LIEP PROGRAM EVALUATIONS—FALL 2012

14 students (of 20) 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 FALL 2012
During Fall 2012, we implemented the following program changes.

- **REVISED GRADING SYSTEM**: This was implemented to avoid having students repeat LIEP multiple times at the same level. This grading system allows two semesters at the same level. Although we have just one Intermediate section, we now designate students as Intermediate I or Intermediate II.
  - **THE GRADING SYSTEM**
    - **COMPLETION**: Students who complete a level receive a grade of A, B, or C and are promoted to the next level.
    - **PROGRESS**: Students who have worked well and made progress in their first semester at a given level but who are not yet ready for promotion receive a grade of P and are allowed to repeat the level once. If a student receives P a second time at the same level, we will most likely ask that student to leave LIEP and will help to find a more suitable program.
    - **FAILURE**: Students who do not work well and do not make progress in their first or second semester at a given level receive F and may not continue at LIEP.
  - **HOW IT WORKED**
    - **OVERALL**: The system seems to have worked well overall.
    - **PROBLEM**: The one problem I see is that one of our new part-time LIEP instructors gave a grade of F in Writing/Grammar (a key course) to a student who has focusing issues and who worked well enough in courses taught by other instructors. We initially decided to stick with our policy of asking any student who receives F to leave, but then decided to allow an appeal, which was successful.
  - **MODIFICATIONS** (See the section below on changes for Spring 2013)

- **WRITING REQUIREMENTS FOR PILOT AND FOR A FULL ACADEMIC SCHEDULE**: 
  - **RAISING OF TWE SCORES**: We raised the Test of Written English (TWE) score for Pilot and for a full academic schedule at Loyola because the required scores had previously proven to be too low.
    - For entering Pilot: 5.0 / 6.0 (rather than 4.5 / 6.0)
    - For a full academic schedule: 5.5 / 6.0 (rather than 5.0 / 6.0).
  - **RESULT**: This proved difficult to achieve. Of 8 Pilot students, only 1 had a correct entering score, and only 3 had correct ending scores, with 2 having scores a quarter point below the requirement and 3 having ending scores a half point below the requirement. Below are the entering and ending scores, starting with the top ending scores.

[Enter table with entering and ending scores]
This issue appears in the section on areas needing attention, below.

- **TUTORING:** Jess instituted a new tutoring session check-in system and ways to link tutoring more closely with class work. Fall 2012 program evaluations show a high level of satisfaction with the tutoring program.

**CHANGES PLANNED FOR SPRING 2013**

We are planning the following changes for Spring 2013.

- **WARNINGS AND DOCUMENTATION FOR A STUDENT IN DANGER OF FAILING:** It is important that any student in danger of failing be given ample warning and that these warnings be documented. Here is the procedure to follow.
  - **CONFERENCE:** As soon as a student appears to be in trouble, the instructor will have an individual conference with the student explaining the following.
    - Why the student is in danger of failing
    - Exactly what the student needs to do to pass the course
    - When you and the student will hold a follow-up conference
  - **FOLLOW-UP EMAIL:** Send a follow-up email to the student summarizing the discussion in the conference, and cc the Academic Coordinator.
  - **CONTINUED FOLLOW-UP:** Repeat the above at regular intervals. I would suggest a maximum interval of two weeks for a student who continues to be in danger of failing.

- **MORE COMPLETE INFORMATION ON GRADING SYSTEM FOR INSTRUCTORS**
  - **FACULTY HANDBOOK:** The explanation of the grading system in the Faculty Handbook will be expanded.
  - **MENTORING:** The Academic Coordinator will mentor new part-time instructors in grading.

- **USE OF GRADE CENTER IN BLACKBOARD:** All LIEP instructors will use the Grade Center in Blackboard so as to have a record of students’ grades and of how the grades were arrived at.

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

- **FIELD TRIPS:** Students mentioned field trips as a most-enjoyed activity and requested more of them. Off-campus field trips have become more challenging due to the decrease of availability of LIEP vans. Below are our plans for Spring 2013.
Maximize field trips that can be accomplished by walking or by public transportation, such as a movie at the Prytania Theater, the Audubon Zoo, the Ozanam Inn for the Saint Joseph Day altar, and anything along the streetcar line.

Look into having student-certified drivers.

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

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

**TOPICS:** Topics planned and contemplated include interactive campus tour, uses of Microsoft Word, time management, plagiarism, self-defense by the Loyola Police, presentation by Loyola Admissions, interactive résumé preparation session with Career Services, interactive session with the Counseling Center, volunteer project, uses of PowerPoint.

**MINI EVALUATIONS THROUGHOUT THE SEMESTER:** To avoid waiting until the end of the semester to improve our courses and program, we will have a system of mini evaluations throughout the semester. This will be planned before the semester begins and will consist of some combination of the following: formal mid-term course and program evaluations, informal four-week evaluations, observations of each other’s courses, individual “how is the course going” conferences with students by the instructor of the course, third-party evaluation sessions, and other possible ideas.

**TIMING OF END-OF-TERM EVALUATIONS:** This will be scheduled during the last two weeks of class with make-up times for absent students so that we get course and program evaluations from all LIEP students. In Fall 2012, we held course and program evaluations on the very last day, with the result that only 14 of 20 LIEP students completed the evaluations.

### AREAS NEEDING ATTENTION

The following areas still need attention.

**CLARIFYING OURSELVES AS AN ACADEMIC PREPARATION PROGRAM:** To avoid disappointment on the part of students who come to LIEP without the goal of preparing for further academic work in English, we may need to consider revising our promotional materials to state that our focus is academic preparation. While those with other goals can benefit from LIEP, the focus remains on preparing for academic work in English.

**LIEP GRADES AS RECORDED IN THE LORA:** We will aim, for Fall 2013, to implement a way of reporting LIEP grades in LORA that will include Pass / Fail / In Progress.

**GRAMMAR AS A SEPARATE COURSE:** It might be well to consider five 4-hour LIEP courses (instead of the present four 5-hour LIEP courses). 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.
• **MORE LEVELS**: 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.

• **TOEFL PREPARATION**: Students continue to express a desire for TOEFL preparation. We might consider offering, at some time in the future, an additional course (outside of the 20-hour intensive English program) for TOEFL preparation. We would need a good computer lab to prepare for the Internet-based TOEFL, and we would need to be prepared for a large number of non-LIEP applicants, as this would likely be the only TOEFL preparation course taught in the New Orleans area.

• **TWE SCORES FOR ENTERING PILOT STUDENTS AND FOR STUDENTS TAKING UP A FULL ACADEMIC COURSE SCHEDULE AT LOYOLA**: This did not work as hoped and needs further thought and discussion. See the section on changes made in Fall 2012 for details on this.

### LIEP PROGRAM EVALUATION ANALYSIS

#### STUDIO APPLICATION PROCESS—8 responses (those who applied directly to LIEP)

I found it easy to apply through Studio.

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<th>Responses</th>
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<tr>
<td>Disagree</td>
<td>0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
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The LIEP website is easy to use and understand.

<table>
<thead>
<tr>
<th>Rating</th>
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<tbody>
<tr>
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<tr>
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<td>Disagree</td>
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</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
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What can we do to improve the LIEP application process?

- Explain more about living on campus. It was hard for me to get information about it.
- It was so complicated with all the Sevis!
- It was very good that you get a very quick and good answer when you sent an email.

**MY COMMENTS**: The evaluation shows a high level of satisfaction with the application process and the LIEP website. This appears to have worked well now for everyone in Fall 2012.
TUTORS

Was the time spent with your tutor helpful? 12 responses

YES—9

My tutor and I always worked with my papers. That was very helpful for my writing skill. It was a good chance to speak with a native speaker. I really enjoy the time I spent with my tutor because she helps me fix my mistakes and we talk together. She is very helpful and kind. She is always on time. It’s my favorite part of this program. She helped me a lot and corrected essays, and it was funny [fun?] I can ask or share what I need or have to do. I wish next level I will have more than one tutor because spending time with the tutor is very helpful to learn about the culture and to improve the language faster as well as having friends.

QUALIFIED—3

One hour because I had problems with my transportation and schedule. The half of the time was really helpful because she really helped me. At the beginning it was helpful, but at the end I felt that my tutor was kind of tired and I was too.

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—12

Yes.
Yes. It was awesome and diverse.
Yes. Teachers are friendly and there are many interesting activities.
I would like to recommend LIEP to my friend who is willing to learn English as a second language because it is helpful.
Yes. I recommend this program because I feel that I learned studying here.
LIEP is good for student to study. When we study here, we have to work hard and have many opportunities to practice English. So your English, so your English will improve quickly.
Yes. It is an interesting program.
Yes, of course it was a very good program. I helps you a lot to improve your English. All the people are very nice and all of them want you to improve your English!
Yes, I would recommend to my friend because this program is quite good to improve pronunciation and writing skill.
Sure, I would recommend and actually I already recommended it to some persons who want to learn English because the program was helpful and the teachers are excellent and expert in teaching.

Yes, I learned a lot and they’re enthusiastic in their classes.

Yes, I will recommend this program to my friend instead there are some courses that may be chaney [?] in general it is a very complete program.

QUALIFIED—2

Yes, I would because it was helpful for me. But it will depend on why that person would like to study English. If it is for academic purpose, LIEP is the right place.

It depends. If my friends would like to study at Loyola or another U.S. university it is a good choice. If not, I would not recommend it because it focuses too much on people who want to apply to a U.S. university.

Which LIEP activities did you enjoy the most?

- Parties and field trips because I can know people
- Halloween party and Christmas party because they were good chance to learn U.S. culture
- I enjoy the Christmas party the most because it is not only interesting but also practice my English by playing
- Halloween activities because it is my first time to carve a pumpkin
- Swamp tour
- New Orleans Museum of Art
- Cultural activities outside the class
- Field trips because it was a good way to learn English while understanding U.S. culture
- Projects with Jess because they were a combination of writing papers and art
- Outside activities
- Visiting different places in the country and participating in some events
- I don’t go to many of them because of personal problems.
- I don’t take field trips, but it is really good for students.
- I couldn’t go to any.

What were the strengths of LIEP?

- Teachers are kind and have powerful teaching skills
- They don’t just stick with the book but they gave us more practice outside the books
- The professors were friendly and helpful
- Teachers are really serious in their work
- Help people when they have problems
- Always very friendly
- Friendly staff
- Helpful teachers
- Good teachers
- The way teachers interact with students
- All the teachers pay attention to our progress
- It’s a small institute, so it helps the classes be personalized
- Help you apply. You can always send an email before you come.
- Easy to enter and be accepted
- Easy and accessible admission
Possibility to go to Loyola after LIEP
Organization
Well organized
Teachers know how to organize the program
Improve my English
Field trips
Various kinds of activities
Activities
Recreational activities
Diverse students

What were the weaknesses of LIEP?

Too expensive
Classes start too early and long
3 credit doesn't need to be exact three hours
Not enough TOEFL preparation
We should focus on the Internet-based TOEFL
The last two weeks not to use the whole time of the course
Some teachers
The teachers selection
Some teachers don't really know how to treat students. Sometime they offend them or they treat them like babies.
Doing more than assignments and projects at the same time that let us just focus on completing the assignment instead of learning from this assignment
That it is designed for people who want to attend Loyola. A new group should be opened for those who don't want to attend university and just want English for everyday life.
Focus on people who want to study at Loyola

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

YES—11

I think I am better in English than before.
My English is better now.
I like it and I will continue to study here.
I’m sure that I improve my skills in English with this program, and I hope to continue studying here the next semester.
I improved my writing and listening/speaking skills a lot.
I learned English as my second language even though I was stressed because of many tasks and assignments at home.
I learned how to write better but I’m still having problems with my speaking skills.
I’m satisfied with my progress but I still need to practice conversation.
I have to say that the program is not the same as I imagined because I would like to take class for TOEFL so that I will go to college. I am satisfied with this program because I can feel my improving absolutely.

NO—2

I’m not really satisfied with the program. I thought that it would focus more on grammar.
Overall, it was quite good.
No, I’m not happy with the grammar class. I want to learn pure grammar.

QUALIFIED—1

I am half satisfied. I only took 2 courses. One of them was very helpful to improve my English. The other one wasn't.

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.