University of Louisiana at Lafayette

Detailed Assessment Report
2015-2016 International Affairs
As of: 11/21/2016 11:14 AM CENTRAL
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 1: Facilitate Transition to the University

The Office of International Affairs will enhance student retention of enrolled international students at University of Louisiana at Lafayette to meet our mission of facilitating a significant transition into the university community. We will gauge our success by aiming for a 70 % or greater satisfaction rate.

Related Measures

M 1: Satisfaction Survey

This goal was measured through the end-of-semester satisfaction surveys that we send out to all international students. Students evaluate the services and programming that our office provides to all international students in order to facilitate the transition to the university.

Source of Evidence: Student satisfaction survey at end of the program

Target:
We will gauge our success by aiming for a 70% or greater satisfaction rate with the idea that this will enhance student retention of enrolled international students at the University of Louisiana at Lafayette.

Finding (2015-2016) - Target: Met
An action plan for the 2015-2016 academic year was to improve collaborative programming with other departments on campus with the intention to pool our resources together and provide more strategic programming that will promote student engagement and retention. The **first** collaborative programming was between the Office of International Affairs and Career Services in the Fall 2015 when we invited an immigration attorney to speak to our international students on post-graduation employment. Students learned that they could work in the United States after graduation through OPT (Optional Practical Training) and STEM OPT Extension. This type of employment that has to be related to their major will benefit students as this will enhance their knowledge of their field of study but it also provides opportunities for hands-on experience in the industry. 90% of the students that completed the satisfaction survey not only agreed or strongly agreed that the presentation was helpful but they also indicated that they had a better understanding of their employment options after graduation. The **second** collaborative programming was with the Study Abroad Office, Moody Internship Program and Career Services in the Spring 2016 semester where we were able to pool our resources to invite a national speaker who gave 2 presentations that was used to target a broader student population. The first presentation discussed the value of studying abroad and the cross-cultural experiences that will enhance students employability skills (for example, cross-cultural experiences that employers are looking for in individuals with a global perspective). The second presentation addressed the importance for international students to be engaged in various activities outside the classroom that will enhance their employability skills. Much of learning on a college campus takes place outside of a formal classroom through campus organizations and volunteering opportunities which allow students to be connected with other

students, better their professional skills and develop leadership skills that are important as they enter the workforce. The **third** collaborative programming was between the Office of International Affairs, the UL Lafayette Alumni Association and the Lafayette International Center at the end of the spring 2016 semester. A farewell reception for graduating international students was hosted by university president Dr. Joseph Savoie and Lafayette City Mayor, Mr. Joel Robideaux. The goal of this farewell reception is to celebrate our students accomplishment and to remind them, as alumni, to remain in touch with the university. The **fourth** collaborative programming was Diversity Week in April 2016. This was a collaborative effort between UPC (University Program Council), Office of International Affairs, International Student Council and various international student organizations. This was a well-long event that celebrated and showcased the diversity of our student body.

Related Action Plans (by Established cycle, then alpha):

Modify Assessment Protocol

Only 6% of our students responded to the survey. These findings indicate that we need to increase the number of student responses to our survey in order to have a better representation of our students' experience. Our goal is to modify our assessment protocol by utilizing different methods of assessments (electronic mail, facebook, and pen-and-paper).

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Satisfaction Survey | **Outcome/Objective:** Facilitate Transition to the University

Projected Completion Date: 05/2011

Modify assessment protocol

Continue to increase the number of student responses to our survey in order to have a better representation of our students' experience. Continue to modify our assessment protocol by utilizing different methods of assessments (email, face book, and pen-an-paper).

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Satisfaction Survey | **Outcome/Objective:** Facilitate Transition to the University

Improve Assessment Protocol

Continue to increase the number of student responses to our survey in order to have a better representation of our students' experience. Continue to modify our assessment protocol by utilizing different methods of assessments (email, face book, and pen-an-paper).

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Satisfaction Survey | **Outcome/Objective:** Facilitate Transition to the University

Improve Internal Service Delivery

Two things that we would like to implement this coming academic year in order to improve our internal service delivery:
1. Partner with Student Health Services to provide a Health Insurance workshop for international students. This will help students better understand their insurance coverage.
2. Provide an immigration workshop for international students that plan to do a summer internship or Post-Graduation internship/employment. This will help students better understand the application process and also immigration compliance factors that affect this process.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
      Measure: Satisfaction Survey | **Outcome/Objective:** Facilitate Transition to the University

Improve Internal Service Delivery

One of our action plans for the following year is to work towards providing help to international students to file for income tax. In anticipation of our move to the Student Union, we are planning to increase our collaboration with University Program Council to provide multicultural programming that will benefit our international students and the entire student body. The goal of the multicultural programming will be to facilitate our international students' transition to the university.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
      Measure: Satisfaction Survey | **Outcome/Objective:** Facilitate Transition to the University

Improve collaborative strategic programming

An action plan for the following academic year will be to improve collaborative programming with other departments on campus. This will allow us to pool our resources together and provide more strategic programming that will promote student engagement and retention.

Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
      Measure: Satisfaction Survey | **Outcome/Objective:** Facilitate Transition to the University

Student Engagement, Learning and Success

Maximize potential use of social media to increase communication and engagement with international students. Enhance programming that promote student wellness and successful transition to the university.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
      Measure: Satisfaction Survey | **Outcome/Objective:** Facilitate Transition to the University

O/O 2: Diverse International Student Population
The Office of International Affairs will facilitate the recruitment of high potential undergraduate and graduate international student at University of Louisiana at

Lafayette to meet our mission of fostering a diverse environment on our campus. We will gauge our success as follows:

- **We are aiming to increase by 5% the number of international scholarships awarded to qualified international students.**

Strategic Plan Associations

University of Louisiana at Lafayette

2.1.2 Students KPI 2: Expand recruitment of high-potential undergraduate and graduate students, which embraces diversity and enhances the university's image nationally and internationally, in both distance and traditional degree programs.

Related Measures

M 2: International Scholarship Awards

This goal will be measured from the statistics provided by the end-of-year report of International Scholarships awarded and statistics provided by institutional research.

Source of Evidence: Existing data

Target:

We are aiming to increase by 5% the number of international scholarships awarded to qualified international students. We are also aiming to increase the diversity of the international students enrolled at the university and in the Intensive English Program.

Finding (2015-2016) - Target: Partially Met

We had two action plans for the 2015-2016 academic year in order to meet our objective to increase international student enrollment. The first action plan was to expand our online recruitment efforts as a cost-effective way to reach more students form diverse backgrounds. Latin America Guide Advertisement, Study in the USA online advertising, Institute of International Education Online Directory are three online recruitment efforts that we purchased for the 2015-2016 cycle. The goal is to gain an online presence with as many prospective international students from diverse countries.The second action plan is to request for a new professional staff position to assist with internship applications, post-graduation employment for international students and SEVIS document management for all international students. We were successful not only in requesting a new Assistant Director position but also hiring a professional staff for this position that had a good understanding of federal regulations guidelines that impact international student internships and post-graduation employment. We were also able to fill our administrative assistant position in June 2016 with a qualified candidate that will also receive web-based training of SEVIS data management system. These 2 positions will facilitate our office in providing the infrastructure needed to sustain student support services that will facilitate the retention and graduation of our international students. For the International Undergraduate Scholarship Awards, 93 international undergraduate students were awarded international undergraduate scholarships for the Fall 2015 semester as compared to the 95 scholarships awarded the in Fall 2014 semester.

Related Action Plans (by Established cycle, then alpha):

Improve Service Delivery Environment

- One possible reason for not being able to achieve the goal of increasing by 5% the number of International Scholarships awarded by May 2010 is the processing time for these scholarship applications. Our goal is to improve the service delivery environment so that more scholarships could be awarded by May each year.

- To enhance our recruiting procedure by creating a Facebook account to inform students about the Intensive English Program and our activities.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: International Scholarship Awards |
Outcome/Objective: Diverse International Student Population

Review Scholarship Budget

Need to review scholarship budget. Should the university increase the budget for international undergraduate scholarships? There were 2 incoming international freshman and 16 international transfer students that qualified for the Fleur-de-Lis and Cayenne International Scholarship but we were not able to make scholarship offers because we had exceeded our budget.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: International Scholarship Awards |
Outcome/Objective: Diverse International Student Population

Classroom Space and Internet Connectivity

To accomodate the steady growth of the Intensive English Program, we will need to expand our classroom space on the second floor of the Office of International Affairs building. The number of students enrolling in the Intensive English Program will continue to grow due to new relationships with the Omani Embassy and recruiting firm in China, both of whom wish to send larger numbers of students to study in our program.
Currently, there is no internet connectivity in all the instructors' office space. This has limited our instructors' ability to work efficiently. Once internet connectivity is established, plans will be made to purchase computers for each instructor.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: International Scholarship Awards |
Outcome/Objective: Diverse International Student Population

Recruit International Students from Two Specific Markets

To increase our international student enrollment, we will focus our efforts in recruiting two specific markets:
1. Brazil--Register to be a participating institution with the "Brazil Scientific Mobility Program". This program sends Brazilian studentss to study in STEM fields throughout the U.S. Registering our institution with this program will allow us the opportunity to host Brazilian students on our campus .
2. El-Salvador--Initiate a partnership with a particular American high school in El Salvador where we can recruit prospective international students for the Fall 2014 semester. We have current UL Lafayette students that graduated from this high school that can assist us in establishing this partnership.

Established in Cycle: 2012-2013

Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
      Measure: International Scholarship Awards |
      Outcome/Objective: Diverse International Student Population

Expand recruitment efforts

Expand recruitment efforts to other countries in Central America such as Panama and Honduras and to reconnect with our alumni in these countries who can act as ambassadors abroad for our institution.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
      Measure: International Scholarship Awards |
      Outcome/Objective: Diverse International Student Population

Expand online recruitment efforts

Look into expanding online recruitment efforts as a cost-effective way to reach more students form diverse backgrounds. Request for a new professional staff position to assist with internship applications and post-graduation employment for international students. Professional staff has to have a good understanding of federal regulations guidelines that impact international student internships and post-graduation employment.

Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
      Measure: International Scholarship Awards |
      Outcome/Objective: Diverse International Student Population

Promote International Student Scholarship

Promote international student scholarship through social media and communications with international students.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
      Measure: International Scholarship Awards |
      Outcome/Objective: Diverse International Student Population

O/O 3: Language Support through the IEP (Intensive English Program)

The Office of International Affairs will strive to provide through the Intensive English Program quality English language instruction to non-native English speakers to fulfill the educational and academic mission of the university. We will gauge our success by aiming for a 70% or greater satisfaction rate and also by aiming for a 70% average passing rate.

Relevant Associations:

General Education/Core Curriculum Associations

1.1 Think critically and read with comprehension.
1.2 Write essays that make arguments appropriately supported by evidence, while synthesizing and documenting sources.
1.3 Speak cogently in presenting information.

Related Measures

M 3: Successful Completion of IEP

This goal will be measured by the average passing rate of the IEP (Intensive English Program) students and also by the number of successful program completion of IEP students.

Source of Evidence: Academic direct measure of learning - other

Target:

We are dedicated to supporting students and the University community as we contribute to the mission, goals and values of the University. Our goal is to provide English language support to international students who are non-native speakers of English that are interested in pursuing their studies as degree-seeking students at the University of Louisiana at Lafayette.
We will also gauge our success by aiming for a minimum of 10 students matriculating to the university each academic cycle.

Finding (2015-2016) - Target: Met

Our action plan for the 2015-2016 academic year was to focus on fostering existing relationships with foreign governments and other sponsoring agencies, and actively seeking new opportunities for recruitment.

At the beginning of the 2015-2016 academic year, the Intensive English Program became a member of EnglishUSA (the American Association of Intensive English Programs), which is the largest membership organization for accredited IEPs in the U.S. By obtaining membership to this organization, the IEP will have increased visibility and accessibility to prospective students, enhanced credibility due to the professional affiliation with this organization and access to news, networking and professional development in the fields of second language learning, immigration policies and accreditation.

Other recruitment and marketing endeavors for the 2015-2016 year included participation in the Institute of International Education's (IIE) 2016 Open Doors IEP Survey (This data is published annually to illustrate global trends in IEPs), advertising in Brazil Business Reports' (BBR) Latin American ESL Guide (This guide is available in Spanish and Portuguese to various Latin American countries), and networking with both the U.S. Department of State's EducationUSA centers and Louisiana businesses (Hispanic and Vietnamese-owned) to facilitate enrollment of prospective students, both oversees and in Louisiana.This will ultimately result in growth for the Intensive English Program, thus assuring even higher numbers of students matriculating to UL Lafayette.

One significant change for the IEP was the restructuring of 4 instructor positions from faculty to unclassified staff, now referred to as ESL Specialists. This allowed the IEP to procure personnel who were highly qualified including one ESL Specialist with a doctorate in English, two with M.A.s in English and one with an M.A. TESOL certificate. These personnel changes have brought us closer to attaining our goal of having all IEP staff attain a minimum of a Master's degree and M.A. TESOL certification. This restructuring will provide long-term stability for the program and will create opportunities to enhance extracurricular programming by affording more time for ESL Specialists to develop innovative ways to engage students in the campus community. One of the newly developed programs, Coffee Talk – a partnership with the IEP and the University's Chi Alpha chapter – aims to improve the speaking skills of IEP students by partnering them with advanced IEP students or their American peers. This, in addition to the implementation of a weekly electronic newsletter for current IEP students, provides forums for IEP students to interact and engage with their peers.

Improvements in technology included securing 11 new desktop computers and one laser printer to replace obsolete computers in the IEP computer lab. Funding was secured through the SGA STEP GRANT. These computers will enhance the English as a second language (ESL) instruction that we provide for

the international students that are enrolled in the Intensive English Program.

74 students enrolled in the IEP during the 2015-2016 academic year. Our student demographic included: Latin America 35.1%, Middle East 31.1%, Asia 24.3%, Africa 6.8%, Europe 2.7% which indicates a shift in geographical enrollment due to increased recruitment efforts in Latin America and fewer scholarships available to Saudi Arabian, Omani and African students due to declining oil and gas prices.

Our IEP student satisfaction survey results from the Fall 2015 semester indicated that 92.6% of our Intensive English Program students had an overall positive experience and the results from the Spring 2016 semester indicated that 92.8.1% of our Intensive English Program students had an overall positive experience.

Related Action Plans (by Established cycle, then alpha):

Purchase ELMO (Digital Visual Presenter)

To improve the student learning process in our Intensive English Program by purchasing ELMO (a Digital Visual Presenter) that could enhance our classroom instruction.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
> **Measure:** Successful Completion of IEP |
> **Outcome/Objective:** Language Support through the IEP (Intensive English Program)

Professional Development

Send IEP Coordinator to TESOL National Conference and IEP instructors to LATESOL Conference for professional development.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
> **Measure:** Successful Completion of IEP |
> **Outcome/Objective:** Language Support through the IEP (Intensive English Program)

Retention of Instructors

Request for four non-tenure track continuing appointments for Intensive English Program instructors in order to maintain a qualified, professional teaching staff and ensure the stability of our Intensive English Program. Over the last ten years, the Intensive English Program has grown from 2 students in the summer of 2002 semester to an enrollment of 77 students this Spring 2012 semester. Currently, we have only one instructor with a continuing full-time appointment. It is imperative that the program not only retain, but also attract qualified faculty who are compensated fairly. If there is a constant revolving door of instructors, the stability and integrity of the program could be compromised.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
> **Measure:** Successful Completion of IEP |
> **Outcome/Objective:** Language Support through the IEP (Intensive English Program)

Support for the Intensive English Program

The Intensive English Program continues to be an important recruitment tool for the university. Continued support from the university administration and cross-campus collaboration is important for the success of our Intensive English Program and, more importantly, our students. To achieve this, I propose the following for this academic year:
1. Apply through STEP GRANT for 2 SMART classrooms for the Intensive English Program,
2. Programming that help IEP students feel they are part of the university community at large

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Successful Completion of IEP |
  Outcome/Objective: Language Support through the IEP (Intensive English Program)

Hire a professional staff for the administrative functions of the IEP

The move of the Office of International Affairs to the new student union building in spring 2015 will necessitate the need for a professional staff who will manage the day-to-day administrative functions of the Intensive English Program. The duties associated with this position would focus primarily on the recruitment and admission of new IEP students and the retention and immigration compliance of current IEP students. This person would be responsible for communicating with prospective students, admitting students to the language program, issuing I-20s, advising students with immigration compliance, fostering existing relationships with foreign governments and other sponsoring agencies, and actively seeking new opportunities for recruitment. This will ultimately result in growth for the Intensive English Program, thus assuring even higher numbers of students matriculating to UL Lafayette. The IEP has proven to be quite lucrative for UL Lafayette already -- the IEP partnership with the Omani government alone has resulted in $1,0001,819 in tuition from degree-seeking Omani students that have become full-paying UL Lafayette students after completing the IEP since the summer 2012 semester.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Successful Completion of IEP |
  Outcome/Objective: Language Support through the IEP (Intensive English Program)

Fostering relationships with foreign governments and sponsoring agencies

Our focus will be to foster existing relationships with foreign governments and other sponsoring agencies, and actively seeking new opportunities for recruitment. This will ultimately result in growth for the Intensive English Program, thus assuring even higher numbers of students matriculating to UL Lafayette.

Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Successful Completion of IEP |
  Outcome/Objective: Language Support through the IEP

(Intensive English Program)

Staff Development and Support

Support professional development for the ESL Specialist and to provide funding for these professional development efforts.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
   Measure: Successful Completion of IEP |
   Outcome/Objective: Language Support through the IEP
(Intensive English Program)

Analysis Questions and Analysis Answers

How were assessment results shared and evaluated within the unit?

Assessment results were shared and evaluated within the unit at our staff meeting.

Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?

We implemented the 14-15 Action Plan to improve collaborative programming with other departments on campus. This will allow us to pool our resources together and provide more strategic programming that will promote student engagement and retention. We successfully collaborated 4 programming with UPC, Study Abroad and Career Services.

What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?

Faculty Training: The need for the training is requested by department(s) and/or individual classes. Repeat invitations indicate that the information is necessary and appreciated by the instructor and teaching assistants (TAs). TAs and faculty are engaged in the presentation and verbalize understanding through thoughtful questions and dialog and appreciation of the information shared. Even though the feedback is not formal this does not mean that it isn't useful.

Adding Position and Funds: Approval of an additional position and additional travel funds shows that the university leadership understands and recognizes the importance of our office and what we are charged to do.

GA programming and Student Learning: Of those students who choose to participate, significant learning occurs. Anxiety and stress management topics are important for students and we hope more students will participate. The actual program and topic was well thought out and well received; however, only seven people chose to participate. Low attendance is one thing that could be improved.