I. STUDENT LEARNING ENVIRONMENT

A. Pre-departure Information
   1. Information presented to students includes practical information about academic program requirements, living and travel arrangements, and expectations about expenses.
   2. Information begins to prepare students for the challenge of crossing cultures.

REMARKS

- The response from the students about the predeparture information was positive. The students said that they learned a lot from the materials, and the committee was struck by the absence of remarks about "surprises." All of the students we spoke to were very positive about the web site, blogs, clarity of marketing, clarity of information, and excellent service they received prior to departure. One committee member remarked that it is rare for students to be so uniformly satisfied with the predeparture information. One student said she liked always being able to call IES and reach her "personal advisor." Another said, "I thought to myself, I’m getting this kind of service, what will it be like when I get there?” In fact, they all agreed that the services they have been receiving in Paris have met their expectations. Students particularly liked being able to contact former students and the YouTube videos.

Overall, the information contained is solid, and most of it remains useful to students once they have arrived in Paris.

RECOMMENDATIONS

- Improve the description of the French Studies program in the IES Abroad catalog to make the program more attractive to students and to make the description more accurate, e.g. remove the phrase that begins “to focus on issues of the Francophone world…”
- Show more diversity in students in the catalog, on the web site, and in materials such as the Get SET! Guide.
- Show students doing activities -- with each other, with local students, and with professors -- in the catalog, on the web site, and in materials such as the Get SET! Guide.
- Change the Get SET! Guide dates to say “Arrive at program on” and “Depart from housing and program on” so that students understand that they do not necessarily have to arrive in France and leave France on the dates specified in the guide. Add a note saying, "If you choose to remain in Europe for independent travel after the program end date, please consult your IES Representative prior to making travel arrangements. Note that the IES Abroad program and home stay families cannot be responsible for storing your luggage.”
- Add the following information to the predeparture materials sent to students:
  - A more helpful packing list for the variety of seasons in the term
  - Information about expensive items in France that students should consider bringing with them, e.g. contact solution
  - More information about the availability and cost of laundry facilities
  - Advice that students will spend approximately twice as much in the first month as in subsequent months

B. On-Site Cultural and Academic Orientation
   1. The Center conducts an extensive initial orientation program for its students that includes information on gender and race relations in the host country, emergency protocols, health...
services, safety measures, local laws, independent travel, and skills in intercultural development.
2. Staff and guest speakers knowledgeable about the local culture conduct the orientation.
3. Under appropriate supervision, students are given immediate opportunities to explore and function in the local setting (e.g., travel, eating, attendance at local cultural events).

REMARKS
• Our impression of the orientation was good. The students appreciated it, although there were the usual comments about receiving too much information in too short a time while they are recovering from jet lag. This is a normal tension that develops in any orientation: the staff has a limited amount of time in the first few days to impart information that is critical to students’ success. Several students commented that they were “scared” by the health and safety information; again, this is a normal response from students who are used to dealing with similar information at their home universities on more familiar turf. Student services staff are very sensitive to how American undergraduates react to any negatives, and their experience supports the necessity of providing them with the facts. Just this semester, five students have lost passports while traveling outside France, for example. Despite the jet lag and the large amount of information they received, the students did not say that they would change anything about orientation.
• All of the staff who deal with the routine challenges of working with American students in France offered examples of how regularly issues raised at orientation concerning health and safety surface. The staff has solid training in addressing problems related to alcohol abuse, American students’ misreading cultural nuances, and loss of personal property.
• One student services staff member who has been in his position for seven years has a background in the travel industry. He makes a special effort to encourage students to travel within France, providing them with excellent information about discounted student travel. The committee was pleased to hear a number of students comment that they had undertaken day trips and weekend travel to places in France they had never imagined going.

RECOMMENDATIONS
• Provide additional support for arrival other than written instructions, e.g. have someone meet the students at the airport to point them to public transportation; and/or provide a pre-departure video showing how to navigate the airport and find transportation; and/or provide a map of the airport in materials.
• As planned, move two days of orientation off-site to Normandy, and add “carrots” for using French during orientation, such as prizes for not speaking English or an award each day for students who do not speak English.

C. Instructional Quality
1. Faculty are evaluated by student surveys for each course they teach and the Center Director reviews evaluations.
2. Faculty expectations of student work are rigorous.
3. Faculty participate in orientation programs on learning styles and expectations of American students and appropriate teaching strategies.
4. Faculty utilize instructional technology when appropriate in their teaching.
5. Faculty are encouraged to meet formally and informally to discuss pedagogy, course content, and student progress.
6. Class experiences make effective use of location through field study and local cultural institutions.
REMARKS

- Overall the responses to classes ranged from positive to enthusiastic. Several students singled out one instructor who teaches Gender & Conflict as “negative, harsh and demeaning,” although some of the students thought the course was improving. They also complained that she had required them to purchase her book and had made comments such as “I feel as though I’m teaching high school students.” Students said that they were quite passive about voicing criticism at first, and most of them agreed that they realized that this instructor’s attitude was problematic from the first or second week and wished that they had spoken up sooner. The program’s director and assistant director had already decided to replace this instructor prior to the Committee’s visit.

- Several students said that they prefer lecture classes over those where they are “taught by” other students (e.g. class discussion and presentations). However, feedback ranged broadly; some said that professors should initiate more open discussion, and others preferred straight lecture. One student commented that she found the tests to be “regurgitation.”

- There was an open call for student feedback. The first student group had five relatively exceptional women in terms of their openness, engagement, self-direction, and seriousness of purpose, with a generally high level of French. One commented that she had low expectations prior to arrival and said that on her campus, study abroad is considered a “semester off.” Like all of the students whom the Committee met, she said that there are serious students on the program and those who are less so. She gave Michel Berthet’s class as an example of one that students consider the most difficult, but also their favorite. In fact, in meeting with the Committee, Professor Berthet asked the most questions about American student learning styles and learning objectives.

- In the first student group, everyone was taking an outside class – two at the Institut Catholique, one at the Ecole Normale de Musique and two at the Sorbonne. All were positive about the outside classes, and believed that the IES staff had prepared them for the challenges presented by courses at French institutions.

- Team members visited a broad range of classes. In the class on France and the Maghreb, students openly appreciated that the professor takes them on field study trips in Paris, such as the trip to the Immigration Museum. During the class, he recommended a current feature film touching on post-WW2 issues of immigration in France, and used photographs and YouTube clips of a well-known pied noir musician to illustrate the historic challenges of nostalgia of the pieds noirs.

- Given that the faculty are temporary/adjunct faculty, they are very conscientious and committed. However, some of them have better technical abilities than others, and the coursework could be freshened with use of media and new technology. The Committee was please to learn that IES Paris hosted a Moodle workshop for several centers, and that one staff member was very involved with the training. Apparently Paris IV (the Sorbonne) has implemented Moodle.

- The group meeting with faculty assembled a surprising number of faculty, considering that they all have other positions elsewhere. The faculty expressed interest in learning more from each other and from IES.

- The Committee found that the staff and teaching faculty (with the exception of the previously mentioned professor who will not be asked back) expressed sensitive and positive attitudes toward American students and seemed eager to learn more from IES staff about differences in learning and teaching styles between the US and France.

RECOMMENDATIONS

- Check in sooner than mid-term with new faculty to find issues earlier.
- Add more field study activities/trips within Paris in order to take advantage of the city. Highlight those that already exist.
- Add more media/technology to more classes, where appropriate to the subject.
• Provide faculty with training (such as a pre-term workshop) on using technology in the classroom, both how to use technology to improve pedagogy and how to use technology equipment. Also encourage an exchange of ideas among faculty regarding instructional technology and regarding learning and teaching differences between the US and France.
• Update the faculty handbook and give a copy to all faculty members every term. Review the handbook with new faculty before they teach with IES Abroad.
• Do not rehire the current instructor of Gender and Armed Conflict.
• Consider replacing the instructor who teaches 19th Century French Literature.
• Add a policy concerning student and faculty tardiness to classes.

D. Curricular Design and Integration
1. Academic programs are designed in keeping with the character of local academic practice to promote students’ academic cultural integration.
2. Academic programs are designed to enhance student engagement in the intellectual, political, cultural, and social institutions of the host country.
3. Course content and curriculum reflect the political, social, and cultural diversity of the host country.
4. Out of classroom activities are integrated with in-class course work.
5. Sequence of courses and learning experiences are designed for academic credit at IES Abroad member and affiliate member schools and other U.S. institutions.
6. The curriculum meets the interests of current and potential students.

REMARKS
• The curriculum can best be described as “classique.” While the Committee does not recommend a dramatic alteration of that “classique” nature, it was strongly felt by most members that the program should be freshened and updated. This would be aimed at differentiating the program from the IES Abroad Nantes program and also from the many other programs in Paris and in France. We would like to encourage thinking about branding the program in a specific way through coursework and through the Parisian experience. Having said that, the committee is aware that there is tension in the US where programs on French language, history and culture are concerned: the program needs to be classical in order to offer students what they don’t get in the US, but may also need to mirror what is offered on home campuses in order for credits to transfer.
• It was felt that there is a need to update and to revise titles and descriptions to accurately describe courses and to attract students. For example, one committee member questioned why the 19th Century literature class focused only on the short story and also questioned the texts chosen, suggesting that they were not representative of the canon. The course seemed too narrow, more of a literary analysis rather than an actual literature course. It was his belief that this course has been modified for American students and does not represent current scholarship in this area.
• One team member was struck by the absence of the “pre-modern” in the curriculum and wished to go on record as saying that he “dissented strongly from the notion that we need to make the curriculum more modern.” For example, he commented that the course on immigration deals with an important contemporary issue, and one art historian incorporates contemporary French art. He was not convinced that students should be taught exclusively about the present and stated that as a Committee, we ought not decide what is taught – this should come from the faculty and program staff.
• Some ideas that were recommended for new courses for consideration included a survey of influences of foreign artists, musicians and writers in Paris (e.g. “Making Jazz French”). Others suggested having thematically-based courses to add a contemporary aspect, and offering coursework on issues of social and religious
diversity that affect all aspects of modern French life (e.g. politics, religion, education, language, globalization, citizenship, immigration, and under-represented minorities).

- While the infusion of contemporary language and cultural studies would require a high level of French, it could incorporate areas such as music, film and media studies, communications, art, fashion, immigration issues and others. All of these topics would include opportunities for field work, internships, service learning and video productions.

- During orientation, the students have two hours a day of *propédeutique* which is not nearly enough intensive language. The Committee strongly urged adding to the amount of intensive language study during this period, including intensive grammar review, and using manner of available technology, video clips, cultural insights, and films. Ideally, this would address the issue raised by all of the current faculty of the challenges presented by the different levels of French ability of students in area studies courses.

- One Committee member, noting that the program is largely focused on language, arts, culture, humanities and to a somewhat lesser extent social sciences, urged emphasis on both greater language skills acquisition and on the city of Paris. She acknowledged that a built-in problem, already mentioned here, is the challenge of the different language skills of incoming students. Indeed, the spreadsheet maintained by the Paris staff showed a range of four to nine semesters of college French, or the equivalent. However, it is impossible to know what that means in practical terms because there is so much variation among IES feeder schools.

- All Committee members believed that field study opportunities in the coursework could be enhanced and better featured in course descriptions, with an aim to take advantage of the city in as many classes as possible. The service learning option which is to be added will be an important enhancement.

- While the Committee did not review the summer program, it was good to learn that internships will be offered in the summer in the future. (See “F” below.)

RECOMMENDATIONS

- Bring the curriculum “up-to-date” without losing its *classique* nature. Add courses on more contemporary topics (suggestions include music, media, art, fashion, film, immigration), and ensure that courses include contemporary elements where appropriate, as is done in the *History of Photography* course.

- Consider branding the French Studies program to differentiate it from other programs in France, including IES Abroad’s Nantes program.

- Update and/or revise course titles and descriptions to accurately describe courses, to make courses more attractive to students, and to make all titles more consistent in terms of complexity of title and attractiveness of title.

- Reconsider the name and nature of the 19th-Century literature course as the course is primarily short stories, which are not representative of the 19th Century, and is primarily about *explication de textes*.

- Return course number for lowest-level French course to 371.

- Add a pre-requisite to some area studies courses to limit these courses to students who have advanced level French. (Pre-requisites may be a certain placement level or previous completion of a certain number of upper-level courses in French, and should allow for permission of the instructor.)

- Consider adding courses in disciplines that are of increasing interest to US students such as International Relations and Media (both theory and practice).

E. Language Development Opportunities

1. Language instruction, when appropriate, is integrated into all courses and IES Abroad activities.

2. In language development courses, students gain a perspective of the host country’s values, history, culture, and current status.
3. Students are provided out-of-classroom opportunities to develop oral, listening, and writing skills in the language of the host country.
4. The Center environment strongly encourages use of the host country language through a student pledge.
5. Tutoring and/or other forms of academic assistance are available.

REMARKS
• All classes are conducted in French and faculty were uniformly good about explaining difficult concepts in French without resorting to English translation. The faculty spoke clearly and distinctly but did not slow down or speak down to the students. In the photography class, cultural examples and linguistic expressions were particularly well incorporated.
• The Committee was perplexed by many students’ evident lack of interest in speaking French with each other. The students complained that they didn’t want to be prodded to speak with each other in French, and might be more willing to go out to find French people to speak with. IES offers significant opportunities for students to speak French, and we did not see any staff member (French or American) speak to students in English. The students said that there was a lot of pressure during orientation to speak French but then that was let up. We observed that all staff said to students “en français, s’il vous plaît” but that seemed to be largely ignored. One incentive they all loved was the “Question du Jour.”
• Students in homestays said that they use French exclusively, and said that they would like more meal times with their host families to speak French. They also cited the high cost of meals in Paris.
• There was discussion about movies, about the conversation group at the Center, and about the conversation club though the CIJ (Centre International de la Jeunesse). It was suggested that there be a second conversation group at the Center on a different day; a number of students said they did not attend due to scheduling conflicts.
• Several students stated that it is their responsibility to speak French if they choose, or to not speak French if they don’t want to; that it was not up to the program. It was evident that for some, perfecting their language skills was just not a priority. They talked about balance of study time and “play time;” all students said that their French had improved significantly and gave as examples that they can go to French films (“with no subtitles”) and understand.

RECOMMENDATIONS
• Make intensive language instruction during the propédeutique more intensive with more time (more than the current two hours per day), and with more different pedagogical activities, e.g. video clips, cultural insights, films.
• Have a second conversation group on a different day and/or at a different time so that the group size is smaller and to make the day/time flexible for more students.
• Improve IT infrastructure, especially wifi and printing. [Note that this is in process with the Apollo project.]
• Continue having group films and add more per semester. Consider having a theme for the film series, e.g. films set in Paris.

F. Internships
1. Internships give students the opportunity to participate in and to critically observe a segment of the work force in the host country.
2. Internships make effective use of location and local resources.
3. Internships include an academic component that follows IES Abroad guidelines.
4. Internships help develop intercultural, cognitive, and interpersonal skills.
5. Internships are conceived as community-based learning and require students to synthesize the practical and theoretical aspects of their work site.
6. Internship sites meet IES Abroad workplace standards.
REMARKS
• The impression of the internship seminar was favorable. The instructor raised a theme that could be relevant to all internships, effective in getting the American students to talk about the status of women in the workplace. One Committee member believed that the course lacks substance, although the overall impression is that the internship supervisor is very strong in finding excellent placements. The one internship visited, a culinary school, offered the student a superb immersion in French language and workplace culture.

RECOMMENDATIONS
• Update the internship syllabus and readings, and consider adding more readings to the course.
• Add internships with NGOs and in the social sector.

G. Field Study and Trips
1. Field studies reinforce the programs’ academic goals and students’ intercultural development.
2. Supervised field study is integrated into the academic program.
3. Staff guides are qualified to lead field trips.
4. Field trips meet IES Abroad safety standards for supervised travel.
5. Guided field trips help students take advantage of the region and result in more learning than if students attempt to travel on their own.

REMARKS
• See “D” above for comments about field trips.

RECOMMENDATIONS
• Offer more optional field trips early in the term using inexpensive arrangements such as youth hostels for lodging and trains for travel, in order to teach students how to travel inexpensively.
• Make big optional field trips cheaper.
• Have faculty add more course assignments that require students to explore/use Paris.

H. Engagement in IES-sponsored Cultural and Social Activities
1. The Center organizes activities that facilitate student engagement in the local culture and that meet IES Abroad safety standards.

REMARKS
• As previously mentioned, students are enthusiastic about the Question du Jour and the prizes that they earn. Several students won tickets to the Opera Garnier, and they emphasized that this was something that they never would have considered doing if they had not received the tickets as prizes.

RECOMMENDATIONS
• Get more French students to conversation club.
• Add activities that will get students to more neighborhoods in Paris, e.g. a scavenger hunt each week. Tie activities to photo contest.
• Reinforce requirement that students speak French on field trips.
• Provide field trips on days other than Friday so that students who are in internships and outside classes can take part.
• Share field trips with Nantes early in the term to get the benefits of interaction with Nantes students and to get benefits of scale with a larger group.

I. Involvement in Other Academic, Political, Economic and Cultural Institutions
1. Students are given guidance and directions for involvement.
2. Representatives of local institutions are members of the faculty.
3. Requirements for minimal student participation are a part of the course work.

REMARKS
- All faculty teach at other institutions.
- Students are given appropriate direction and guidance, although all students don’t participate. It is hoped that when service learning is added to the curriculum starting as a pilot in fall 2011 that engagement will improve.

RECOMMENDATIONS
- None.

J. Reentry into Home Culture and Home Institution
1. The Center offers reentry programs to students about possible difficulties and learning opportunities related to the re-adjustment to their home campus.
2. The Center encourages students to be ambassadors for the country where they studied.
3. The Center provides an environment for reflecting on and sharing the cognitive and intrapersonal aspects of their experience.

REMARKS
- The committee did not address this area to a significant extent, but considered related areas.
- There was divided student opinion about the end of the program and departure from Paris. Some students believed that they were encouraged to leave France on the day that the program ends, but others believed that this was not the case. The Committee thought that the former belief was a misunderstanding on the part of a few students.
- If students plan to travel, they should plan accordingly – they have to arrange own housing, insurance, etc. in advance.

RECOMMENDATIONS
- See recommendations for CORE sessions under II.B.

II. STUDENT LEARNING: ASSESSMENT AND INTERCULTURAL DEVELOPMENT

A. Intellectual Development
1. Students demonstrate that they have acquired substantial knowledge and understanding of course material in IES Abroad courses and courses at local universities.
2. Students are guided in developing their skills in critical thinking through programmed exposure to political, cultural, and social institutions of the host country.
3. Students are guided in developing different learning strategies necessary to integrate into the host academic culture.
4. Students are guided in developing their ability to understand and critique their own value systems and ways of knowing that they are culturally shaped through programmed contact with a variety of cultural perspectives in the host country.

REMARKS
- The Committee experienced the tension between pressuring students to speak French well while not intimidating them. This is a difficult balance to strike although the Committee feels that the teachers do this very well.
- The Committee supports taking students as a group to Normandy during orientation, and to giving the comprehension test during placement. Six distinct groups during the propédeutique seems fine, although we have recommend increasing language instruction to a minimum of three hours per day during the propédeutique. The more language acquired during the intensive period, the higher the expectations that can be set during the term.
RECOMMENDATIONS
• Implement formal mapping and testing of how French language skills improve over the course of the semester, e.g. with pre- and post-testing.
• Address teaching styles with faculty in the previously recommended faculty workshop. Address teaching styles individually with new faculty when they start teaching for IES Abroad.

B. Development of Language and Communication Skills
1. Students systematically report on how and what they have learned about the host country’s language.
2. Students report their interactions with members of the host culture to Center staff.
3. Students engage in periodic self-evaluation of their communication skills in the language of the host culture during their course of study.
4. IES Abroad sponsors periodic oral proficiency interviews to measure oral skills according to American Council of Teachers of Foreign Languages or similar guidelines.

REMARKS
• Students don’t systematically report on their learning but they do have conversations with staff about their learning.

RECOMMENDATIONS
• Have students create course files/dossiers/ePortfolios to self-evaluate their own progress in language development, cultural development, interpersonal development, and insight into the values of the country. Have students make entries at mid-term and at the end of the program, at a minimum.
• Create a self-reporting assessment tool (using prompts) for students to use for their CORE goals and/or use a self-assessment tool (e.g. using a Likert scale) through which students assess themselves based on goals from the IES MAP. Use self-assessment during all three CORE sessions (beginning, middle and end of program).

C. Cognitive Growth
1. Programmed opportunities for students to analyze their experiences contribute to their cultural learning, specifically, an increased ability to recognize cultural difference.
2. Academic studies, support services, and integrative activities contribute to students’ greater appreciation and respect for persons with differing cultural values.
3. Assessment of students’ cultural learning is used to enhance the curriculum, student services, and integrative services.

REMARKS and RECOMMENDATIONS
• Addressed in other areas.

D. Interpersonal Growth
1. On-site orientation and integrative activities are designed to assist students in adapting to the culture of the host country and becoming more comfortable in such interactions with persons of different backgrounds.
2. Integrative activities are designed to assist students in acquiring general adaptive skills that prepare them to live in a variety of foreign cultures.
3. Reports of students’ ability to live comfortably in a different culture are gathered routinely as part of semester-end, general program evaluations.

REMARKS and RECOMMENDATIONS
• Addressed in other areas.
E. Intrapersonal Growth
   1. Curricular and extracurricular activities support students in taking responsibility for their own decisions.
   2. Curricular and extracurricular activities support students in gaining a better understanding and acceptance of their unique values and capacities.
   3. Curricular and extracurricular activities support students in their personal development.
   4. Curricular and extracurricular activities support the development of students’ attitudes and skills that facilitate life-long learning.

REMARKS and RECOMMENDATIONS
• Addressed in other areas.

III. RESOURCES FOR ACADEMIC AND STUDENT SUPPORT

A. Faculty Qualifications
   1. Faculty, including language instructors, have academic credibility and appropriate credentials in the host country.
   2. The scholarly achievements of academic faculty meet local university or equivalent standards.
   3. Academic faculty generally are currently engaged in scholarship.
   4. Faculty are selected to teach IES Abroad courses based on their ability to teach and their commitment to the IES Abroad goals and standards.
   5. Faculty are involved in developing new courses according to the Center’s curriculum design for approval by the Curriculum Committee.
   6. Faculty are sensitive to gender and cultural differences among students.
   7. Professionals who teach a practicum have relevant experience in their field of expertise.

REMARKS
• The Committee was impressed with faculty, and felt that many courses were as good as classes that the Committee would see in English. The faculty are very committed to their students and their teaching.
• The language teachers all have the FLE, the qualification to teach French.
• Some faculty have higher levels of education than others, but all are qualified to teach their areas.

RECOMMENDATIONS
• Provide on-going training and coaching for faculty with regard to American students and differences between French and US teaching and learning.
• Consider replacing 19th Century French Literature professor.

B. Administrative Staff Qualifications
   1. The Center Director and staff are collaborative and mutually reinforcing in meeting student needs.
   2. The Center Director and staff are courteous, sensitive, and accommodating to student needs and demonstrate a commitment to student welfare.
   3. The Center Director and staff are committed to study abroad and the development of intercultural competence skills.
   4. The Center Director and staff are interested in and able to work with undergraduates from the U.S. and are committed to the IES Abroad goals and standards.
   5. The Center Director and staff members participate in annual performance evaluations.
   6. The Center Director has appropriate administrative experience and appropriate academic experience.
   7. The Center Director has credibility at local universities.
   8. The Center Director is proficient in the English language and the language of the host country.
9. The Center Director has an appropriate knowledge of the academic expectations of American colleges and universities, and plans and administers the Center program in that context.
10. Persons under contract who are responsible for accounting, internship supervision, and/or housing arrangements are qualified to work in the local venue.

REMARKS
- The Committee heard only positive comments about all staff members and especially positive comments about the two interns. The general feeling was that students should feel that the Center is affirmative.
- Staff meet weekly and made reference to cross-functional teams and working together well in the Center.
- The Center Director and Assistant Director have many years of experience in study abroad and with IES Abroad.
- The Housing Coordinator has two years’ experience, and discussions with her showed her to be professional in her responsibilities.
- The head of student affairs has worked with IES Abroad for seven years, and he seems to have accumulated a wide range of practical experience in that time. He also seems to work well with the directions and involvement that he receives from IES Chicago.
- Anna Shoemaker has a wide range of responsibilities, including budgeting, accounting, HR, IT and more. She seems highly capable and motivated.
- The two interns, who cover the front desk, seemed very supportive of students.

RECOMMENDATIONS
- None.

C. Academic Advising
1. Center advisors to students on course requirements have the necessary academic qualifications.
2. Advisors to students are knowledgeable about IES Abroad courses and requirements.
3. Advisors to students on university enrollment are knowledgeable about local university rules and requirements, and the local academic culture.
4. Advisors are familiar with the IES Abroad Academic Policy Guidelines.
5. Advisors are readily available to students.
6. Center staff are sufficiently knowledgeable about the local academic requirements to appropriately assist students.

REMARKS
- Discussions with the Center Director, Assistant Director, and Registrar suggest that these questions would be answered in the affirmative.
- Relatively few students are French majors, so many students can’t get a lot of their major requirements filled while on the French Studies program.

RECOMMENDATIONS
- None.

D. Academic Center Staff Size
1. The ratio of staff-to-students is in the range of 1 to 20, allowing for economies of scale.
2. The size of the staff is appropriate for the types of programs offered.

REMARKS
- The staff size seems o.k., but everyone on the staff seems very busy. The interns make an important addition to the “regular” staff.

RECOMMENDATIONS
- None.
E. Center Facilities
1. A private office is available to the Center Director and staff for consultation and advising students.
2. Faculty have a desk in a private room for advising students.
3. Students have a place where they can gather and meet informally.
4. Classrooms are adequate for IES Abroad courses.
5. The Center is well located for student access to the local culture.
6. Center facilities meet IES Abroad safety standards.
7. Reasonable accommodation will be attempted to meet the needs of students with physical disabilities.

REMARKS
• The facilities have recently been renovated, and apparently are much more attractive to students and functional for those who work there. One remaining issue is the computing resources, and we understand that through the Apollo project technology will be upgraded this coming summer (2011). Once that is done, one staff member thought the primary issues with students will have been addressed, other than for some who would like the Center’s hours to be extended to at least 8 PM at night.
• One team member questioned security and the open access to the building/Center

RECOMMENDATIONS
• Consider whether the Center needs better security.

F. Access to Local Educational and Cultural Institutions
1. The Center has written agreements with universities for course enrollment and credit.
2. The Center has agreements (preferably written) with universities for access to sponsored activities and student clubs.
3. The Center has agreements (preferably written) with universities or other agencies for access to sponsored sports activities.
4. The Center provides information regarding cultural opportunities.

REMARKS
• There are written legal agreements with outside institutions.

RECOMMENDATIONS
• None.

G. Research Resources
1. Resource Center contains up-to-date reference books.
2. Students have access to one or more libraries at local universities and relevant research centers.
3. Students are adequately informed and encouraged by IES Abroad to take advantage of research resources available to them.
4. Students have access to specific collections necessary for class assignments.
5. Resource Center hours are convenient for students, within bounds of building security.
6. Books and periodicals are adequate for students to complete the course requirements.

REMARKS
• Students have access to the public library near the Center, which is open later than the Center.
• The Center has a small library, mostly with older volumes.
RECOMMENDATIONS

- Have the Center open later in the evening one or two evenings each week (e.g. Tuesdays and Wednesdays) so that students can use the library, study space, printers, and wifi.

H. Instructional Technology

1. Students have access to computers in a quiet working area.
2. Students have access to e-mail, audio-visual materials, the Internet, databases, and other digital resources.
3. Instructional technology is available for faculty use.
4. Faculty have use of a photocopy machine for coursework.

REMARKS

- Students are not happy with the state of the computers and printing, and said that software is out of date. As mentioned earlier, Apollo should provide better printing at the Center.
- Students also said that wifi access in homestays is not consistent.
- Committee members attending classes saw that not all faculty are capable of using technology, and that appropriate technology is not available in the classrooms.

RECOMMENDATIONS

- Install speakers and screens in all classrooms, and make sure that laptops are available to faculty to use in classrooms.
- Make classroom equipment Mac compatible.
- Make technology and training available to faculty to complement their lectures (see above).
- Provide better audio resources for the phonetics course (e.g. CDs, not tapes).
- Make high-speed wifi available to all students in homestays.

I. Housing and Home Stays

1. Students have a place to live that meets the IES Abroad standards of safety.
2. Public transportation is readily available.
3. Housing arrangements offer the opportunity for international exchange.
4. Contracts with housing providers adhere to the laws of the host country.
5. Housing is well located for student access to local culture
6. Housing is evaluated and inspected regularly.
7. Host families meet IES Abroad criteria.

REMARKS

- Students had no complaints about commutes.
- Students like their homestays/families. Some students expressed concerns about their situations in chambres de bonnes.
- The student that the Committee met who is in an apartment was happy with the apartment.

RECOMMENDATIONS

- Better explain the situation in a chambre de bonne and tell students that not all chambres de bonne have the same amenities.
- Do not contract for chambres de bonne that do not have a bathroom on the same floor as the room.
- As stated above, increase dinners in homestays from three per week to four per week.
- Consider making a refrigerator available at the Center for students who want to bring lunches.
- Give students in apartments cookbooks with simple recipes.
J. Student Qualifications
   1. Students have sufficient knowledge of the language of the host country before enrolling.
   2. Students meet minimal GPA as specified by IES Abroad.
   3. Students have sufficient academic preparation at the home institution before enrolling.
   4. The admissions process follows the IES Abroad policy of non-discrimination on the basis of race, sex, sexual orientation, religion, or national or ethnic origin.
   5. Students are in good standing at their home institutions.

REMARKS
   • With regard to student academic preparation, IES Abroad has to accept the word of the sending school and the student that the student is qualified for the program.
   • Students on-site feel that they have adjusted and faculty feel that students improve in their language while on the program.
   • In general the placements and classes work well.

RECOMMENDATIONS
   • Find a way to convey the language background of students other than the number of semesters of language courses, especially if that number is more than six.

K. Health
   1. Students have adequate health insurance.
   2. Center staff provide students with appropriate access to high quality health care for accidents, illness, and mental health.
   3. Center staff are sufficiently trained to determine when students require professional assistance for mental health issues, drug use, and alcohol abuse.
   4. Students with individual health concerns are provided pre-departure guidance and assistance.
   5. Center staff follow IES Abroad guidelines on health.

REMARKS
   • Bertrand is very hands-on in giving students help with health, including both medical and psychological support.
   • The staff is understanding of and knowledgeable about students who need psychological counseling.

RECOMMENDATIONS
   • None.

L. Safety and Risk Management
   1. Center staff enforce the IES Abroad Code of Student Responsibility on sexual harassment and all IES Abroad policies.
   2. IES Abroad provides 24/7 coverage at all Centers.
   3. Safety and risk management issues are reviewed and evaluated regularly by appropriate administrative staff and local legal counsel.
   4. Safety and risk management standards are in place for insurance and indemnification, local educational and cultural institutions with which the Center holds agreements, outside service providers, emergencies, staff training, facilities, events and activities, field trips, housing and accommodations, workplace environment, student and staff behavior, and information technology.
   5. Center administrative and teaching staff members are informed of all safety and emergency procedures.
   6. Center administrative staff members inform students about local safety concerns.
   7. Center administrative and teaching staff members follows IES Abroad safety guidelines and emergency procedures.
   8. The Center assigns responsibility for safety issues to appropriate staff.
REMARKS
- Student reported having good support with issues such as having passports stolen.
- Students get information about mobile phones pre-departure and during orientation, but there seems to be some miscommunication about some of this information.

RECOMMENDATIONS
- Update information provided to students pre-departure about mobile phones.
- Create a system for RAs and homestay families to systematically report incidents to the Center, including a definition of what kinds of incidents they need to report to Center staff and how.
- Consider having meetings specifically about student services on a regular basis, in addition to discussion of student services issues during regular staff meetings.

Additional Remarks and Recommendations
- Students agree that more time on the program would be beneficial, but gave money and grades as reason why they couldn’t stay for a year.
- The Review Committee recommends courses on the following topics for the French Studies Center:
  - Paris à Travers le Film
  - Contemporary France
  - Modern Politics
  - Pop Culture
  - Popular Slang
  - History of the French Language
  - French Regions
  - Evolution of 20th Century French Music
  - Public Policy and Education
  - International Human Rights