Office of Off-Campus Study

September 2011

Dear Colleagues,

On behalf of the IES Abroad Salamanca Review Committee, I would like to commend the warm, enthusiastic and professional staff in Salamanca. Barbara Liberatore - Center Director, María Ángeles Tabárez - Senior Administrative Assistant for Academics, David Artiñ - Student Affairs Coordinator and Yolanda López - Administrative Assistant for Student Affairs and Housing are all delightful to work with, open to our questions and provided detailed information throughout the entire review. I would also like to thank University of Salamanca (USAL) and IES Abroad Faculty Dr. Laura Muñoz Pérez - Professor of Art History and Dr. Ricardo Rivero Ortega - Professor of Law, on-site faculty members of the IES Abroad Salamanca Review Committee for taking time from their busy schedules to meet with us and share information about combining USAL and IES academic pedagogies.

I applaud Dr. Mary Dwyer and the IES Abroad organization for the ongoing determination to make IES Abroad programs outstanding in the field of International Education. Program reviews, especially program reviews conducted following the IES Abroad MAP, are time consuming and very expensive. It would be easy to place such efforts and expenses on the back burner during economic difficulties. Yet IES Abroad continues to proceed with and fund these very important elements of international programming.

The Review Committee would like to praise Lee L'Hote - Committee Secretary and Program Dean, IES Chicago, and Victoria Vasquez - Program Associate, Latin America and Spain, IES Chicago. Their never ending patience with questions, requests, and clarification, not to mention editing of this report, is greatly appreciated.

Committee members were continually impressed with IES administrators, faculty and staff members' depth of knowledge and unceasing effort to educate our students abroad. Thank you, IES Abroad.

Sincerely,

Kristen Mallory
Director
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REVIEW PARTICIPANTS

Full committee = US Members + Local Faculty

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Local Faculty:
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EXECUTIVE SUMMARY
This Review was conducted on behalf of the IES Abroad Academic Council. Charges to the Review Committee were drawn from the IES MAP and submitted to and approved by the Academic Council in Fall 2010. The Charges addressed all aspects of the Salamanca Program including Spanish language learning and immersion, area studies, cultural integration, student affairs, housing, partner university relations, extra-curricular opportunities and staff. This was the third Program Review for Salamanca and first since 2005.

IES Abroad Salamanca is a traditional study abroad destination and program located in a city with a historical reputation for excellence student learning in a study abroad environment. Both the program and the city provide outstanding opportunities to promote language proficiency and cultural literacy. While Salamanca currently is no longer a hot or trendy destination for U.S. students, the Program Review Team definitely believes that it can become more ‘spicy’ and Center opportunities more attractive. Thus, the review team has catered its recommendations below to assist the center in better meeting today’s students needs and interests while building on the unique strengths of the city, the IES Abroad Salamanca staff, and the programs offered through the IES Abroad Salamanca Center.

REVIEW PROCESS
This report documents the Committee’s procedures, findings, and recommendations. Appendix A contains the original charges; Appendix B contains a summary of recommendations.

The U.S. members of the Review Committee received the following materials prior to arrival in Salamanca:

- Charges to the IES Abroad Salamanca Program Review
- Spring 2011 Course Review
  - Course List and Class Schedule
  - Syllabi (Area Studies and Spanish Language)
  - List of Course Instructor(s) and Instructor CVs
  - Course Evaluations, Fall 2007 – Fall 2010
- Class Enrollments and Grades Summary
  - Class Enrollment per term, Fall 2008-Fall 2010
  - Class GPA per term, Fall 2008-Fall 2010
  - Average class enrollments
  - Average GPAs
- Program Enrollment Data, Fall 2008-Spring 2011
  - Enrollments by term,
  - Enrollments by language levels
  - Top Sending Schools
  - Top Majors
  - Top Minors
  - Spanish Majors and Minors
- Internship Placements
- Field Trips and Field Studies
- Partner University Course Enrollment, Fall 2008-Fall 2010
- End-of-Term Student Evaluation Analysis, Fall 2008-Spring 2010
- IES Abroad Spain Catalog, Fall 2010-11
- IES Abroad Salamanca Get Set! Guide Spring 2011

Brochures were copied on a thumb drive and sent to Committee members:

- IES MAP
- IES Abroad Academic Guidelines
- IES Abroad Salamanca Get Set! Guide Spring 2011
- IES Abroad Spain 2010-11 Catalog

Upon arrival in Salamanca, Committee members received the following additional information:

- Updated course syllabi not included in the pre-departure binder, Spring 2011
- Power Point overview of University of Salamanca and additional partner university course information, Spring 2011
- Student life materials including student housing overview, volunteer placements and extra-curricular activities, Spring 2011

The schedule for the U.S. Committee members was designed to give them a thorough introduction to the program and the IES Abroad Salamanca community—its staff, faculty, and students. The U.S. Committee members were joined in Salamanca by two IES Abroad Salamanca instructors, both of whom also hold appointments with the University of Salamanca. In addition, one Academic Year and one Spring Semester student served on the committee. The U.S. Committee members scheduled numerous meetings throughout the week. These meetings were held with IES Abroad Salamanca instructors on the Committee, and IES Abroad Salamanca students. All committee members met to discuss the review charges and observations and then to set preliminary recommendations. A meeting held at the end of the week was held to discuss final recommendations, and divide responsibilities, post-review.

Committee members observed language classes and several area studies classes; in some cases, more than one member observed a class. Depending on their assignments for the Review, Committee members held individual interviews with staff members and met with instructors.

Interaction with students, both formally and informally, was central to addressing some of the charges to the Committee. Committee members also participated in several field study opportunities and were hosted one evening by a group excursion to a traditional local restaurant. All committee members had the opportunity to visit at least one internship placement.

The schedule for the week is included at the end of this report.
OBSERVATIONS AND RECOMMENDATIONS

I. Student Learning Environment

Observations Regarding Pre-Departure Information and Recommendations:
Pre-Departure materials are provided to students through a combination of the individual MyIESabroad account, by email and/or through the postal service. Materials include: a Visa Starter Packet, the Get Set! Guide specifically written for Salamanca, Spain, Insurance Information, Packing List, Participant List and Safety information. The IES Abroad Salamanca Center also supplies a welcome letter, and detailed information regarding travel documents, arrival information, housing placements, center staff and contact information, academic and program information and a tentative program calendar. The materials are informative, detailed, and extensive. The subject of whether documents and materials should be provided in Spanish or English or both was discussed. During our review students stated, “I did not know this” or “They should have informed us of that”. However, in our review of the above documents including the Get Set! Guide, we found the information to be clearly outlined. As such, this leaves us with the question that all those in higher education face – how does one provide information in an efficient manner that students will read and retain. This became a theme throughout the review – student information provided but students expressing frustration at not knowing information. One student clearly stated that laundry is expensive and IES should have told her that she would have to pay her Senora to do her laundry. Page 17 of the spring 2011 Get Set! Includes, “personal laundry is available in most home stays for 12 euro a week, a price set by the Universidad de Salamanca. This is not included in the IES abroad program fee. Students have the option to do their own laundry – see “Laundromats” for details.” Again, information is available and there are no hidden costs or secrets from the students. The only legitimate complaint was that students had not been informed of paper or printing costs, though typically this should typically be lumped into a line in Program Costs as “other course related-materials.”

The IES Abroad Salamanca program is unique in that there are no courses taught within the physical space of the center; instead, IES Abroad students choose from a select group of courses designed exclusively for them but taught in the University of Salamanca facilities by University of Salamanca faculty. Nearly all students also directly matriculate in university courses across disciplines. The numbers of student participants at the center over the past few years have not been strong and, interestingly, the city of Salamanca overall has suffered a notable loss in study abroad and international student market share as students now choose other destinations currently popular in Spain. Due to lower enrollments, the number of actual IES Abroad courses offered each term may be fewer than those listed on the IES Abroad website and, as a result, students may obtain pre-arrival faculty approval for courses that may not be the actual courses offered. This creates more difficulties for the IES Abroad Salamanca program than perhaps for other programs as pre-approval for university courses are not available until arrival.

RECOMMENDATIONS:

- Students receive a vast amount of information pre-arrival, upon arrival and during registration. The Chicago-based pre-departure staff should ensure that information is better delivered in digestible ways. For example, could there be a “Top 10 Tips” list delivered pre-departure in order to ensure that commonly overlooked details are emphasized. Timing and language of information provided should be analyzed. Consider what information, when the information is disseminated, in which language it is written, how it is given and the medium of information.
• Ask select past graduates of the Salamanca program to review post-participation the most recent GetSet! Guide and contribute suggestions for improvement and changes. When appropriate, the center and Chicago staff could integrate these ideas to create a more fluid, digestible, and useful document for future students.

• Offer a mandatory Pre-Departure Webinar with the IES Abroad Salamanca staff and ask at least one current student to participate if available.

• Encourage current students to create short video clips about “questions they had before departure,” and the ups and downs of life in Salamanca that could be provided to prospective students. Selected versions of these could be delivered in the webinar or through other formats.

• Explore means to better coordinate the selection of courses that have been preapproved by their institutions in the US and the availability of these courses in Salamanca.

• Ask full year students to serve as mentors for semester only students.

Observations Regarding On-Site Orientation and Recommendations:
Organized and led by all IES Abroad Salamanca staff, on-site orientation includes outside speakers, trainers, and local university students. The orientation begins immediately upon arrival at the Madrid airport with an arrival packet, a bus ride to Salamanca, and the move-in to the homestay or residence hall. The following morning begins a comprehensive eleven days of discussions, courses, and excursions including: cultural awareness, academic orientation for both IES and University courses, pre-registration, health and safety, city tours, student life conversations, intensive Spanish language, two full-day trips to Segovia and Zamora y Toro, a soccer game with Spanish students, evening activities and a general period of becoming acquainted with IES, Salamanca, Spain and immersion in Spanish language prior to semester courses beginning.

Orientation is another information overload opportunity, and everyone in the field struggles with when, how and by whom each topic should be provided. Jet lag and culture shock are to be expected. IES Abroad Salamanca has managed to offset classroom discussions with physical activities such as a walking tour to keep students engaged and interested. Students did mention that the outside speaker—a Spanish psychiatrist who is also available for therapy should a student need outside assistance—also serves as the Diversity and Culture Shock trainer. There appears to be unanimous agreement among students that this trainer’s methodology of role play and group activity is not beneficial, and instead the activity felt forced, alienating, and uncomfortable. Our recommendation would be to find another trainer or to ask the current trainer to change his methodology.

RECOMMENDATIONS:

• The discussion on issues surrounding diversity appears to be too superficial for current student intellect. Students commented that they received little meaningful insight during these sessions. We recommend that the orientation program include “diversity” type students to talk about being a student of color, LGBT etc in Salamanca and in Spain. Such peer-to-peer discussion should continue after orientation. In addition, orientation should include an overview of the history of Spain’s diversity issues, such as the radical shifts in immigration patterns (primarily since EU), diverging attitudes held
bySpaniardsregardingimmigrantandotherminoritycommunities,andSpanishperceptionsof
AmericansandU.S.cultures.

• Considertheinclusionofneworientationfacilitatorsonsubjectsofcultureshock,integrationand
diversity.Ifpossible,findsomeonethathasexperienceinchangingtrainingaswellasexperiencein
thetopic.

• Hiremorethanonespanishstudenthelperduringorientation,preferablybothmalesandfemales
fromvariousacademicdepartmentsoftheuniversity.Keepthestudentorientationvolunteers
involvedwithIESAbroadSalamancastudentsduringsemesterthroughvariousculturaland
volunteeringactivities.

• WhilecitytoursandvisitsshouldbeconductedinSpanish,bersuretheguidesusedduringorientation
arebilingualandarewillingtospeakatasmallerpace,especiallyduringscursionsinthefirstfew
weeks of the program.

**Observations Regarding Instructional Quality and Recommendations:**
Regarding the quality and location of teaching facilities, the committee notes that all classes are taught in
University buildings spread throughout the very walk-able city. Overall the facilities provided by the University
of Salamanca are quite sufficient. Classrooms have smart room technology and Power Point was being used by
various faculty members during our visit.

In addition, the committee was impressed by the way the majority of professors maintain a positive learning
environment in the classrooms; the majority of classes incorporate approaches that recognize different
student learning styles and American expectations. Because IES teaching faculty are contracted directly by the
University of Salamanca’s International Programs Office, *Cursos Internacionales*, with IES only able to make
selected recommendations, it is difficult for the IES Abroad Salamanca academics staff to force faculty to
attend faculty meetings or to move away from more traditional/stagnant teaching pedagogies. The committee
feels strongly that IES Abroad Salamanca must work around these limitations in order to maintain academic
rigor. Faculty selections need to recognize that an understanding and incorporation of effective teaching
pedagogies are required and, furthermore, IES Abroad should inform *Cursos Internacionales* that individual
faculty who do not attend regular meetings or incorporate new means of student engagement will not be
accepted into the teaching rotation for IES Abroad courses.

NearlyallIESprofessorsusedpowerpointpresentationseffectivelyintheclassesobservedbythecommittee,
although at times the presentations were somewhat rudimentary. Also, on two occasions faculty members
failed to progress through their entire presentations and seemed to leave students hanging at the end of the
class period. With the implementation of Moodle throughout IES Abroad Centers and the hiring of a part-time
Moodle assistant at the IES Salamanca Center, the committee assumes that Moodle (like Blackboard in the
U.S.) will become the preferred interface for IES faculty, staff and students in the future.

Thecommittee notes that IES Abroad sets high classroom expectations and should encourage these high
expectations in other areas, especially regarding the use of field study in Salamanca. All classes are required to
have a minimum of one field study experience. Some professors offer three field study excursions per
semester, some offer one, and some offer zero. It is clear that the course content (language or area studies
course) may determine the type of field study that can or cannot be done. It is also apparent that these field
studies are quite effective for improving students’ active engagement with the course material. Of the two
field study excursions the committee observed, both required student contribution to the experience based on
previous knowledge taught in class. Students were also given an assignment which required them to expand
on the field study and synthesize the information after the field study as part of a writing assignment. Despite
the committee’s concerns regarding a few select faculty members and weaknesses outlined above, we would
like to emphasize clearly the overall strong academic foundation in place at the IES Salamanca Center. In
addition, the IES Salamanca academics staff has a system in place that facilitates the improvement of
instructional quality after each term. Each IES Abroad course is evaluated through student surveys, and both
Center staff and the IES Abroad Program Dean in Chicago review these evaluations. In addition, the center
Director observes every IES Abroad Salamanca class each semester and immediately following holds a short
meeting with the professor about what went well, other strategies to consider, how the students are doing,
etc. Using these evaluations and in-class visits as an orientation, the Center Director also meets after each
term with professors to review faculty performance and to diagram strategies that improve course content,
focus, etc.

During the committee’s conversations with faculty regarding this feedback, faculty members described in
detail the changes they have made to course syllabi based on student and Center Director comments. Clearly
this process is intended to give the professors input about how they can create the most beneficial academic
environment for IES Abroad students. The committee concluded that most faculty are willing to discuss topics
related to pedagogy and student progress in both formal and informal contexts.
Student evaluations indicate that some courses are more rigorous than others (in reference to both IES and
university classes). The syllabi provided as part of the review documents do show a certain level of rigor in
terms of type and amount of reading required, expectations for oral presentations as well as length and type
of writing assignments. Some students commented that—in comparison with the University of Salamanca
course offerings—IES classes are more in line with the expectations of their home university in terms of the
amount of reading, length of writing assignments, etc. The review team was very pleased to see that overall
the academic experience at the IES Abroad Salamanca Center is one of rigor and high quality. IES Abroad
should promote this reputation more in order to attract quality students interested in a full-immersive study
abroad experience.

RECOMMENDATIONS:

- Require more frequent (but shorter/more focused) writing assignments over the course of the term in
  all courses, including area studies courses. Pedagogical Rationale: If we accept that every course
taught in Spanish is, in some form, a language class, then shorter assignments will allow students to
focus more directly on their grammar and style. There needs to be more of an opportunity for
focused, critical feedback on writing over the course of the semester whenever possible. This could
take the form of very short (one page) writing assignments or it could even be in a blog format
(perhaps using the blog functionality of Moodle). While a longer cumulative writing assignment at the
end of a course is certainly commendable, this should not be the only assignment. Students rarely
receive these assignments back from their instructors and thus miss the opportunity to improve their
writing and critical thinking through this approach. Train and then trust on-site faculty to determine
rigor within reason, and consider other forms of writing as appropriate measures of written expression
and content, i.e. journals, blogs, written homework, short reflections, Moodle, etc

- Host additional in-service meetings on pedagogical strategies, the use of technology, and classroom
management in an attempt to provide all instructors with other methods and suggestions. Some
topics may include how to have a less teacher-centered classroom environment, the use of a Learning
Management System (LMS) to promote active learning, or the integration between field study and class activity.

- Although we accept that most faculty will not grade daily homework assignments, professors should be encouraged to consistently hold students accountable for the completion of homework assignments by doing in-class checks, calling on students directly, short quizzes, or other means. This increased level of accountability is particularly important for language courses and will encourage students to habitually keep up with course requirements and readings.

**Observations Regarding Curricular Design and Recommendations:**

The IES Abroad Salamanca Review Team from the beginning concerned itself with the academic and cultural identity of the Salamanca Center as a way to address how to better attract students to the center. As previously stated, the numbers of student participants at the center over the past few years have not been strong and, interestingly, the city of Salamanca overall has suffered a notable loss in market share as students now choose other more popular destinations in Spain. This does produce advantages for IES Abroad Salamanca Center students, as they are no longer likely to hear English in the streets during the semester programs, and their class sizes and personal attention from professors have improved.

Course content does reflect, for the most part, the political, social and cultural diversity of the host country. For example, a variety of courses offered both by IES and local universities engage directly with intellectual, political, cultural and social institutions of Spain (e.g., PO/HS 366 “Regionalism in Spain, SO 375 “Gender in Mediterranean Societies, PO 370 Political Systems in Spain and Latin America, LT 357 “Spanish Literature and Politics in the late 20th Century, etc.)

Still, the curriculum needs to be updated and made more interesting and relevant to current students. Furthermore, a small center the size of Salamanca cannot offer all things to all types of students. As the recommendations below outline in detail, we suggest a more streamlined and connected curriculum while, at the same time, supporting the promotion of the academic strengths of the center’s partner universities—the Universidad de Salamanca and the Universidad Pontificia—that truly allow students from nearly all academic disciplines to find courses of study that match their academic interests and needs.

Syllabus review and conversations with both staff and students indicate that the academic programs are very much in keeping with the character of local academic practices. Especially with the implementation of the Bologna Plan, U.S. programs and European university academic approaches resemble one another more and more. IES class syllabi taught by University of Salamanca faculty are much more akin to U.S. university syllabi than a traditional Spanish syllabus.

The Academic program also encourages independent learning. Students are very much responsible for synthesizing information outside of class and bringing questions or doubts to the discussion.

**RECOMMENDATIONS:**

- A notable majority of students who choose IES Abroad Salamanca as their study abroad destination are second majors—and at times first majors—of Spanish. The Curriculum should better match the needs of those students through classes that would help them meet requirements in language study majors as well as select common first majors, most notably political science, international relations,
and other social sciences. (Psychology and Communication Studies are other popular first majors, but students in those areas will be better served with partner university options).

- In terms of defining an identity for the Salamanca program, the center should consider a course that deals more specifically with the city itself. Classes on cities are quite popular in the U.S. and at other IES Centers (i.e. Madrid, Paris, etc.) This course could take a variety of forms. It might deal with city’s unique political history (the base of Francisco Franco, with authors/literary texts that are related to Salamanca in some way—(Lazarillo de Tormes, La Celestina)—or authors who studied/worked here (Unamuno). The city could then be used for field study, and there would be direct ties between where the students live and what they study. A course based on the city could also deal with the architecture (the city itself is a kind of museum). A city course could be subdivided into units dealing with literature, art history, and politics, etc. This course may potentially be cross-listed in these disciplines to appeal to a broader spectrum of students.

- The committee also recommends that this concept be applied to a similar course on broader topic of Spain. A course that one could call “Spain: Then and Now” could draw on the rich tradition/history of Salamanca but also explore the changes in Spain (from dictatorship to democracy to member of the European Union, etc.) cultural studies, politics, economics could all be a part of the course. These courses would not seek to reinforce stereotypes but rather take a critical look at issues of identity and culture. In general, perhaps a more interdisciplinary (team-taught) approach to some classes would be an interesting model to explore. This focus on two or three academic areas (but no more) would again appeal to a broader range of students and still allow them to earn credit from their home universities.

- When improvements in student numbers afford the possibility for additional course creation, the committee recommends a new course focusing on tourism should be considered a top priority. It would take an activity that many students are interested in but present it in a critical way. It could explore various tourism campaigns used by Spain to “sell itself” examine the political and economic implications of tourism for Spain over time, and address how different regions in Spain have come to sell themselves within the larger context of Spain.

- We recommend the course RL370 “Comparative Religions” be updated with more contemporary readings and issues, change the title and learning outcomes to be more attractive and relevant to today’s students, and include the topic of pilgrimages in general and the Camino de Santiago specifically. Note: This recommendation relates closely to the one below regarding new field trip opportunities with academic connections.

- Coupled with current course offerings, the new curricular options suggested above will give the center a more defined focus on complex and contemporary national/regional identity studies, cultural studies, and comparative current politics, all concentrations quite popular both on U.S. campuses and abroad, and academically relevant to a diverse group of majors. The IES Abroad Center should look at all of its courses to see how many can be restructured or described to better fit a clearer identity, although the committee certainly recognizes that not all courses must/will complement each other in such a way.

- Unlike many students studying in hub cities, students on the IES Abroad Salamanca program tend to stay in the area on weekends. We recommend that IES maintain Fridays as the day for field study and internships as there are fewer courses taught at the University of Salamanca. Fridays allow larger blocks of time available for internship work or field study opportunities.
• As previously indicated, there should be better coordination in the selection of courses that have been preapproved by their institutions in the US and the availability of these courses in Salamanca.

• Provide heritage speakers with a native command of the Spanish language with recommendations for additional university courses such as translation and interpreting or linguistics or creative writing. IES Abroad Salamanca should look for such classes at USAL or consider providing such a class as part of the IES curriculum. Another possibility could be allowing those students to take another foreign language class, depending on their interests and abilities.

Observations Regarding Curricular Focus on Intercultural Competence and Recommendations:
The center provides a number of activities that include opportunities for intercultural development. These range from the intercambios and classroom experiences to field experiences and volunteer opportunities. Students do not always take advantage of all opportunities afforded them. As noted elsewhere in this report, there are ways to improve some of these activities in order to encourage both greater and more meaningful participations.

The committee believes that in order to foster an environment for intercultural competence development, students need opportunities to make conscious self-reflections and comparisons between their own cultural norms and practices and those of the host culture. These opportunities may occur in a classroom environment with some degree of success, but a focus on intercultural development must permeate all areas of the IES Abroad Salamanca program structure.

RECOMMENDATIONS:

• Faculty should encourage students to participate more actively during field experiences through written questions about the excursion or things to look for during the excursion and should provide students an environment to make comparative observations as well. Faculty must control such activities to avoid an over emphasis on students’ home cultures and practices.

• Students should be encouraged to keep a reflective journal on observations and growth. Other types of output, such as a photo journal, could be presented in a public forum at the end of the term, thus providing students another opportunity for intercultural competence development.

Observations Regarding Language Development Opportunities and Recommendations:
Class observations revealed that IES faculty do not have a consistent approach to the integration of language instruction in area studies courses. For instance, Laura Muñoz, University of Salamanca and IES Professor of Art History, expressed doubts about whether she was supposed to correct the grammar mistakes on papers and written assignments. She mentioned that some students complained about her corrections because they felt that they were being penalized for those errors. The professor asked for our opinion. We had different points of view but all agreed that for essays and important written assignments students should pay attention to the content, the grammar and the style. In the case of exams, we believed that the instructor can be more lenient, not needing to focus so much on the grammar. We also advised her to seek more clarification from the program director.
Javier Sánchez, University of Salamanca and IES Professor of Spanish literature and politics, and the IES Academic Advisor for USAL courses, makes certain that the students have the opportunity to develop their language skills during field study activities. During the city excursion examining different symbols of the Franco regime, he asked the students to read the commemorative inscriptions out loud and to connect what they observed with the topics of the class. Therefore the students practiced their comprehension and oral skills throughout the activity.

In stark contrast, the instructor of the “Gender in Mediterranean Societies” course did not request any feedback from the students during the class session, and overall the students appeared disengaged with the material. During the committee member meeting with Student Focus Group II, students expressed their disappointment regarding the teaching methodology used in this class and—at times—others.

Based on the observation of the two language classes offered this semester and the conversation with the students, it seems that students are gaining a perspective of the host country’s values, history, culture and current status. Not unique to Salamanca or study abroad, students only realized how much they were learning by answering our questions or telling us about their experiences.

In terms of the out-of-classroom opportunities to develop communication skills, there seems to be some discrepancy between the perspective held by the IES staff and the students. During student focus groups, a number of students expressed to the committee that the quality of the opportunities to develop their language skills were interesting and well designed, but that the quantity was insufficient. Students highlighted that the intercambio experience was a great activity; however, the center organized only one intercambio night at the beginning of the semester. Students indicated a preference of having another arranged mixer with their Spanish peers during the middle of the semester in addition to the mixer during orientation. One student became involved with the university volleyball team but noted that she had a hard time making the initial connection. She mentioned that a friend of hers attending the Georgetown program had joined many clubs because the staff at his center had facilitated the integration. The students would also like to volunteer in projects that do not require a heavy time commitment. The two language professors seconded the need for more outside opportunities; highlighting the impact such activities have upon student language and culture acquisition.

There is not a mandatory student language pledge at the IES Abroad Salamanca Center. Students are encouraged to practice Spanish by the staff and by visual aids such as posters and signs. In addition, students may commit themselves to a voluntary language pledge and receive a bracelet indicating to other students and staff that they will use Spanish only in all conversations. This “carrot approach” seems to work well at the center, and the Program Review Committee commends its implementation.

According to the two language professors, tutoring is available for their students. The professor for the more advanced group assigns a tutor to every two students, and he/she works with them during the semester. The professor of the lower level knows that tutors are available, but he does not seem to use them consistently. The tutors for the language classes are Spanish graduate students working on their Master’s degrees. At the IES Abroad Center, a writing tutor is available on regular basis.

The review committee also examined language development opportunities for Heritage Speakers. We interviewed two bilingual students, originally from Puerto Rico, who are enrolled at the IES Abroad Salamanca Center this semester. Both of them said that they were unaware that they would have to take a regular Spanish language class as part of their course load in Salamanca. Both of them acknowledge that their language instructor is excellent, but they wish they could have had a different option. They did approach the Center Director to investigate alternative courses, but unfortunately it was too late in the semester to make a change into a new course.
RECOMMENDATIONS:

- The IES center should provide faculty with specific guidelines on how to correct written assignments in the area studies courses. A brief paragraph explaining this policy should be included in the course syllabi.

- Encourage faculty members who teach field study to contribute to the linguistic development of the students by providing them with more opportunities to participate in class.

- IES Abroad Salamanca should increase the out-of-classroom opportunities for students to develop their language skills. A second intercambio night should be added by the middle of the semester. Something like a monthly day of service could be implemented and the information about this activity could be included in the newsletter. Students would appreciate addition information, and, perhaps, a visit to the locations to sign up for clubs such as the university choir, the mountaineering club, etc.

- Advanced heritage speakers with a native or near native command of the Spanish language should be provided with a list of university classes—such as translation and interpreting or linguistics—that could be used to meet the on-site language requirement. IES Abroad Salamanca should look for such classes at USAL or consider providing such a class as part of the IES curriculum. Another possibility could be allowing those students to take another foreign language class, depending on their interests and abilities. Staff should always us Spanish exclusively with students except in cases of illness or emergency.

Observations Regarding Internships and Recommendations:

There are currently two internship topics, one for each semester. Fall interns focus on social justice in the classroom and have been placed with the Salamanca UNICEF office and other social outreach locations. The spring internship seminar focuses on education, and students work at a bilingual grade school as English language teaching aides.

While having a topical focus each semester allows the students to learn at a deeper level, it does limit the candidate pool for prospective student interns. For example, a spring student interested in social justice may volunteer with an organization, but there are no opportunities to earn academic credit since the spring seminar only focuses upon education. Understanding that a general “work place” seminar course (such as the one offered through the IES Abroad Rome program) may not be ideal, the committee concluded that it may be more attractive since such a structure would allow more student involvement and internship opportunities across subjects. As such--given the current low number of IES Abroad Salamanca students—this may be a good time to implement a more general internship seminar and also to investigate more diverse internship opportunities.

RECOMMENDATIONS:

- IES Abroad Salamanca should offer the academic component of the internship credit to include more diverse placement opportunities. This then would require investigating more opportunities for appropriate internships in diverse fields of interest and make them available when possible.
Observations Regarding Field Study and Trips and Recommendations:
Field studies and trips have become an invaluable component of IES Abroad programming. IES Abroad Salamanca does offer at least two extensive field trips each semester for all students, and most courses do include at least one field study experience. The students speak highly of these trips and experiences, and the committee found that faculty and staff maintain the necessary safety and the academic standards as outlined in the IES MAP and IES Abroad protocols. However, the review committee believes that field study and field trips could be more deliberate and integrated more succinctly with the IES Abroad Salamanca program as a whole. Our perception is that such studies or trips are designed—and even perceived by students—to be separate experiences, as an add-on, rather than as a key component of the theme or goal of the IES Abroad Salamanca Center’s mission. As the IES Abroad Salamanca Center strives to clarify its identity and, more importantly, make prospective students and consortium members better aware of and attracted to that identity, a more cohesive and holistic approach to the student field experience certainly may help IES Abroad reach those goals.

RECOMMENDATIONS:

- In general, the city of Salamanca is not used sufficiently in the academic courses. When possible, courses should make even more use of the city of Salamanca through field study as it is rich with possibilities.

- On IES field study excursions, students should bear more responsibility for pre field-study information through homework assignments or readings, and a post field study intellectual content bridge. Encourage faculty to use writing assignments (even a blog entry) or similar requirements to assess learning for all field work. These assignments should require some sort of synthesis of the information gathered/learned during the field study.

- Consider the addition of a student-subsidized excursion to the Camino de Santiago and the city of Santiago de Compostela. Many IES Centers have unique field trips that further define Center identity as well as attract students specifically based on their interests on that destination and its cultural relevance. While it is harder for Salamanca to stand out over, say, Granada, the Camino de Santiago, is a well-known experience for many students and a destination often requested by universities interested in Customized Programs. It also would tie in closely with the academic foci of several key IES Abroad Salamanca courses.

Observations Regarding Engagement in IES-Sponsored Cultural and Social Activities and Recommendations:
David Artime, Student Affairs Coordinator, has an enviable energy and enthusiasm for assisting the IES students with activities in and around Salamanca. Students know they can ask him for activity or event recommendations and he is always in the loop of the local university and city goings-on. Through his enthusiasm the center is proactive in organizing field trips throughout the semester starting with highlighted trips around Salamanca and to other cities during orientation.

Additional activities during the semester include cooking demonstrations, an intercambio evening, a potluck for the host families, a three-day trip to Portugal in the spring and a three-day trip to Seville in the fall as well
as additional day trips to Toledo and Madrid. International student soccer teams are encouraged as well as participation in extracurricular activities through the university including fencing, dancing, and theatre.

During the Program Review Committee visit, the IES Abroad Center arranged a Paella Night at a local restaurant that included all IES students, staff, and the review team. Students discussed IES Abroad and the experiences they were having quite positively with the review team.

The IES Abroad organized “Intercambio Night” was rated highly with the students, but committee member conversations with students revealed that many students did not follow through with the acquaintances they made during this weekend. The IES Salamanca student affairs staff also provides students with the website link detailing intercambio events hosted by the University of Salamanca’s Cursos Internacionales office. Some students do participate, but the majority of students interviewed by the committee did not.

In addition, students are encouraged to reach out to the local community, and according to IES staff, some students do take full advantage of this opportunity. We spoke with one student who has clearly become very knowledgeable about the city and the local population. There seemed to be some students who were not as outgoing and concentrated their time with the other IES students for social activities. As one would expect, full year students were better integrated than semester students with the local community and comfortable with day to day challenges of living.

The center does a great deal for students; however, the students may or may not be motivated to participate. The dilemma is not so much what is offered, it is how to encourage participation and are there other activities that would enhance student involvement?

RECOMMENDATIONS:

- Student Activities Coordinator should discuss with other centers what activities work well for their students, how to get students involved, how activities are advertised, and, perhaps, what activities might include host families or Spanish students.

- Use the faculty and their expertise more for the field trips, movie nights, excursions, etc. Have the extracurricular activity relate more directly with class activities and learning outcomes.

- Solicit faculty recommendations for films, field trip site visits etc. These should be promoted on a regular basis through a newsletter, Moodle, or other format.

- Add at least a second intercambio night by the middle of the semester. Students have many activities and a great deal to absorb during orientation to take full advantage of an intercambio mixer with their Spanish peers so early the term and, as such, would benefit from additional activities.

Observations Regarding Involvement in Other Academic, Political, Economic and Cultural Institutions and Recommendations:

Outside of courses at the university, most students did not appear to have active involvement with other academic, political, economic or cultural institutions. Students indicated a reluctance to get involved on an ongoing basis due to their studies or a desire to keep their weekends free.
We did meet a student engaged in a volunteer experience at the local YWCA. She seemed very enthusiastic about this and also found it to be an opportunity to improve her Spanish skills through her work as a tutor. The IES Salamanca staff provides students the names of organizations where volunteer opportunities exist, but the committee did not get the sense that they are urged to get involved. The rigors of study, coupled with weekend plans both in and outside the city would often conflict. Some faculty also involve students in outside activities. For example, an active member of a local political organization, one IES professor takes interested students to meetings and events so that students may experience regional politics in action.

RECOMMENDATIONS:

- The center should become more pro-active in encouraging students to get involved in volunteering or interaction with local political, cultural and economic institutions. IES Abroad or the center could send out a questionnaire to students before arrival or early during the orientation period in order to learn of their interests in these areas and plan an introductory meeting at the end of the orientation period.

- Urge other faculty members to share with students their outside interests in local organizations and to promote ways that encourage student involvement.

- Identify or develop more short term or single event volunteer opportunities. These events and one-day activities hosted by IES would be an opportunity for students to gain pride in IES Abroad and to give back to the local community. An example might be the IES Abroad student participation in the UNICEF spring fundraising event centered upon a bicycle tour. It would only be a one day event, but could lead to a continued interaction with IES students and UNICEF. Perhaps Oxfam, a few doors from the new IES office has local events that would welcome student group involvement. These short term activities may be the best way to get students more involved with the community while still affording them time to balance other interests.

- Provide more information on long-term volunteer opportunities as well, perhaps through the monthly (increase frequency to bi-monthly) emailed newsletter from the Student Services Coordinator. Invite speakers to give presentations on short (one day or one weekend) AND long-term volunteer opportunities during orientation.

- Provide students on a regular basis with additional information regarding other clubs, such as the university choir, the mountaineering club, etc. This information should be distributed through the newsletter and perhaps listed on Moodle for students to access at their convenience throughout the term.

- Consider a student-authored publication that will then be delivered to incoming students with practical information about Salamanca, including where to eat, clinics that take IES Abroad insurance, where to study in groups with plug-ins, itinerary for a rainy day, best places to go when the sun is shining etc.
Observations Regarding Re-Entry into Home Culture and Home Institution and Recommendations:

Our review was conducted in mid-semester, thus other than reviewing student comments from past semesters and materials provided by the IES Salamanca staff, we had limited information on which to base our review of the Salamanca center’s compliance with this aspect of the IES MAP. Still, the committee did have the opportunity to interview one full-year student regarding the re-entry workshop that she and her fall-semester colleagues had received. The one semester students seemed less concerned about re-entry, almost dismissing the transition experience as unimportant. Another full-year student, however, expressed real fears about returning. Finally, student evaluations from previous semesters do not highlight any notable concerns over the IES Salamanca Center preparation for student re-entry.

The materials prepared by the IES staff for delivery at the end of term appear to be comprehensive and detailed. As always, the presenter is the crucial factor. Based upon the information provided by IES staff, the psychologist that conducts the culture shock and diversity training at orientation is the person who conducts the re-entry workshop. This may cause problems for the students that do not take re-entry seriously, and may be put off by a psychologist conducting the workshop. Per student input, they feel their re-entry is “no big thing” so having a mental health professional conduct the workshop appears to them to be too much. Not particular to Study Abroad, IES Salamanca faces the challenge of how to present material in an informative and exciting manner, even if the students don’t believe it is necessary.

RECOMMENDATION:

- Based on the student’s comments and reactions to the rather elementary role play methods implemented by the psychologist trainer during the orientation workshop, the methodology of the re-entry workshop should be reviewed and revised. Additional sources of information may include the use of the video interviews of returning students done upon return the United States. This peer to peer method might prove to have a stronger affect on the Salamanca students.

II. Student Learning: Assessment and Intercultural Development

Observations Regarding Intellectual Development and Recommendations:

According to the course evaluations, students seem to acquire substantial knowledge of course materials in IES Abroad and university classes. In addition, most courses include activities that expose students to political, cultural and social institutions of the host country. Area studies faculty are very knowledgeable and have good working relationships with local institutions: the city hall, the historical archives, etc. Language classes also include activities--such as surveys and questionnaires-- that promote the use of city resources and foster student interaction with the local community.

As described previously the review committee had the opportunity to interact with students on multiple occasions and in formal and informal settings. Every time it was apparent that the students had become very cosmopolitan people who talked with confidence about international issues, such as the economic reforms in the EU, and were able to enjoy the different social and cultural environment of host country. Despite some concerns held by the committee regarding a minority number of individual courses and activities, the committee has no doubt that holistically the foundation for student intellectual development at the IES Salamanca center is quite strong.

RECOMMENDATIONS: NONE AT THIS TIME
Observations Regarding Cognitive Growth and Recommendations:
Conversations with students during the review indicate a general satisfaction with the amount of time and space to share the cognitive and intrapersonal aspects of the experience. Some were quite candid about clearly understanding how their lives have been changed because of the study abroad experience in Salamanca. The IES students appear very confident in Salamanca with both their curricular and extracurricular activities. Because of the city’s regional and culturally rich location and the traditional structure of the program—including a multitude of academic and extra-academic student opportunities with the University of Salamanca—the IES Abroad Salamanca program lends itself to be one of the most culturally rewarding programs through the direct immersion experience.

RECOMMENDATIONS: NONE AT THIS TIME

Observations Regarding Interpersonal & Intrapersonal Growth and Recommendations:
Based upon student discussions, the activities during orientation (scavenger hunt, language acquisition, guided tours etc) and from the Get Set! Guide and other materials assisted them in their adjustment to life in Salamanca. When prompted, students do recognize how much they have changed and become accustomed to Spanish mannerisms, and way of life. Students expressed an appreciation for the independence and self-reliance they have developed. The time spent in Salamanca has strengthened their skills. One student mentioned that she will have a difficult time upon return and worried that she would lose the independence and resourcefulness developed in Salamanca.

The IES Abroad Salamanca staff regularly conducts end-of-term course evaluations and an assessment of the overall student experience, as does IES Chicago upon students’ return. The committee’s analysis of this data revealed that student self-assessment in the areas of interpersonal and intrapersonal growth indicates that students are quite aware of development in these areas. In addition, the benefit of the Salamanca Program language requirement and location truly attracts the more serious students who are eager to learn. The Salamanca program is not for the student who wishes a party-like atmosphere common at some other destinations in Spain. Activities like CORE, field studies, class assignments, etc. require students to actively self-reflect and to engage in the culture in an exploration of personal and community differences. We commend the strong opportunities that the center provides in these areas.

RECOMMENDATIONS: NONE AT THIS TIME

III. Resources for Academic and Student Support

Observations Regarding Faculty Qualifications and Recommendations:
The committee found that all reviewed faculty have the appropriate academic credentials, the doctoral degree being the norm as many of the faculty are part of the University of Salamanca faculty. Based on information submitted through faculty CVs, the committee also concluded that the faculty, on the whole, have a significant and appropriate level of scholarly achievement. They have published academic books with university or academic presses and/or articles in scholarly journals. Faculty also have a pronounced record of presentations of their work at a variety of conferences both in Spain and abroad. Moreover, much of the faculty’s scholarly production is recent and up-to-date. Most faculty members continue to be engaged in scholarly production, taking the form of books and articles that are in press and/or in the preparation stage. Overall the program review committee was impressed with IES Salamanca faculty’s scholarly credentials and concluded that the
level and amount of scholarly production equals or in some cases rivals those of scholars at prominent U.S. universities.

IES Abroad Salamanca’s relationship with Cursos Internacionales has shifted over the years. In the past, Cursos maintained absolute control over which professor taught the classes that IES Abroad Salamanca requested. This has changed over the last few years, giving the center director/staff more autonomy regarding who is contracted to teach a course, both initially and in subsequent semesters should the course be taught on a regular basis. Thus, IES Abroad Salamanca has been able to employ faculty members whose teaching styles and pedagogical/cultural goals are the same as/similar to IES best practices, etc.

RECOMMENDATIONS:

• As stated before, develop in-service meetings on pedagogical strategies in order to provide exposure for all instructors to other teaching methods and techniques (such as, how to have a less teacher-centered classroom environment).

• IES Abroad Chicago staff and the Salamanca Center should work more strategically to help faculty adapt to the Bologna plan and US teaching style re: involving students more, providing more opportunities for students to demonstrate knowledge learned (Students could be more active learners through such changes in teaching approach).

• Professors should consistently hold students accountable for the completion of homework assignments. This concept ought to be more actively encouraged at the beginning-of-term faculty meeting and in meetings between the center academics staff and faculty.

• The IES Center should provide faculty with specific guidelines on how to correct written assignments in the area studies courses. What percentage of the grade is based upon language writing, what to deduct for, what not to deduct for. A brief paragraph explaining this policy should be included in the course syllabi.

Observations Regarding Administrative Staff Qualifications and Recommendations:
The committee unanimously agrees that all IES Abroad Salamanca staff members are extremely qualified for the work they do and that Barbara and her team are extraordinary ambassadors for IES Abroad. Students enjoy the mix of personalities knowing that whatever the student mood might be, there is always a staff member to meet their need. Student evaluations from previous semesters as well as our interviews with various students demonstrate student approval of staff competence and quality.

RECOMMENDATIONS: NONE AT THIS TIME

Observations Regarding Academic Advising and Recommendations:
The main academic advisers at the IES Center (Barbara Liberatore, María Angeles Tabárez) are available to students by email and all IES staff conduct frequent check-ins with students informally as they come to the center. Since the center is open from 8 a.m. to 8 p.m. (closed for lunch), the staff is very available and willing to help the students with any academic concerns.
Center staff members are sufficiently knowledgeable about local academic requirements to advise students. Since they work with a number of university faculty who teach IES courses, they can also consult these experts on the University or individual school (facultad) policies.

María Angeles Tabárez does a superlative job at providing the students with orientation to the academic aspects of the abroad experience in Salamanca. She is well-organized and works with students to help them understand the ins-and-outs of what is, unfortunately, a labyrinthine University of Salamanca website for course selection. Students receive a significant amount of material about the academic aspects prior to their arrival, but it seems that a good number of them do not necessarily assimilate all of the key information. The center staff advisers have both group and individual meetings with students to get them situated and to check in with them regarding how they are doing during the add/drop period. Through PowerPoint presentations, timelines, email contact, etc., María Angeles provides students with the necessary information and maintains open lines of communication. She is also proactive, checking in with the University professors to monitor student progress, success, etc. so as to better advise students and help those who might find themselves out of their depth in a given class.

The principal academic advisor for IES students taking University classes is Javier Sánchez, a professor in the School of Philology at the University of Salamanca. He is, therefore, quite well-versed in the University of Salamanca system and the general academic culture of universities in Salamanca. He has been advising students in this capacity for approximately the last year and a half, clearly responding to a need to have someone help the IES students navigate what can be a confusing system at Spanish universities. He meets both collectively and individually with students during the orientation week at the center to explain both the general characteristics of the Spanish university system and the main differences between this system and that of the United States. In conjunction with IES Center staff, he facilitates the registration for University classes. In the individual sessions Javier encourages those students with the appropriate level of Spanish to take university classes—mentioning the advantages of cultural and linguistic immersion, the opportunity to meet Spanish students, the academic challenge and the opportunity to take classes that would only be offered in Spain. Javier takes special care to help students who do not have the appropriate level of Spanish to avoid direct-enroll courses at the University.

In addition to the individualized meetings during orientation, Javier meets with students before the University add/drop deadline with any students who feel that they might be in over their head, are having problems adjusting to the classroom culture of the Spanish system. He makes all attempts to help the student continue in the course if he perceives it to be appropriate. If the student would benefit from changing a class, Javier facilitates this process in conjunction with the IES Center staff.

While most students take classes in fields (and schools) with which Javier is quite familiar (i.e. language, literature, history, social sciences etc.), IES also has a professor on the Biology faculty, José Ignacio San Román García (who has been advising IES students in this capacity for at least 10 years), to assist students interested in science fields explore their options for classes at the University.

This system of employing University of Salamanca professors in an advising capacity appears to work extremely well.

All of the IES staff should be commended for their organization, efforts and availability.
RECOMMENDATIONS:

- Mid-semester advising meetings for students in university classes should be required instead of optional. All students may benefit from a second advising session regarding their progress in University classes. This midterm progress meeting may solicit additional dialogue and identify other ways to improve the student experience as well.

Observations Regarding IES Abroad Academic Center Staff Size & IES Abroad Academic Center Facilities and Recommendations:

The IES Abroad Salamanca staff includes Barbara Liberatore, Center Director, David Artime Holgado, Student Affairs Coordinator, Yolanda López Fraile, Administrative Assistant for Student Affairs and Housing, and Maria Angeles Tabarez de Dios, Senior Administrative Assistant for Academics.

Barbara’s experience is notable. She has lived in Spain for more than 18 years and she leads a great team of staff who obviously care for and about the students. The humor and apparent bond between the staff members make a nice “family” atmosphere for students. This has been no easy task as Barbara took over her position after the former director of many years left the program. Barbara had the opportunity to implement changes in the program, in staff work flow, in time management and in the entire process of the IES Center restructuring. Barbara has conveyed her pride in her staff and what they offer to the students. We found the staff to be pro-active in dealing with the students during our visit. Their doors were always open to students who wished to talk. There were a few instances during our week that students came to meet with the center Director individually, and this was conducted in a manner to sensitively address the issue while keeping the overall business of the center and the mechanics of our visit on track. We attended a meeting with Barbara and representatives of Cursos, a division of the University of Salamanca that helps facilitate our programs. It was clear that the Barbara and IES are well regarded and respected.

The center was moved from an older location last January (2011) to its current location in the heart of the historic section of town, a short five minute walk to the Plaza Mayor. After some difficulties with heat (space heaters are now readily available for any room that has a chill), the new Center is fully furnished and is a lovely space for staff and students alike. It is painted in rich tones and office walls and doors are frosted glass, making the location bright, open and inviting.

The student computer lounge is very much “student territory” where backpacks, jackets, papers and books are strewn as the students work together on projects. Students clean up after themselves, which is quite admirable.

The main room at the center has a large conference table, very comfortable sofas, a large screen television, microwave and frequent snacks. Students can use this salon to watch videos, read, study, or visit quietly. Students conveyed their appreciation of the center and enjoy having the open door policy.

A kitchen is available for staff use, and the three restrooms have been thoughtfully designated as male, female, and staff usage. From the look of the offices and meeting the cleaning woman who comes in, there is routine maintenance and cleaning to provide a safe environment for students. There is a ramp leading up to the front door of the center from the sidewalk for a person with physical disabilities.
Despite the beautiful and well equipped center, students do not spend an extensive amount of time there as they are immersed in the city and academic life – exactly what one hopes for a study abroad program. When asked whether students would prefer to have one course taught at the center the proposal was emphatically declined. As one student said (paraphrase), I go to school in a palace, why would I want to have class at the center?

RECOMMENDATIONS:

• Because printers are not readily available at homestays or residence halls, students wishing to print at the center must do it prior to the 2 p.m. closing hour on Friday for the next Monday. Ensure that students are aware of printing options available at the contracted Internet Café or in other locations.

• At the IES Abroad Salamanca Center, paper is not provided for student printing. Many institutions offer free printing for 300 pages (for example), after which the student pays per page printed. Students currently have to purchase and transport their own paper. Understanding that technology would need to be updated to track individual print jobs to allow a semester amount of printing, we recommend that IES either provide free printing or assign a specific amount of paper at start of semester for each student.

• Purchase a scanner for student computer room.

• Group study locations with laptop plug-in options are difficult to find in Salamanca. We recommend that the center either increase hours and space for group and individual study or, alternatively investigate possibilities in the city (university campus, contracted Internet Café) and highlight in printed student materials and during orientation these available resources. Remind students of these locations throughout the semester.

Observations Regarding Access to Local Educational and Cultural Institutions and Recommendations:
IES Abroad Salamanca has written agreements with the UPSA and also with the USAL through Cursos Interanacionales. Once the students enroll in courses at those universities, they have full access to all the services, activities and students clubs. IES provides information regarding cultural opportunities, plays, concerts, etc, but it seems that the students do not always take advantage of this information.

RECOMMENDATIONS:

• Cultural activities could be better linked to language courses where students could be expected to write a review of the event that they attend. Maybe participation in at least one cultural activity could be required per semester.

Observations Regarding Library Resources and Recommendations:
The IES Center has a resource room that is well-stocked with materials necessary for the IES courses. During orientation students are introduced to the university libraries and the IES staff encourages students to make full use of the numerous university libraries close to the center. The review team was given a library tour and we found the libraries to be well equipped with Wi-Fi, quiet study locations as well as rooms for group study
(albeit quiet group study). While the IES Resource Center is only available during the center office hours, IES students have complete access to the university library system and during exam time the library is open 24 hours. Student feedback indicates no lack of resources, only lack of known places for group study with plug-ins available for laptops.

RECOMMENDATION:

- As previously stated, the center needs to provide some additional hours preferably on the weekend when students can have access to the center.

Observations Regarding Instructional Technology and Recommendations:
Smart classrooms are available and used. Students used laptops in the classroom so Wi-Fi is not an issue. Rooms were well lit and well maintained. The IES Center has the computer lab and the center is wireless.

RECOMMENDATIONS: NONE AT THIS TIME

Observations Regarding Housing and Home Stays and Recommendations:
The vast majority of IES Abroad Salamanca students live with host families. Cursos Internacionales through the University of Salamanca selects home stay families for IES students but IES has final approval of each family. Because IES has higher safety standards for host families, IES pays for upgrades including smoke detectors, fire extinguishers etc. IES requires a background check on host families if they have been used by Cursos for less than three semesters. Each student has a lock on the bedroom door for privacy when both inside and out. The Señora has a key for cleaning but otherwise respects student’s privacy. The most common complaint from students in host families is food – not enough, too much, he does not like it, does not want to be rude, some get snacks (not required in contract) and some do not give snacks, etc.

A safety inspection is done at each home stay prior to the student arrival and again during the semester. Students meet with an IES staff member to discuss any home stay issues, concerns, or suggestions. Students generally brag about their Senora’s as in, “my señora does this” or “my señora makes the best that”.

Residence halls are also available through the University. Students have a single room with a shared kitchen. Facilities have a 24 hour desk clerk and the buildings and rooms are well maintained. Laundry facilities and recreational centers are also available. While students live in the same building as other university students we found the residence halls to be potentially isolating. It would be very easy to stay private and alone in your bedroom.

Yolanda López has an extraordinary system of lists, check boxes, forms, calendar of information and questionnaires for the students, host families and residence hall staff to complete. Her notebook of detailed information and her calendar system for visits and check-ups are to be commended.

Students in both local homes and in the Residence hall have access to the bus system, taxis, and of course, walking. Salamanca is a walking city so students very rarely use other means of transportation.

RECOMMENDATIONS:
• Consider a student activity of writing a letter to next home stay student. This letter can help the new student understand better the nuances of each individual family and better integrate into the cultural experience.

Observations Regarding Student Qualifications:
We did not gather any specific information related to this topic from students onsite. Our review of student evaluations and conversations with professors suggest that the vast majority of students are adequately prepared for their academic experience abroad, although a few may arrive with lower language proficiency levels that ideal.

Observations Regarding Student Health Support and Recommendations:
IES requires all students to be covered by international student health insurance. To ensure this, IES provides and enrolls all IES students in the currently contracted HTH Worldwide. Information on Health and insurance is provided pre-departure in the in the Get Set! Guide, the IES Abroad Salamanca Guide, and on the IES website and, after arrival, during the on-site orientation through PowerPoint presentations, conversations and workshops as well as in the packets of information distributed during orientation.

Students are given the addresses of local doctors and clinics that accept the IES/HTH Worldwide insurance. As with all international insurance companies, students pay up front and submit claims for reimbursement. The IES staff is available to assist with forms and information, but it is up to the student to submit the claims. David Artime, Student Affairs Coordinator, accompanies each student to the doctor or clinic if he is notified by the student. Students are encouraged to contact David prior to going to the doctor. A female staff member is also available should the student prefer a female to accompany him/her.

RECOMMENDATION:
• Streamline the process of submitting health care claims. Perhaps detailed instructions on the process can be added to the Student Guide or delivered online.

Observations Regarding Safety and Risk Management and Recommendations:
Ironically, the IES Abroad Program Review Committee Chair, Kristen Mallory, lost her wallet containing her passport, cash, credit cards and driver’s license during her travel between Madrid and Salamanca Barbara and David immediately implemented emergency procedures including contacting two taxi companies, one taxi driver, one hotel, one bus station, one bus driver and the police department. Emergency cash was readily available and embassy contacts were provided for an emergency passport to be issued. Happily, an honest taxi driver found the wallet the next morning and returned it with everything in place. IES demonstrated the prompt, no questions asked, risk management procedures in place.

Students (and Kristen Mallory) received safety and risk management information prior to departure through the Get Set! Guide, the IES Abroad Salamanca Guide, and on the IES website and, after arrival, during the on-site orientation through PowerPoint presentations, conversations and workshops as well as in the packets of information distributed during orientation. Additionally, safety is an ongoing conversation throughout the semester including emergency drills.

IES requires all students to have a working, charged, cell phone in case of emergency. Students are required to submit itineraries for outside travel through TravelTracker TM, an online program, and/or a paper copy to the
IES Abroad Salamanca staff for any overnight stay outside the city of Salamanca. Students are encouraged to register with the Embassy or Consulate of the country of citizenship for any country to be visited, including while living in Spain. Safety guide tips and suggestions are provided for students before, during and after their semester in Spain, including information on avoiding petty crime. As always, students are prohibited from driving or riding on a motorcycle, scooter, mopeds, ATVs or other off-road vehicles.

RECOMMENDATION:

• Cover computer and electrical holes in center floor of student lounge to reduce risk of chairs tipping over and injury.

IV. Additional Considerations

• IES Abroad needs to redo the way they advertise Salamanca and sell the center better. Current materials do not market or “sell” the center well and do not seem specific enough to attract today’s student interests.

• Encourage more alums of the Salamanca program to help to sell the program to prospective students through the ambassador program and other venues.

• IES Abroad should consider the development of a familiarization trip to Spain in the near future that includes Salamanca or a faculty seminar that attracts professors from disciplines that are known for heavy involvement in students’ study abroad decisions, such as history, Spanish language and culture, linguistics, etc. This trip experience could easily be planned in conjunction with another center, but it would be an excellent way for faculty or Study Abroad Professionals to re-discover why Salamanca is an excellent destination to send their students.

• When IES Abroad receives a site-visit request for the IES Madrid Center, the IES Chicago staff should politely encourage the visitor, when relevant, to consider a visit to the IES Abroad Salamanca Center as well. Such a visit could easily take place through a day trip to Salamanca from Madrid.
**ITINERARY**

**Sunday, March 20**

Arrival  
Hotel: Hotel Abba Fonseca  
Plaza de San Blas, 2  
37007 Salamanca  
Tel: +34 923 01 10 10  
http://www.abbafonsecahotel.com/

7 pm- Informal Meeting for US Committee Members onsite in hotel lobby.  
8 pm - Meet Barbara in hotel lobby. Dinner at El Jero, Calle Meléndez, 11 (8:45 pm).

**Monday, March 21**

<table>
<thead>
<tr>
<th>TIME</th>
<th>EVENT</th>
<th>COMMITTEE MEMBER</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>9–9:15 am</td>
<td>Tour IES Salamanca Center</td>
<td>US Members</td>
<td>IES Center - Calle Ancha, 8, local 5</td>
</tr>
<tr>
<td>9:15-10:15 am</td>
<td>Meet with Barbara Liberatore</td>
<td>US Members</td>
<td>IES Center - Student Lounge</td>
</tr>
<tr>
<td>10:15-11:30 am</td>
<td>Meet with Mª Ángeles Tabárez</td>
<td>US Members</td>
<td>IES Center - Student Lounge</td>
</tr>
<tr>
<td>11:30-12:15 pm</td>
<td>Meet with Yolanda López</td>
<td>US Members</td>
<td>IES Center - Student Lounge</td>
</tr>
<tr>
<td>12:15-12:45 pm</td>
<td>Meet with David Artime</td>
<td>US Members</td>
<td>IES Center – Student Lounge</td>
</tr>
<tr>
<td>12:50-13:50 pm</td>
<td>Visit IES Class: SP361b-Topics in Advanced Grammar, Composition, and Syntax I</td>
<td>Felisa Guillén Ryan Prendergast</td>
<td>Rm. 1–Placentinos, Calle Placentinos,18</td>
</tr>
<tr>
<td>1-2 pm</td>
<td>Visit UNICEF - Internship placement (SO/PO395)</td>
<td>Kristen Mallory Lee L'Hote Regge Life Mª Ángeles Tabárez</td>
<td>Calle Cuesta del Carmen, 24 Bajo</td>
</tr>
<tr>
<td>2:15 pm</td>
<td>Lunch</td>
<td>US Members Barbara Liberatore</td>
<td>Mater Asturias Calle Concejo, 3</td>
</tr>
<tr>
<td>4-5:45 pm</td>
<td>City Tour</td>
<td>US Members Barbara Liberatore David Artime</td>
<td>Meeting point: Calle Concejo, 3</td>
</tr>
<tr>
<td>5:45-6:30 pm</td>
<td>Visit “Old Library” – University of Salamanca</td>
<td>Kristen Mallory Regge Life</td>
<td>Edificio Histórico – Patio de Escuelas</td>
</tr>
<tr>
<td>6-7:20 pm</td>
<td>Visit IES Class: ED301-Teaching Internship Prof. Luisa González</td>
<td>Lee L'Hote Felisa Guillén Ryan Prendergast</td>
<td>Rm. A-15 Juan del Enzina (Anayita), Plaza Anaya</td>
</tr>
<tr>
<td>6:45-7:30 pm</td>
<td>Student Affairs Presentation David Artime</td>
<td>Kristen Mallory Regge Life</td>
<td>IES Center – Student Lounge</td>
</tr>
<tr>
<td>TIME</td>
<td>EVENT</td>
<td>COMMITTEE MEMBER</td>
<td>LOCATION</td>
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</tr>
<tr>
<td>8:30 am</td>
<td>Breakfast</td>
<td>US Members Barbara Liberatore</td>
<td>Hotel Abba Fonseca</td>
</tr>
<tr>
<td>9:30-10:30 am</td>
<td>Meet with Mª Ángeles Pérez, Director, and Maribel Toro, Assistant Director - Cursos Internacionales, Universidad de Salamanca</td>
<td>US Members Barbara Liberatore</td>
<td>CursosInternacionalesOffice, Patio de Escuelas Menores</td>
</tr>
<tr>
<td>10:45-12 pm</td>
<td>Meeting</td>
<td>Full Committee</td>
<td>IES Center – Student Lounge</td>
</tr>
<tr>
<td>12-12:30 pm</td>
<td>Meet with Javier Sánchez, IES Professor and Academic Advisor</td>
<td>US Members</td>
<td>IES Center – Student Lounge</td>
</tr>
<tr>
<td>1-2 pm</td>
<td>Visit IES Class: SP462b- Topics in Advanced Grammar, Composition and Syntax III Prof. Emilio Prieto</td>
<td>Lee L'Hote Kristen Mallory</td>
<td>Rm. A-24, Juan del Enzina (Anayita), Plaza Anaya</td>
</tr>
<tr>
<td>2:15 pm</td>
<td>Lunch</td>
<td>US Members Barbara Liberatore Laura Muñoz Ricardo Rivero</td>
<td>Mezzazine Calle Iscar Peyra,1</td>
</tr>
<tr>
<td>4:30-6 pm</td>
<td>Visit IES Class: SO375- Gender in Mediterranean Societies Historically &amp; in Modern Times Prof. Juan Francisco Blanco</td>
<td>Felisa Guillén Lee L'Hote</td>
<td>Rm. 1-Placentinos, Calle Placentinos,18 Meet 4:20 at IES Center</td>
</tr>
<tr>
<td>4:30-6 pm</td>
<td>Observations &amp; Review</td>
<td>Kristen Mallory Regge Life Ryan Prendergast</td>
<td>IES Center – Student Lounge</td>
</tr>
<tr>
<td>6-6:45 pm</td>
<td>Meet with Mia Neidhardt &amp; Meredith Reisfield</td>
<td>US Members</td>
<td>IES Center – Student Lounge</td>
</tr>
<tr>
<td>7-8 pm</td>
<td>Visit USAL Class: 12822- Economía de América Latina Prof. Miguel Carrera</td>
<td>US Members</td>
<td>Rm. 106-Facultad de Derecho, Campus Miguel de Unamuno</td>
</tr>
<tr>
<td>TIME</td>
<td>EVENT</td>
<td>COMMITTEE MEMBER</td>
<td>LOCATION</td>
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<tr>
<td>9-10:30 am</td>
<td>Visit IES Class: <em>LT357- Spanish Lit. &amp; Pol. in the 20th Century</em></td>
<td>Lee L’Hote, Felisa Guillén, Ryan Prendergast, Barbara Liberatore</td>
<td>Meeting point: IES Center at 8:45 am</td>
</tr>
<tr>
<td></td>
<td>Prof. Javier Sánchez Field Study Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-10 am</td>
<td>Student Focus Group Meeting (Group A)</td>
<td>Kristen Mallory, Felisa Guillén</td>
<td>IES Center – Student Lounge</td>
</tr>
<tr>
<td>10:30-11:30 am</td>
<td>Visit Homestay: Carmen Basa Cascón</td>
<td>US Members, Yolanda López</td>
<td>Pº San Vicente, 36-40, Ático Puerta J</td>
</tr>
<tr>
<td>12-12:30 pm</td>
<td>Visit School: Internship placement (ED301)</td>
<td>US Members, Mª Ángeles Tabárez</td>
<td>Francisco de Vitoria Public Primary School, Calle Padilleros, 2</td>
</tr>
<tr>
<td>12:45-13:30 pm</td>
<td>Visit Residence Hall</td>
<td>US Members, Yolanda López</td>
<td>Avenida de Francisco Tomás y Valiente</td>
</tr>
<tr>
<td>2:15 pm</td>
<td>Lunch</td>
<td>US Members, Barbara Liberatore, David Artime, Mia Neidhardt, Meredith Reisfield</td>
<td>IES Center – Student Lounge</td>
</tr>
<tr>
<td>4-5:30 pm</td>
<td>Visit IES Class: <em>HS/PO347- The Franco Regime &amp; the Transition to Democracy</em></td>
<td>Ryan Prendergast, Lee L’Hote</td>
<td>Rm. 1–Placentinos, Calle Placentinos, 18</td>
</tr>
<tr>
<td></td>
<td>Prof. Zulima Sánchez Sánchez</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-5 pm</td>
<td>Student Focus Group Meeting (Group B)</td>
<td>Kristen Mallory, Felisa Guillén</td>
<td>IES Center – Student Lounge</td>
</tr>
<tr>
<td>5-5:30 pm</td>
<td>Meet with María Soto &amp; Ana Ferrer (bilingual students)</td>
<td>Kristen Mallory, Felisa Guillén</td>
<td>IES Center – Student Lounge</td>
</tr>
<tr>
<td>5:30-6:00 pm</td>
<td>Meeting with Mª Ángeles Tabárez</td>
<td>Regisa Guillén, Kristen Mallory, Felisa Guillén</td>
<td>IES Center – Student Lounge</td>
</tr>
<tr>
<td>6-6:30 pm</td>
<td>Language Faculty Meeting: Prof. Emilio Prieto &amp; Prof. Javier de Santiago</td>
<td>Lee L’Hote, Felisa Guillén, Ryan Prendergast, Barbara Liberatore</td>
<td>IES Center- Student Lounge</td>
</tr>
</tbody>
</table>
6:30-7 pm  Faculty Meeting - Prof. Zulima Sánchez & Prof. Luisa González  US Members  Barbara Liberatore  IES Center – Student Lounge

7-8 pm  Observations & Review  US Members  IES Center – Student Lounge

8:30 pm  Paella Night  US Members  IES Staff & Students  Cala Fornells - Meeting point to take bus: Hotel Lobby

**Thursday, March 24**

<table>
<thead>
<tr>
<th>TIME</th>
<th>EVENT</th>
<th>COMMITTEE MEMBER</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10:30 am</td>
<td>Visit IES Class: <em>AH326- Surrealism in Spain</em>  Prof. Laura Muñoz Pérez</td>
<td>US Members</td>
<td>Rm. 1–Placentinos, Calle Placentinos, 18</td>
</tr>
<tr>
<td>10:45-12:15 pm</td>
<td>Visit IES Class: <em>PO365- Political Systems of Contemporary Spain &amp; Portugal</em>  Prof. Ricardo Rivero  Field Study Activity</td>
<td>Lee L'hote  Felisa Guillén  Ryan Prendergast</td>
<td>Meeting Point: IES Center</td>
</tr>
<tr>
<td>10:45-11:45 am</td>
<td>Student Focus Group Meeting (Group C)</td>
<td>Kristen Mallory  Regge Life</td>
<td>IES Center – Student Lounge</td>
</tr>
<tr>
<td>11:45-12:30 pm</td>
<td>Visit Libraries</td>
<td>Kristen Mallory  Regge Life</td>
<td>Meeting Point – IES Center</td>
</tr>
<tr>
<td>12:30-2 pm</td>
<td>Meeting</td>
<td>Full Committee  Barbara Liberatore</td>
<td>IES Center – Student Lounge</td>
</tr>
<tr>
<td>2:15 pm</td>
<td>Faculty Reception</td>
<td>US Members  IES Faculty  IES Staff</td>
<td>Hotel Palacio de Castellanos  Calle San Pablo, 58-64</td>
</tr>
<tr>
<td>4-5 pm</td>
<td>Visit USAL Class: <em>102408- Literatura Española</em>  Prof. Antonio Sánchez</td>
<td>Lee L'hote  Felisa Guillén  Ryan Prendergast</td>
<td>Rm. A-26 Edificio de Juan del Enzina (Anayita), Plaza Anaya</td>
</tr>
<tr>
<td>4-5 pm</td>
<td>Ierónimus – visit Cathedral Tower</td>
<td>Kristen Mallory  Regge Life</td>
<td>Cathedral</td>
</tr>
<tr>
<td>6 pm</td>
<td>Cultural excursion to Toro: Valbusenda Winery</td>
<td>US Members  Barbara Liberatore  David Artime</td>
<td>Meeting point: Hotel Lobby</td>
</tr>
<tr>
<td>8:30 pm</td>
<td>Dinner</td>
<td>US Members  Barbara Liberatore  David Artime</td>
<td>Valbusenda Winery</td>
</tr>
</tbody>
</table>
**Friday, March 25**

<table>
<thead>
<tr>
<th>TIME</th>
<th>EVENT</th>
<th>COMMITTEE MEMBER</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-9:45 am</td>
<td>Thursday Reflections Meeting</td>
<td>US Members</td>
<td>IES Center – Student Lounge</td>
</tr>
<tr>
<td>10-11:30 am</td>
<td>Meet with Gudrun Meir – Coordinator, International Relations, Universidad Pontificia de Salamanca</td>
<td>US Members Barbara Liberatore Mª Ángeles Tabárez</td>
<td>UPSA Calle Compañía</td>
</tr>
<tr>
<td>12-2 pm</td>
<td>Meeting</td>
<td>US Members</td>
<td>IES Center – Student Lounge</td>
</tr>
<tr>
<td>2 pm</td>
<td>Working Lunch</td>
<td>US Members Barbara Liberatore</td>
<td>IES Center – Student Lounge</td>
</tr>
<tr>
<td>3-4 pm</td>
<td>Meeting</td>
<td>US Members</td>
<td>IES Center – Student Lounge</td>
</tr>
<tr>
<td>4-5 pm</td>
<td>Meeting</td>
<td>US Members Laura Muñoz</td>
<td>IES Center – Student Lounge</td>
</tr>
<tr>
<td>5-6 pm</td>
<td>Meeting</td>
<td>US Members Barbara Liberatore</td>
<td>IES Center – Student Lounge</td>
</tr>
<tr>
<td>8:30 pm</td>
<td>Dinner at hotel</td>
<td>Kristen Mallory Lee L’Hote Felisa Guillén Barbara Liberatore</td>
<td>Hotel Abba Fonseca</td>
</tr>
</tbody>
</table>
APPENDIX A: IES SALAMANCA PROGRAM REVIEW CHARGES

The following charges are taken directly from the IES Model Assessment Practice (IES MAP). Charges highlighted in italics are areas that are of special consideration to the Salamanca program.

I. Student Learning Environment

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

B. On-site Cultural and Academic Orientation
   1. IES Abroad Center conducts an extensive initial orientation program 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).

C. Instructional Quality
   1. Faculty are evaluated by student surveys for each course they teach and Center directors review 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.

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

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. IES Abroad environment strongly encourages use of host country language through a student pledge.
5. Tutoring and/or other forms of academic assistance are available.

F. Internships and Field Placements
1. Internships and Field Placements give IES Abroad 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.

G. Field Study and Trips
1. Field studies reinforce the IES Abroad Academic Center’s 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.

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

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.

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

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 system and ways of knowing that are culturally shaped through programmed contact with a variety of cultural perspectives in the host country.

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 IES Abroad 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.
5. IES Abroad language faculty prepare students at highest language levels for appropriate in-country exams that demonstrate mastery.
6. Affiliate advisors have access to the information gathered by IES Abroad regarding the language assessment studies conducted at certain IES Abroad centers.

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 activities.

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.

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.

Resources For Academic and Student Support

A. Faculty Qualifications
1. Faculty, including language instructors, have academic credibility and appropriate credentials in their 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 IES Abroad Academic 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.

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

C. Academic Advising
1. The IES Abroad Academic 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.

D. IES Abroad 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.

E. IES Abroad Academic Center Facilities
1. A private office is available to the IES Abroad Academic 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 IES Abroad Academic Center is well located for student access to the local culture.
6. Center follows a written plan for routine, preventative, and deferred maintenance of facilities, equipment, and grounds.
7. Center facilities meet IES Abroad safety standards.
8. Reasonable accommodation will be attempted to meet the needs of students with physical disabilities.
F. Access to Local Educational and Cultural Institutions
   1. IES Abroad has written agreements with universities for course enrollment and credit.
   2. IES Abroad has agreements (preferably written) with universities for access to sponsored activities and student clubs.
   3. IES Abroad has agreements (preferably written) with universities or other agencies for access to sponsored sports activities.
   4. **IES Abroad provides information regarding cultural opportunities.**

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.

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 photocopy machine for coursework.

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 laws of host country.
   5. Housing is well located for student access to local culture.
   6. Housing is evaluated and inspected regularly.
   7. Host families and apartment-mates meet IES Abroad criteria.

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. Admissions process follows the IES Abroad policy of non-discrimination on the basis of race, sex, sexual orientation, religion, or national and ethnic origin.
   5. Students are in good standing at their home institutions.

K. Health
   1. Students have adequate health insurance.
   2. **IES Abroad Center staff provides students with appropriate access to high quality care for accidents, illness and mental health.**
   3. IES Abroad Center staff is 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. IES Abroad Center staff follows IES Abroad guidelines on health.

L. Safety and Risk Management
1. IES Abroad Center staff enforces 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 IES Abroad Center holds agreements, outside service providers, emergencies, staff training, facilities, events and activities, field trips, housing and accommodation, workplace environment, student and staff behavior, and information technology.
5. IES Abroad Center administrative and teaching staff members are informed of all safety and emergency procedures.
6. IES Abroad Center administrative staff members inform students about local safety concerns.
7. IES Abroad Center administrative and teaching staff members follow IES Abroad safety guidelines and emergency procedures.
8. Each IES Abroad Center assigns responsibility for safety issues to appropriate staff.
APPENDIX B: SUMMARY OF PROGRAM REVIEW RECOMMENDATIONS

- Students receive a vast amount of information pre-arrival, upon arrival and during registration. The Chicago-based pre-departure staff should ensure that information is better delivered in digestible ways. For example, could there be a “Top 10 Tips” list delivered pre-departure in order to ensure that commonly overlooked details are emphasized. Timing and language of information provided should be analyzed. Consider what information, when the information is disseminated, in which language it is written, how it is given and the medium of information.

- Ask select past graduates of the Salamanca program to review post-participation the most recent GetSet! Guide and contribute suggestions for improvement and changes. When appropriate, the center and Chicago staff could integrate these ideas to create a more fluid, digestible, and useful document for future students.

- Offer a mandatory Pre-Departure Webinar with the IES Abroad Salamanca staff and ask at least one current student to participate if available.

- Encourage current students to create short video clips about “questions they had before departure,” and the ups and downs of life in Salamanca that could be provided to prospective students. Selected versions of these could be delivered in the webinar or through other formats.

- Explore means to better coordinate the selection of courses that have been preapproved by their institutions in the US and the availability of these courses in Salamanca.

- Ask full year students to serve as mentors for semester only students.

- The discussion on issues surrounding diversity appears to be too superficial for current student intellect. Students commented that they received little meaningful insight during these sessions. We recommend that the orientation program include “diversity” type students to talk about being a student of color, LGBT etc in Salamanca and in Spain. Such peer-to-peer discussion should continue after orientation. In addition, orientation should include an overview of the history of Spain’s diversity issues, such as the radical shifts in immigration patterns (primarily since EU), diverging attitudes held by Spaniards regarding immigrant and other minority communities, and Spanish perceptions of Americans and U.S. cultures.

- Consider the inclusion of new orientation facilitators on subjects of culture shock, integration and diversity. If possible, find someone that has experience in conducting training as well as experience in the topic.

- Hire more than one Spanish student helper during orientation, preferably both males and females from various academic departments of the university. Keep the student orientation volunteers involved with IES Abroad Salamanca students during the semester through various cultural and volunteering activities.

- Be sure the guides used during orientation are fully bilingual and easy to understand in Spanish, although the visits should be conducted only in Spanish.
• Require more frequent (but shorter/more focused) writing assignments over the course of the term in all courses, including area studies courses. **Pedagogical Rationale:** If we accept that every course taught in Spanish is, in some form, a language class, then shorter assignments will allow students to focus more directly on their grammar and style. There needs to be more of an opportunity for focused, critical feedback on writing over the course of the semester whenever possible. This could take the form of very short (one page) writing assignments or it could even be in a blog format (perhaps using the blog functionality of Moodle). While a longer cumulative writing assignment at the end of a course is certainly commendable, this should not be the only assignment. Students rarely receive these assignments back from their instructors and thus miss the opportunity to improve their writing and critical thinking through this approach. Train and then trust on-site faculty to determine rigor within reason, and consider other forms of writing as appropriate measures of written expression and content, i.e. journals, blogs, written homework, short reflections, Moodle, etc.

• Host additional in-service meetings on pedagogical strategies, the use of technology, and classroom management in an attempt to provide all instructors with other methods and suggestions. Some topics may include how to have a less teacher-centered classroom environment, the use of an LMS to promote active learning, or the integration between field study and class activity.

• Although we accept that most faculty will not grade daily homework assignments, professors should be encouraged to consistently hold students accountable for the completion of homework assignments by doing in-class checks, calling on students directly, short quizzes, or other means. This increased level of accountability is particularly important for language courses and will encourage students to habitually keep up with course requirements and readings.

• A notable majority of students who choose IES Abroad Salamanca as their study abroad destination are second majors—and at times first majors—of Spanish. The Curriculum should better match the needs of those students through classes that would help them meet requirements in language study majors as well as select common first majors, most notably political science, international relations, and other social sciences. (Psychology and Communication Studies are other popular first majors, but students in those areas will be better served with partner university options).

• In terms of defining an identity for the Salamanca program, the center should consider a course that deals more specifically with the city itself. Classes on cities are quite popular in the U.S. and at other IES Centers (i.e. Madrid, Paris, etc.) This course could take a variety of forms. It might deal with city’s unique political history (the base of Francisco Franco, with authors/literary texts that are related to Salamanca in some way-(Lazarillo de Tormes, La Celestina)--or authors who studied/worked here (Unamuno). The city could then be used for field study, and there would be direct ties between where the students live and what they study. A course based on the city could also deal with the architecture (the city itself is a kind of museum). A city course could be subdivided into units dealing with literature, art history, and politics, etc. This course may potentially be cross-listed in these disciplines to appeal to a broader spectrum of students.

• The committee also recommends that this concept be applied to a similar course on broader topic of Spain. A course that one could call “Spain: Then and Now” could draw on the rich tradition/history of Salamanca but also explore the changes in Spain (from dictatorship to democracy to member of the European Union, etc.) cultural studies, politics, economics could all be a part of the course. These
courses would not seek to reinforce stereotypes but rather take a critical look at issues of identity and culture. In general, perhaps a more interdisciplinary (team-taught) approach to some classes would be an interesting model to explore. This focus on two or three academic areas (but no more) would again appeal to a broader range of students and still allow them to earn credit from their home universities.

- When improvements in student numbers afford the possibility for additional course creation, the committee recommends a new course focusing on tourism should be considered a top priority. It would take an activity that many students are interested in but present it in a critical way. It could explore various tourism campaigns used by Spain to “sell itself” examine the political and economic implications of tourism for Spain over time, and address how different regions in Spain have come to sell themselves within the larger context of Spain.

- We recommend the course RL370 “Comparative Religions” be updated with more contemporary readings and issues, change the title and learning outcomes to be more attractive and relevant to today’s students, and include the topic of pilgrimages in general and the Camino de Santiago specifically. Note: This recommendation relates closely to the one below regarding new field trip opportunities with academic connections.

- Coupled with current course offerings, the new curricular options suggested above will give the center a more defined focus on complex and contemporary national/regional identity studies, cultural studies, and comparative current politics, all concentrations quite popular both on U.S. campuses and abroad, and academically relevant to a diverse group of majors. The IES Abroad Center should look at all of its courses to see how many can be restructured or described to better fit a clearer identity, although the committee certainly recognizes that not all courses must/will complement each other in such a way.

- Unlike many students studying in hub cities, students on the IES Abroad Salamanca program tend to stay in the area on weekends. We recommend that IES maintain Fridays as the day for field study and internships as there are fewer courses taught at the University of Salamanca. Fridays allow larger blocks of time available for internship work or field study opportunities.

- As previously indicated, there should be better coordination in the selection of courses that have been preapproved by their institutions in the US and the availability of these courses in Salamanca.

- Provide heritage speakers with a native command of the Spanish language with recommendations for additional university courses such as translation and interpreting or linguistics or creative writing. IES Abroad Salamanca should look for such classes at USAL or consider providing such a class as part of the IES curriculum. Another possibility could be allowing those students to take another foreign language class, depending on their interests and abilities.

- Faculty should encourage students to participate more actively during field experiences through written questions about the excursion or things to look for during the excursion and should provide students an environment to make comparative observations as well. Faculty must control such activities to avoid an over emphasis on students’ home cultures and practices.

- Students should be encouraged to keep a reflective journal on observations and growth. Other types of output, such as a photo journal, could be presented in a public forum at the end of the term, thus providing students another opportunity for intercultural competence development.
• The IES center should provide faculty with specific guidelines on how to correct written assignments in the area studies courses. A brief paragraph explaining this policy should be included in the course syllabi.

• Encourage faculty members who teach field study to contribute to the linguistic development of the students by providing them with more opportunities to participate in class.

• IES Abroad Salamanca should increase the out-of-classroom opportunities for students to develop their language skills. A second intercambio night should be added by the middle of the semester. Something like a monthly day of service could be implemented and the information about this activity could be included in the newsletter. Students would appreciate addition information, and, perhaps, a visit to the locations to sign up for clubs such as the university choir, the mountaineering club, etc

• Advanced heritage speakers with a native or near native command of the Spanish language should be provided with a list of university r classes—such as translation and interpreting or linguistics—that could be used to meet the on-site language requirement. IES Abroad Salamanca should look for such classes at USAL or consider providing such a class as part of the IES curriculum. Another possibility could be allowing those students to take another foreign language class, depending on their interests and abilities. Staff should always us Spanish exclusively with students except in cases of illness or emergency.

• IES Abroad Salamanca should offer the academic component of the internship credit to include more diverse placement opportunities. This, then would require investigating more opportunities for appropriate internships in diverse fields of interest and make them available when possible.

• In general, the city of Salamanca is not used sufficiently in the academic courses. When possible, courses should make even more use of the city of Salamanca through field study as it is rich with possibilities.

• On IES field study excursions, students should bear more responsibility for pre field-study information through homework assignments or readings, and a post field study intellectual content bridge. Encourage faculty to always use writing assignments (even a blog entry) or similar requirements to assess learning for all field work. These assignments should require some sort of synthesis of the information gathered/learned during the field study.

• Consider the addition of a student-subsidized excursion to the Camino de Santiago and the city of Santiago de Compostela. Many IES Centers have unique field trips that further define Center identity as well as attract students specifically based on their interests on that destination and its cultural relevance. While it is harder for Salamanca to stand out over, say, Granada, the Camino de Santiago, is a well-known experience for many students and a destination often requested by universities interested in Customized Programs. It also would tie in closely with the academic foci of several key IES Abroad Salamanca courses.

• Student Activities Coordinator should discuss with other centers what activities work well for their students, how to get students involved, how activities are advertised, and, perhaps, what activities might include host families or Spanish students.
• Use the faculty and their expertise more for the field trips, movie nights, excursions, etc. Have the extracurricular activity relate more directly with class activities and learning outcomes.

• Solicit from current faculty recommendations for films, field trip site visits etc. These should be promoted on a regular basis through a newsletter, Moodle, or other format.

• Add at least a second intercambio night by the middle of the semester. Students have many activities and a great deal to absorb during orientation to take full advantage of an intercambio mixer with their Spanish peers so early the term and, as such, would benefit from additional activities.

• The center should become more pro-active in encouraging students to get involved in volunteering or interaction with local political, cultural and economic institutions. IES Abroad or the center could send out a questionnaire to students before arrival or early during the orientation period in order to learn of their interests in these areas and plan an introductory meeting at the end of the orientation period.

• Urge other faculty members to share with students their outside interests in local organizations and to promote ways that encourage student involvement.

• Identify or develop more short term or single event volunteer opportunities. These events and one-day activities hosted by IES would be an opportunity for students to gain pride in IES Abroad and to give back to the local community. An example might be the IES Abroad student participation in the UNICEF spring fundraising event centered upon a bicycle tour. It would only be a one day event, but could lead to a continued interaction with IES students and UNICEF. Perhaps Oxfam, a few doors from the new IES office has local events that would welcome student group involvement. These short term activities may be the best way to get students more involved with the community while still affording them time to balance other interests.

• Provide more information on long-term volunteer opportunities as well, perhaps through the monthly (increase frequency to bi-monthly) emailed newsletter from the Student Services Coordinator. Invite speakers to give presentations on short (one day or one weekend) AND long-term volunteer opportunities during orientation.

• Provide students on a regular basis with additional information regarding other clubs, such as the university choir, the mountaineering club, etc. This information should be distributed through the newsletter and perhaps listed on Moodle for students to access at their convenience throughout the term.

• Consider a student-authored publication that will then be delivered to the next term’s students with practical information about Salamanca, including where to eat, clinics that take IES Abroad insurance, where to study in groups with plug-ins, itinerary for a rainy day, best places to go when the sun is shining etc.

• Based on the student’s comments and reactions to the rather elementary role play methods implemented by the psychologist trainer during the orientation workshop, the methodology of the re-entry workshop should be reviewed and revised. Additional sources of information may include the use of the video interviews of returning students done upon return the United States. This peer to peer method might prove to have a stronger affect on the Salamanca students.
• As stated before, develop in-service meetings on pedagogical strategies in order to provide exposure for all instructors to other teaching methods and techniques (such as, how to have a less teacher-centered classroom environment).

• IES Abroad Chicago staff and the Salamanca Center should work more strategically to help faculty adapt to the Bologna plan and US teaching style re: involving students more, providing more opportunities for students to demonstrate knowledge learned (Students could be more active learners through such changes in teaching approach).

• Professors should consistently hold students accountable for the completion of homework assignments. This concept ought to be more actively encouraged at the beginning-of-term faculty meeting and in meetings between the center academics staff and faculty.

• The IES Center should provide faculty with specific guidelines on how to correct written assignments in the area studies courses. What percentage of the grade is based upon language writing, what to deduct for, what not to deduct for. A brief paragraph explaining this policy should be included in the course syllabi.

• Mid-semester advising meetings for students in university classes should be required instead of optional. All students may benefit from a second advising session regarding their progress in University classes. This midterm progress meeting may solicit additional dialogue and identify other ways to improve the student experience as well.

• Because printers are not readily available at homestays or residence halls, students wishing to print at the center must do it prior to the 2 p.m. closing hour on Friday for the next Monday. Ensure that students are aware of printing options available at the contracted Internet Café or in other locations.

• At the IES Abroad Salamanca Center, paper is not provided for student printing. Many institutions offer free printing for 300 pages (for example), after which the student pays per page printed. Students currently have to purchase and transport their own paper. Understanding that technology would need to be updated to track individual print jobs to allow a semester amount of printing, we recommend that IES either provide free printing or assign a specific amount of paper at start of semester for each student.

• Purchase a scanner for student computer room.

• Group study locations with laptop plug-in options are difficult to find in Salamanca. We recommend that the center either increase hours and space for group and individual study or, alternatively investigate possibilities in the city (university campus, contracted Internet Café) and highlight in printed student materials and during orientation these available resources. Remind students of these locations during the semester.

• Cultural activities could be better linked to language courses where students could be expected to write a review of the event that they attend. Maybe participation in at least one cultural activity could be required per semester.

• As previously stated, the center needs to provide some additional hours preferably on the weekend when students can have access to the center.
• Consider a student activity of writing a letter to next home stay student. This letter can help the new student understand better the nuances of each individual family and better integrate into the cultural experience.

• Streamline the process of submitting health care claims. Perhaps detailed instructions on the process can be added to the Student Guide or delivered online.

• Cover computer and electrical holes in center floor of student lounge to reduce risk of chairs tipping over and injury.

• IES Abroad needs to redo the way they advertise Salamanca and sell the center better. Current materials do not market or “sell” the center well and do not seem specific enough to attract today’s student interests.

• Encourage more alums of the Salamanca program to help to sell the program to prospective students through the ambassador program and other venues.

• IES Abroad should consider the development of a familiarization trip to Spain in the near future that includes Salamanca or a faculty seminar that attracts professors from disciplines that are known for heavy involvement in students’ study abroad decisions, such as history, Spanish language and culture, linguistics, etc. This trip experience easily could be planned in conjunction with another center, but it would be an excellent way for faculty or Study Abroad Professionals to re-discover why Salamanca is an excellent destination to send their students.

• When IES Abroad receives a site-visit request for the IES Madrid Center, the IES Chicago staff should politely encourage the visitor, when relevant, to consider a visit to the IES Abroad Salamanca Center as well. Such a visit could easily take place through a day trip to Salamanca from Madrid.