16 students (of 17) completed the LIEP Program Evaluation Form. Based on the students’ comments and suggestions as well as the observations of LIEP instructors, we have made and are contemplating several changes.

First, you will see a summary of the changes. This is followed by a more detailed break-down of the students’ LIEP program evaluations.

CHANGES

CHANGES MADE IN SPRING 2013

In Spring 2013, we implemented the following changes:

- **WARNINGS AND DOCUMENTATION FOR A STUDENT IN DANGER OF FAILING:** Students in danger of failing were given multiple warnings with follow-up. Of the 3 students who received F in one of their LIEP courses, all received ample warnings and none were surprised to receive F. An additional 2 students received warnings and turned their performance around to receive passing grades.

- **MORE COMPLETE INFORMATION ON GRADING FOR INSTRUCTORS IN HANDBOOK:** We had no new instructors in Spring 2013, and all instructors received a supplement to the handbook about grading. This seems to have been effective, as we did not experience problems or confusion with grading.

- **USE OF GRADE CENTER IN BLACKBOARD:** We now have all instructors using the Grade Center in Blackboard. This gives us a permanent record of each student’s grade and the components of that grade.

- **APPEALS PROCESS:** Students who receive a grade of F are allowed to appeal to remain in LIEP. This has succeeded in unexpected ways. One student who received F in Fall 2012 successfully appealed to remain in LIEP and has completely turned around his academic performance. This student has done excellent work in Spring 2013.

- **FIELD TRIPS:** We are still constrained by limited van availability, but the students appreciated and enjoyed the field trips we were able to provide. I was also reminded that students absolutely love to be invited to an instructor’s home. The King Cake Breakfast at my apartment was a huge hit with the Intermediate Listening/Speaking class, and was possible for me because of the small class size (8 students).

- **ELECTIVE SEMINARS:** These were held most Fridays, 10:30-11:30 a.m. Overall, they were successful, with special success for the seminars on safety with Lieutenant Angela and on stress relief. I would suggest eliminating the library orientation, which I think is best accomplished in a writing class in the context of a particular assignment.

- **MINI EVALUATIONS THROUGHOUT THE SEMINAR:** We partially implemented this, and the partial implementation was successful. We included mid-term evaluations for all LIEP courses. This allowed instructors to plan more effectively for the second half of the semester, using information from the evaluations about what the students felt was working and not working.
- **TIMING OF END-OF-TERM EVALUATIONS:** We held the end-of-term course and program evaluations during the last week of classes and were able to receive evaluations from almost all students. The two exceptions were two Pilot students: one had stopped attending class, and the other was an exchange student taking only Pilot Writing/Grammar.

- **TRACKING PILOT STUDENTS’ CONTINUED PROGRESS AT LOYOLA:** We have begun interviewing Loyola students who took our Pilot Program to see what helped them in their academic courses and what we could improve. We began this semester with Pilot students who are at or near graduation.

**CHANGES PLANNED FOR FALL 2013**

We are planning the following changes for Fall 2013.

- **NO EARLY END-OF-TERM TESTING.** We have experienced a bit of a problem with students leaving the program a day or so early and asking for early end-of-term testing, specifically the Test of Written English (TWE) and the Test of Spoken English (TSE). We have decided to include in the LIEP Student Handbook a policy stating that we will not do any early end-of-term testing. Tests must be taken on the day scheduled.

- **MORE FREQUENT FACULTY MEETINGS.** In Fall 2013, we are planning more frequent faculty meetings to help coordinate our courses better and to keep even better abreast of students’ progress.

- **CLARIFYING OURSELVES AS AN ACADEMIC PROGRAM:** Changes for the brochure and the website are ready and need only to be implemented by having the brochures prepared and the website updated.

- **TOEFL PREPARATION COURSE:** We will pilot this course during the summer of 2013 as an extra offering not requiring LIEP admission. LIEP students as well as anyone living in or near New Orleans can register for the TOEFL Preparation course. The course will be offered on five Saturday mornings in June and July and will be limited to 10 students. Jess Haley has done excellent work in proposing and organizing this course.

**AREAS NEEDING ATTENTION**

The following areas still need attention.

- **CLARIFYING OURSELVES AS AN ACADEMIC PROGRAM.** The revision of our promotional materials to state that our focus is academic preparation still needs to be done. This is to avoid disappointment on the part of students who come to LIEP without the goal of preparing for further academic work in English. While those with other goals can benefit from LIEP, the focus remains on academic preparation.

- **LIEP GRADES AS RECORDED IN LORA.** This, too, still needs to be done. The idea is to report LIEP grades in LORA as Pass / Fail / In Progress rather than as Audit / Audit Incomplete.

- **TOEFL PREPARATION COURSE.** Jess proposed a TOEFL Preparation course for Summer 2013, but the university approved it too late for any effective advertising, which
resulted in lack of enrollment. The course has been postponed, probably until Spring 2014.

- **GRAMMAR AS A SEPARATE COURSE:** The idea of offering five 4-hour LIEP courses (instead of the present four 5-hour LIEP courses) is still under consideration. This would give adequate time to grammar as well as each of the skill areas and would allow us to keep the valuable elective course. The five 4-hour courses would be Grammar, Writing, Reading, Listening/Speaking, and Elective. Another possibility is to continue with the four 5-hour-course structure, but to divide the four courses this way: Writing, Grammar, Reading, and Listening/Speaking combined with Culture.

- **MORE LEVELS:** As has been the case for some time, the sooner we can increase enrollment so as to have a third LIEP level, at least for Writing/Grammar and for Reading, the better. Instead of Intermediate and Advanced, it would be very helpful to have Intermediate I, Intermediate II, and Advanced. However, this semester, the range of levels within a class has not been mentioned as a problem in the course or program evaluations.

- **TWE SCORES FOR ENTERING PILOT STUDENTS AND FOR STUDENTS TAKING UP A FULL ACADEMIC COURSE SCHEDULE AT LOYOLA:** This is still a problem. We have raised the required TWE score for entering Pilot students to 5.0 / 6.0 and for students taking up a full academic course schedule at Loyola to 5.5 / 6.0. Below are the four Pilot students’ scores for Spring 2013.

<table>
<thead>
<tr>
<th>PRE</th>
<th>POST</th>
<th>RESULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0</td>
<td>4.75</td>
<td>Repeating Pilot and on probation at Loyola. Did not meet the requirements to exit probation.</td>
</tr>
<tr>
<td>4.5</td>
<td>4.75</td>
<td>Intends to enter Law School. Will continue at LIEP during summer.</td>
</tr>
<tr>
<td>4.5</td>
<td>5.25</td>
<td>Exiting Pilot. Registered for ENGL 100 in Fall 2013.</td>
</tr>
<tr>
<td>5.0</td>
<td>5.0</td>
<td>Exiting Pilot. Year-long exchange student. Will take full schedule of academic courses at Loyola in Fall 2013.</td>
</tr>
</tbody>
</table>

This shows that students often enter and exit Pilot without the scores that we have stated as required minimum scores.
LIEP PROGRAM EVALUATION ANALYSIS

STUDIO APPLICATION PROCESS—13 responses (those who applied directly to LIEP)

I found it easy to apply through Studio.

<p>| | |</p>
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<tbody>
<tr>
<td>Strongly agree</td>
<td>2</td>
</tr>
<tr>
<td>Agree</td>
<td>9</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
</tr>
</tbody>
</table>

The LIEP website is easy to use and understand.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Strongly agree</td>
<td>4</td>
</tr>
<tr>
<td>Agree</td>
<td>7</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
</tr>
</tbody>
</table>

What can we do to improve the LIEP application process?

Looks pretty good for me. Maybe make it more “attractive” (design).
Provide more detailed information about what you have to do to apply.
Feedback.

MY COMMENTS: The evaluation shows that most students, though not all, find the LIEP application process through Studio easy to manage and the LIEP website easy to understand.
TUTORS

Was the time spent with your tutor helpful? 14 LIEP and 2 Pilot responses (16 total)

YES—13

He helped me with what I needed and tried to work hard with me.
It was helpful because I spoke with a native speaker, and she helped me a lot with my assignments.
My tutor helped me to improve my writing.
The time I spent with my tutor was helpful and very nice. It helped me to talk and also understand more (new vocabulary).
It's a great idea. The tutors are very helpful.
Very much. She is helpful because she taught me how to give presentations and corrected my essays and gave me cool advice.
My tutor helped me a lot on my writing skills. Also, she sent me links of important events and helped me to learn more about the culture.
My tutor was very helpful because she helped me with my grammar and my speaking, which were very important to me.
I consulted my tutor about my work, and it’s good to have a chance to speak with a native speaker.
My tutor is very nice, and she helped me with many things besides my studying. She was helpful for everything. I appreciate what she did for me.
My tutor helped me a lot about my grammar. When we talked and messaged, my tutor tried to help me with the right way to speak and text.
I loved my tutor. She was very nice to me. She explained and corrected my papers properly.

QUALIFIED—3

He helped me a lot. One thing that did not work for me was the tutor was always busy.
Yes, but not my first tutor. My first tutor wasn't really trying to talk to me. I didn’t think it was helpful, so I switched. My second tutor is great. I learned a lot of things from her.
2 hours during the whole week. However, sometime, I felt that my tutor saw me because it was an obligation, for her contract with LIEP, and not because she wanted to help me.

MY COMMENTS: These evaluations show a very high level of satisfaction with the LIEP tutoring program.
THE PROGRAM

Would you recommend LIEP to a friend?

YES—16

Yes. LIEP can help in reading and writing skills. It also helps with talking more English with tutors.
Yes, of course I will, because I enjoyed being here, and I learned a lot.
Yes, they are serious and good at treating international students.
I would recommend this program. Yes. The teachers and administration team are good.
    Moreover, the environment (Loyola and New Orleans) is nice and interesting.
Yes. It’s very helpful.
Yes, because they care about you more.
I already recommended LIEP to some of the new students who joined us. I encouraged them to join us. Why? Because LIEP has a strong base to help us improve our English.
I would recommend LIEP to a friend because it helps you to learn English in many aspects, not only speaking and writing.
Yes, because it’s better than other school I heard.
Yes, because I feel comfortable to study here.
Yes, LIEP develops my English language in speaking and writing and reading.
Yes, he can study hard.
Yes, sure. It is helpful, no matter on the language part or the culture part.
Yes, I recommend. Especially for someone who wants to go to the university. I can feel campus life here.
Yes, because it is very helpful.
Yes, because I learned.

Which LIEP activities did you enjoy the most?

Every one of them. I learned a lot from them.
Every activity was fine. I enjoyed them.
Everything!
All the group activities, inside and outside the classroom.
Field trip.
Field trip and activities in class.
Field trip, because I can learn culture of New Orleans.
Culture class—field trips, because I saw many places of New Orleans.
All of LIEP activities: tutoring, visiting different places, practicing some events together.
Go to art museum.
Mardi Gras, because I knew something new for me.
Saint Joseph’s Day. Movie. King Cake Breakfast at Ms. Greenstone’s house.
Reading, because I really want to learn how to read, and I feel here that reading English is possible.
Reading and notice of coming events. They are the things that I need.
I really enjoyed the Culture/Elective class during Fall 2012 with Christina and Jess. I discovered new places in New Orleans and learned about culture (United States and New Orleans).
I enjoyed the activity where we cooked cuccidatis, because I learned language that I used in my daily life.
What were the strengths of LIEP?

Everything good.
Teachers.
The teachers are very helpful, and the classes.
Learning more, and being able to speak appropriately.
The teachers are very interesting and interested. They motivate the students and are very helpful and comprehensive. The schedule is good, too.
It was demanding in a good way. It provided you with tools to adapt yourself to life in the United States. Everyone is always nice when it comes to helping me with all kinds of questions.
The teachers take really good care.
Good faculty and atmosphere of New Orleans.
Professors are helpful. We have a lot of opportunity to speak English.
Excellent program.
The management of the program structure.
I like the idea of tutoring and intercultural meetings. This helps us to be included in the culture, not just in classes.
When they get serious about the roles.

What were the weaknesses of LIEP?

I would like to add courses to help us prepare for TOEFL. I don't mean separate classes, but I mean during the course maybe we can take on Monday culture class and on Wednesday TOEFL preparation.
Reading less than writing.
Not accepting doctor's notes sometimes.
Some traditional aspects of teaching once in a while.
Sometimes they are not completely clear with their instructions.
LIEP has not much diversity. Most students are Spanish or Arabic speakers.
Elective class.
Culture class does not have a good content.
More things to do related to culture.
I could take only part time. That's not LIEP weakness, but I want to take the whole class, if I can.

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

YES—13

Yes, and more than my expectations. I learned more things than I expected.
I am very happy with my experience here. I certainly improved my English skills, especially writing and speaking.
The program met my expectations because I have learned to write and to express myself in English. I have also learned about many social issues in the United States.
Yes, the teachers support me in my weakness in English.
Yes, it was really good for me and very helpful.
Yes. I learned. I am happy.
Yes. I got the knowledge that I need. I had a wonderful time with this program.
Yes, I’m satisfied with all the program.
Yes, everybody is friendly and helpful.
I’m quite pleased with this program.
Sure, sure, sure. Thank you for all your efforts.
I am more comfortable than before. I am so proud.
Yes, I learned more things here in LIEP, and I improved in my English as I went through
the program.

QUALIFIED—2

My English level is too low. That’s why I feel nervous sometimes. But I think I made
progress. Thank you.
Yes. I like the program. However, I hope for some extra time for preparing other things
like TOEFL and other exams.

NO ANSWER—1

MY COMMENTS: Overall, there is a high level of satisfaction with LIEP. Changes made,
planned, and contemplated are discussed in the CHANGES section at the beginning of this
report.