors to the campus to be briefed by faculty and to share their expertise, where appropriate, with faculty and students. (CIE hosted 2 groups in the fall semester from Iraq and another from Latin America.)

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 only $1,000 more than 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, CIE has four staff and a very broad portfolio of responsibilities, including study abroad.

CIE’s current operations budget is supplemented with SGA funding for the International Student Association (ISA) normally for our two signature university-wide programs: the Country Fair ($4,564.48 in Fall 2013) and the International Student Scholarship Banquet. SGA gave $14,205 to the
ISA for these two signature events in 2012/2013. In 2013/2014, SGA provided funding of $4,564 for the Country Fair, but the International Student Scholarship Banquet was not funded in spring 2014 and so we were not able to hold this event. It is important to note that both events are very popular with international and domestic students and “internationalize” the campus.

Additionally, the study abroad fee paid by all students on semester, year and summer programs supplemented the CIE budget for 2013/2014 with $42,000 for the following:
- one-third of the Office Manager’s salary and fringe,
- CIE office expenses,
- ISEP Fee,
- StudioAbroad license 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 were not able to do this in 2013/2014. This is a critical issue when establishing exchange programs as well as for program reviews.

Staffing for study abroad is another critical issue. We work individually with students to find the right program and this is time consuming. 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 study abroad programs. In addition, the study abroad website and application system in StudioAbroad has over 65 content pages and 250 study abroad program pages that must be regularly updated. All student and faculty applications for abroad programs, except the Law School, go through this system, including University Ministry, summer, semester, year, short-term programs, 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. CIE should be assisting faculty to develop new programs as well as new exchanges but we simply do not have the staff to do this and as a result we are unable to increase our numbers without additional staff.

LIEP is limited in the advertising that we can do as a result of the limited budget. There are no funds for recruitment and this is critical since we are receiving so few students recruited through the Admissions Office. We were lucky this year because of the students sponsored through the Brazil Scientific Mobility Program, but in order to be self sustaining, the program needs additional funds for the program coordinator as well as advertising and recruiting.

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, the number of seniors graduating with an experience abroad declined from 33% in 2012 to 22% in the 2013 report. This is substantially lower than the 35% noted in the Open Doors report and probably inaccurate based on who is completing that NSSE survey. 68% of 1st year students plan to study abroad according to the survey. Loyola needs to take note of the fact that many students, who intend to study abroad, have not been able to do
this before they graduate. Additionally, a majority of faculty think that it is important for undergraduates to study abroad before they graduate, 69% of LD/56% of UD.

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>Year Five of 2012 Strategic Plan 2013-2014</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>142</td>
<td>F-1 International Students and J-1 exchange visitor students</td>
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<tr>
<td># of Stud studying abroad full AY</td>
<td>10</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>Junior Year Abroad</td>
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<tr>
<td># of Stud studying abroad in regular semester</td>
<td>57</td>
<td>73</td>
<td>74</td>
<td>80</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>14</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>88</td>
<td>Students who study abroad for the summer only</td>
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<tr>
<td>University Ministry</td>
<td>48</td>
<td>49</td>
<td>51</td>
<td>62</td>
<td># of students participating in Study Abroad through campus ministry</td>
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<tr>
<td>Total Students with an experience abroad</td>
<td>215</td>
<td>264</td>
<td>223</td>
<td>256</td>
<td>Total number of students with an experience abroad including both academic and Mission and Ministry immersion trips.</td>
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<tr>
<td>US Study Abroad, Leading Institutions by UG Participatio n Top 40 Master's Institutions</td>
<td>34th</td>
<td>32nd</td>
<td>36th</td>
<td></td>
<td>Open Doors Report: Institute of International Education</td>
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### LIEP Enrollment

<table>
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<tr>
<th></th>
<th>Head Count</th>
<th>FTE</th>
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<tbody>
<tr>
<td>2013/2014</td>
<td>71</td>
<td>38.19</td>
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<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>
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<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 increased by 22% in 2014. This was due primarily to the fact that in summer 2014 there were 4 summer programs, all with full enrollment. The LaNasa scholarship offered by the College of Humanities and Natural Sciences gave $49,000 to 11 HNS students attending Loyola programs and this helps students who would not be able to afford to study abroad. There are no scholarships available for students in other colleges. We anticipate that the number of Loyola programs will increase in summer 2014.

The number of students studying abroad for a semester or year increased by 8%.

**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/program organizers. A report with recommended changes for the following year/program 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 study abroad services and programs. The assessment of each study abroad program includes program evaluations by students and reports by the faculty directors for faculty-led programs, or CIE reports on exchange programs. The following individual events and program assessments are available on the intranet site:

- Pre-departure orientation held in **fall 2013** and **spring 2014**.
- **Student Evaluations of semester and year programs** (These will be completed in October when all students have completed the evaluations and can be found on the [CIE intranet](#).)
- **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**
- **Exchange Program Evaluations**

**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:

- Spring 2013 International Student Assessment – conducted every 2 years
- 2012 Country Fair Assessment, (2013 not completed because of staff changes)
- Fall start of semester activities/International Student Orientation 2013/2014 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 document:

- LIEP Annual Report

Results of Assessment

Study abroad: The vast majority of students comment that study abroad was a life-changing, memorable, or rewarding experience and that it has helped them learn about the host culture. There is a small group of students who for financial reasons need to go on an exchange program, but who are simply not prepared for the independent experience they will have studying at a foreign institution. The office is in a dilemma, as we want every student to go abroad but some students need to go on a different kind of program, one that provides more support – usually through a third party provider such as CIEE. Unfortunately, students cannot use their scholarships on these programs. As an example, the exchange program at the Universita Cattolica del Sacro Cuore in Milan was negatively reviewed by the two students who went in the spring. Based on their interviews prior to being selected, their negative experience may have been a result of their lack of language skills and knowledge of the country which was even noted in the interview comments for one of the students. These students would have probably been happier on a program with a third party provider, but they could not afford this. Previous students who had studied Italian were very positive about the experience at Sacro Cuore. CIE will review the requirements for the program and the experience of the students who are currently there and consider implementation of a language requirement. We will continue to try and help the students find the most appropriate program, manage their expectations and emphasize the need for the students to prepare and know their location.

There were no major issues with any current Loyola exchange or study abroad programs based on student evaluations or staff reviews, although there is some question about the quality of the academic program at the University of East London. Some students have complained about the quality of the classes, but CIE staff are unsure if this is a reflection of the actual quality or the very independent philosophy of UK education which can be quite a shock for Loyola students. Other students were satisfied with the courses. We will continue to review this and explore other music industry programs.

CIE continued to make improvements in office programs and services.

1. Application Process: The application process for students applying for Loyola exchange programs and ISEP for 2014/2015 was modified based on a review of student essays by CIE staff and faculty members on the study abroad interview panels. We returned to a single personal statement that allowed students to be creative, explore their goals and resulted in a statement that could be sent to our partners, and specific questions asking students to outline their preparation as well as the visa process. While most students were told during their interview to revise their essays, the essays forced students to focus on their goals, both academic and personal, and how their selected site would support those. The visa questions were expanded to ensure that students were clear on what they need for visas or resident
permits, the cost, and whether they were required to go to the consulate.

2. **Increase number of students receiving scholarships for study abroad:** Workshops were developed to increase the number of successful applicants for the Gilman scholarship. The new Director of Financial Aid was very willing to work with us and sent CIE the list of Pell Grant recipients enabling CIE to communicate directly with these students. Additionally, we also tagged any Gilman eligible students who came in for advising. Alisa Jackson, the study abroad advisor, held Gilman workshops and worked directly with students to improve their essays in both and spring semester. Alisa was also a reader of Gilman essays which should help her further in reviewing students essays. As noted above, in fall 2013/spring 2014, 7 students received the Gilman scholarship an increase from 3 in 2011/2012 and two students the JASSO scholarship for study in Japan.

3. **Set up advising pages with study abroad programs in specific majors:** In order to further integrate study abroad across departments/colleges, advising pages were set up for all majors in the Colleges of Business, Humanities and Natural Sciences, and Social Science with links to all the exchange programs in those majors. The College study abroad pages were also revised. ([http://www.loyno.edu/cie/major-advising-page](http://www.loyno.edu/cie/major-advising-page)). These advising pages can be used by both students and advisors and will eventually allow departments to decide which programs are appropriate for their students. The links still need to be sent to most of the departments and the director will meet with the departments in the fall semester, but the primary work is done. The College of Music and Fine Arts advising page still needs to be completed but there are still limited choices for these students.

4. **New Programs:** Two new exchange programs were approved based on student interest and academic programs and Loyola scholarships would now be available for students going to the Beijing Center:
   a. The Grieg Academy provides an exchange for music performance students studying jazz or classical. This exchange is a direct result of connections between the faculty at Loyola and the Grieg Academy. Because the academy is affiliated with the University of Bergen in Bergen, Norway, students can also take common curriculum classes. Housing is guaranteed as long as students apply by the deadline. This exchange has the potential to expand to other majors within music and the university.
   b. The University of East Anglia in the United Kingdom is ranked number 1 in creative writing. The English Department co-sponsored this program.
   c. Loyola students will now be allowed to use their scholarships to attend the Beijing Center, joining 17 other AJCU institutions allowing their aid to travel. This was a critical decision. Prior to this, the only option for students wishing to study in China and who needed to use their scholarships was an exchange with ISEP. The ISEP exchange received a poor review from the student who attended and did not expose students to the complexities of China with a Jesuit pedagogy.
   d. CIE sent a student to universities in Paris through MICEFA, a consortium of institutions in Paris, that we can utilize because of our membership in CODOFIL.

5. **Modifications to pre-departure orientation**
   a. The pre-departure is 5 hours long, and while the students are quite positive about the content, they do complain about the length, both in the initial evaluation and sometimes even in their program evaluation. In the fall, the preparing to go abroad session went almost 40 minutes over time which cut into the culture talk. During the spring, much of the information was consolidated so that we were able to keep to the schedule. It is important to note that the culture component of the orientation is well
received and critical based on research. The Georgetown study found that there were small but a significant association between gains in oral proficiency and pre-departure orientation that included a cultural component. Also important to note that those whose pre-departure orientations had a cultural component also reported significantly higher satisfaction with their study abroad experience. (Vande Berg, Michael, Jeffrey Connor-Linton, R. Michael Paige, “The Georgetown Consortium Project: Interventions for Student Learning Abroad,” Frontiers: The Interdisciplinary Journal of Study Abroad, Volume XVIII, Fall 2009.)

b. A number of topics were not covered as extensively and information was emailed to the students. The following topics are supplemented by online and emailed materials:
   i. “While you’re Abroad”
   ii. Safety While Abroad
   iii. Women abroad
   iv. Learning About Your Host Country
   v. Financial Aid and Budgeting Reminders
   vi. LGBTQ Considerations While Abroad
   vii. Early Registration Reminder
   viii. P/F Selection Course Reminder
   ix. Reverse Culture Shock
   x. Welcome Back

c. Additional topics still need to be supplemented
   i. Sexual assault
   ii. Alcohol and drugs
   iii. Grades and credit transfer
   iv. Financial aid and budgeting
   v. Visas and immigration info

**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. F-1 undergraduate orientation was shortened from 1 and ½ days to one day because of the schedule the New Student Orientation. The international student orientation needs to be 1.5 days rather than 1 day due to the specific needs of international students:
      o They feel overwhelmed by the large amount of content in 1 day
      o They need time for bonding due to loss of support network and adjusting to a new culture
      o They are adjusting to listening and speaking in English
      o They are jet lagged and so it’s hard for them to focus as long as U.S. American students

   With a one day orientation, we had to rush through the information with only limited time for bonding activities – a necessary part of the international student orientation and this was reflected in the student evaluation. This will be dependant on Co-Curricular Activities and how they schedule the orientation.

   b. J-1 exchange orientation - An online session was added covering LORA, OrgSync,
Blackboard, etc. This was too short and will be expanded if time allows next year. The evaluations were overall positive but with a lot of contradictory information.

2. **inBUS – International Buddy Program**
The change in structure of the inBUS program from one to one matching to small groups seemed to work better. While there were still groups that did not work, the student evaluations were the most positive that we have seen. Connections and friendships were made between students and activities were well-attended. A critical part of the success was having two enthusiastic peer advisors who worked independently and were actively involved. We will continue developing the program with this model.

3. **Exchange Students**
The exchange student evaluations were very positive. The only area of concern was on-campus housing. CIE will continue to work with Residential Life. inBus is discussed above.

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

**Student Evaluations of classes and programs:** Overall, there is a very high level of student satisfaction with LIEP including the academics, tutoring, activities and admission process according to student evaluations. 90% of responses were overwhelmingly positive. In the reflective, short answer session, students stated they felt their language had improved, and that they were very impressed several aspects of the program, including:

- Teachers
- Academic Language Focus
- Diversity
- Small Class Size
- Intercultural Conversations
- Class Observation Project
- Cultural Excursions
  - This appreciation for excursions was both pleasing and disheartening because, due to extremely limited access to university vehicles, in 2013-14, LIEP has been limited to cultural explorations either accessible by streetcar or on a sign-up basis so that teachers can transport students in their personal vehicles. With better access to vans, LIEP could do much more in the New Orleans community (one of LIEP’s overarching objectives).
- Students made the following recommendations but because of the small number of students only the test prep was added.
  - Curriculum changes
  - More course levels
  - More cultural excursions
  - More Test Prep (added in Spring) – in Fall 2013, students showed an average TOEFL test score improvement by of 13.75 points. In spring 2014, students showed an average TOEFL improvement of 40 points.

**Special Programming Evaluation:** A special two-week intersession course was set up for the students sponsored by the Brazil Scientific Mobility Program and offered in May and in August. The students sponsored through were also given an evaluation form for their intersession program. For the multiple-choice portion of the evaluation, on a scale of 4 opinions, every student reported "Very Good," "Excellent," or "Very Helpful" on all of the questions. In the reflective section, students
reported that the class was helpful, that it increased their ability to read and think critically and that they enjoyed "many" or "every" class meeting. The only concern listed by students was that they wanted to choose their own articles, something that had been eliminated due to time constraints. For the Summer 2014 intersession program, care will be taken to incorporate some student-selected reading materials to the course.

**Tutoring Evaluations:** Tutoring evaluations by students and tutors were very encouraging. Attendance and punctuality at tutoring meetings has improved under a more rigid scheduling system, and both students and tutors report that the time they spend together is valuable on academic, linguistic, and personal levels.

Students report a good balance of academic assistance and pleasurable conversation, and tutors report approximately 65% of time is spent on reading and writing assignments while the rest is spent in discussion of cultural or personal issues. For the future, the effective new procedures will be maintained and, in addition, a "head" tutor will be assigned to help maintain tutoring reports and important tutoring effectiveness data.

**Orientation:** Orientation at LIEP has typically been done on the first 2 days of classes, with one day devoted to testing, and another to policy and administrative information. This led to two incredibly intense days and was considered somewhat exhausting by students and staff.

- In Fall 2013, orientation was expanded to include activities throughout the entire first week of classes as well as including returning students in the orientation process to ensure that all students understand the current LIEP policies and to build a sense of community between old and new students.
- Two changes were made to orientation in Spring 2014. Pre-arrival handbooks and quizzes were emailed to students in Spring 2014 to make the students' arrival and incorporation into Loyola life as seamless as possible. Also, digital orientation was expanded to include pre-arrival activities to help students learn to use Wolfmail, Blackboard, and LORA as quickly as possible. This proved especially helpful for midterm arrivals, who have less orientation time. Also, another orientation section was created to address academic expectation and U.S. study culture.

The evaluations supported these changes. The evaluations were also extremely positive. All students gave all elements of orientation 4s and 5s with the exception of a single 3 for the introduction to New Orleans culture. Students particularly approved of the newly added introduction to academic studies. Students reported especially finding the digital orientation helpful as well as the cultural introduction to New Orleans.

**Marketing/Recruiting:** Although LIEP was substantially hampered in this with the loss of the program coordinator position, we increased the number of students from sponsoring agencies in LIEP including the Brazil Scientific Mobility Program (from 0 in 2012/2013 to 11 in 2013/2014) and the Saudi Arabian Educational Mission (from 9 in 2012/2013 to 10 in 2013/2014).

The website was redesigned to make it easier for second language speakers to use and a new brochure was developed.

**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,
• "Authentic Grammar-Focus Writing Projects", presentation at the Louisiana Teachers of English to Speakers of Other Languages Conference 2013.

Jessica Haley, LIEP Instructor and Academic Director
• "What's an Indent? Academic Preparation Seminars", presentation at the Louisiana Teachers of English to Speakers of Other Languages Conference 2013.

Elizabeth Magnotta, LIEP Instructor
• "What's an Indent? Academic Preparation Seminars", presentation at the Louisiana Teachers of English to Speakers of Other Languages Conference 2013.

Alisa Jackson
• Served on Gilman Program’s National Scholarship Selection Panel

Section 6.2: Student Achievements & Service

Study Abroad Scholarships

Gilman
Stephanie Tilley – for study in Costa Rica in Fall 2013
Meghan Gallaspy – for study in Japan in fall 2013
Ladadrian Darden – for study in South Africa for fall 2013.
Jade Domingue – for study in Ghana for spring 2014
Jose Lozano – for study in Japan in spring 2014
Sara Rodriguez – for study in Japan in spring 2014
Whitney Woods – for study in South Africa in fall 2013

Other study abroad scholarships
Meghan Gallaspy – Awarded JASSO scholarship for study in Japan during fall 2013
Sara Rodriguez - Awarded JASSO scholarship for study in Japan during spring 2014
Sharita Williams – CIEE Scholarship for Spain during spring 2014

Section 7: Supporting Documents

For Study Abroad:
  o Pre-departure orientation for students going abroad in fall 2013 and spring 2014.
  o 2013/2014 Student Evaluations of semester and year programs. (Posted in October once all students complete.)
  o 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.)
  o 2014 Study Abroad Fair Evaluation

For International Student and Scholar Services:
  o Fall start of semester activities/International Student Orientation;
  o 2013-14 Exchange Student Semester Evaluations Assessment,
  o inBus evaluation

For LIEP:
  o LIEP Evaluation 2013-2014