IES Abroad Santiago

Report of the
Program Review Committee

May 4-9, 2008
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Report of the Program Review of IES Abroad Santiago  
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Introduction
The review was conducted on behalf of the IES Academic Council. The members of the Review Committee addressed charges drawn from the IES Model Assessment Practice (IES Abroad MAP), which were submitted to and approved by the Academic Council in Spring 2008. This report documents the committee’s procedures, findings, and recommendations. Appendix A contains the original list of charges; Appendix B contains a summary of recommendations.

The U.S. members of the Review Committee received the following background material prior to their arrival in Santiago:

- IES Abroad Santiago course syllabi, in English
- IES Abroad Santiago faculty CV’s
- Get SET! Guide
- IES Abroad MAP
- IES Abroad Academic Policy Guidelines
- IES Abroad Santiago Enrollment by School
- IES Abroad Santiago Enrollment by Major
- IES Abroad Santiago Enrollment by Minor
- IES Abroad Santiago Program Evaluations Fall 2003-Fall 2007
- IES Abroad Santiago Course Evaluations Spring 2007-Fall 2007
- IES Abroad Santiago Grade Distribution
- IES Abroad Santiago Internship Placements Fall 2006-Spring 2007
- IES Abroad Santiago Service Learning Placements Fall 2006-Spring 2007
- IES Abroad Santiago Field Trips/Field Studies
- IES Abroad Santiago University Course Listing

Upon arrival in Santiago, Review committee members received the following additional materials:

- Final agenda
- Detailed program calendars
- Detailed “Programa de Orientacion”
- IES Abroad class schedules
- List of full committee members
- Final program calendar for the year
- Current class schedule
- IES Abroad course evaluations from previous semester
- Student enrollments and grades in IES Abroad courses from previous semester
- Outside enrollment information for current year
- Internship placements for current year
- Information on field study and field trips for current year
- Housing information for current year
The U.S. committee, which consisted of four representatives from IES Abroad Member institutions and the program dean for Santiago, was joined by two IES Abroad Santiago faculty members and two IES Abroad Santiago Spring students. The group met formally at the beginning of the week to review the charges and followed a rigorous schedule to gather information and observations on the program.

The schedule of events included:

- Overview of program with Maricarmen Cortes, Director
- Overview of Health Studies program with Maricarmen Cortes, Director
- Overview of IES Abroad courses, field study and partner university offerings with Angela Schaaf, Assistant Director and Academic Coordinator
- Overview of housing, health, and safety as well as other student service issues with Doris Valenzuela, Student Services Coordinator
- Attendance at all IES Abroad classes by at least one member of the U.S. committee
- Attendance at selected partner university classes and meetings with university officials (PUC and La Chile)
- Meetings with individual staff members
- Meetings with students taking health studies classes, internship/service learning classes, partner university classes and standard students
- Visit to homestays
- Visit to internship/service learning sites
- Field study with students to a local cemetery
- Meeting with PUC School of Nursing to discuss Health Studies program

The conclusions and recommendations were discussed during two meetings on the final day of the review week. The secretary of the committee circulated the draft report to all committee members for final review and approval.
Dear IES Abroad Chicago,

As the Chair of the IES Abroad Santiago Program Review Committee, and on behalf of the entire committee, I would like to take this opportunity to thank Maricarmen Cortes, Angela Schaaf, Doris Valenzuela, the IES Abroad Santiago students, and faculty that made our visit extremely productive, as well as enjoyable. Maricarmen’s efforts to create an “IES Abroad Santiago culture” will encourage the Santiago team to pursue excellence, and challenge themselves. This will allow them to take risks, think creatively, and provide the type of program culture that encourages students to do the same. We also want to thank Tami Harris, IES Abroad Program Dean for her professionalism, honesty, and patience. It was a true pleasure to work with all of you.

Each of the U.S. based committee members contributed to this report. The final draft was circulated and approved by each member.

Kind Regards,
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Report and Recommendations
The IES Abroad program in Santiago, Chile is directed by Maria del Carmen Cortes. Maricarmen came to IES Abroad with over 30 years of experience in local and regional development activities in government, non-profit organizations, and the private sector. She oversees all aspects of the program and holds a M.A and B.A. in Architecture from the Universidad de Chile. Maricarmen joined IES Abroad Santiago in 2007. Two full-time professional staff also support the program. Angela Schaaf is the Assistant Director and Academic Coordinator. She holds an M.A in Government and Public Management and a B.A. in Public Administration. She has worked with IES Abroad for four years. Doris Valenzuela is the Student Service Coordinator. She holds a B.S. in Hispano-American Literature. Doris has over 22 years experience teaching Spanish and English, and over six years experience as a counselor. She is the newest member of the IES Abroad Santiago team, having joined in December, 2007. The Chicago-based Program Dean is Tami Harris.

The IES Abroad Santiago program offers a variety of center-based courses including three levels of Spanish. Students also enroll in courses in at the Universidad de Chile and Pontificia Universidad Catolica. Additionally, the program offers both internships and service learning placements.

The program requires four semesters of Spanish, and offers calendar year, academic year, semester and, new in 2007, summer enrollment options. The total number of students in the IES Abroad Santiago program for the 2007-2008 academic year was:
- Summer - 22
- Fall - 28
- Spring - 23
- Academic Year - 2

The Chile-based Review committee members included: Claudia Flores, Spanish professor; Alejandra Wolff, art professor; and two student participants. The U.S.-based committee members included: Kim Armstrong, Associate Professor of Spanish and Linguistics, Franklin and Marshall College; Monica DeHart, Assistant Professor of Anthropology, University of Puget Sound; Debora de Hoyos, IES Abroad Board of Directors; Sheila Collins (Chair) Program Director, University of Minnesota; and Tami Harris, (Secretary to the Committee) Program Dean, IES Abroad.

There are four areas that we would like to especially commend: quality of faculty, quality of staff, development of an IES Abroad Santiago identity, and development of the health care studies curriculum. The report will illuminate these issues in more detail.

I. Student Learning Environment
   A. Predeparture Information
     Students appear to receive good predeparture information, even though some do not fully process or heed information imparted therein. While the program information does point to the diversity of Chile, students seem not to grasp from it
how that diversity relates to their expectations of Chile in general and Santiago in particular.

Recommendations

- Predeparture information should stress more specific information about Chile’s diversity in order to prepare students more accurately for the urban cultural landscape in which they will spend most of their study abroad experience. The information should stress that Chile is one of the exceptional countries in Latin America in terms of its development. It is a country of urban, middle-class, Europeanized spaces and rural, poor, indigenous communities. Therefore, students should come to the program with an eye toward a holistic experience that is grounded in both these and other dimensions of the “real Chile.”
- The projected budget for students should be reviewed again.
- The variability of the climate should be emphasized.
- Cell phone policy should be further clarified with students.

Cultural Orientation

Students reported a high degree of satisfaction with the breadth and depth of the orientation experience. They especially enjoyed the urban exercises, which pushed them to explore and find out about Santiago. The language assessment process is quite intensive and results in students being placed in the appropriate language class level.

Recommendations

- Orientation should be shortened to one week and perhaps a series of meetings throughout the semester can be held on the less urgent issues that will allow students to gather together to learn more about Chile. The orientation is extensive, perhaps too extensive for the students to fully grasp all of the information.
- Students should be provided with a session (and manual) on all of the ways that they can get more involved in their adopted community – the tandem language partner exchanges offered at La Catolica, opportunities for volunteering, etc.
- Students should be divided into smaller groups during orientation trips throughout Santiago. Students suggested that when they travel together in Santiago during the first days, that they would prefer to be divided into smaller groups assigned to a staff member and then meet up at designated areas; it would help them to appreciate the cultural lectures since they would be able to hear better.

C. Instructional Quality

The level of dedication and professionalism on the part of the IES Abroad language and content area faculty is truly inspiring. They are essentially adjuncts but the quality and variety of their classes carry the program. It became obvious through many discussions that faculty enjoy educating foreign students, they are
dedicated to the mission of IES Abroad, and they are committed to making the educational component of study abroad in Santiago the best that it can be for the students. The content specialists are active in their respective fields and the language faculty is aware of, and is using, sound pedagogical techniques in the classroom. The faculty expressed an explicit and conscientious focus on rigor in their courses. They noted the tension between the Chilean educational framework in which A’s are rare, and the North American context in which A’s are expected. They identified various strategies for communicating these contradictory evaluative frameworks to students and several identified how they worked with students to negotiate between these disparate sets of expectations. Several faculty noted that they hold individual meetings with students to clarify the goals of specific assignments and to come to a consensus on the appropriate grade. All faculty expressed strong support from the staff in backing up their grade decisions and enforcing rigor in their courses.

Faculty defined rigor in terms of a strong analytical dimension to all student work. They noted that they pushed students to go beyond simply descriptive, superficial, or narrow assignments in order to develop a synthetic, relational, and analytical perspective in their writing assignments. Students, on the other hand, tended to define rigor in terms of the amount of work required by each course. Based on this standard, they found IES Abroad courses to be less rigorous than home institution courses. Rather than serving as a critique of the program, however, most made clear that they did not seek out a program with overly rigorous courses. They added that their daily interaction/struggle with a foreign culture compensated for the lack of perceived rigor.

In topical courses at the IES Abroad Center, the faculty showed excellent expertise in their respective fields. Additionally, they extended the roots and implications of their course material to broader regional, global, and theoretical contexts in order to help students better understand how the specific issues at hand were situated historically, geographically, and culturally.

In terms of pedagogy, faculty stressed the very individual, independent student learning style assumed in the Chilean educational culture. In the universities, syllabi include a list of readings, which students understand are required, even though they are not discussed in class. Classes are conducted almost entirely as lecture sessions. Faculty therefore expressed the challenge of working with foreign students who are used to a very directive and interactive classroom culture. In general, faculty sought to use their IES Abroad classes as a chance to teach U.S. students about the Chilean system, while simultaneously incorporating teaching strategies that would increase the effectiveness of instruction to U.S. students. Our observations indicate that they were fairly successful in achieving this balance. Topical classes were conducted mostly as PowerPoint-assisted lectures, with student participation occurring primarily through clarificatory questions and/or providing responses to specific queries. In a few of the classes, student participation was also achieved through student-led research.
presentations. Language courses tended to be much more interactive, including dialogic exercises, the development of individual narratives, and conversational interactions. As will be more fully addressed below, classes made good use of the city as a laboratory for course content. The field studies were effective mechanisms for exploring and applying course concepts.

Finally, like the rest of the Santiago faculty, Claudia Flores and Alejandra Wolff are adjuncts. They make their careers teaching in several institutions, and Alejandra is also a painter. Nevertheless, they are very committed to IES Abroad as an institution and creating an IES Abroad Santiago Center culture. While we expect their commitment is largely due to their own personal characters as well as Maricarmen’s leadership, it may also be significant that Claudia and Alejandra have had the opportunity to attend IES Abroad faculty development programs.

**Recommendations**

- It should be required for students to include a written comment for every question on the evaluation. IES Abroad will gain a clearer picture of the strengths and weaknesses of each course.
- Faculty might consider giving students the opportunity to do “one-minute papers” as a quick way to check whether the objectives for the course have been met. It provides the instructor with immediate feedback about comprehension of course material and is easy to read/assess. A useful description can be found at the following url: [http://oncourseworkshop.com/Awareness012.htm](http://oncourseworkshop.com/Awareness012.htm)
- It would be particularly helpful for language instructors to coach the non-language instructors in understanding a bit more the different levels of proficiency among students. They may not understand what it means to have a student who would test at the intermediate level using the ACTFL scale, trying to write an analytical paper.
- When attempting to engage students in class discussion, non-language instructors need to be aware that less proficient speakers have a difficult time formulating an entire sentence, but they can handle one to two word answers. If the instructor formulates some questions with fewer complex responses, he/she may find that more students will participate.
- Students should be given more opportunities to use the city as a classroom.
- Faculty should have more opportunities for pedagogical development in areas that would assist them in their instruction of North American students specifically. These opportunities could include a regular process of peer review, both as a means of eliciting feedback on pedagogical strategies and also as a vehicle for exchanging information about best practices.
- Faculty should receive additional resources to help them to further develop their use of instructional technologies in the classroom.
- Faculty should receive additional resources to develop exercises that will help increase student accountability and, thus, academic rigor in the classroom.

**D. Curricular Design**

Review of course syllabi reflected a concerted effort to facilitate students’ academic cultural integration and to encourage independent learning. These efforts reflected important precepts of the Chilean educational culture (as described above), relying mainly on self-directed student work rather than class-specific goals or date-targeted readings. The topics, readings, and exercises seemed well-designed to promote a complex, holistic understanding of local institutions and history. Course curricula definitely reflected the diversity of Chile’s cultures, often incorporating a focus on indigenous groups, gender, and class as important axes of difference within Chilean society and politics. Topical courses also strongly reinforced the importance of regional and global geopolitics in shaping the national trajectory.

Students generally expressed satisfaction with the curriculum; however, many articulated an interest in more classes on comparative health, ecology, indigenous cultures, and Chilean politics. In general, many noted a desire for more in-depth information on Chile in particular, rather than Chile in relation to its regional counterparts.

Two areas where problems seemed to exist within the curriculum were the internship/service-learning seminar and the clinical observation seminar. The internship/service-learning problem is addressed more fully in a later section. In terms of the clinical observation course, there seemed to be three major problems. First, there was a disconnect between those students who expressed an interest in public health and those who perceived the course as part of their pre-med training. This bifurcation of interests meant that students had diverse expectations for what they would observe and how those observations would translate into the seminar. While public health students were interested in healthcare policy and might, therefore, be curious about preventive, outreach, and educational dimensions of health services in a wide variety of contexts, pre-med students wanted procedural, hands-on experience with the operations of a hospital. Therefore, while pre-med students felt that the clinical observation was meeting some of their needs, public health students tended to be more frustrated with the program.

A second problem lay in the mechanics of the observations. Both groups expressed dissatisfaction with the very cursory and widely-varied nature of their observations, noting a desire to be more rooted in a single area of healthcare provision and to establish more substantive relations with the doctors/nurses so as to receive mentoring.
A third problem lay in the structure of the seminar which, while providing a panorama of healthcare issues, did not necessarily have any single thread connecting the diverse topics or relate in any direct way to the observations. Students expressed the desire for a more systematic, sustained, and integrated relationship between observations and seminar.

**Recommendations**

- More tasks should be assigned that require student interaction with the city, its institutions and its people. This will reinforce the “local” focus of course material, as well as further expand students’ engagement with and critical understanding of the academic material. The focus on Chile should be explicit in each of the existing courses, which will further this focus on the local, as will highlight local university offerings that specialize in Chilean history, culture, politics, and economics.

- The medical focus of the Santiago program is a definite asset; however, the Clinical Observation course should undergo a series of structural and conceptual changes to address the unique goals of pre-med and public health students. Public health students should be placed in internships/service-learning positions within institutions/organizations that address public health issues specifically. These institutions may or may not include clinical hospital settings, but could incorporate non-governmental organizations, grassroots initiatives, government offices, clinical research projects, etc. Public health students could utilize the internship/service-learning seminar as an academic vehicle for processing these experiences. They could also enroll in the Comparative Health course as a means of complementing their applied experiences with a panorama of the field of healthcare in Chile. Pre-med students may continue to do clinical observation in the hospital setting, but those observations should be reconfigured in order to allow for more sustained contact with specific healthcare providers and/or areas of service so as to promote a deepening of their experience within the industry. Their experiences could be embellished by first or second year nursing courses, simulation courses, and other modules that allow them to pursue their technical training in medicine. To accomplish this, ties to La Católica should be strengthened and the potential trajectories of collaboration clarified to make good use of this local resource. Both pre-med and public health students could enroll in the Medical Spanish course to further buttress their intercultural skills in healthcare.

- IES Abroad’s new board member, Marla Salmon, Dean of Emory’s nursing school, who has deep experience in public health including international public health should be enlisted to help develop/improve the program. The Chicago campus of the University of Illinois has a strong public health school with many international activities. Perhaps IES Abroad could also enlist support from UIC.
E. Language Development Opportunities
Courses appear to be working effectively to develop student language skills. Applying more participative strategies in some of the topical courses will help to reinforce and expand student language skills in diverse areas. Topical courses should not be seen as a place to work specifically on grammar; clarity of expression and depth of ideas should be the focus in these courses.

Recommendations
- Content instructors should allow students to do a rough draft of an important paper and then talk with them about it. This might mean using class time for the one-on-one, but it would really benefit students.
- Students should be allowed to review the grammar in their long papers with their language instructors – either at the students’ expense, or with some additional hours budgeted for this expenditure.
- Faculty should continue to build upon field studies as an effective method for stimulating student language development.

F. Internships
Students report that they are indeed learning a great deal in their internship and service learning placements. Students like the fact that they can spend time in one place learning about the organization and developing relationships with their co-workers. All students report improved language skills and a deeper understanding of the Chilean culture. Some students report they have also gained some technical skills, particularly those in business-related placements. The placements appear to be appropriate for students’ specific academic and personal needs. The service learning placements provide students with exposure to populations, and issues they would otherwise not have on the program. They also provide students with additional opportunities for personal reflection.

Our main concern about this course is the seminar. Students seem to like Marisol a great deal. Her lectures are organized, but students don’t seem to know what they are supposed to be learning in the seminar. The specific objectives are not outlined. Clearly laying out the objectives is particularly important in experiential learning formats, such as internships, and their corresponding seminars. The class is not stimulating. Marisol seems to have organized her seminar around a poverty theme. If all students were interested in placements that related to poverty and services that address it, this might be acceptable. As it is though, internship placements are, and should be, very diverse. Other than the “check-in” at the beginning of each class, many students do not see a connection between their placement and the seminar.

Recommendations
- A much more concrete conceptual, methodological, and theoretical framework should be included. This framework will allow students to systematically process the academic dimensions of their intern experience. Specifically, the seminar should begin with a contextual and conceptual
Action Research in Education (2004) has a complete guide to this approach.

- IES Abroad should be careful of placing students in organizations where they will sit in a corner and do translation work. While the student is kept busy, if they are not interacting with others in the workplace, it would be difficult for them to understand how the organization works.
- The addition of public health internships should be considered and these options should be highlighted in promotional materials. Lillia Ferrer from La Catolica can be utilized for these.

G. Field Trips
The field study and trips provide an important value to the program in terms of both increasing student engagement with the local culture and institutions, as well as improving language development. Field studies appeared to be well-constructed and well-integrated into the curriculum, allowing students to gain hands-on experience of course concepts.

Recommendations
- Individual mini-research projects that require independent exploration and engagement with the local culture/institutions should be included. Also, projects that ask students to observe/look for concrete manifestations/examples of macro-level processes discussed in courses (privatization, democratization, gender relations, multiculturalism, globalization, etc.) should be added. Projects that ask students to elicit and analyze information related to course topics should be considered.
- Visiting Neruda’s home might be more of a reflective experience if the Isla Negra trip occurred later in the semester when instructors could include some of Neruda’s work in their classes.
- Students should be reminded to wear their seatbelts in the van.

H. Engagement in IES Abroad-Sponsored Cultural and Social Activities
The Santiago staff provides students with current, and thorough information about a variety of activities—both IES Abroad-sponsored and non-sponsored activities. The support is more than adequate. It appears that Angela may be pressured by students to provide on-going support of this type. This is not really her responsibility and she already has a good deal of responsibility coordinating student academics.
Recommendations

- If it isn’t already done, provide a session during orientation about the many cultural and social activities that are available to students. A binder or folder should be developed including organizations looking for volunteers, or extracurricular classes that students might get involved in. Not all of the students were aware of the Tandem Partners program that La Catolica offers, and these partnerships could be of real value to the students.

I. Involvement in Other Academic, Political, Economic and Cultural Institutions

The program provides students with easy, well-established connections to local universities, museums, government offices, and other institutions for the purpose of research, internship/volunteering, and coursework.

No recommendations

J. Re-entry into Home Culture and Home Institution

IES Abroad staff does offer students a re-entry program that addresses possible difficulties and learning opportunities related to the re-adjustment to their home campus. Student evaluations indicated they were satisfied with the program. We did not have time to review materials in detail, but have no reason to think there is anything inadequate about this aspect of the Santiago program.

No recommendations

II. Student Learning: Assessment and Intercultural Development

Due to the history of this program, and as a result, its current strengths and challenges, the committee focused all of their attention on sections I and III.

III. Resources for Academic and Student Support

A. Faculty Qualifications

IES Abroad faculty exhibit excellent qualifications by both local and global standards. All professors are accomplished academics and teachers in their own right, producing independent research/exhibitions and often affiliated simultaneously with local universities. They demonstrate an incredible dedication to the IES Abroad program in this context of multiple professional affiliations and responsibilities. They exhibit a keen understanding of and interest in the unique challenges that come with teaching diverse, foreign students.

No recommendations

B. Administrative Staff Qualifications

The IES Abroad administrative staff work very well together as a team and their respect for one another is obvious. Center Director and staff are courteous, sensitive, and accommodating to student needs and demonstrate a commitment to student welfare. Staff are devoted to students and in trying to accommodate their needs – perhaps too devoted. Angela Schaaf goes above and beyond what she needs to do for these students. She wants to make certain that their stay in
Santiago and their experience with the program is top notch, but as a result she may be doing too much for them.

Maricarmen’s many years in the U.S. have prepared her well. She understands how American colleges and universities work and their concerns. Her willingness to listen closely to students and change things that don’t work is evidence of her flexibility. She is open to constructive criticism. Maricarmen demonstrates the dedication, professionalism, and empathy that is so very important in Center Directors.

**Recommendations**

- Staff should work on better delegating responsibilities and task allocation so as to make the most of their collective strengths, as well as to put responsibility for concierge services back in the hands of students.
- Staff could more strongly emphasize each staff person’s roles and responsibilities during orientation. A binder with pertinent information that was provided to students during orientation could alleviate a lot of questions that students ask Angela, or perhaps a Q&A with her in a later orientation meeting would help clear up questions.

**B. Academic Advising**

Students receive excellent advising from IES Abroad staff. They have received in-depth information on the nature of university courses, the professors of those courses, and the pros-and-cons of different curricular configurations. Some students mentioned that Angela told them to take “easy” courses. We think she means to imply that there are courses better suited to students’ current level of proficiency, but the students may be interpreting her comments to indicate that they shouldn’t attempt challenging courses. The following comment came directly from e-mail comments collected by the student members of the committee: “There is a dichotomy between the program, staff saying ‘don’t take hard classes if you don’t want to’ …and then having policies, such as the absenteeism policy, that are not congruent with that.”

**Recommendation**

- Center staff are sufficiently knowledgeable about the local academic requirements to appropriately assist students, but it would be extremely beneficial for Angela to keep networking with university faculty and sitting in on their classes to expand her knowledge of perspective courses, or possible future IES Abroad faculty.

**D. Academic Center Staff Size**

At this point the staff to student ratio seems fine.

**No Recommendations**

**E. Academic Center Facilities**
The Center is centrally located close to public transportation in a pleasant and busy neighborhood. The building is simply and tastefully built out and furnished and is very functional. In addition to classrooms and offices, there are appropriate spaces for students to gather. There is good natural light. Classrooms are appropriate sizes for the classes. Both the telephone and the front door bell ring throughout the building. This can be disturbing to newcomers, but the students and faculty say they have lost awareness of the bells. Maricarmen estimates that the Center could accommodate twice as many students as IES Abroad currently attracts to Santiago. Feedback from staff, faculty and students on the building and facilities was very positive.

Recommendation:
- Classrooms could possibly use more writing space/blackboards.

F. Access to Local Educational and Cultural Institutions
Santiago Center students have the opportunity to enroll in classes as the Universidad de Chile (La Chile) and the Pontificia Universidad Catolica (La Catolica). La Chile is a public university while La Catolica is private. By reputation, they are two of the strongest, most ambitious universities in Latin America and offer a very broad range of course offerings in their various faculties. IES Abroad does not yet have written agreements with either university but these are in process.

Angela Schaaf and one committee member visited the international students offices of both La Chile and La Catolica. At each, hour-long meetings were held with the Director and her deputy. Both appear to be very well organized offices. International students are a priority. Both universities strive to create an international reputation, and educating international students is one aspect of the universities' efforts. Angela appears to have very positive, close and productive relationships with both offices. At La Chile, they visited with Soledad Madariaga, Director of International Relations Department, and Alejandra Meneses, Academic Coordinator of International Relations Department. Both urged IES Abroad to consider a broader range of course offerings in the University's faculties, highlighting Law, Social Sciences, Economics and Literature. At La Catolica, they met with Nuria Alsina, the Director, and Paulina Court, the Academic Coordinator. Ms. Alsina showed them statistics that La Catolica is the university of choice for a majority of Chile's strongest students. They highlighted La Catolica's commitment to international education: Over 200 of its students are studying abroad while 1,800 foreign students are studying at the university. Also, La Catolica is introducing a licentiate in General Studies. Its Rector spent time at Columbia University and admires the U.S. undergraduate system. Ms. Alsina expects the General Studies licentiate to include many courses interesting to U.S. undergraduates.

Each current IES Abroad student takes at least one course at either University. This is not required but is strongly recommended during the advising process.
The strongest Spanish speakers take most of their courses at one or both universities. Because Chilean students entering university have already committed to a career course of study, course offerings in the various faculties tend to be more specialized and have prerequisites. There are, however, interdisciplinary courses that draw students from many faculties and these tend to have fewer prerequisites. IES Abroad students take both interdisciplinary and regular faculty courses. Some of the interdisciplinary courses could properly be characterized as magnets for international students, especially those with weaker Spanish, and attract few Chileans.

At La Chile, the committee member attended "Chile: History, Identity and Culture." The class is overwhelmingly made up of foreigners, with a few Chileans. It has a strong, experienced professor who is able both as a lecturer and in drawing out class discussion. His lecture did a good job of synthesizing Chile's history during the 1960s into the larger context of the Cuban Revolution and the Cold War. He also worked hard to draw students into a discussion of the film "Machuca." One student mentioned that this professor takes the class on interesting field studies. At La Catolica, the committee member attended a course on Human Rights, also interdisciplinary, but with few foreigners and a broad and lively mix of Chileans from different disciplines. The class covers international human rights issues, but the professor uses it as an opportunity to highlight Chile's 1970s and 1980s human rights history. She is a good teacher, although perhaps too reliant on conveying content through PowerPoint slides. Her presentation seemed more factual than interpretive or analytical. There was a good mix of discussion and lecture. Both the classes we attended had about 40 students and, in each, the professor encouraged students to express their opinions and clearly would have welcomed even more participation than he or she received.

In general, IES Abroad students describe their classes at the universities as interesting and their professors as able. They are attending a diverse range of classes, such as literature, history, urban planning, math, biology and ethics. One student takes a studio art class. Some IES Abroad students take dance and physical education classes at the universities. The extracurricular activities are open to IES Abroad students, but many require payment of a fee to participate.

The comments from students on Angela Schaaf's academic advising were uniformly positive. She does a good job matching recommendations to a student's interests, prior academic coursework and level of Spanish. She received her undergraduate education at La Chile and her M.A. from La Catolica. She collects evaluations from each IES Abroad student on the university courses they take. She appears to keep in close touch with the international offices of the universities. As a result, she is well informed and appears to have a good knowledge of what is available in course offerings. Nevertheless, we believe there would be additional value from Angela's visiting courses each semester to broaden her familiarity. Her own personal knowledge may become stale as the time since she was a student grows distant, and it would be good for her to have first-hand knowledge to enhance that which she receives from student evaluations.
and other sources. Through visiting classes she may also identify candidates to become IES Abroad faculty or guest lecturers.

Along with the home stays, the university experience offers the best opportunity for IES Abroad students to meet Chileans, particularly other students, despite a number of obstacles. Neither university operates a residential campus. Santiaguenos live with their families. Chilean students from outside Santiago live with relatives or in apartments. Chilean students tend to socialize on weekends (when IES Abroad students like to travel) rather than weekdays and are less likely to have money for going out. Moreover, there are lots of foreign students in Santiago, so getting to know one doesn't offer a novelty to a Chilean student. Nevertheless, the IES Abroad students that are taking initiative tend to be forming acquaintances.

La Chile has no centralized campus. Faculties are located around the city. There is a great disparity among the physical facilities of the different faculties. While the Public Administration Faculty is housed in a grand beaux arts-style building that exists in a state of dilapidation one would never find in a U.S. college or university, the Economics Faculty has a splendid, modern, well-appointed building.

La Catolica, in general, appears to have more resources for its buildings. On the southern end of Santiago, La Catolica has its San Joaquin campus, which houses a cluster of many of the university's faculties and a student center. San Joaquin appeared to be a modern, well-appointed and well-maintained campus. There appears to be an active daytime campus life where it may be easier for IES Abroad students to meet and interact with Chilean students.

One regular comment - although likely impossible to improve - students would like IES Abroad classes scheduled to conflict less with the classes they want to take at the universities. We mentioned this to Maricarmen and Angela and they are working hard to reconcile all the various factors: IES Abroad faculty schedules, the university course schedules - some of which are set rather late - blocks of time for internships and service learning - students' disinclination to have class on Friday afternoon.

It is hard to assess the comparative rigor of the university courses to that of the students' home universities. There seems to be plenty of opportunity and content for a motivated student to challenge him or herself, work hard and dig into the material, but practically speaking, one student noted, many IES Abroad students are taking these classes pass/fail since grades they receive will not be included in their GPA’s at their home universities.¹ Our impression is that IES Abroad

¹ According to the last two IES membership surveys, half of IES members put the IES grades on transcripts but only a quarter average the grades into students’ GPAs. IES research suggests that placement of the grades on the transcript alone has an important impact on students’ grades on a program. Averaging the grades in GPAs has little additional impact.
students are very interested in their university courses, attend conscientiously and work quite hard, but not as hard as they work at home. Typical of Latin American universities, neither La Chile nor La Catolica offers the level of student support IES Abroad students receive at their home campuses. Students need to function more independently to succeed. We think it is a positive for IES Abroad students to experience this different educational model. Over all, we believe the experience IES Abroad students have at La Chile and La Catolica is a very valuable one academically, socially, and culturally. Angela had discussed the possibility of developing relationships with additional Chilean universities. This may be useful in order to strengthen the Health Observation course.

**Recommendations**

- IES Abroad Santiago's agreement with the Universidad de Chile was originally concluded with a University Institute that no longer exists and therefore needs to be replaced by an agreement with the University. IES Abroad's understanding with La Catolica is governed by a brief exchange of letters which should be replaced by a formal agreement.
- Maricarmen should continue to pursue relationships with other institutions that will strengthen the Health Observation course.

**G. Library and Resource Center**

Students have ample access to library materials through the various local universities and public libraries. The IES Abroad Center provides a small but adequate reference material for IES Abroad coursework.

**Recommendations**

- Student access to course materials would be enhanced by the use of pre-made course readers for each IES Abroad course. This reader would include all relevant readings, thus streamlining distribution of materials as well as reducing reproduction costs. Interactive educational software like Blackboard or Moodle might also further facilitate students’ access to course materials and important electronic resources. Students should pay a fee for these readers. Students reported they did not spend nearly as much money on text books and other materials as they were told they would need.

**H. Instructional Technology**

Students and faculty have access to computers, Wi-Fi access for their laptops, data projectors for classroom presentations. While service appears spotty within the center, instructional technology is sufficient for IES Abroad program needs.

**Recommendations**

- More whiteboard or blackboard space should be provided throughout the room. If an instructor is projecting onto the existing whiteboard, they have no place to write.
I. Housing and Homestays
Many students recognized that families were clearly the most important source of connection to Chilean society/culture. Therefore, it is of great importance that students reported a high level of satisfaction with their homestays. They noted close relationships with host families and comfortable, safe environments in their host homes. Students that are located some distance away from the IES Abroad center are not bothered by the distance. All mentioned the home stay as one of the most satisfying elements of their study abroad experience to date.

No recommendations

J. Student Qualifications
By allowing students with only four semesters of Spanish to participate, IES Abroad Santiago is filling a niche within study abroad-Chile. Many other large providers require five or six semesters. The IES Abroad Center model provides students with the academic and personal support they need to be challenged and successful.

No recommendations

K. Health
Students reported having clear, easy means of accessing healthcare and seemed satisfied with the level of care and insurance provided by the program.

No recommendations

L. Safety and Risk Management
An organized and effective risk management plan was developed and implemented at the Center. Students reported a clear understanding of the procedures in place and appeared to be well-taken care of in terms of safety issues.

Recommendations
- Emergency messages to students (even drill messages) should be sent via text message, not email.
- Students should be required to wear seat belts.

Conclusion
The Santiago IES Abroad program is in great shape in terms of its institutional, academic, and interpersonal relations. The curricular program benefits from a well-qualified staff of professionals who are competent academics and teachers in their respective fields. The courses reflect relevant, engaging, and challenging topics. Courses are augmented by field studies that enable students’ integration into the local culture, facilitate their participation in local groups and institutions, and deepen their understanding of the Chilean context in which they are embedded. Students reported a high level of satisfaction with the courses, the staff, the faculty, the home stays, and the program in general. While new pedagogical resources for faculty and a re-delegation of
administrative duties might help faculty and staff perform more effectively, they are to be commended for their role in building such an effective program. As noted in the report, significant attention should be placed on the internship and clinical observation programs, as they are two areas that attract students to this program in particular and, yet, are also areas where the program is the weakest in its curricular configuration.

Finally, the review committee would like to take this opportunity to thank Maricarmen Cortes, Angela Shaaf, Doris Valenzuela, and the IES Abroad Santiago faculty that made our visit extremely productive as well as enjoyable. Maricarmen’s effort to create an “IES Abroad Santiago culture” is an excellent idea, and will no doubt encourage the team to pursue excellence, and challenge themselves. This will allow them to take risks, think creatively, and provide the type of program culture that encourages to students to do the same.
Appendix A

Charges to the Committee

The reason for opening a program in Chile was to expand IES Abroad’s presence in Latin America. Chile was and continues to be a stable country in which to operate in South America. Santiago is an exciting center of Chile’s history, arts, finance, and education, with excellent universities that already were committed to internationalization. The emphasis of the program is Spanish language and the twin themes of tradition and development in Chile and Latin America.

The IES Abroad Santiago Center opened in the fall of 2002 with 16 students. While enrollments grew in the beginning, we have seen an up and down pattern for the past several terms. The range of students during the last several terms was 22 – 28. There is not a significant pattern to show that spring or fall generally has more students in the term. There are no clear and hard reasons for the static enrollment. One event that has happened is that the IES Abroad Buenos Aires program has grown substantially during this same period. Many Study Abroad Coordinators have commented that their students want to go to Buenos Aires instead of other locations in Latin America.

The program is a standard IES Abroad hybrid program in that our students take courses through IES Abroad as well as our two partner universities – Universidad de Chile (La Chile) and Pontificia Universidad Católica de Chile (La Católica). Students are required to have a minimum of four semesters of Spanish or the equivalent to attend this program. All students enroll in a four-credit Spanish language course as well as other IES Abroad area studies courses and they have the option of taking courses at one of the two partner universities. Santiago was the first IES Abroad program to run a Service Learning course that consists of an academic seminar as well as site placements at various local service and non-profit organizations. Several courses focus on Chile specifically while others address the Southern Cone and the Andean region in a comparative context. IES Abroad offers courses in anthropology, economics, international relations, literature, political science, sociology and internship/service learning. Students can choose from a vast number of disciplines at our partner universities.

A way in which we decided to distinguish IES Abroad Santiago from the other South American programs was to begin a Health Studies program. We also felt there would be a demand for this as many U.S. students need practical Spanish for health fields. In the summer of 2007, we started a Health Studies program. The program consists of a Spanish course for Health Practitioners and a Clinical Observation course that has both an academic seminar as well as clinical observations with rotations in areas such as pediatrics, obstetrics and gynecology, emergency medicine, public health and geriatrics. The first summer we enrolled 22 students, which far exceeded the number of students we had initially anticipated. These two health courses are also offered during the Spring and Fall terms, and during the Fall 2007 term we had five students attend the Clinical...
Observation course. In the Fall term we also offer a course on Anthropology and Native Medicines and in the Spring term we offer a course on Comparative Health Care Policy. We anticipate that enrollments will grow in the summer as well as during the terms in this area.

Homestays have always been evaluated very strongly by the students. The homestays give the students an opportunity to practice their Spanish as well as learn more about the culture. Students are often invited to attend social events with homestay families as well as national holidays and commemorated events.

According to end-of-term student evaluations, the areas that are the weakest are academic rigor and academic challenge for IES Abroad courses and cultural learning. Comments from students stated that many of the professors did not give challenging assignments and that they mostly lectured. Other comments include that they felt the IES Abroad courses were easier than an equivalent course from their home school and they fell below their expectations. Some students said they wished the Center staff had made them more aware of cultural events and clubs they could join. Other students said the courses did not do as much to teach them about the culture as they wanted.

During the last year and a half, several steps have been taken to improve the program. In September of 2006 we promoted the Academic Coordinator to the role of Assistant Director. She focuses on advising, strengthening relationships with our partner universities and helping more directly with cultural integration. In October of the same year, we hired a new Center Director who has a wealth of energy and creative ideas for improvement. We also restructured the staff and in doing so we were able to eliminate some positions that were no longer needed. At the beginning of this year, we hired a new Student Services Coordinator who will focus on the health and safety of the students as well as refocusing the field trips and other cultural activities.

This Program Review will be the first one in Santiago, purposely scheduled to allow time for these staffing changes to take effect on the student experience. The program now stands at a critical juncture, and the committee will be asked to look very closely at the quality of IES Abroad courses, IES Abroad curricular focus, cultural learning through academics, field trips and extracurricular activities and internships, and service learning site development.

**Guidelines for IES Abroad Santiago**

I. Student Learning Environment

A. Predeparture 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 for its students that includes information on gender and race relations in the host country, emergency protocols, health services, safety measures, local laws, independent travel, and skills in intercultural development.
2. Staff and guest speakers knowledgeable about the local culture conduct the orientation.
3. Under appropriate supervision, students are given immediate opportunities to explore and function in the local setting (e.g., travel, dining, attendance at local cultural events).
4. The IES Abroad Center provides on-going opportunities to discuss cultural adaptation.
5. The intensive language program is sufficient and appropriate for students at all levels of proficiency.

C. Instructional Quality
1. IES Abroad faculty are evaluated by student surveys for each course they teach and Center director reviews evaluations.
2. IES Abroad faculty expectations of student work are rigorous.
3. IES Abroad faculty participate in orientation programs on learning styles and expectations of American students and appropriate teaching strategies.
4. IES Abroad faculty utilize instructional technology when appropriate in their teaching.
5. IES Abroad 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.
7. IES Abroad Academic Guidelines are appropriately applied and enforced.

D. Curricular Design
1. Academic program is designed in keeping with the character of local academic practice to promote students’ academic cultural integration.
2. Academic program is designed to encourage independent learning.
3. Academic program is designed to enhance student engagement in the intellectual, political, cultural, and social institutions of the host country.
4. Course content and curriculum reflects the variety of cultures 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. Tutoring and/or other forms of academic assistance for language students is provided to assist them in taking courses in the target language.

F. Internships
1. Internships and 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.

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. The IES Abroad Center offers re-entry 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 reflecting on and sharing the cognitive and intrapersonal aspects of their experience.

II. Student Learning; Assessment and Intercultural Development

A. Intellectual Development
1. Students demonstrate that they have acquired substantial knowledge and understanding of course material in IES Abroad courses and courses at local universities.
2. Students are guided in developing their skills in critical thinking through programmed exposure to political, cultural and social institutions of the host
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 engage in periodic self-evaluation of their communication skills in the language of the host culture during their course of study.
2. Progress in oral/aural skills is assessed during and at the end of the semester.
3. IES Abroad language faculty prepare students at highest language levels for appropriate in-country exams that demonstrate mastery.

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. The IES Abroad Academic Center provides on-going opportunities to discuss cultural adaptation.
4. Assessment of students’ cultural learning is used to enhance the curriculum, student services, and integrative activities.

D. Interpersonal Growth
1. On-site IES Abroad orientation and integrative activities are designed to assist students in adapting to the culture of the host country and in becoming more comfortable in interactions with persons of different backgrounds.
2. IES Abroad 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 the students’ ability to live comfortably in a different culture are gathered routinely as part of semester-end, general program evaluation.

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.

III. 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 professional classes 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 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.
9. 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 advise students on course requirements and the necessary academic qualifications.
2. Advisors are knowledgeable about IES Abroad courses and requirements.
3. Advisors advise students on university enrollment, and are knowledgeable about local university rules, 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 is 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. Library and Resource Center
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 email, 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 Homestays
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 meet minimal GPA as specified by IES Abroad.
2. Students have sufficient academic preparation at the home institution before
enrolling.
3. Admissions process follows the IES Abroad policy of non-discrimination on the basis of race, sex, sexual orientation, religion, or national and ethnic origin.
4. Students are in good standing at their home institution.

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 predeparture guidance and assistance.
5. IES Center staff follows IES Abroad guidelines on health.

L. Safety and Risk Management
1. IES 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 Recommendations

Student Learning Environment

Predeparture Information
- Predeparture information should stress more specific information about Chile’s diversity in order to prepare students more accurately for the urban cultural landscape in which they will spend most of their study abroad experience. The information should stress that Chile is one of the exceptional countries in Latin America in terms of its development. It is a country of urban, middle-class, Europeanized spaces and rural, poor, indigenous communities. Therefore, students should come to the program with an eye toward a holistic experience that is grounded in both these and other dimensions of the “real Chile.”
- The projected budget for students should be reviewed again.
- The variability of the climate should be emphasized.
- Cell phone policy should be further clarified with students.

Cultural Orientation
- Orientation should be shortened to one week and perhaps a series of meetings throughout the semester can be held on the less urgent issues that will allow students to gather together to learn more about Chile. The orientation is extensive, perhaps too extensive for the students to fully grasp all of the information.
- Students should be provided with a session (and manual) on all of the ways that they can get more involved in their adopted community – the tandem language partner exchanges offered at La Catolica, opportunities for volunteering, etc.
- Students should be divided into smaller groups during orientation trips throughout Santiago. Students suggested that when they travel together in Santiago during the first days that they would prefer to be divided into smaller groups assigned to a staff member and then meet up at designated areas; it would help them to appreciate the cultural lectures since they would be able to hear better.

Instructional Quality
- It should be required for students to include a written comment for every question on the evaluation. IES Abroad will gain a clearer picture of the strengths and weaknesses of each course.
- Faculty might consider giving students the opportunity to do “one-minute papers” as a quick way to check whether the objectives for the course have been met. It provides the instructor with immediate feedback about comprehension of course material and is easy to read/assess. A useful
It would be particularly helpful for language instructors to coach the non-language instructors in understanding a bit more the different levels of proficiency among students. They may not understand what it means to have a student, who would test at the intermediate level using the ACTFL scale, trying to write an analytical paper.

When attempting to engage students in class discussion, non-language instructors need to be aware that less proficient speakers have a difficult time formulating an entire sentence, but they can handle one to two word answers. If the instructor formulates some questions with less complex responses, he/she may find that more students will participate.

Students should be given more opportunities to use the city as a classroom.

Faculty should have more opportunities for pedagogical development in areas that would assist them in their instruction of North American students specifically. These opportunities could include a regular process of peer review, both as a means of eliciting feedback on pedagogical strategies and also as a vehicle for exchanging information about best practices.

Faculty should receive additional resources to help them to further develop their use of instructional technologies in the classroom.

Faculty should receive additional resources to develop exercises that will help increase student accountability and, thus, academic rigor in the classroom.

Curricular Design

More tasks should be assigned that require student interaction with the city, its institutions and its people will reinforce the “local” focus of course material, as well as further expand students’ engagement with and critical understanding of the academic material. The focus on Chile should be explicit in each of the existing courses will further this focus on the local, as will highlighting local university offerings that specialize in Chilean history, culture, politics, and economics.

The medical focus of the Santiago program is a definite asset; however, the Clinical Observation course should undergo a series of structural and conceptual changes to address the unique goals of pre-med and public health students. Public health students should be placed in internships/service-learning positions within institutions/organizations that address public health issues specifically. These institutions may or may not include clinical hospital settings, but could incorporate non-governmental organizations, grassroots initiatives, government offices, clinical research projects, etc. Public health students could utilize the internship/service-learning seminar as an academic vehicle for processing these experiences. They could also enroll in the Comparative Health course as a means of complementing their applied experiences with a
panorama of the field of healthcare in Chile. Pre-med students may continue to do clinical observation in the hospital setting, but those observations should be reconfigured in order to allow for more sustained contact with specific healthcare providers and/or areas of service so as to promote a deepening of their experience within the industry. Their experiences could be embellished by first or second year nursing courses, simulation courses, and other modules that allow them to pursue their technical training in medicine. To accomplish this, ties to La Católica should be strengthened and the potential trajectories of collaboration clarified to make good use of this local resource. Both pre-med and public health students could enroll in the Medical Spanish course to further buttress their intercultural skills in healthcare.

- IES Abroad’s new board member, Marla Salmon, Dean of Emory's nursing school, who has deep experience in public health including international public health should be enlisted to help develop/improve the program. The Chicago campus of the University of Illinois has a strong public health school with many international activities. Perhaps IES Abroad could also enlist support from UIC.

Language Development Opportunities

- Content instructors should allow students to do a rough draft of an important paper and then talk with them about it. This might mean using class time for the one-on-one, but it would really benefit students.
- Students should be allowed to review the grammar in their long papers with their language instructors – either at the students’ expense, or with some additional hours budgeted for this expenditure.
- Faculty should continue to build upon field studies as an effective method for stimulating student language development.

Internships

- A much more concrete conceptual, methodological, and theoretical framework should be included. This framework will allow students to systematically process the academic dimensions of their intern experience. Specifically, the seminar should begin with a contextual and conceptual background (what is the meaning of service/advocacy in Chile v. the U.S.? How does the meaning of those terms vary among different institutions within Chile?), a methodological toolkit (how do you research an organization from within it? How does this work relate to notions of service/advocacy?), and a theoretical toolkit (what does my experience reveal about the problematic my institution is addressing and potential solutions to it? How/why are these solutions effective or not effective?). Important resources for this curriculum might include qualitative research manuals, especially those that engage with the idea of “action research.” Ernie Stringer’s Action Research in Education (2004) has a complete guide to this approach.
• IES Abroad should be careful of placing students in organizations where they will sit in a corner and do translation work. While the student is kept busy, if they are not interacting with others in the workplace, it would be difficult for them to understand how the organization works.

• The addition of public health internships should be considered and these options should be highlighted in promotional materials. Lillia Ferrer from La Catolica can be utilized for these.

Field Trips
• Individual mini-research projects that require independent exploration and engagement with the local culture/institutions should be included. Also, projects that ask students to observe/look for concrete manifestations/examples of macro-level processes discussed in courses (privatization, democratization, gender relations, multiculturalism, globalization, etc.) should be added. Projects that ask students to elicit and analyze information related to course topics should be considered.

• Visiting Neruda’s home might be more of a reflective experience if the Isla Negra trip occurred later in the semester when instructors could include some of Neruda’s work in their classes.

• Students should be reminded to wear their seatbelts in the van.

Engagement in IES Abroad-sponsored Cultural and Social Activities
• If it isn’t already done, provide a session during orientation about the many cultural and social activities that are available to students. A binder or folder should be developed including organizations looking for volunteers, or extracurricular classes that students might get involved in. Not all of the students were aware of the Tandem Partners program that La Catolica offers, and these partnerships could be of real value to the students.

Involvement in Other Academic, Political, Economic and Cultural Institutions
• No recommendations

Re-Entry into Home Culture and Home Institution
• No recommendations

Resources for Academic and Student Support

Faculty Qualifications
• No recommendations

Administrative Staff Qualifications
• Staff should work on better delegating responsibilities and task allocation so as to make the most of their collective strengths, as well as to put responsibility for concierge services back in the hands of students.
- Staff could more strongly emphasize each staff person’s roles and responsibilities during orientation. A binder with pertinent information that was provided to students during orientation could alleviate a lot of questions that students ask Angela, or perhaps a Q&A with her in a later orientation meeting would help clear up questions.

Academic Advising
- Center staff are sufficiently knowledgeable about the local academic requirements to appropriately assist students, but it would be extremely beneficial for Angela to keep networking with university faculty and sitting in on their classes to expand her knowledge of perspective courses, or possible future IES Abroad faculty.

Academic Center Staff Size
- No recommendations

Academic Center Facilities
- Classrooms could possibly use more writing space/blackboards.

Access to Local Educational and Cultural Institutions
- IES Abroad Santiago's agreement with the Universidad de Chile was originally concluded with a University Institute that no longer exists and therefore needs to be replaced by an agreement with the University. IES Abroad's understanding with the Católica is governed by a brief exchange of letters which should be replaced by a formal agreement.
- Maricarmen should continue to pursue relationships with other institutions that will strengthen the Health Observation course.

Library and Resource Center
- Student access to course materials would be enhanced by the use of pre-made course readers for each IES Abroad course. This reader would include all relevant readings, thus streamlining distribution of materials as well as reducing reproduction costs. Interactive educational software like Blackboard or Moodle might also further facilitate students’ access to course materials and important electronic resources. Students should pay a fee for these readers. Students reported they did not spend nearly as much money on text books and other materials as they were told they would need.

Instructional Technology
- More whiteboard or blackboard space should be provided throughout the room. If an instructor is projecting onto the existing whiteboard, they have no place to write.
Housing and Homestay
  • No recommendations

Student Qualifications
  • No recommendations

Health
  • No recommendations

Safety and Risk Management
  • Emergency messages to students (even drill messages) should be sent via text message, not email.
  • Students should be required to wear seat belts.