The Loyola Intensive English Program (LIEP)

The Loyola Intensive English Program (LIEP) provides high quality English language training and prepares students from around the world to use English in academic, professional, and social settings. Because LIEP is small and personal, students receive individual attention both in and outside of class. LIEP is constantly re-assessing its strategies and goals to ensure the best possible experience for its students. LIEP seeks to fully participate as a member of the Loyola community and incorporates Jesuit values into both curriculum and methodology. New Orleans culture also factors heavily into LIEP’s approach to the teaching of language. These foci reflect the larger goals of LIEP and the Center for International Education:

- Provide a high-quality intensive English program
- Integrate LIEP into the university and the local community
- Contribute to the internationalization of Loyola

LIEP GOALS 2013-14

LIEP’s goals for 2013-14 were centered on the need to boost enrollment and also to maintain the high quality experience the program has become known for.

- Continue providing a high-quality, academically-focused curriculum, instructed by a highly-qualified, skilled faculty; maintaining a focus on culture and following Jesuit educational values
- Redistribute team responsibilities to make LIEP’s day-to-day operations more efficient and to cover the loss of the program coordinator position
- Increase enrollment
- Receive program membership in one of IEP associations for accredited IEPs.
- Maximize potential recruitment of scholarship students from Saudi Arabia, Oman, Iraq, and Brazil
- Re-evaluate the marketing strategy and take advantage of free marketing resources and social media

LIEP CHANGES 2013-14

Marketing Changes

The focus of program adjustments for 2013-14 was primarily on marketing.

In Fall 2013, LIEP enacted the following Marketing Strategy:

1. Expand Social Networking presence
2. Working with agents—agent contract—attend session at NAFSA about working with agents
3. Community outreach
4. Connect with other IEP programs and Jesuit schools at LaTESOL 2013 and NAFSA 2014
5. Update website
6. Create a new brochure
7. Hire a part-time assistant to do the following: social networks, alumni outreach, follow up with inquiries, contact students, Study in the USA
8. Support innovative instruction that draws on the unique cultural resources in the greater New Orleans area. Use internet to share what's happening at LIEP through the program blog, YouTube, Facebook, and Zinch.
9. Create original materials (photos, blogs, videos) to be posted on Zinch and Study in the USA as part of our digital marketing strategy.

Program Changes

• Learning Outcomes for all levels of all classes were revised in Fall 2013. These objectives are published in both the student and faculty handbooks and are used in the placement and assessment of students' language level.

• Special Programming was created in Spring 2014 based on the enrollment requirements of the BSMP Scholarship Program. The "English for the Arts and Sciences" intersession program met 20 hours per week for two weeks during Loyola's May and August breaks. Students were led through an intensive process of reading, analyzing, discussing, and critiquing a recent journal article from the arts and sciences.

Faculty Changes

In keeping with LIEP's goal of a highly qualified team, all LIEP faculty are experienced professionals with advanced degrees in language teaching and learning. In response to staffing changes, program goals, and a need for more class sections, changes were made in LIEP's faculty.

• LIEP's Program Coordinator left in Fall 2013, generating a deficit in time spent on marketing and enrollment. Many potential relationships between LIEP and recruiting organizations have been left unexplored due to a shortage of faculty.
• Jess Haley assumed Academic Director Title and took administrative duties specific to LIEP as well as teaching one 5-hour per week class and a 10-hour per week special program during intersession. The Academic Director position was previously called Academic Coordinator. The "director" was added to make LIEP eligible for IEP-specific membership in AAIEP, a large organization dedicated to upholding high standards of quality and authenticity for its member institutions.
• Karen Greenstone, full-time instructor, taught 3-3-2 courses. Ms Greenstone was the previous Academic Coordinator; she took on one of the academic director's previous courses.
• Elizabeth Magnotta, part-time instructor, taught 3-3-2 courses and a 10-hour per week intersession. Ms Magnotta had previously taught 2-2-2 courses; she took on one of the academic director's previous courses.
• Ashton Frilot, a new part-time instructor, taught 2 courses in summer 2014 and a 10-hour per week intersession.
In addition to the professional teaching and administrative staff, LIEP employed one work-study student and seven part-time student tutors during Fall 2013, eight during Spring 2014, and eight during Summer 2014.

Orientation Changes

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 all.

- 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 American study culture.

Academic Changes

Most of LIEP’s adaptations in 2013-14 focused on boosting enrollment and streamlining marketing. However, one important change was made in the course offerings in Spring 2014 based on concerns listed by students in the fall that there was not enough emphasis on test-taking skills.

The Spring Elective, usually a culture-themed course was converted to a Test Strategies and Study Skills class. The course was such a success that it will be offered again in 2014-15.

- The benefit of a course specifically targeting test skills cannot be exaggerated. International students place an epic amount of importance on test skills, often more on scores than on their actual language ability. Giving them a test skills course satisfies their need for test-specific skills and knowledge while freeing up the other, core courses to truly engage students with rich and authentic language education.

- In Spring 2014, the average amount of improvement on tests was dramatically higher than in 2013 (13.75 average improvement in Fall, compared with 40 points in Spring). This is partially due to the test skills course, as well as to the fact that students had much better expectations of their academic experience based on better orientation and a rigorous and integrated curriculum.

Tutoring Changes

The LIEP tutoring program pairs LIEP students with Loyola University students to assist them with their language homework as well as their transition into American culture. The
tutoring program has been continually modified since LIEP re-opened in 2010 to accommodate growing student numbers, diverse student needs, complex scheduling, and a stronger focus on training tutors. In 2013-13, LIEP tutoring experienced some problems with reliable student attendance. In 2013-14:

- Tutors were given more stringent reporting guidelines and clearer protocols for dealing with attendance and concerns.
- Special tutor workshops were conducted 5 times and covered topics including: the international phonetic alphabet, cultural concerns, tutoring specific grammar trouble spots and targeting specific writing issues.

EVALUATIONS 2013-14

Administrative Evaluation

LIEP’s goals for 2013-14 primarily targeted our marketing strategy. Working with extremely limited resources and staff, LIEP accomplished some of its objectives, but had to postpone new marketing ventures. We are frequently able to only respond to inquiries when what is needed is a much stronger outreach effort.

LIEP needs a more robust marketing budget in order to take advantage of emerging markets, continue healthy recruiting relationships with partner organizations, and further the internationalization of Loyola university.

- Maintaining and developing marketing relationships
  - While LIEP was able to maintain a relationship with its existing marketing partners, those efforts had to be minimized due to a strained budget.
    - LIEP’s relationship with Study in the USA is long-standing. Both LIEP and the university at large have advertised with them for years, both online and in print. In 2013-14, LIEP was forced to reduce marketing through Study in the USA to an online profile only, and that only advertised in 3 languages (previously 5 online languages and 2 magazines).
  - Though LIEP alone organized this marketing, information about Loyola University is also maintained on the profile, and approximately 400 information requests were sent to LIEP in 2013-14. Of those requests, around half were directed to the law, business, and graduate schools.
  - New marketing relationships
    - LIEP did negotiate new marketing relationships and a new program membership, based on groundwork conducted by the program coordinator in 2012-13. However, those contracts were not finalized until late spring/summer of 2013, so the benefits of them will not be seen this year.
  - New LIEP brochure
A new brochure was designed, printed, and mailed to several EducationUSA offices around the world as well as to several local businesses and New Orleans consulates. Brochures are also given to potential students who come to the office and they are sent with Loyola University faculty in the law school, business school, and admissions office when they travel abroad.

- Academic Director marketing training
  - The academic director attended NAFSA 2014 and was able to participate in many sessions and a workshop on recruiting and enrollment management. Some ideas for 2014-15 are being developed based on that experience.

- Social Media Presence
  - LIEP regularly maintains its social media presence through free profiles on Facebook, YouTube, Yuku (Chinese), Mezun (Turkish), and through student-created blog posts on LIEP News Now (a blog created by LIEP instructors).
    - In 2013-14, only Facebook can be definitely noted as the source of program inquiries. 7 individuals contacted LIEP through Facebook, but only 2 of them completed applications.

- Administrative Responsibilities
  - LIEP functions like a full university, handling all aspects of a students interaction. Faculty and staff in LIEP and CIE work with students from their first inquiry about the program through their graduation from the program. Admission, immigration, advising, scheduling, coordination, instruction, curriculum, tutoring, assessment, and social programming are all handled in-house. Administration, outreach, budget, marketing, and management are also controlled in our offices.
    - Since the program coordinator left in August 2013, the academic director and the director of CIE have attempted to perform all administrative duties in LIEP. This has led to a prioritizing of tasks; and the inevitable neglect of some things. Data management and marketing follow-up are left undone as immediate student needs take precedent.
    - Pre-Katrina, administering LIEP was the job of two people.
    - The academic director is currently the only administrator in LIEP. With the assistance of CIE team members, LIEP is getting by, and even generating an excellent reputation and paying for itself through LIEP tuition.
  - LIEP needs more administrative faculty to effectively fulfill its role as a unique and successful Loyola program. LIEP at the very least needs a part-time program coordinator to continue growing and contributing to Loyola University and to the New Orleans community.

Program Evaluations
2013-14 program evaluations by students produced many indicators of satisfaction. 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).

Orientation Evaluations

Fall 2013 orientation evaluations were overall very positive. On a scale of 1-5, all students rated their orientation experience at 4 or 5, with only 2 lower answers. Students reported especially finding the digital orientation helpful as well as the cultural introduction to New Orleans.

Spring 2014 orientation 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.

Course Evaluations

All LIEP courses—Reading, Writing & Grammar, Listening & Speaking and the elective courses (New Orleans Culture in 13F and Test Skills in 14S)—were assessed in Fall and Spring. New special programming during the Spring 2014 intersession was also evaluated.

Students were given a feedback form which was modified in fall of 2013 to a) elicit more specific evaluative information from students and b) be more uniform with evaluations given by CIE during their program and orientation evaluation process. The form has a mix of multiple choice and reflective questions.

All suggestions from evaluations, faculty meetings, and student conferences are considered by the entire LIEP team between all semesters and at midterm in fall and spring and changes to the program and curriculum are made upon consensus.

2013-14 Course Evaluations showed students were pleased with the instruction, level, and effectiveness of their courses.
High Approval Ratings:
- Teachers
- Writing Assignments
- Intercultural Conversations
- Cultural Excursions
- Class Observation Project
- Academic Focus
- Small Class Size
- Course Materials

Recommendations for Improvement:
- Curriculum changes
- More course levels
- More cultural excursions
- More Test Prep (added in Spring)

Special Programming Evaluations

The BSMP students 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.

Enrollment 2013-2014

LIEP experienced growth during the 13-14 school year, partially due to the addition of special programming. Overall for the year, LIEP hosted 69 students and generated $166,164 in tuition revenue.
SUMMARY OF ACCOMPLISHMENT, 2013-14

Academic Achievements:

- Maintained 2 full levels of high-quality courses for the academic year 2013-14
- Increased enrollment from Fall 2013- Spring 2014, from 25 to 28. And from summer 2013 to summer 2014 from 24 to 32.
- Created new special programming for BSMP students
- Continued partnerships with Latin American Jesuit universities through the AUSJAL exchange program. Because scheduling and logistics were extremely complicated during the spring of 2013, it was decided that AUSJAL exchanges will only happen in the summer, when housing is more readily available and the shorter sessions allow for more flexible scheduling. Seven faculty members in fields of law, social science, computer science, education, community outreach, and university missions will be attending courses at LIEP in the summer of 2014. Their presence at LIEP is a great benefit to Loyola University, and to their fellow LIEP students.
- Continued developing Loyola's relationship with the Saudi Arabian cultural mission to bring in more scholarship students. In 2013-14, LIEP continued a track record of great success working with their scholarship students, one of whom will be entering Loyola's MBA program this fall. LIEP frequently accepts SACM student transfers from larger universities where there is not enough time for faculty to address their needs.

Professional Development:

- Offered 2 workshop presentations at LaTESOL 2013
- Karen Greenstone, "Authentic Grammar-Focus Writing Projects"
- Elizabeth Magnotta and Jess Haley, "What's an Indent? Academic Preparation Seminars"

Marketing Achievements:

- Attended NAFSA 2014; Attended a 2014 NAFSA marketing, branding, and recruiting workshop, as well as several administrative sessions.
- Marketing: Despite a limiting budget and time, LIEP: Created a new brochure which was distributed to 28 EducationUSA offices, 10 New Orleans consulates, local international businesses, (restaurants and markets), Tulane University, and the University of New Orleans
- Formalized a contract with recruiting agent Apply ESL
- Collaborated with existing partners at Study in the USA and Chegg International to fine-tune LIEP's branding for their markets.
- Obtained membership in AAIEP, a standard-bearing organization for IEPs throughout the United States. Belonging to this organization identifies LIEP to new audiences as a high-quality program with distinguished faculty and programming.
• Established a relationship with a local US Department of Commerce representative to create new marketing opportunities for 2014-15.
• Met with representatives from scholarship groups BSMP and SACM at the 2014 NAFSA conference, as well as current partner institutions and several potential future marketing groups.

Loyola and New Orleans Community: In keeping with the goal of contributing to and participating in our community, LIEP:

• Intercultural Conversations: LIEP students participated in monthly round-table discussions of social issues; they were joined by Loyola faculty and students, and members of the New Orleans Lyceum to create truly global discussions.

• Class Observation Project: LIEP instructor, Karen Greenstone, coordinates each semester with faculty from all Loyola departments to arrange 2 days of authentic university "study" for the LIEP students. In this project, students attend four Loyola classes in many subjects and write reports on their linguistic and academic experiences.

• Audubon Zoo, Mardi Gras Parades, Art in Bloom, Lent Lunch in the 9th Ward, St Joseph Altars Tour, Global Wildlife, and the Cabildo Museum: Program excursions were arranged to familiarize students with local ecology, history and culture.

• Loyola University Theater productions of The Merchant of Venice and The Hound of the Baskervilles: LIEP’s Advanced Reading class read these two books in Spring 2014. Activities were coordinated to coincide with that reading including the plays themselves and related guest speakers.

• Guest Lecturers;
  o Allison Cofrancesco, a counselor from the Loyola Counseling Center, introduced students to university resources and discussed cultural differences in the acceptability of therapy
  o Lieutenant Angela Honora of the University Police Department taught students important local laws and also some basic self-defense techniques
  o Dr Laura Hope, Associate Professor of Theater Arts and Dance, directed The Merchant of Venice and spoke to students about the process of translating literature for the stage
  o Dr Lisa Martin, Instructor of Mass Communication, spoke to students about important goals for success; she was a guest during the reading of "Habits of Highly Effective People"
  o George Bishop, New Orleans author, spoke with students about his novel, "A Letter to my Daughter," which LIEP students read in Fall 2013
  o Father Ricardo Marquez, Assistant Director of Loyola’s Jesuit Center spoke to LIEP students about Jesuit values of education
  o Bryan Haley, southeastern archaeologist, spoke to students about the prehistory and ecology of the region

GOALS FOR 2014-15
• More teacher observations
  o In 2014 all teachers will observe all other teachers at least once per academic year. This will multiply the perspectives from which we reflect on our teaching methods and curriculum.

• More cultural excursions/community outreach
  o One of the most unique aspects of LIEP is its dedication to being an active part of the Loyola and New Orleans community. Students respond very well to the excursions and outreach LIEP has provided so far. In the future, LIEP would like to provide more excursions and given opportunities to do service in the community.

• Head Tutor
  o Managing tutoring reports, schedules, and trainings is extremely time consuming. LIEP needs a Head Tutor to deal with email correspondence and managing a tutoring information database 2-3 hours per week.

• Hire Elizabeth Magnotta as full-time faculty
  o Elizabeth Magnotta currently teaches 15 classroom hours per week (a full-time schedule) as well as assisting in testing, assessment, teaching observations, and cultural excursions. However, she is still paid on a part-time scale and schedule with no benefits. Elizabeth co-created the special programming curriculum with the academic director and has received exclusively glowing evaluations from both students and faculty observers. She has worked here for two years – working 40-50 hours per week to insure LIEP students receive the best courses she can give them. She has proven to be an invaluable asset to LIEP. It is absolutely necessary that her extraordinary skills and contributions be recognized and she be granted a full-time contract.

• Part-time program coordinator
  o While LIEP has achieved great things this semester, the program is seriously hindered in terms of man-hours. There simply are not enough people, and a backlog of important work is growing. The potential contributions of a program coordinator to the growth of LIEP and the internationalization of Loyola University cannot be overstated

• Newsletter
  o LIEP plans to generate a digital newsletter, which can be sent quarterly to LIEP and Loyola alumni, partner organizations, and other Intensive English Programs.

• More Loyola Students through LIEP
  o Work with Admissions, the Law school and the MBA program to recruit more students who want to stay at Loyola and further the goal of internationalizing the university.

• Special Intersession Programming
  o The Special Programming created in Spring 2014 for Brazilian Science and Mobility Students will be continued as long as these students are being enrolled at LIEP and Loyola. Not only does the program generate revenue for the LIEP; it ensures the retention of students who would have otherwise attended different schools. The creation, instruction, and assessment of this intersession programming and its specially designed curriculum, of course, required many hours on the part of an instructor, the academic director, and the CIE staff. Currently, this program is created, taught, and assessed by one instructor and the academic director; each teaching 10 hours per week and
sharing the planning/grading. In the future, with greater LIEP enrollment and more of these scholarship students, more faculty will be needed to continue these highly successful courses.
APPENDICES

APPENDIX 1: LEARNING OUTCOMES - Revised July 2013

GRAMMAR LEARNING OUTCOMES

LOW INTERMEDIATE—GRAMMAR

- Know and use the parts of speech in English.
- Use simple sentences, compound sentences, and complex sentences with adverb clauses.
- Use the following English verb tenses in affirmative statements, negative statements, and questions—simple present, simple past, simple future, present progressive, past progressive, present perfect.
- Use simple modals.
- Use the principal parts of common irregular verbs.
- Use comparative and superlative forms of adjectives and adverbs.
- Use count and non-count nouns.
- Use real conditions.
- Use infinitives and gerunds in their most common uses.
- Use prepositions of time and place as well as the most common adjective-plus-preposition and verb-plus-preposition combinations.
- Learn the basic rules of article use.

HIGH INTERMEDIATE—GRAMMAR

- Use simple sentences; compound sentences; complex sentences with adverb, adjective, and noun clauses; and compound-complex sentences.
- Use the following English verb tenses in affirmative statements, negative statements, and questions—simple present, simple past, simple future, present progressive, past progressive, future progressive, present perfect, past perfect, present perfect progressive, past perfect progressive.
- Use simple and perfect modals.
- Use active and passive voice.
- Use the principal parts of most irregular verbs.
- Use real conditions, unreal conditions, and wishes.
- Use infinitives and gerunds in most of their uses.
- Expand the use of adjective-plus-preposition and verb-plus-preposition combinations.
- Expand the learning of the rules of article use.

ADVANCED—GRAMMAR

- Use all English verb tenses.
- Use more advanced English structures, such as participial phrases, reduced adjective clauses, and noun clauses using the subjunctive.
- Refine the use of articles.
WRITING LEARNING OUTCOMES

LOW INTERMEDIATE—WRITING

- Write a 300-word essay with introduction, body, and conclusion, using narration, description, process, classification, and comparison.
- Use pre-writing strategies to discover, focus, and develop a topic.
- Use proper paragraph format with topic sentence and supporting details.
- Use sentence variety and proper sentence structure with simple, compound, and complex sentences with adverb clauses.
- Use transitions that indicate the relationship between sentences and paragraphs.
- Use correct grammar appropriate for the low intermediate level, correct punctuation, and standard English spelling.
- Revise, edit, and proofread essays.
- Write a timed essay with a TWE (Test of Written English) score of at least 4.0.

HIGH INTERMEDIATE—WRITING

- Write a 500-word essay with introduction, body, and conclusion, using narration, description, classification, process, comparison, and cause/effect.
- Use pre-writing strategies to discover, focus, and develop a topic.
- Write an appropriate thesis statement and support it with adequate detail.
- Use proper paragraph format with topic sentence and supporting details.
- Use appropriate sentence variety and proper sentence structure with simple, compound, complex, and compound-complex sentences.
- Use more nuanced transitions that clearly indicate the relationship between sentences and paragraphs.
- Maintain a consistent tone appropriate for the audience and purpose.
- Use correct grammar appropriate for the intermediate level, correct punctuation, and standard English spelling.
- Revise, edit, and proofread essays.
- Write a timed essay with a TWE score of at least 4.5.

ADVANCED—WRITING

- Write a 750-word essay expressing and defending an opinion.
- Expand pre-writing strategies to include the use of secondary material.
- Support ideas with outside source material.
- Quote, summarize, and paraphrase correctly.
- Revise sentences and paragraphs so that the essay communicates ideas concisely, logically, and effectively.
Use editing and proofreading to eliminate the following common errors: sentence fragments, comma splices, run-on sentences, subject/verb agreement errors, pronoun reference errors, case errors, article errors, errors of word form, faulty parallelism, and misplaced apostrophes.

Write a timed essay with a TWE score of at least 5.0.

READING LEARNING OUTCOMES

LOW INTERMEDIATE

- Identify thesis, topic sentences, and supporting ideas in a text.
- Use pre-reading strategies, such as previewing, skimming, and predicting.
- Use context clues as well as knowledge of stems and affixes to define vocabulary.
- Summarize and discuss texts.
- Read aloud with good standard pronunciation at the intermediate level.
- Achieve a sub-score of 45 or above on the reading comprehension section of the paper-based TOEFL.

HIGH INTERMEDIATE

- Identify thesis, topic sentences, and supporting ideas in a text.
- Use pre-reading strategies, such as previewing, skimming, and predicting.
- Use context clues, knowledge of stems and affixes, and a monolingual English dictionary to define vocabulary in authentic texts.
- Summarize and discuss a variety of authentic texts.
- Think critically about, interact with, and respond to English texts.
- Read aloud with good standard pronunciation and with expressiveness.
- Achieve a sub-score of 48 or above on the reading comprehension section of the paper-based TOEFL.

ADVANCED

- As independent readers, choose the appropriate strategies for different reading activities.
- Summarize and paraphrase college-level texts and articles from newspapers and magazines.
- Think critically about, interact with, and respond to English texts.
- Read aloud with good standard pronunciation and with expressiveness.
- Achieve a sub-score of 50 or above on the reading comprehension of the paper-based TOEFL.
LISTENING & SPEAKING LEARNING OUTCOMES

LOW INTERMEDIATE—LISTENING & SPEAKING

- Converse about daily activities.
- Ask and answer yes/no, wh-, and how questions.
- Function in everyday situations, such as giving and receiving directions, buying groceries, and mailing a package.
- Speak with acceptable pronunciation, stress, intonation, and rhythm.
- Use listening strategies to increase comprehension of authentic speech.
- Receive a TSE score of at least 4.0.

HIGH INTERMEDIATE—LISTENING & SPEAKING

- Function competently in everyday situations, such as making purchases, initiating bank transactions, and obtaining a driver’s license.
- Communicate competently in almost all conversational settings.
- Express and defend a point of view.
- Use common U.S. idioms.
- Speak with correct pronunciation, stress, intonation, and rhythm.
- Give a 10-minute oral presentation on an assigned topic.
- Identify main ideas and supporting details in short lectures and talks.
- Receive a TSE score of at least 4.5.

ADVANCED—LISTENING & SPEAKING

- Prepare and present a speech with university-level competence.
- Participate effectively in academic discussions.
- Identify main ideas and supporting details in university-level lectures and talks.
- Receive a TSE score of at least 5.0.
APPENDIX 2 – SUMMARY OF PROGRAM EVALUATIONS 2013-14

LIEP Program Evaluations Summary – FALL 2013

1. Would you recommend LIEP to a friend? Why or why not?

**YES-20/24**

- Language Improvement (6)
- Teachers (8)
- Academic Focus (3)
- Small Classes (2)
- “Helpful” Program (4)

2. Which LIEP activities did you enjoy the most? Why?

- Intercultural Conversations (12)
- Everything (3)
- Watching movies (2)
- The Zoo (3)
- Halloween party (2)
- Class Observation Project (4)
- Teachers (4)
- Presentations (1)

3. What were the strengths of LIEP?

- Teachers (7)
- Activities and field trips (3)
- Intercultural conversations
- Writing Assignments
- Course Materials
- Everything (2)
- Small class size (2)

4. What were the weaknesses of LIEP?

- Test Preparation (8)
- Amount of Homework (4)
- Course Materials (3)
- Cost (2)

5. If you had a tutor, was the time you spent with the tutor helpful? Please Explain.

**Yes - 16/24**

- Writing Assistance (9)
- Speaking Assistance
- Confidence Building (4)
- Loyola Activities
- New Orleans Activities

**No – 6/24 (2 students did not answer)**
• Scheduling Problems - Tutor (3)
• Scheduling Problems – Student (2)
• Didn’t have a tutor (part-time or opted out) (1)

6. Overall, has the program met your expectations? Are you satisfied with your progress?

Yes - 19/24
No - 4/24 (1 student did not answer)

LIEP Program Evaluations Summary – SPRING 2014

1. Would you recommend LIEP to a friend? Why or why not?

YES - 21/27

• Language Improvement (8)
• Teachers (3)
• Small Classes (4)
• "Helpful" Program (5)

2. Which LIEP activities did you enjoy the most? Why?

• Intercultural Conversations (4)
• Everything (1)
• Museums (2)
• Mardi Gras (4)
• Class Observation Project (3)
• Teachers (2)
• Presentations (1)

3. What were the strengths of LIEP?

• Teachers (7)
• Activities and field trips (2)
• Intercultural conversations (1)
• Writing Assignments (3)
• Small class size (1)
• Test Preparation (2)

4. What were the weaknesses of LIEP?

• Amount of Homework (6)
• Course Materials (4)
• "None" (2)

5. If you had a tutor, was the time you spent with the tutor helpful? Please Explain.

Yes - 13/27

• Writing Assistance (5)
• Speaking Assistance (3)
• Confidence Building (5)
• Loyola Activities (2)
• New Orleans Activities (2)
• “Fun” (5)

No – 10/27 (4 students did not answer)
  • Scheduling Problems – Tutor (1)
  • Didn’t have a tutor (part-time or opted out) (6)

6. Overall, has the program met your expectations? Are you satisfied with your progress?

Yes - 25/27
No - 0/24 (2 students did not answer)
APPENDIX 3 – SUMMARY OF COURSE EVALUATIONS 2013-14

• Writing and Grammar Courses
  o Advanced:
    ▪ Satisfied with: Amount of authentic writing practice, timed writing assignments, academic focus of class, grammar projects
    ▪ Recommendations: More peer-revisions, less homework, change textbook
  o Intermediate:
    ▪ Satisfied with: Teachers, grammar activities, textbooks
    ▪ Recommendations: More grammar focus

• Listening and Speaking Courses
  o Advanced:
    ▪ Satisfied with: Language Projects, Presentations, Teacheer, Vocabulary Strategies
    ▪ Recommendations: More outside activites, more listening
  o Intermediate:
    ▪ Satisfied with: Presentation projects, vocabulary activities
    ▪ Recommendations: More speaking practice and vocabulary

• Reading Courses
  o Advanced:
    ▪ Satisfied with: Vocabulary, Discussions, Textbooks, Intercultural Conversations
    ▪ Recommendations: Change books, more discussions
  o Intermediate:
    ▪ Satisfied with: Textbooks, Vocabulary Activities, Teacher
    ▪ Recommendations: More Discussion, less homework

• Fall Elective - New Orleans Culture and Social Issues
  o Mixed-Level Course:
    ▪ Satisfied with: Local topics, vocabulary activities
    ▪ Recommendations: More current social issues, more practice exercises.

• Spring Elective - Test and Study Skills
  o Mixed-Level Course:
    ▪ Satisfied with: Skills focus, Teacher, Practice Tests, Strategies
    ▪ Recommendations: Change textbook