

Council on International Educational Exchange

CIEE Study Centers

Annual Internal Review and Monitoring by

The Academic Consortium Board

Internal Review

Program evaluation and improvement is a continuous process at CIEE. Every year each Resident Director files an end-of-session report which is examined carefully by CIEE leadership. In addition, all students are asked to complete evaluation surveys covering academic and non-academic aspects of the programs, as well as critiques of individual courses. **All of this material is made available to anyone who wishes to read it on the CIEE website.** Based on the above items and other less formal assessments that reach us from time to time, each of CIEE's Portland-based Program Directors conducts an internal review of programs in his/her region with reference to an inventory of 21 critical components which we believe are the keys to excellence in programming. Program Directors are asked to rate each critical component using one of the following descriptors:

FA: Fully Acceptable

RA: Requires Attention

II: Immediate Intervention needed

NA: Not Applicable to this program

(A copy of the components is attached at the end of this notice)

ACB Monitoring Process

In addition to conducting in-depth evaluations of programs on a rotating basis, the Academic Consortium Board monitors program quality on a continuing basis. The Critical Component Reviews, the student evaluations, Resident Director reports, and other data are the basis for the ACB monitoring process, which also happens each year. Each ACB member is assigned as the "monitor" for three or four programs. Based on the critical component reviews and the other documentation mentioned above, the ACB members reach their own conclusions concerning the programs and are in touch with the CIEE Program Directors. There is discussion between the monitors and the Program Directors and areas for action are identified where appropriate. When problems are identified, strategies are determined for addressing them.

Monitoring 2003

This process has now been completed for the Fall 2002, Spring 2003, and AY 2002-2003 sessions for all CIEE Study Center programs listed below. **If you would like additional details concerning the review of any program, please feel free to contact either the Program Director or the ACB member assigned to the program.**

Program	Program Director	ACB Monitor
Alcalá	Catharine Scruggs	Jane Edwards
Alicante	Catharine Scruggs	Kathleen Sideli
Amsterdam	Catharine Scruggs	Adrian Beaulieu
Bahia	Christine Wintersteen	Jane Edwards
Beijing	Dan Olds	Peter Wollitzer
Budapest	Bradley Rink	Nancy Stubbs
Cape Town	Bradley Rink	Peter Wollitzer
Costa Rica	Christine Wintersteen	Al Balkcum
Accra	Bradley Rink	Margery Ganz
Hyderabad	Dan Olds	Susan Thompson
London	Catharine Scruggs	Kristi Wormhoudt
Melbourne	Dan Olds	Kathleen Sideli
Guanajuato	Christine Wintersteen	Michael Monahan
Nanjing	Dan Olds	Michael Monahan
Paris, Critical Studies	Catharine Scruggs	Margery Ganz
Perth	Dan Olds	Kristi Wormhoudt
Prague	Bradley Rink	Margery Ganz
Rennes	Catharine Scruggs	Susan Thompson
St. Petersburg	Bradley Rink	Paul Brown
Santiago, Chile	Christine Wintersteen	Nancy Stubbs
Santiago, DR	Christine Wintersteen	Susan Thompson
Santo Domingo	Christine Wintersteen	Michael Monahan
Sao Paulo	Christine Wintersteen	Jane Edwards
Seville Business and Society	Catharine Scruggs	Adrian Beaulieu
Seville language and Society	Catharine Scruggs	Adrian Beaulieu
Seville, Adv. Liberal Arts	Catharine Scruggs	Paul Brown
Seville, Liberal Arts	Catharine Scruggs	Paul Brown
Sydney	Dan Olds	Michael Monahan
Taiwan	Dan Olds	Kristi Wormhoudt
Khon Kaen	Dan Olds	Kathleen Sideli
Tokyo	Dan Olds	Peter Wollitzer
Ankara	Bradley Rink	Jane Edwards
Hanoi	Dan Olds	Al Balkcum
Warsaw	Bradley Rink	Nancy Stubbs
Wollongong	Dan Olds	Al Balkcum

In general, monitoring is done each year for all programs except those which are scheduled for a comprehensive ACB evaluation visit during the same year.

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Critical Components Review for _____, 2002-2003
 Insert Name of Program

Overall Rating: _____ (Please include any comments on p. 2)

<i>Critical Component</i>	<i>Rating</i>	<i>Comments</i>
Well-defined learning objectives		
Faculty and staff understand the US academic context		
Credits match contact hours		
Out-of-class work is assigned		
Continuous varied assessment		
Integrity and transparency of credits and grades		
Adequate support for direct enrollment		
Adequate orientation before session		
Adequate information and advising for course selection		
Mechanisms for learning host culture		
Opportunities for internships/volunteerism		
Adequate supervision		
Sufficient number of language levels		
Language class size not over 20		
Appropriate language teaching methodology		
Excursions fulfill educational goals		
Provisions for meeting host-country people		
Adequate staffing		
Adequate attention to health and safety		
Adequate housing and other services		
Appropriate professional referrals available		