SUMMARY OF EVENT:
Pre-departure orientation was held from 9:00 a.m. to 4:00 p.m. on Saturday, April 21. The purpose of the pre-departure orientation is to prepare students for their study abroad experience. This orientation is an important way for CIE staff to convey information that will be relevant to students’ time abroad. It also affords and opportunity for students to ask any pressing questions and meet with past participants and current international students.

The Spring 2012 pre-departure orientation was held for students studying abroad in Fall 2012 and Academic Year 2012-2013 on all programs, including Loyola exchange and study abroad, ISEP exchange and direct, and non-Loyola programs. 47 students attended the April 21st orientation. Three students that did not attend will be attending a make-up orientation session.

OBJECTIVES/GOALS:
• Clarify policies and procedures
• Provide students with practical and logistical information
  ▪ Travel documents
  ▪ Travel arrangements
  ▪ Money matters
  ▪ Computers and communications
  ▪ Health and safety
  ▪ Academics
  ▪ Travel documents
  ▪ Registration and transfer of credits
  ▪ Academics abroad
  ▪ Resources for preparing
• Help students develop realistic expectations
• Help ease pre-departure anxiety
• Provide intercultural training
• Provide opportunities for students to meet other future study abroad participants, past study abroad participants, and current international students
• Enhance relationships between students and CIE staff

EVALUATION METHODS:
All participants are asked to complete an evaluation at the end of the pre-departure orientation presentations by CIE (before the dinner with regional representatives, who provide more country-specific information). The evaluation questionnaire asks students to comment on the following: day and time of orientation, topics of orientation, helpfulness of orientation, highlights of orientation, and suggestions for improvement. CIE discusses the event, conducts an overall assessment, and proposes changes for future orientations.

SUMMARY OF RESULTS:
19/47 evaluations received
• Evaluations indicate that overall students were satisfied with the pre-departure orientation
• Students found the “Preparing to Go Abroad” session most helpful in preparing for the study abroad experience
  ▪ Students found the Visualization least helpful in preparing for the student abroad experience (but were generally satisfied with the session)
• Students were generally satisfied with the content of the various sessions
  ▪ 1 student was not satisfied with the cultural adjustment section
• Biggest takeaway was the importance of continuing to do research and prepare logistically for study abroad
• Greatest affective impact of pre-departure orientation was increasing students’ level of enthusiasm for the study abroad experience
• Fewer students complained about the length of the orientation, but many students left early
• Fewer students complained about the day of the orientation (i.e. a Saturday works)
• Fewer students skipped out on the orientation altogether, but several students left the orientation early
• In first breakout session, 15 students attended “Academics Differences,” 12 attended visa session, 3 attended housing session, and 1 attended “Travel in Europe.”
• In second breakout session, 3 students attended “Cultural Differences and Perceptions of Women.” 10 students attended the visa session.
• In the third breakout session, 7 students attended “Cultural Photography”, 6 students attended “Cultural Differences and Perceptions of Women”, and 1 student attended the visa session.

CHANGES FOR NEXT SEMESTER:
Based on student comments and assessment by CIE staff
• Ran out of time in “Preparing to Go Abroad” session. Shift content or lengthen.
• Instead of inviting peer advisors to present slides in the “Preparing to Go Abroad” session, CIE should present the information and ask peer advisors to contribute.
• Offer two breakout sessions instead of three? Visas session does not need to be offered three times. Housing,
Cultural Differences and Perceptions of Women, and Travel in Europe do not need to be offered more than once.

- Revise visualization or take it out altogether.
- Integrate “Making the Most out of Your Experience” into another session.
- Start at 10:00 a.m. instead of 9:00 a.m. and finish earlier in the day.
- Retention students by shortening the orientation and offering visa session in last break out session. (Other ideas?)
- Revise evaluations
  - Students generally responded the same to the two Likert scale question items for each session (assumed all questions were on level of satisfaction). How can we correct this next year?
  - Short-answer questions did not reveal as much as did past evaluations. Perhaps students were too tired to respond thoughtfully.
- Adjustments to food order (see below).

**Evaluation Responses**

**Likert scale evaluation of sessions**
- See attached.

**Short answer survey questions**
- Please describe one thing that you will do different to prepare for study abroad as a result of today’s orientation.
  - Review visa requirements / apply for visa (7 students)
  - Research about host country (3 students)
  - Journaling (2 students)
  - “Prepare housing” (1 student)
  - “Nothing” (1 student)
  - “Pack light and smart” (1 student)
  - “Medical preparations” (1 student)
  - “I will get a new camera and make sure that I know key phrases to get around” (1 student)
  - “I will be making a checklist of things I have to do before the end of my program” (1 student)
- Has the orientation influenced your attitudes/goals for studying abroad? If yes, in what way?
  - “Yes, it has allowed me to remember that I have a lot to learn so it has made me want to go for everything” (1 student)
  - “Yes, it has helped me become more confident and excited rather than nervous” (1 student)
  - “Yes, I’m more motivated to dive fully into the culture with the locals” (1 student)
  - “Yes, I’m more open to cultural differences” (1 student)
  - “Yes, reinforced them” (1 student)
  - “Yes, it has expedited my thought process about the whole thing!” (1 student)
  - “Yes, I am more excited and focused on the host country’s culture” (1 student)
  - “Yes, I feel more prepared for the negative things I might encounter. I will plan what I have to do beforehand to integrate better.” (1 student)
  - “Yes, I now have a better understanding of my housing situation” (1 student)
  - “Now I realize I’ll need to go to obscure places” (1 student)
  - “So much paperwork” (1 student)
- Have your feelings about studying abroad been affected? If yes, in what way?
  - “Made me more excited” (8 students)
  - More relaxed and prepared (3 students)
  - “Great feelings” (1 student)
  - “I’m a little bit more nervous, but I know how to be prepared and will be ready before I go” (1 student)
- No (3 students)
- Is there anything that should be added or deleted from the orientation?
  - Additions:
    - More in-depth conversation about money (1 student)
    - Break-out session about nightlife/student life/meeting new people (1 student)
  - Deletions:
    - Visualization (5 students)
    - Journaling (1 student)
    - Non-dominant hand exercise (1 student)
    - Getting the most out of your experience (1 student)
  - “The cultural adjustment section could be much shorter—I thought it was great to have it included, but not applicable to specific experiences” (1 student)
- Was this day and time convenient? If not, what day and time would be best for future orientations?
  - Yes (6 students)
  - Too early (7 students)
- Earlier in the semester—“this weekend is close to the end of the year, when big projects are due” (3 students)
- Additional comments
  - “This was very helpful! It would have been nice if I could have learned more about my specific program. The break out/block sessions were helpful. Lunch was delicious!”
  - “Good, really good, but so long. I’m so excited!”
  - “Great job! Love the journal!”
  - “Thank you so much for the journal!”
  - “Great job. Peer advisors were great!”
  - “Yummy food!”
  - “Thanks for all of it! Food, journals, being so helpful. I’m truly grateful.”
**SCHEDULE OVERVIEW:**

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<th>Time</th>
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| 9:00-10:00 | Breakfast, Welcome, and Student Introductions (Mercy 305)                                  | Debbie Danna, Director, Center for International Education  
Mariette Thomas, Study Abroad Advisor  
Kristy Magner, Coordinator for International Student Services  
Susan Dempsey, Office Manager  
Alisa Townes, Andrew Vo, Wilda Valdez & Laura Gutierrez, Peer Advisors |
| 10:00-11:00| Preparing to Go Abroad (Mercy 305)                                                         | Mariette Thomas and Peer Advisors                 |
| 11:00-12:15| Cultural Adjustment and Resources for Preparing (Mercy 305)                                 | Debbie Danna and Kristy Magner                    |
| 12:15-12:30| Getting the Most out of Your Experience (Mercy 305)                                        | Mariette Thomas and Peer Advisors                 |
| 12:30-1:30 | Lunch with Past Study Abroad Participants and Current Exchange Students (Mercy 301)        |                                                  |
| 1:30-2:00  | Visualizing Your Experience and Journaling (Mercy 305)                                      | Debbie Danna and Mariette Thomas                  |
| 2:00-3:30  | Breakout Sessions (see below)                                                              |                                                  |
| 3:30-4:00  | Returning Home, Closing Remarks, Final Q&A (Mercy 305)                                      | Debbie Danna, Mariette Thomas, and Peer Advisors  |

**Breakout Sessions**

**BLOCK ONE (2:00 – 2:25 p.m.)**
- Academic Differences Abroad (Simeon Hunter) – Mercy 305 **MANDATORY FOR LOYOLA AND ISEP PARTICIPANTS**
- Visas: What are they? Who needs them? How do I apply? (Mariette Thomas) – Mercy 301D (Also offered in Block Two and Block Three)
- Housing: Living Local Abroad (Peer Advisors) – Mercy 307 (Also offered in Block Three)
- Travel in Europe: Local and Regional Transportation (Peer Advisors) – Mercy 311 (Also offered in Block Two)

**BLOCK TWO (2:30 – 2:55 p.m.)**
- Visas: What are they? Who needs them? How do I apply? (Mariette Thomas) – Mercy 301D (Also offered in Block Three)
- Working and Interning Abroad: What to Expect from Your Placement (Peer Advisors) - Mercy 307
- Travel in Europe: Local and Regional Transportation (Peer Advisors) – Mercy 311
- Cultural Differences and Perceptions of Women (Katherine Fidler) – Mercy 305 (Also offered in Block Three)

**BLOCK THREE (3:00 – 3:25 p.m.)**
- Cultural Photography: Shifting Your Focus and Telling Your Story (Debbie Danna) – Mercy 311
- Visas: What are they? Who needs them? How do I apply? (Mariette Thomas) – Mercy 301D
- Housing: Living Local Abroad (Peer Advisors) – Mercy 307
- Cultural Differences and Perceptions of Women (Katherine Fidler) – Mercy 305

**FOOD NOTES:**

**BREAKFAST** (55 students, 4 peer advisors, 4 office staff):
- Pastries or bagels for 63 people
- Fruit
- Orange Juice
- Coffee
- Milk & Sugar

**SNACKS DURING SESSIONS**
- 3 bags baby carrots
- 2 bags pretzels – next time, one bag is fine
- 3 bags trail mix/snack mix
- 3 bags grapes

**DRINKS DURING SESSIONS**
- 5 bottles Coke – next time, no soda during morning sessions
- 5 bottles Diet – next time, no soda during morning sessions
- 2 gallons water

**LUNCH** (63 orientation attendees + 15 lunch guests)
- 10 dozen falafel
12 orders lula kebab dinners with rice
12 orders chicken kebabs with salad
4 pints hummus with pita (unless orders come with hummus)

DRINKS DURING LUNCH
5 bottles Coke
5 bottles Diet
2 bottles Sprite
2 gallons water

AFTER LUNCH SNACK
Cookies for 60

Results from Survey

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