International student surveys were collected from 24 degree-seeking Loyola students. The total degree-seeking population in Spring 2013 was 109 students, making the response rate 22%. This is a fairly small number and may not be a representative sample of the international student population. Out of the respondents, 30% were graduate students, which is much higher than the international graduate student percentage of 14%. 43% live on campus. 59% of the respondents are from central or south America, which is similar to the larger international student population. Almost half the respondents had been in the U.S. between 1 and 3 years. For 83% of the students, their time at Loyola is their first time living in the U.S. The survey population did not include exchange students or Intensive English students because we assess those populations through other means.

EVALUATION METHODS:

All degree-seeking students are asked to complete the international student survey every other year. The questionnaire is available to students online. Students are asked for feedback on a wide range of topics, including the following: personal concerns, social and cultural concerns, academic concerns, safety issues, campus life, extra-curricular activities, personal relationships, and CIE staff and services. The survey was revised this year so we cannot compare it with previous years. The wording of some of the questions should be changed next time. In analyzing the results, it became apparent that the questions that ask whether certain topics are of concern to students is misleading because concern does not necessarily mean that something is wrong, but rather that it is an important topic to the student.

SUMMARY OF RESULTS:

Overall, students reported a very high level of satisfaction with Loyola and the Center for International Education. Questions with exceptionally high ratings involved CIE staff and services, personal relationships and orientation and adjustment to Loyola and New Orleans. Questions with lower ratings included financial concerns, academic concerns, residential life, and the international health insurance.

- **Personal Concerns**
  - Based on the answers to the questions in this section, students do not seem to be overly concerned except regarding “having adequate financial support” and “staying in legal immigration status”. 71% of students indicated that these two areas are important/very important. These issues will always be a concern.
  - Student comments highlighting concerns regarding finances:
    - “More scholarship availability that increases accordingly to tuition increases.”
    - “Availability of more scholarships for students who face financial difficulties; whose finances suddenly change.”
  - “Finding on-campus employment” (60% important/very important) and “managing my personal finances” (53% important/very important) and “dealing with conflict between my personal goals and my family’s goals for me” (46% important/very important) were in the middle range.
  - Of least concern was “meeting my religious needs” (34% important/very important).

- **Social and Cultural Concerns**
  - In this section, issues of language were of great concern. 64% of students indicated that “Understanding spoken U.S. American English was a concern and 59% of students indicated that “Communicating so that I am understood” was a concern. “Becoming integrated into the Loyola community” was also an area of great concerns with 61% of respondents indicating that this was important/very important.
  - “Making friends with U.S. Americans”, “Understanding U.S. American values”, “Receiving courteous treatment at local businesses”, “Coping with homesickness” and “Being discriminated against by U.S. Americans” were considered important/very important by around 50% of respondents.
  - Of least concern to students were “Learning how to understand and respond to U.S. American behavior (42%) and “Meeting others from my country (32%).

- **Student comments highlighting their concerns about communicating and being understood:**
  - “Being understood is extremely important I feel like the expected knowledge is much different to the expected knowledge at home. We learned minor things about us history as we focused mainly on British history in high school leading to a struggle to understand a few concepts. Also having an accent is extremely difficult when presenting as I am often misunderstood and punished for this with the grades I have received through out my presentations at Loyola, I would love to see this issue some how resolved.”
  - “I have noticed that some people in the OR, do not treat people politely. I do not know if it is the lack of professionalism, but some workers do not understands that we are new in this country and that we might not know exactly how to do some things, that are traditionally normal for American.”

- **Academic Concerns**
  - As one might expect, students were concerned about many of the topics related to academics. Of most concern was “Keeping up with my reading and writing assignments” (76%) and “Seeking help from my professors” (75%).
• Also of great concern to students was “Understanding classroom lectures” (67%), “Participating in academic discussions” (67%), “Dealing with faculty who are insensitive to my needs as an international student” (67%).

• Students were slightly less concerned with “Having adequate English for my studies” (61%) and “Finding assistance with any English problems” (59%).

• Student comment regarding academic concerns:
  - “Class discussions also pose a problem for me as being misunderstood has led to low self confidence in participating in class or group discussions.”

• Some students indicated that they would have like more information either before or after arriving at Loyola regarding:
  - Keeping up with my reading and writing assignments (46%).
  - Seeking help from my professors (46%).
  - Dealing with faculty who are insensitive to my needs as an international student (46%).
  - Understanding classroom lectures (38%).
  - Participating in academic discussions (38%).
  - Finding assistance with any English problems (15%).
  - Having adequate English for my studies (15%).

• Safety Issues
  - Safety does not seem to be a major concern for students:
    - 100% feel safe in their apartment/residence during the day.
    - 96% feel safe in their neighborhood.
    - 96% feel safe walking on campus during the day.
    - 84% feel safe in their apartment/residence at night.
    - 77% feel safe walking on campus at night.

• Residential Life
  - 79% of respondents either live on campus now or have lived on campus.
  - 75% lived with a U.S. American, 10% lived with someone from their country, 25% lived with another international student.
  - 55% of respondents were satisfied with their experience in the residence halls and 68% were satisfied with their interaction with U.S. Americans in the residence halls.
  - One student made a negative comment about a residential life staff person. We will follow up with Residential Life.

• Extra-Curricular Activities
  - The most common extra-curricular activities include:
    - Campus-wide lectures/seminars/films (68%)
    - International Student Association (ISA) (47%)
    - Academic dept. programs (47%)
    - Service learning as part of a class (47%)
    - Recreational sports (47%)
    - Career Services programs (37%)
  - Less common activities include:
    - University Programming Board activities (26%)
    - Intercollegiate athletic events (21%)
    - Fraternities and Sororities (21%)
    - Campus Ministry activities (16%)
    - LUCAP activities (16%)

• Personal Relationships & Culture
  - In general, students are quite satisfied with their personal relationships at Loyola.
    - 95% agree/strongly agree that they are satisfied with their interaction with U.S. Americans in social settings.
    - 95% agree/strongly agree that they are satisfied with how they have adjusted to living in the U.S.
    - 87% agree/strongly agree that they are satisfied with their interaction with U.S. Americans in academic settings.
    - 91% agree/strongly agree that they understand U.S. culture.
    - 78% agree/strongly agree that Loyola students seem interested in my culture, but 75% agree/strongly agree that Loyola students know very little about their culture and country.
    - 69% agree/strongly agree that Loyola faculty members are sensitive to my culture.
    - 55% agree/strongly agree that there are not many cultural differences between U.S. culture and my culture. The flip side of this response is that 45% of students strongly disagree/disagree with this statement.

• Three students commented about personal relationships:
  - “Americans hate participating in class. It makes some classes really boring.”
  - “Faculty rarely acknowledge any cultural differences or struggles that I may seem to be having in their classes, again mainly in class presentations and discussions.”
  - “Not necessarily a dissatisfaction, but it is inevitable that there are many cultural differences between the U.S. and where I am from.”

• Perception of CIE and CIE Staff
  - Survey respondents were very positive in their responses to all questions related to the perception of CIE and CIE staff.
    - 100% agree/strongly agree that CIE staff members are friendly.
    - 100% agree/strongly agree that CIE staff members are knowledgeable.
    - 100% agree/strongly agree that CIE staff members are available when I need them.
Students requested more information in the following areas:

- Students' preferred communication methods
- Reasons for contacting CIE
- Pre-Departure, Orientation & Adjustment
- International Student Listserve
- Departure, Orientation & Adjustment
- Employment after graduation
- Immigration
- On/off campus opportunities
- New Orleans and to obtain help with visas

Frequency of visits to CIE
- 46% of students visit CIE once a semester, 17% visit once a month, 30% visit 2 or more times a month & 1 student responded that they visit the office weekly, 0 students responded that they visit yearly.

CIE website
- 30% of students have never visited the website, 26% visit once a month, 17% visit once a semester, 17% visit once a week, 4% visit weekly & 4% visit once a year.
- Reasons for not visiting included "I don't need it", "It's a bit monotone and could be better organized" and "There is no need to. What needs to be known is already explained at orientation".

International Student Listserve
- Only 65% of respondents said they were on the international student listserve, which is problematic because 100% of them should be on it. One student commented that they did not know the listserve existed.
- 67% said they read emails every time they receive them and 33% read them often.

Pre-Departure, Orientation & Adjustment
- 100% of students were satisfied with the pre-departure services provided by CIE (emails, mailings, website).
- 87% of students agree/strongly agree that the international student orientation helped them adjust to Loyola and New Orleans.
- 87% of students agree/strongly agree that the new student orientation helped them adjust to Loyola and New Orleans.
- 87% of students agree that they were able to take care of logistical matters easily (banks, cell phones, SSN, transportation, driver’s license, etc.)
- 96% of students agree that they were able to adjust to the academic and social life at Loyola.

Student comments for this section included:
- "They should tell students when to book return tickets because I booked for later date from my graduation so I had to re-schedule for earlier date e.g. from June 4th to May 14th and I paid penalties."
- "Too big of a hassle to get a state id."

Reasons for contacting CIE
- The most common reason for contacting CIE was to request a letter (82%), followed by to request immigration information (68%) and to discuss health insurance (50%).
- 41% of students contacted CIE to visit staff, attend a cultural program and to discuss employment opportunities.
- 32% of students contacted CIE to obtain information about Loyola or its procedures.
- 27% of students contacted CIE to discuss an academic problem, to obtain information about New Orleans and to obtain help with taxes.
- 23% contacted CIE for help with I-9 or payroll questions or to discuss a personal problem.
- 5% needed help getting a driver's license.

Students' preferred communication methods
- Students were asked to rank communication methods as never preferred, preferred and most preferred.
- When preferred and most preferred are combined, individual email is the most preferred method (100%), followed by text message (77%), the international student listserve (73%), phone call (72%), Facebook (57%), website (55%), Letter (50%), Twitter (45%) & workshop or program in the office (45%).
- When preferred and most preferred are kept separate, there are not a lot of high percentages in the most preferred category. The highest percentage is for the international student listserve (73% preferred), followed by text message (59% preferred), website (55% preferred), individual email (52% preferred), individual email (48% most preferred), phone call (45% preferred), Facebook (43% preferred), letter (40% preferred), twitter (35% preferred), workshop (35% most preferred), phone call (27% most preferred), text message (18% most preferred), workshop (15% most preferred), Facebook (14% most preferred), letter (10% most preferred), twitter (10% most preferred).
- Results indicate that students are most interested in receiving communications via individual email, the international student listserve and text messaging.

Students requested more information in the following areas:
- Employment after graduation (82%), immigration (76%), on/off campus employment (76%), taxes (53%), housing (29%), hurricane evacuation (29%), health insurance (29%), new orleans culture (24%), U.S. culture (18%), home country employment (18%), nutrition/eating (6%).
Changes proposed based on evaluations:

- Let Dining Services know that a student has complained about how they were treated by Dining Services staff.
- 46% of respondents indicated that they would like more information about keeping up with reading and writing assignments, seeking help from professors and dealing with faculty who are insensitive to their needs as international students. Students will always be concerned about academic topics. However, we should do our best to help orient them to the U.S. academic system and help faculty to do better with the students.
  - During orientation, continue orientating students regarding what to expect academically during their time at Loyola, tips for academic success, how to interact with faculty, academic resources, and how to create good study skills and habits.
- Work with faculty development to offer a brown bag lunch on having international students in class.
- 23% of students don't feel safe walking on campus at night.
- Continue to emphasize University Police safety measures at orientation, including the police escort.
- Residential Life
  - 25% of respondents said that they had lived with another international student in the residence halls. We have worked with residential life over the years to try to ensure that this does not happen because international students’ successful adjustment and ability to understand U.S. culture is contingent upon living with U.S. Americans.
  - Only 55% of respondents were satisfied with their experience in the residence halls. This will always be an issue because where students live is so important and it is difficult to please everyone. However, we have taken and can continue to take measures to improve the international student experience in the residence halls.
  - We should continue meeting at least once a semester with Residential Life to build relationships between our offices, meet any new staff, reiterate the needs of international students and discuss any issues/concerns. Possible topics of discussion include:
    - Continue reiterating our philosophy of international student placement - ensuring that international students are placed with U.S. American students.
    - Following up on steps that have been implemented (i.e. ensuring that students are placed based on questions from application that include “Do you want to live with an international student?” or “Do you want to practice a foreign language?”)
    - Continue reserving __# of spots for exchange and LIEP students each semester.
    - Particular cases or issues that have come up.
    - Streamlining communication/applications - a lot of students write to us asking about their housing application. How can we get the information to students before they start asking?
  - Send summary of Residential Life comments to Residential Life.
- International Student Association (ISA)
  - The fact that ISA is the most popular student organization on campus for respondents (47%) indicates its importance and that it should continue to be supported and available to international students.
  - Respondents rated the CIE office and staff exceptionally high, with 100% agreeing that CIE staff are friendly, knowledgeable and available. CIE should continue to prioritize personal service to students if possible.
- Pre-Departure, Arrival, Orientation & Adjustment
  - Students rated their pre-departure, arrival, orientation and adjustment experiences very highly.
  - Continue to provide information to students in as many ways as possible (email, website, letter with I-20, orientation, etc.). Continue to work with other offices that communicate with students to ensure that the correct information is being sent to students (i.e. New Student Orientation, Admissions, etc.).
- CIE Communications
  - Website - 100% of respondents agree that the website is easy to use, but 30% of respondents have never visited the CIE website. The website should be emphasized at orientation and we should send links to webpages when students request information so they get used to using the website.
  - Listserv – 67% of students said that they read international student listserv emails every time they receive them, but 35% of respondents indicated that they were not on the listserv. I believe this is a mistake because all students are put onto the listserv. However, we should double-check that both emails are entered for each student rather than just their Loyola email.
  - Students preferred communication methods are individual email (100%), text message (77%) and the international student listserv (73%). We already send many individual emails to students and we utilize the international student listserv regularly. Since students use their phones regularly and they have indicated they would like to receive text messages, we should explore text messaging as a secondary form of communication, especially for particular communications, such as remembering to get their I-20s signed or during hurricane evacuations.
  - Students requested more information about employment after graduation (82%), immigration (76%), and on/off campus employment (76%). We go over this information at orientation, send out reminders over the listserv and the Assistant Director meets individually with many students. However, given that so many students have requested more information, we should:
    - Workshops: we already hold the employment after graduation workshop every fall. We should hold a second one in the spring. We should also put together a workshop once a semester for students who want to find out about all of their on campus and off campus employment options while they are in school.
    - We should send out at least one email a semester for each of those topics with a summary of relevant information and reminders.
    - A website already exists regarding employment after graduation. Update the website and make sure students know that it exists.
- Lewermark Health Insurance
  - 60% of students who have Lewermark insurance understand how to use it. We should send an email once a semester that explains how to use the insurance and a link to the website since students tend to forget this information over time.
  - Three students indicated that they felt they had been discriminated against by Loyola faculty and/or students because of their nationality.
    - Let students know at orientation what they can do if they feel they are discriminated against.

EVALUATIONS:
Accessible through the Provost’s Office. A summary of the evaluation results is attached.