SUMMARY:

International student orientation includes the following populations: degree-seeking students (undergraduates & graduates), exchange students and Loyola Intensive English Program (LIEP) students. Each population of students is oriented separately due to their different needs and arrival dates as follows:

- **F-1 Undergraduate Orientation**: Monday, August 19 from 9:00 a.m. to 4:00 p.m.
- **J-1 Exchange Orientation**: August 22 from 10 a.m. to 3 p.m. & August 23 from 9:00 a.m. to 2:00 p.m.
- **Loyola Intensive English Program (LIEP) Students**: August 26 from 2:45 to 4 p.m. (Immigration and related matters & New Orleans Culture)
- **F-1 Graduate Orientation**: August 27 from 4 to 5:30 p.m. (Immigration and related matters as well as anything that was not covered in their orientations (i.e. health and safety, hurricane preparedness, etc.))

Overall, the orientation received very positive reviews with almost all of the categories getting a score between 4 and 5 (highest possible score).

Changes from previous year:

- **F-1 Undergraduate Orientation** was shortened to one day due to the early start of New Student Orientation.
- Co-Curricular produced a comprehensive New Student Resource Guide so we were able to tailor our International Student Handbook with information specifically needed for international students.
- International Student Handbook – we changed the layout so that it is easy to add or remove content. Once the content is finalized, the document is converted into a pdf and then there is the option to print as a booklet, which combines the pages properly to make a book.
- All graduate students were organized into one orientation, which was more time efficient.

EVALUATION METHODS:

Degree-seeking undergraduates and non-degree exchange students were asked to fill out an evaluation at the end of orientation. Almost all students filled out evaluations when asked. Graduate students and LIEP students were not given surveys.

SUMMARY OF RESULTS:

**F-1 Undergraduate Orientation**

F-1 undergraduate orientation was smaller this year due to the smaller freshman class size. We expected 34 undergraduates, but 3 of those students did not come to Loyola and 2 students were oriented during summer bridge so we had 29 students attend the undergraduate F-1 orientation.

The F-1 orientation received very positive feedback from the students with a few areas for improvement. The session that scored the lowest (4.19/5) was “Getting Started at Loyola.” The session that scored the highest was “Academic Preparedness (4.62/5).” The scavenger hunt was most often cited as students’ favorite part of orientation (6 students) and the length of the orientation was most often cited as students’ least favorite part of orientation (3 students).

Evaluations (26 evaluations)

- Did the orientation help you adjust to the university? (average = 4.46)
- Did the orientation help you adjust to New Orleans and the U.S.? (average = 4.24)
- Sessions/Presentations (session average = 4.40)
  - Breakfast, welcome, student introductions (average = 4.32)
  - Getting started at Loyola: email, blackboard, meal plans, etc. (average = 4.19)
  - Scavenger Hunt (session average = 4.31)
  - Immigration, SSN, Work, Banks, Cell Phones (session average = 4.46)
  - Academic Preparedness (session average = 4.58)
  - Q&A (session average = 4.52)
  - Adjusting to Life in the U.S. (session average = 4.50)
  - Out & About in New Orleans (session average = 4.28)
  - Student Panel (session average = 4.43)
- Materials (materials average = 4.64)
  - Admit Packet (4.57)
  - Pre-Departure Emails (4.48)
  - International Student Handbook (4.78)
  - New Student Resource Guide (4.74)
- Comments from students on evaluations
  - If you marked something as unsatisfactory, tell us why, and what we can do to improve it.
    - “I just believe that a foreign place cannot be adjusted by knowledge, only experience. The Breakfast was just having breakfast and a bit awkward.”
    - “I learned a lot from the orientation.”
    - “Give more emphasis with LORA, Blackboard, Classes, etc.”
Is there anything that you think we should add to the orientation?

- “More dynamic, get out of the classroom.”
- “More group-oriented sessions + icebreakers.”
- “More outdoor activities.”
- “Group the students who came from the same country and let them talk a little about their country.”
- “In the inside the scoop student panel you can ask the student board to prepare some advice that we should know as students.”
- “I think you could have provided with how to travel inside New Orleans, which includes inside the streets.”
- “Help students with more job opportunities in campus.”
- “Something where you learn to know the other students.”

Is there anything that you think we should take out of the orientation?

- “Unnecessary presentations.”
- “The Q&A are useless because if someone really wants to know they will ask.”
- “Everything was as required and given in the right quantity.”

What was your favorite part of orientation?

- Scavenger Hunt (6)
- Meeting people (3)
- Academic Preparedness by Dr. Larry Lorenz (2)
- Out & About in New Orleans (2)
- All the activities
- Adjusting to Life in the U.S.
- Student Panel
- Info about banks, cell phones, etc.
- Speakers

What was your least favorite part of orientation?

- Too long – 3 (“Sitting in a room for 4 hours.” “Can get too long. I would take half/half in two days.”)
- Academic Preparedness by Dr. Larry Lorenz (2)
- Nothing - 2 (“Everything was great.” “I like everything.”)
- Scavenger Hunt – 2 (Scavenger hunt: I perfectly understand its purpose (getting to know the campus) but the time pressure and the ambitiousness of the students get the better of them and does not really satisfy its intended purpose.)
- Health Insurance

J-1 Exchange Orientation

J-1 Exchange Orientation is spread out over two days because the exchange students don’t have to attend another orientation. This allows us to start later and end earlier each day.

The J-1 orientation received very positive feedback from the students with a few areas for improvement. The sessions that scored the lowest were “Student Panel” (3.62/5), “Scavenger Hunt” (3.75/5) and the “Campus Tour” (3.86/5). The sessions that scored the highest were “Loyola Online” (4.15/5) and “Adjusting to Life in the U.S.” (4.14/5). The scavenger hunt (4 students), academic preparedness (4 students), campus tour (3 students) and adjusting to life in the U.S. (2 students) were most often cited as students’ favorite part of orientation. The scavenger hunt, adjusting to life in the U.S., student panel and campus tour were each cited by 2 students as being their least favorite part of orientation.

Evaluations (21 evaluations)

- Did the orientation help you adjust to the university? (average = 4.29)
- Did the orientation help you adjust to New Orleans and the U.S.? (average = 4.14)
- Sessions/Presentations (session average = 4.09)
  - Breakfast, welcome, student introductions (average = 4.43)
  - Getting started at Loyola: classes, meal plans, etc. (average = 4.10)
  - Scavenger Hunt (session average = 3.75)
  - Immigration, SSN, Work, Banks, Cell Phones (session average = 4.05)
  - Academic Preparedness (session average = 4.62)
  - Q&A (session average = 4.24)
  - Adjusting to Life in the U.S. (session average = 4.14)
  - Out & About in New Orleans (session average = 4.00)
  - Loyola Online: email, blackboard, orgsync, etc. (session average = 4.15)
  - Health & Safety (session average = 4.00)
  - Campus Tour (session average = 3.86)
  - New Orleans Music (session average = 4.20)
  - Student Panel (session average = 3.62)
- Materials (materials average = 4.46)
  - Admit Packet (4.55)
  - Pre-Departure Emails (4.29)
  - International Student Handbook (4.57)
  - New Student Resource Guide (4.43)
- Comments from students on evaluations
  - If you marked something as unsatisfactory, tell us why, and what we can do to improve it.
    - “Scavenger confusing / Adjusting didn't apply to me / Tour: not in-depth.”
• “The students were sitting down and not talking loud enough, did not seem very enthusiastic / reading on a paper not really start a conversation.”
• “You can show us a little bit out of campus.”
• “More about all phones, bank contacts.”
• “My immunization issue should have been solved before getting here.”
• “The academic preparedness talk was pretty dull.”
• “The scavenger hunt needs fixing because groups were getting confused.”

• Is there anything that you think we should add to the orientation?
  • “More wolfbucks info.”
  • “More detailed information about the immunization forms.
  • “Email/upload the presentations.” (2)
  • “Where to buy books.”
  • “Some songs for fun.”
  • Trip off campus – 2 (“Add a trip downtown to tourist places. It would be nice to take us to the streetcars, buses and all the possible transportation to know how to get out of the campus.”
  • “The sports information is very few.” “Maybe add a trip to Bourbon street or French Quarter so that we can see how it is without being worried that it is unsafe for us.”)
  • More music/entertainment info – 2 (“Maybe a more structured talk about the bars/clubs and entertainment. Make an official scheduled talk or something.” “More information on the music/jazz scene.”)
  • “Ask students if they can operate things before showing them.”
• Is there anything that you think we should take out of the orientation?
  • Scavenger Hunt
  • No, it was all helpful.
  • The team-building and getting to know people activities
  • Campus tour
  • Maybe just make the music talk more interactive, would have liked to see the lecturer play some music.
  • Some things were a bit repetitive.
  • Bit too long-winded. Long presentations.

• What was your favorite part of orientation?
  • Scavenger Hunt (4)
  • Academic Preparedness by Dr. Larry Lorenz (4)
  • Campus Tour (3)
  • Adjusting to Life in the U.S. (2)
  • The Inside Scoop student panel
  • Breakfast
  • Shopping Trip
  • Icebreaker Activities
  • Q & A
  • Music Talk

• What was your least favorite part of orientation?
  • Scavenger Hunt (2)
  • Immigration info
  • Adjusting to Life in the U.S. (2)
  • Inside Scoop student panel (2)
  • Loyola online session because it was too fast
  • New Orleans Music
  • Campus Tour (2)
  • I liked everything
  • All the information. It was very informative, but a lot to take in after suffering jetlag.
  • Academic Preparedness by Dr. Larry Lorenz
  • Very long, more breaks needed
  • Having to listen to wolfbucks and meal plans explained so many times

CHANGES PROPOSED BASED ON EVALUATIONS & ASSESSMENT MEETING:

F-1 Undergraduates
• The session that scored the lowest was “Getting Started at Loyola.”
  • Being that this is one of the first sessions of the day, I think it should be revamped in one or more of the following ways to make it more exciting:
    • If time and space permits, move all of the electronic content to an e-session in a computer lab.
    • Have students in the session to talk about Loyola.
  • Students asked us to give more emphasis to LORA, Blackboard and Classes.
    • We will cover this in-depth in the e-session.
  • When asked to elaborate if something was marked as unsatisfactory, students mentioned wanting “more dynamic, out of the classroom” activities, “more group-oriented sessions and icebreakers”, “more outdoor activities” and “something where you learn to know the other students.” The length of the orientation was most often cited as students’ least favorite part of orientation (3 students). These are always concerns for students, but I believe even more so this year because we were forced to conduct the entire orientation in one day rather than a day and a half because Co-Curricular started New Student Orientation on Monday.
    • Meet with Co-Curricular to request that the New Student Orientation start later in the week because it is not necessary to start it so early.
  • Other recommendations to Co-Curricular:
    • The international student orientation needs to be 1.5 days rather than 1 day due to the specific
needs of international students:
- They feel overwhelmed by the large amount of content in 1 day
- They need time for bonding due to loss of support network and adjusting to a new culture
- They are adjusting to listening and speaking in English
- They are jet lagged and so it’s hard for them to focus as long as U.S. American students
- If possible, new student orientation should start mid-day on Tuesday
- The New Student Resource Guide was wonderful! A few changes:
  - Put the student schedule in the parent handbook in addition to the parent schedule
  - Put labels on the covers of the books if possible so that it’s easier to distinguish between the books
- Make communication to students before orientation more seamless and coordinated between our two offices and work with Admissions, other offices, etc.
- Communication to students on orientation day
  - At least 10 international students came at 8, but our orientation doesn’t start until 9 and around 10 Americans were sent to our orientation for some reason.
  - How can we avoid this?

J-1 Exchange Students

**Student Panel:**
- Student Comments: “The students were sitting down and not talking loud enough, did not seem very enthusiastic. Reading on a paper and not really starting a conversation.”
- Based on feedback from the F-1 session, the students prepared more information ahead of time to present at the panel. However, one of the strengths of the panel is that it is spontaneous.
- In the future, be sure to let students know that they should each come with some idea of what they want to talk about, but they shouldn’t just read the information off of the sheet. It is an open dialogue and advice-giving session. And, students should be sure to be enthusiastic and speak loud enough to be heard.
- Campus Tour:
  - When we haven’t included the campus tour in the past, students have always asked for it. They do need it in order to get oriented. Therefore, it should be continued.
- Scavenger Hunt
  - Student Comments: “The scavenger hunt was confusing.”, “The scavenger hunt needs fixing because groups were getting confused.”
  - The scavenger hunt was revamped to make it more like a real scavenger hunt where students were given clues as they went along. However, one of the orientation leaders gave one of the groups the wrong information, which caused that group to not have a chance at winning.
  - Keep the new format for the scavenger hunt, but make sure that students are told the correct information by the orientation leaders.
- Music Session
  - Student Comments: “Maybe a more structured talk about the bars/clubs and entertainment. Make an official scheduled talk or something.” “More information on the music/jazz scene.” “Maybe make the music talk more interactive, would have liked to see the lecturer play some music.”
  - Sandy Hinderlie normally presents the music session at orientation and his session is always very popular, but he had to cancel at the last minute this year due to health problems. I was able to find a quick replacement with John Rankin, but he did not have anything prepared. Next year, it should be fine as long as Sandy can do the session again.
- E-Session
  - Student Comments: “Loyola online session was too fast.” “Ask students if they can operate things before showing them.”
  - As this was the first time doing this session, we did not realize that it would take as long as it did. The session length should be increased to 45 minutes. While we can ask if students know how to login to email for example, there are always some students who don’t.
- Upload powerpoints to web
  - A couple of students asked if the powerpoints could be uploaded to the website or emailed to them. There is no harm in doing this, but it should also not be a high priority.
- Based on feedback, the following information should be added:
  - Books – students get advice about this in the student panel, but it’s also a good idea to touch upon it during the orientation.
  - Immunization – we talk briefly about this when Student Health comes to talk, but we should explain it more thoroughly and lay out their options regarding the immunization requirement in a slide.
  - Sports – we do touch upon sports, but it would be good to expand this a bit as students had questions on this topic.
- Immunization Requirement:
  - We need to ensure that students who turn in immunization forms early are told if they are missing immunizations before they arrive in New Orleans because it is more difficult for them to get additional proof of immunizations once they are here and it is often more expensive for them to get the shots here.
  - Student Health should be made aware of the particular issues of international students and the timing of when their immunization forms are reviewed.

F-1 Graduate Students

- If we continue to get more law students, we should go over to the law school to do an orientation on the
broadway campus.

- We may not be able to combine all graduate students in the future due to the varying start times of their programs.
- Make sure to give surveys to graduate students.

**LIEP Students**
- Make sure to give surveys to graduate students.

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FOOD PURCHASED FOR THE WEEK

1 1/2 gallons of milk/1 gallon purchased originally - went out Thurs afternoon and purchased ½ gallon more.
2 gallons of Orange Juice
4 large bags of pretzels
12 gallons of water for the week
2 bags of mini carrots
3 bunches of celery
pint of hummus
pint of dip
3 rounds of cookies
3 lbs. of various trailmix for the week
2 bags of grapes – lasted two days
a small bunch of bananas – maybe 8 total – only 4/5 eaten the first day
another bunch of bananas
2 cantouloupes
2 pints of strawberries

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**MONDAY – F-1’S - 40 STUDENTS**

**40 or so on Monday**
50 mini pastries @ Boulangerie - $47.50
Lunch from Roly Poly – 4 trays of wraps
2 salads – completely consumed

**THURSDAY – J-1’s - 21 students**
Left over mini pastries and bagels
whole watermelon
2 bags of grapes
several bananas
1 pot of coffee
Lunch from Roly Poly – 6 trays of wraps...some left over
2 salads – some left over

*Could have ordered 4 trays and 1 salad. They consume less at lunch due to breakfast at 10am.*

**FRIDAY**
2 trays of mini pastries aka “two bites” from Wholefoods - $79. For both trays.
2 cantaloupes and 2 boxes of strawberries
Lunch was in the OR

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**EVALUATIONS:**
Accessible in the Fall 2013 International Student Orientation file.