Center for International Education
Annual Report
2014/2015

1. Executive Summary
The mission of the Center for International Education at Loyola University New Orleans is to promote the internationalization of the university by initiating, developing and supporting a wide range of international and intercultural educational opportunities for members of the Loyola community.

The Center for International Education (CIE) has a broad range of responsibilities, working with faculty, staff, and students to provide services and to develop the international character of the university.

1. CIE works closely with the 157 F-1 and J-1 exchange students from 45 different countries including degree-seeking, intensive English and exchange students and those who have graduated within the past year but are working in the U.S. on optional practical training. CIE staff advise all these students on immigration regulations, adjustment to the U.S., New Orleans and the university and provide related programming. A critical component of CIE’s work with international students is to ensure university compliance with Student Exchange and Visitor Information (SEVIS) regulations. In addition to working with F-1 and J-1 students, CIE works with the many other “international” students such as global nomads and those in other non-immigrant categories.

2. The Loyola Intensive English Program (LIEP), in its sixth year since reopening, enables Loyola to admit students with limited English either to a full intensive language program or the Pilot Program, in which students take 2 carefully selected academic courses along with two English language courses. Graduates of the program have brought in over two million dollars in net tuition revenue to Loyola between fall 2009 and summer 2015.

3. CIE advises and prepares all students planning to study abroad, develops, manages and markets all undergraduate programs, and ensures that the university adheres to best practices in health and safety.

4. For faculty and academic departments, CIE provides assistance in hiring international faculty, developing new study abroad programs, advising and collaborating on all international programs and opportunities, and advising on international student issues.

5. CIE sponsors numerous educational programs and events including International Education Week, the Country Fair, the International Student Scholarship Banquet, Study Abroad 101, the Education Abroad Fair and many others.

In 2014/2015, the Center for International Education (CIE) made progress in some of its annual goals, but others were delayed because of staff changes, the director’s work on the QEP and delayed budget support from the university. In spite of this, the staff continued to offer and expand quality services. The following highlights occurred:

- CIE was responsible for working with the Institute of International Education to bring in students sponsored through the Brazil Scientific Mobility Program in 2014/2015: 12 students with 9 in biology and 3 in graphic design. Eleven of these students began in spring 2013 and summer 2014 in LIEP. These students all successfully completed their program including a summer internship, in the summer 2015. An additional 2 BSMP students started LIEP in the summer 2015 and will begin academic courses in the fall.
- A number of new study abroad and exchange programs were offered to students, allowing them to use their financial aid: University of East Anglia in the UK, Pontificia Universidad Catolica del Ecuador, Sogang University in Korea, The Beijing Center in China and the Grieg
Academy in Norway. CIE continued working on the program in Ecuador which began with a cohort of 6 students in Fall 2014. These exchanges open up opportunities in majors and countries that have previously had limited opportunities for students and enabled them to use their scholarships and financial aid.

- The percentage of students studying on Loyola exchange and study abroad programs increased from 18% in Fall 2013 to 60% in Fall 2014 and spring 2015 because of a change in our advising and a concerted effort to promote partner programs. This increase insures that more students are studying in programs that have been vetted by Loyola.

- International students enrolling in fall 2012 had a higher retention rate 89% then the general rate of 80%. The higher retention rate is partially a result of the additional services and support that international students receive from CIE starting with extensive pre-departure information, communication and the international student orientation. While the number of international students overall has remained the same, the actual number of degree-seeking international students has declined by 31% from fall 2012 until fall 2015 because of a decline in international recruiting. International students have a higher retention rate and lower scholarship amounts.

- LIEP continues to be a source of students for Loyola. Since fall 2009, 55 LIEP alumni have enrolled in academic programs with 18 completing their degree and 24 enrolling in fall 2014, including 11 non-degree students sponsored through the Brazil Scientific Mobility Program and 11 in Fall 2015. LIEP alumni have contributed over $2,000,000 in net tuition revenue to the university between fall 2009 and summer 2015 including $500,000 in 2014/2015. It is estimated that there will be an additional $300,000 in net tuition revenue in 2015/2016.

- LIEP also plays an important role in the growing connections with Jesuit universities in Latin America. In summer 2012, CIE set up a program to allow a limited number of faculty and staff from Jesuit universities in Latin America to attend LIEP tuition free. The idea was to further develop connections with institutions in Latin America and eventually attract students to LIEP. This has become an important program for universities in Latin America with a growing number of nominations.

- LIEP allows Loyola to expand our connection with sponsoring agencies. These connections bring students to Loyola and enhance the name of Loyola. The number of students sponsored by the Saudi Arabian Cultural and Educational Mission (SACM) in LIEP continued to increase from 4 students in 2011-2012 to 9 in 2012-2013 to 11 in 2013/2014, Two of the SACM students have gone on to academic programs after completing LIEP. In summer 2015, LIEP also hosted 3 students sponsored by the Mexican government through Proyecta 100,000 that aims to send 100,000 Mexican students to the U.S. for language programs and other short-term programs.

- The Study Abroad Advisor continued with her assistance and review of student applications for the Gilman scholarship, with workshops as well as individual meetings. While the number of applications for Fall 2015 declined, a higher percentage of students were successful from 38% to 50%.

In April 2015, the Assistant Director for International Student and Scholar Services resigned after only 15 months in the job and as a result, a number of things were not done as SEVIS requirements had to take priority. Following this resignation, it also because apparent that the individual had failed to follow required procedures from the Assistant Director Manual. Once a new Assistant Director was hired, in addition to training her, the director and new Assistant Director spent a large portion of the summer fixing and cleaning up the records of international students and ensuring that CIE had all documentation required by SEVIS on students. Please note that Loyola had complied with all SEVIS requirements during this time.
In previous annual reports, it has been noted that the university and CIE are limited in how much further we can go in internationalization without additional support and funding for international education and cultural activities, additional staff for study abroad and LIEP, stabilization of LIEP funding, and scholarships for study abroad. CIE and the International Student Association are dependant on the Student Government Association for funding for our signature events, the Country Fair and the International Student Scholarship Banquet. Because SGA did not fund the Banquet in spring 2014 or 2015, this event was not held. CIE and LIEP can provide critical assistance in increasing the number of both international and domestic students and internationalizing the university but only with adequate and stable funding for marketing (or a more integrated international recruiting and marketing plan) and staff. In fact, the SCAP evaluation team recommended additional funding for the center and we did receive an additional position that will enable study abroad to be part of the QEP.

CIE evaluates all major programs through student evaluations and staff reviews of programs and services. The following programs are evaluated:

- study abroad programs,
- international and pre-departure orientation,
- cultural programs such as the Country Fair
- study abroad marketing events such as the Study Abroad Fair, and
- the LIEP program.

In each area, we assess the impact of the programs and make recommendations for changes. Minor adjustments were made in all programs based on these evaluations. No major program changes were implemented.

Section 2: Unit Profile Summary

Table 2.1: Staff Profile for 2014/2015

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Status</th>
<th>Position Title</th>
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</thead>
<tbody>
<tr>
<td>CIE</td>
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<td></td>
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<tr>
<td>Danna, Debra</td>
<td>FT</td>
<td>Director</td>
</tr>
<tr>
<td>Vitt, Amelia</td>
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<td>Office Manager</td>
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<tr>
<td>Vanella, Christina</td>
<td>FT</td>
<td>Assistant Director for International Student and Scholar Services (Resigned in April)</td>
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<tr>
<td>Stramel, Miranda</td>
<td>FT</td>
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<td>Jackson, Alisa</td>
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<td>Greenstone, Karen</td>
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<tr>
<td>Haley, Jessica</td>
<td>FT</td>
<td>Academic Director, LIEP</td>
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<td>Magnotta, Elizabeth</td>
<td>PT in Fall and FT beginning in January</td>
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<td>Frilot, Ashton</td>
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<td>LIEP Instructor</td>
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<td>Ridley, Jennifer</td>
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<tr>
<td>Peel, Mathew</td>
<td>PT</td>
<td>LIEP Instructor</td>
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Section 3: Goals for Current Academic Year
CIE has a five-year strategic plan as well as a grid with action steps. Because of staffing issues, CIE’s goals are generally to continue to maintain and improve our services. Additionally, CIE worked on various projects that arose. The additional goals and projects were:

1. **Continue working with academic departments to promote study abroad for students in those majors.** – We completed major advising web pages listing study abroad partners in each major. These links were sent to the chairs of every department in the Colleges of Humanities and Natural Science, Business and Social Sciences along with link to the FAQs on Academic Advising and Study Abroad: [http://www.loyno.edu/cie/study-abroad-advising](http://www.loyno.edu/cie/study-abroad-advising) in August. Unfortunately, not all chairs sent these links to their faculty and so we will need to work more aggressively with departments. We met with business and biology faculty and spoke to biology and psychology freshman, and learning protocols class as well as numerous other classes. In March, statistics were sent to all colleges with the percentage of students who studied abroad between 2008-2014 to assist them with their annual reports.

2. **Work with sponsoring agencies and their students.** CIE expanded the number of sponsoring agencies with whom we work and the number of student attending LIEP and Loyola. With students sponsored through the Saudi Arabian Educational Mission (SACM) and the Brazil Scientific Mobility Program (BSMP), CIE and LIEP are responsible for considerable administrative work. We must be aware of the specific rules and policies for funding, billing, coursework, etc. and ensure compliance. We serve as intermediary between the students, the university and their sponsor. For example, IIE, (administrator of BSMP) requires universities to provide a meal plan with 21 meals per week during the semester, summer and breaks, but Loyola’s cafeteria is not open during breaks or the summer when there is no food service after 2 p.m. CIE had to negotiate a per diem with IIE to cover meals and work with Student Finance to provide checks to the students for the per diem before we had received any funds from the sponsor. If we had not done this, the BSMP students would not have had any money for meals after 2 p.m. and on most weekends from the end of the spring semester until July 3 when Loyola received payment. The rules changed again in summer 2015 and we had This is just one example of the kind of negotiations that CIE and LIEP are regularly involved.

3. **Continue to refine the process to better promote and assist students in applying for scholarships such as the Gilman.**

4. **Continue to revise the Loyola exchange application process to be more manageable for all involved.**

5. **LIEP Goals**
   a. Continue providing a high-quality, academically-focused curriculum, instructed by a highly-qualified, skilled faculty composed of at least 75% full-time appointments
   b. Maintain an anthropological focus and incorporate Jesuit values into both course preparation and instruction
   c. Attract more special programs to LIEP and to the university
   d. Increase enrollment
   e. Research and follow-up with multiple recruitment groups, agents, and other possible marketing options
   f. Assess the effectiveness of current marketing strategies and create goals for 2015-16

**Section 4: Budget for Current Academic Year**

CIE’s operations budget and staffing are inadequate to support the university’s strategic goal of internationalization. To put the budget in perspective, our current operations budget from the
university is only $1,000 more than it was for International Student Affairs in 2001: $17,000. At that time, one administrative staff person oversaw international students and the administration of the Loyola Intensive English Program, which had a separate budget. Now, CIE has four staff and a very broad portfolio of responsibilities, including study abroad.

CIE’s current operations budget is supplemented with SGA funding for the International Student Association (ISA) normally for our two signature university-wide programs: the Country Fair ($5,869 in Fall 2014) and the International Student Scholarship Banquet. SGA gave $14,205 to the ISA for these two signature events in 2012/2013. In 2013/2014, SGA provided funding of $4,564 for the Country Fair, but the International Student Scholarship Banquet was not funded in spring 2014 or 2015 and so we were not able to hold this event. It is important to note that both events are very popular with international and domestic students and “internationalize” the campus.

Additionally, the study abroad fee paid by all students on semester, year and summer programs supplemented the CIE budget for 2014/2015 with $49,000 for the following:
- one-third of the Office Manager’s salary and fringe,
- CIE office expenses, including furniture and computers, FedEx for international mailings primarily of immigration documents to students and study abroad applications
- ISEP Fee,
- StudioAbroad license fee and other services,
- attendance at conferences and professional meetings for the three administrative staff,
- pre-departure orientation and
to develop faculty connections abroad.
The study abroad fee is also supposed to be used for trips to evaluate faculty-led programs and exchange programs, as well as initial visits prior to signing exchange agreements. Because of a lack of funding and staff, we were not able to do this in 2014/2015. This is a critical issue when establishing exchange programs as well as for program reviews.

Staffing for study abroad has been a critical issue but this should be alleviated in 2015/2016 with the addition of the staff position for the Quality Enhancement Plan. We work individually with students to find the right program and this is time consuming. For financial reasons, Loyola focuses on exchange programs for our semester and year programs. While this program model is more financially compatible with the needs of the university, exchanges require that a student be very independent and often with a minimum language level. With the changing demographics of Loyola classes we need to be able to offer programs that provide more support than the traditional exchange programs, where students can enroll in American style classes and these will be fee-based.

LIEP is limited in the advertising that we can do as a result of the limited budget. There are no funds for recruitment and this is critical since we are receiving so few students recruited through the Admissions Office. We were lucky this year because of the students sponsored through the Brazil Scientific Mobility Program, but in order to be self sustaining, the program needs additional funds for the program coordinator as well as advertising and recruiting.

Staffing issues for CIE will be addressed in 2015/2016 as an additional position was approved so that study abroad could be included in the Quality Enhancement Plan for our accreditation.

Section 5: Assessment Report/Program Outcomes
Section 5.1

NSSE
Under the questions on enriching educational experiences, the number of seniors who said that they had done or were planning to study abroad before they graduate increased from 28% in 2013 to 42% in the 2014 report. This is substantially higher than the actual percentage of students who graduated with a study abroad experience in 2014/2015, 27%. 74% of 1st year students in 2014 plan to study abroad according to the survey and this is an increase from the 68% in the previous year. Loyola needs to take note of the fact that many students, who intend to study abroad, have not been able to do this before they graduate and this should be addressed. Additionally, a majority of faculty think that it is important for undergraduates to study abroad before they graduate, 69% of LD/56% of UD.

Section 5.2

KPIs

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<td>144</td>
<td>156</td>
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<td>62</td>
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<td>Total Students with an experience abroad</td>
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<td>223</td>
<td>256</td>
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<td>Open Doors Report: Institute Education</td>
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LIEP Enrollment

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<tr>
<th>Year</th>
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<th>Soph</th>
<th>Jun</th>
<th>Sen</th>
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<td>8</td>
<td>12</td>
<td>26</td>
<td>23</td>
<td>69</td>
</tr>
<tr>
<td>2014</td>
<td>17</td>
<td>24</td>
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<td>22</td>
<td>87</td>
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<tr>
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<td>25</td>
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<td>22</td>
<td>15</td>
<td>94</td>
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<tr>
<td>2012</td>
<td>35</td>
<td>25</td>
<td>18</td>
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Changes made as a result of review of KPIs
No major changes were made as a result of the KPIs related to study abroad. The number of students studying abroad for a semester or year remained the same, but because of the decline in the undergraduate population, this represents an increase.

While the above numbers of international students in the KPIs would seem to indicate that we are maintaining, in fact, the number of degree-seeking undergraduate students has actually declined considerably.

International (F-1) degree-seeking students

The increase has come from exchange students coming to Loyola as a result of the growing number of exchange programs established by our office which is continuing to increase and diversify and accounts for approximately 27% of the international students enrolled at Loyola.

Learning Outcomes
The learning outcomes were developed and revised with two separate internationalization committees. They are used in the development of all new study abroad programs and as a basis for CIE’s work. The international learning outcomes include specific knowledge, skills and attitudes that will help them live in an increasingly globalized world. CIE is currently revising these learning outcomes and adapting the student evaluations to make sure that these are being accurately assessed.
Assessment Activities
CIE uses a variety of methods both quantitative and qualitative to assess activities, services, and results. Each major event or activity is evaluated by the participants, either through formal or informal surveys, by the staff and/or faculty involved, through attendance (where appropriate) and in an evaluation meeting with the participating event/program organizers. A report with recommended changes for the following year/program is then completed and reviewed prior to the next year’s event and can be found on our intranet site. Assessment of office procedures is conducted at monthly meetings within the office and at the end of the year planning meeting.

For study abroad programs, in addition to site visits conducted by CIE staff or other Loyola faculty or staff, we have developed a standardized approach to assessment and review of study abroad services and programs. The assessment of each study abroad program includes program evaluations by students and reports by the faculty directors for faculty-led programs, or CIE reports on exchange programs. The following individual events and program assessments are available on the intranet site:

- Pre-departure orientation held in fall 2014 and spring 2015
- Student Evaluations of semester and year programs (These will be completed in October when all students have completed the evaluations and can be found on the CIE intranet.)
- Summer program evaluations and faculty reports (Study Abroad reports are kept on the internal study abroad website as they may contain confidential information. These can be reviewed on request.)
- 2015 Study Abroad Fair Evaluation
- Exchange Program Evaluations (These will be completed in October when all students have completed the evaluations and can be found on the CIE intranet.)

For International Student and Scholar Services, specific programs are evaluated through surveys by participants and in CIE staff reviews, through student evaluations and in weekly meetings. The following programs are evaluated through surveys by participants and the CIE staff:

- Spring 2013 International Student Assessment – conducted every 2 years. Because of the staff changes, this was not done correctly in spring 2015 and will be completed in October 2015.
- 2014 Country Fair Assessment.
- Fall start of semester activities/International Student Orientation (Not completed because of staff.)
- 2014/2015 Exchange Student Semester Evaluations Assessment. (These will be completed in October when all students have completed the evaluations and can be found on the CIE intranet.)

LIEP evaluates the program each semester through student surveys, instructor evaluations and staff assessment meetings. The student surveys look at LIEP classes, tutoring, application process, orientation, activities and field trips. Students language ability was assessed through TOEFL, TSE and TWE. Summaries of the evaluations and changes are included in the following document:

- LIEP Annual Report

Results of Assessment
Study abroad: The vast majority of students comment that study abroad was a life-changing, memorable, or rewarding experience and that it has helped them learn about the host culture. There is
a small group of students who for financial reasons need to go on an exchange program, but who are simply not prepared for the independent experience they will have studying at a foreign institution and they simply do not get as much from the experience. An example of this are the comments from the evaluations of two students who studied abroad in the United Kingdom. While we discuss the British academic culture and the independent learning style in the pre-departure orientation, one of these students was able to take advantage of it and the other student was unable to take advantage:

I did not like how each course only required one essay for the entire term [except for biochemistry]. Our grade was only based on one grade. I do not feel like I learned a lot, academically. (University of Birmingham)

I loved all of the classes I took. It was all subject matter I had previously been exposed to, but it was taught at a much different perspective than I was used to. I really thought that this maximized my experience because it opened my eyes to different views on subjects I thought I already knew well. (University of Birmingham)

The office is in a dilemma, as we want every student to go abroad but some students need to go on a different kind of program, one that provides more support – usually through a third party provider such as CIEE. Unfortunately, students cannot use their scholarships on these programs. This has been addressed this year with China and Ecuador. Students can now attend the Beijing Center and use their scholarships and financial aid, and the program in Ecuador has a Resident Director who can help students who need more support. We continue to try and prepare the students as much as possible through the interview selection process and the pre-departure and select the programs with the best support available for what they need.

There were no major issues with any specific current Loyola exchange or study abroad programs based on student evaluations or staff reviews. CIE continued to make improvements in office programs and services.

1. **Ecuador Program:** Six Loyola students attended studied in Ecuador each semester with four remaining for both semesters. The Ecuador Program is a new kind of program for Loyola, a hybrid program with the Pontificia Universidad Catolica de Ecuador (PUCE) and a Resident Director (RD) who teaches a Loyola common curriculum class with three connected field trips each semester. In addition to the course, the RD coordinated field trips and identifying additional support staff, served as the liaison with PUCE, advised students and addressed any other issues that arose. This first year required a lot of tweaks in administrative and program issues and the RD and the CIE Director skyped bi-weekly about issues with students, host families, the university, classes, field trips, budget, etc. and to make modifications. The director reviewed the student evaluations and the reports from the Resident Director and the following changes were made.
   a. **Liaison with PUCE:** It became apparent throughout the course of the program that we needed a lot more intervention with the university than had been anticipated and the Resident Director was able to do this.
      i. During the first semester, Loyola students did not take the both parts of the language test and were in several cases, placed into an incorrect level. The RD worked with language program director to ensure that students took all parts of the test and enrolled in the appropriate level in the spring semester. One issue with the program is that all levels of the program are 15 hours per week, so it is very difficult for students to take academic classes along with the core course and any other classes.
      ii. RD advised students on appropriate academic classes and is developing a list
of courses that would be appropriate for Loyola. Two classes which have been particularly appropriate for our students and fit the Common Curriculum requirements are Historia del arte Ecuatoriana explores the local art and anthropology museums and Jesus Christ, Person of Today will fill the Religious Studies requirement. She is also developing a lists of courses offered in English since this is not available.

iii. The RD worked with DRI to offer a safety talk in English in the spring semester during the university orientation. We had hired the individual in the fall as no safety talk was given in English.

b. **Host Families:** Although PUCE is supposed to select the host families and place the students, the Resident Director (RD) found numerous issues with the host families and how they treated students, food, etc. Two students changed families during the year only after the RD had intervened. For the 2015/2016 program, the RD now interviews all host families with the DRI (International Office at PUCE) representative and handpicks the families to makes sure that they are a good match with our students. She meets with the host families as a group and hosts a welcome lunch with students and host families. The families are very positive about this change and are communicating regularly with the RD about any issues that arise with the students.

c. **Common Curriculum and Field Trips:** The RD developed and taught two common curriculum classes for the program. Each semester, there were 3 field trips tied to each course that helped students understand the Ecuadorian reality. These courses are critical to the program. The university course evaluations were not used because of the way that the courses were set up. This will be corrected in 2015/2016. Students did complete the program evaluations, and the majority of students who completed the evaluation were satisfied with the program. One student wrote:

> The program was incredible. The structure of classes at PUCE facilitated great growth in learning Spanish as well as integration with Ecuadorian students. Traveling with the Loyola group was a wonderful experience. During the trips we leaned so much from talking to different minority groups in Ecuador, as well as allowed us to share our experiences, creating an energetic two-way learning environment. My host family placement worked out very well and was an invaluable part of my study abroad experience. (Student who studied abroad in spring 2015).

2. **Study Abroad Application Process:**

There was a major revision of the study abroad application process for the 2014/2015 study abroad programs and the response from faculty interview panels was positive so this was continued. Additionally, we did need to refine the process to include the different requirements of each exchange program and the complaints from faculty about the number of recommendation letters. CIE was requiring 2 letters of reference for every student going on exchange programs. As the number of students studying abroad on Loyola shot up in fall 2014, faculty began to complain about the required time. This was brought to the attention of the director by the chair of the English department. We then modified the application process to only ask for letters when required by our partners and for all other programs only required a short online reference questionnaire that would identify any issues that a student might have abroad. This has worked very well and we have received positive response from faculty.

Partner specific materials were included online or the process was outlined and this seemed to reduce confusion of both students and staff.
3. **Continue to refine the process to better promote and assist students in applying for scholarships such as the Gilman** - The Study Abroad Advisor did 2 information sessions, 4 workshops on writing essays and 20 hours of individual advising with students to review their essays. The 2014-2015 year saw 20 applicants and 5 recipients receiving $20,500. While this was not an increase from 2013/2014 when there were 19 applicants and 7 recipients, in fall 2015, we had 3 recipients and 6 applicants receiving $15,000. A student also received the Korea Global scholarship through Sogang University. The Gilman will get more competitive as more students apply nationally and it is critical to continue this focus and identify other scholarships for our students.

4. **Continue working with academic departments to promote study abroad for students in those majors.** – We completed major advising web pages listing study abroad partners in each major. These links were sent to the chairs of every department in the Colleges of Humanities and Natural Science, Business and Social Sciences along with link to the FAQs on Academic Advising and Study Abroad: [http://www.loyno.edu/cie/study-abroad-advising](http://www.loyno.edu/cie/study-abroad-advising) in August. Unfortunately, not all chairs sent these links to their faculty and so we will need to work more aggressively with departments. We met with business and biology faculty and spoke to biology and psychology freshman, and learning protocols class as well as numerous other classes. In March, statistics were sent to all colleges with the percentage of students who studied abroad between 2008-2014 to assist them with their annual reports. These were positively received but we need to work more closely with colleges, departments and advisors and a study abroad advising newsletter will be sent to all faculty in fall 2015.

**International Student Services and Programs:** On the assessments completed at the various events and in the exchange and international student evaluation, international and students indicate a very high level of satisfaction with the support programs and services offered by the Center for International Education. Because of the changes in staff, very few changes were made because the Assistant Director was still being trained and then had decided to leave in January 2015. All services were maintained and very few changes were made in 2014/2015.

1. **inBUS – International Buddy Program**

   The change in structure of the inBUS program from one to one matching to small groups was continued and seemed to work well. The one problem evidenced from the exchange student evaluations was that the program did not function for new students in the spring. Since we have a growing number of exchange students in the spring, this will need to be addressed in 2016. While there were still groups that did not work, the student evaluations were the most positive that we have seen. Connections and friendships were made between students and activities were well-attended. A critical part of the success was having two enthusiastic peer advisors who worked independently and were actively involved. We will continue developing the program with this model.

2. **Exchange Students**

   The exchange student evaluations were very positive. As always, the main area of concern was the residence halls. This will have an impact in the future as more exchange students are requesting that they be allowed to live off-campus.

**LIEP:** LIEP assessment is based on the student evaluations and evaluation of LIEP instructors and faculty and staff reviews of these. One of the most important changes was hiring Elizabeth Magnotti as a full-time instructor. This allowed LIEP to hire only full-time instructors to teach the basic 2 level
program and ensure the quality of the program.

**LIEP Enrollment and Budget 2014-15**

LIEP’s enrollment remained largely the same as in 2013-14 due to an inability to increase and diversify recruitment strategies. LIEP could be a much stronger pathway to Loyola if the university had a unified international recruitment plan, but we currently have very limited marketing funds and rely heavily on Admissions. Evidence of the potential for success as a pathway program is with the LLM program. LIEP's close collaboration with the LLM has increased the number of applicants. In 2013-14 2 additional LLM candidates came through LIEP, and 3 more in 2014-15. These students, and others who matriculated into the university, could not have done so without LIEP.

Even with limitations of funding and staff, LIEP has been instrumental in attracting students to Loyola who are sponsored by the Saudi Arabian Cultural Mission (SACM) and the Brazil Scientific Mobility Program (BSMP) as well as Proyecta100K, in Mexico, as of Summer 2015.

Enrollment continues to be both a focus and a concern for LIEP. In 2014-15, LIEP hosted 65 students, 5 of whom are continuing on to Loyola in the fall of 2015. These students represent a diverse population of individuals with many educational goals and student statuses. The total FTE equivalent for 2014-15 is 37, demonstrating an end to the previous upward growth LIEP experienced in both the number and type of students (i.e.- less full-time, university-directed students); this is a clear indication of the inability to market to our program's potential as a pathway to Loyola.

LIEP has covered its operations and salaries through LIEP tuition 4 of the 5 years since it reopened. But the real benefits of LIEP are in the additional tuition revenue of LIEP alumni enrolled in academic programs, which generated $2,102,824 between Fall 2009 and Summer 2015. In 2014-15, former LIEP students paid $567,045 in Loyola tuition.

<table>
<thead>
<tr>
<th></th>
<th>14/15</th>
<th>13/14</th>
<th>12/13</th>
<th>11/12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LIEP Revenue</strong></td>
<td>163,105</td>
<td>166,164</td>
<td>174,226</td>
<td>168,863</td>
</tr>
<tr>
<td><strong>LIEP Expenses</strong></td>
<td>154,587</td>
<td>152,000</td>
<td>180,941</td>
<td>106,051</td>
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<tr>
<td><strong>Net Revenue</strong></td>
<td>8,518</td>
<td>14,174</td>
<td>-6,715</td>
<td>5,202</td>
</tr>
<tr>
<td><strong>Loyola Net Tuition Revenue from LIEP Alumni</strong></td>
<td>$567,045</td>
<td>$306,958</td>
<td>$485,020</td>
<td>$343,030</td>
</tr>
</tbody>
</table>

**LIEP Marketing Evaluations 2014-15**

LIEP must offer 2 levels of courses (8 classes, 2 classrooms, 3-5 teachers) to maintain the integrity and quality of our program. LIEP frequently does not fill those classes to capacity. LIEP could easily absorb an additional 8 students in each level. But, with the current limited budget for marketing and the lack of an integrated international marketing and recruiting plan for Loyola, we are extremely limited in our ability to increase our enrollment.
The marketing focus in 2014-15 was primarily to assess current strategies and explore future options. In 2014-15 attempts were made to attract more special programs and scholarship groups to LIEP while maintaining the relationship with the Saudi Arabian Cultural Mission and the Brazilian Scientific Mobility Program. LIEP has primarily remained in stasis this academic year due to limited staff and resources. However, some small changes were made.

- New brochures were designed and mailed to 18 English USA offices around the globe.
- Within LIEP’s existing partnerships with Study in the USA and Chegg, Inc. Some modifications were made to the existing agreements. The focus of Study in the USA print outreach was shifted to the Brazilian market, and Chinese social media coverage was streamlined to facilitate easier and faster interaction with potential students through lead-generation.
  - Success of current marketing partnerships
    - **ApplyESL.** LIEP’s online “agent,” was contracted in fall of 2013 and that relationship is proving to be a fruitful one, with 2 students enrolled through their efforts in 2014-15 and 3 more committed to enroll in the fall of 2015
    - LIEP’s relationship with Study in the USA continues to languor due to limited visibility in their network of websites and publications. Approximately 200 information requests for both LIEP and the university were responded to in 2014-15. No LIEP students indicated they had found LIEP through a Study in the USA.
    - In Summer 2015, LIEP welcomed 3 students from Proyecta100K, an initiative in Mexico to send students and teachers to the US to study English. These students represent the beginning of a potentially larger relationship with new government scholarship programs around the world.

**LIEP Program Evaluations 2014-15**

LIEP faculty work together as a team to frequently address and re-address concerns and goals for the program. In addition, we use evaluation forms to anonymously poll students on their perceptions of the program.

LIEP as a program and all LIEP courses—Reading, Writing & Grammar, Listening & Speaking and the elective courses (Test Skills in both 14F and 15S) — are assessed each semester using a primarily qualitative method with 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.

Fall 2014 program evaluations by students were overwhelmingly positive, with 98% of students stating that they were very satisfied with the program and their overall language experience. Students stated they felt their language had improved, and that they were satisfied with the cultural excursion schedule, which included trips to the zoo, French Quarter museums, and intercultural conversation meetings. The number one strength of the program listed by students was the teachers.

Once again, in Spring 2015, students demonstrated improved skills in classes and on tests and expressed their satisfaction in the program evaluations.

**LIEP Course Evaluations 2014-15**
2014-15 course evaluations showed students were very satisfied with the quality and content of LIEP courses. They were enthusiastic about class activities, and particularly about their teachers.

High Approval Ratings:

- Teachers
- Class Observation Project
- Speaking Projects
- Cultural Excursions
- Test Preparation
- Grammar classes

Recommendations for Improvement:

- More speaking and pronunciation activities
- Less Homework

**LIEP Tutoring Evaluations**

LIEP Tutoring is a unique and successful program that is always well received by students and offers a special type of experience for Loyola University students. Student evaluations of tutors in 2014-15 were excellent. Students clearly appreciated the time and generosity of their tutors, indicated by their 100% positive reviews. Administrative evaluations of tutors were not as positive, as there were problems with reliability and attendance. Previously, the academic director has always attempted to match LIEP students with American tutors based on shared interests, however, frequently scheduling becomes a problem and tutors and students alike end up missing valuable tutoring time. So, in the Spring of 2015, a new tutor-matching technique was enacted.

- Tutors now provide the academic director with their available time slots. The academic director provides LIEP students with a list of times and they choose based on their personal schedules and obligations.
- Already in spring 2015 and summer 2015 there is improved attendance at tutoring sessions with this new, schedule-based approach.

In 2015-16, tutors will receive more rigorous training and be required to report to the academic director more frequently than in previous semesters.

**LIEP Orientation Changes 2014-15**

Changes made in 2013-14 to LIEP orientation were largely kept in place in 2014-15. Orientation continues to be held on a longer, more comprehensive schedule than in previous years and this leads to better student preparation and satisfaction. Also, a few additions were made to the content of orientation.

- Students continue to receive ample orientation information before they arrive in the United States, and frequent communication between all incoming students and the academic director is encouraged up until they arrive at Loyola.
- Issues of tracking and evaluating attendance have been a recurring concern for LIEP faculty. In Summer 2015, a new orientation presentation, entitled “The Importance of the Learning Community” which educates students on the reasoning behind attendance policies, and the importance of professional discussion strategies in American academic culture. This presentation was created and conducted by Karen Greenstone.
Another frequent concern of LIEP teachers is the prevalence of plagiarism in student work. In Summer 2015, a new orientation presentation on Academic Conduct in American Culture was created and conducted by Elizabeth Magnotta. This presentation expanded upon the previous orientation session on Academic Honesty and gave the subject further weight.

Section 6: Summary of Achievements
Section 6.1: Staff Achievements & Service

Debbie Danna, Director
• Chair of the AJCU International Education Conference
• Member of Loyola Education Abroad Committee

Karen Greenstone, LIEP Academic Coordinator,
• "Establishing Intercultural Conversation Events for English Language Students", presentation at the Louisiana Teachers of English to Speakers of Other Languages Conference 2014.

Elizabeth Magnotta, LIEP Instructor
• "English for the Arts and Sciences: Creating a Course for Managing Student Expectations ", presentation at the Louisiana Teachers of English to Speakers of Other Languages Conference 2014.

Section 6.2: Student Achievements & Service

Study Abroad Scholarships
Gilman
Asia Clegett – $4,500 for study in Ghana for fall 2014 - Student Declined Awards
Jazmin Woods – $5,000 for study in Costa Rica for fall 2014 – Student Declined Awards
Joshua Bowman – $3,000 for study in China in fall 2014
Rebekah Reuben - $4,000 for study in Korea in spring 2015
Naja Pulliam Collins - $4000 for study in Botswana in spring 2015

Other study abroad scholarships
Fayola King-Lawrence – Awarded Global Korea scholarship for study in Korea during spring 2015.

Section 7: Supporting Documents
For Study Abroad:
  o Pre-departure orientation for students going abroad held in fall 2014 and spring 2015.
  o 2013/2014 Student Evaluations of semester and year programs. (Posted in October once all students complete.)
  o Summer program evaluations and faculty reports (Study Abroad reports are kept on the internal study abroad website as they may contain confidential information. These can be reviewed on request.)
    o 2015 Study Abroad Fair Evaluation

For International Student and Scholar Services:
  o 2014-2015 Exchange Student Semester Evaluations Assessment. (Posted in October once all students complete.)
    o Country Fair 2014

For LIEP:
  o LIEP Evaluation 2014-2015