

Academic Consortium Board

Evaluation of the Liberal Arts and Language in Context Programs CIEE Study Center in Valparaiso, Chile

Fall 2012

Last Saved: November 26

INTRODUCTION

The Academic Consortium Board (ACB) of CIEE is pleased to present the following report on the Liberal Arts Program and the Language in Context Program at the CIEE Study Center in Valparaiso, Chile. The report of the site visit team was received by members of the ACB. After review, the ACB accepted the report, and presented it to the Academic Consortium. The "Plan for Program Evaluation" is available at <http://www.ciee.org>.

We wish to make clear at the outset that we greatly value the cooperation of the resident staff and faculty at the CIEE Center in Valparaiso. This report is a review of CIEE's program and not a review or evaluation of the Chilean partner institution (*Pontificia Universidad Católica de Valparaíso*, PUCV) or the prospective Chilean partner institution (*Universidad Viña del Mar*, UVM).

The review focuses on the programs hosted by the CIEE Study Center including the courses offered by CIEE as part of the program at the host institution. In addition, the site visit team examined CIEE's relations with the host institution and its analysis was presented to CIEE staff.

EXECUTIVE SUMMARY

Started as a second semester option following a semester at CIEE Santiago, the CIEE Valparaiso Center became a stand-alone academic program in 2001. The first ACB evaluation was conducted in 2003 when there was only one program at the Valparaiso study center. Hence this is the second evaluation in Valparaiso but the first for the particular Liberal Arts (LA) program and the Language in Context (LIC) program.

The host institution for both programs is the Pontificia Universidad Católica de Valparaíso (PUCV). For the LA program, students are able to take direct-enrollment courses at PUCV in addition to CIEE courses. For the LIC program, students take CIEE courses but are permitted to take direct-enrollment courses at PUCV in the unlikely case that their Spanish language skills are sufficient.

For both programs, students live with host families which further exposes them to cultural context as well as pressing them to increase language skills. Only in cases where students are exceedingly unprepared in Spanish will they be placed with a host family where one or more members have English skills. Host families are integral to the success of the program; not only because of room and board but also homestays provide a Spanish-speaking environment. Moreover, CIEE students are exposed to a wide range of family social situations and other patterns of daily living. Host families are a critical communication link to CIEE staff regarding student concerns in addition to providing valuable guidance to the student.

The Study Center is housed in a central location in the neighboring town of Viña del Mar, the more tourist-identified of the two cities. Linked by mass transportation they are sister cities of

one combined urban area. They provide students with ample opportunities to interface with the local society and supply all suitable provisions for daily life, study, and recreation.

The Resident Director, Ms. Marcia Vera, began in 2001 and has established herself solidly with the host institution. Under her leadership the program has grown incrementally from single digit enrollments to having a combined capacity in the CLA and LIC programs of nearly 60 students per semester. For the CLA program, semester enrollments have been between 40 and 50 students recently. For the LIC program, now in its third-ever semester, enrollment has been increasing. Given the anticipated growth, program staff are currently identifying options to both manage the growth and further differentiate the programs. To this end, alternative host institutions are being considered for the LIC program for the future.

The program attracts a wide variety of majors including those who will graduate outside of Liberal Arts fields. A notable aspect was the presence of business majors, foreshadowing possible future career pursuits in the region. The gender ratio is currently about 75% female, and study center staff remarked that this is quite typical.

Students interviewed proved to be very serious, trying to make the most of their academic and cross-cultural opportunities. Several spoke of how highly they valued their homestay and how intentional they were at not being gone most weekends. Some even found internship or volunteer opportunities through their host family. The team was led to conclude that CIEE Valparaiso leadership team inspired students to learn with both their heads and their hearts.

With the long institutional history and excellent staff members, the CLA program and the LIC program are poised for ongoing success.

METHODOLOGY

The evaluation site visit team was composed of three reviewers:

Lorraine Bayard de Volo, Associate Professor, Women and Gender Studies; Director, Latin American Studies Center, University of Colorado, Boulder

Brian Harley, Associate Dean of International Programs and Director of Study Abroad, Purdue University; Team Leader

Linda Ledford-Miller, Professor and Chair, Department of World Languages and Cultures, University of Scranton

The three members of the site visit team each reviewed the background of the program provided by CIEE. They reviewed course syllabi of representative courses as well as staff and instructor curriculum vitae. They read end-of-session reports. They reviewed statistical information on the participants (e.g. enrollment data, gender, and ethnicity statistics) as well as feedback from sending institutions. They reviewed the pre-departure orientation handbook and the on-site orientation schedule.

The team leader contacted the recent top sending institutions to learn of their concerns. For the LA program, these included Clark University, Indiana University, Lewis and Clark College, Oberlin College, Saint Olaf College, Tulane University, and the University of Colorado at Boulder. For the LIC program, these included George Washington University, Oberlin College, Point Loma Nazarene University, Portland State University, Sarah Lawrence College, Texas

Christian University, Tufts University, University of Colorado at Boulder, University of Missouri - Columbia, and the University of Washington

Finally, the team reviewed the CIEE “Terms of Reference” strategic analysis of the program.

The team arrived in Valparaiso Saturday, October 20th. That afternoon the team visited a primary location for student volunteer activities (i.e. a shelter for girls) and got acquainted with the CIEE resident staff. Then three full days were scheduled from Sunday morning through the afternoon of Tuesday. Wednesday was utilized in writing a first draft of the report. Departure from Valparaiso was on Thursday, October 25th. (A full itinerary is shown in Appendix A.) Team members visited classes, observed extra-curricular activities, toured the campus, met with institutional administrators, and visited host families. In addition, the team met with program staff, participating students and faculty on the program.

The evaluation site visit team was led by Dr. Brian Harley, Associate Dean of International Programs and Director of Programs for Study Abroad, Purdue University. He is familiar with CIEE programs and has visited several other CIEE study centers in the past. This has included similar program evaluations in Budapest, Beijing, and Santiago as well as five other assessments for a former employer. In addition, Dr. Harley has formerly been an interim resident director for a consortium study abroad program and has led student and faculty groups overseas for study/professional programs.

Lorraine Bayard de Volo (PhD in political science, University of Michigan, 1996) is Director of the Latin American Studies Center, Associate Professor of Women and Gender Studies, and Affiliated Professor in Political Science at the University of Colorado, Boulder. Her areas of interest include gender as it interacts with and informs war, revolution, political violence, and social movements. She has done fieldwork in Cuba, Colombia, Mexico (Chiapas), and Nicaragua. She is the author of *Mothers of Heroes and Martyrs: Gender Identity Politics in Nicaragua, 1979-1999* (Baltimore: Johns Hopkins University Press) as well as articles in journals including *Signs, Comparative Politics, Gender & Society, Social Politics, International Feminist Journal of Politics, and Mobilizations*. Through previous grants from the National Science Foundation and the United States Institute of Peace, she is working on a comparative research project on women, war, and peace processes in Colombia, Cuba, Mexico, and Nicaragua. Her first planned major publication out of this research will be a book on gender and the Cuban revolution.

Dr. Linda Ledford-Miller is a Professor of Spanish and Portuguese at the University of Scranton where she also chairs the Department of World Languages and Cultures. She works closely with both the Director of International Student and Scholar Services, who receives incoming students, including the Fulbright Foreign Language Teaching Assistants who come annually to teach in her department (Japan, Tunisia and Colombia this year), and with the Director of Study Abroad, who works with students going abroad. She has led several short term faculty-led study abroad programs, with Business students to Argentina, Uruguay and Brazil, to Rwanda, and two to sites in the state of Puebla, Mexico. She has lived abroad in Brazil, Guatemala, and Mozambique. She has reviewed study abroad programs in Spain, Peru, Argentina, and Ecuador, and established direct exchange agreements with two universities in Brazil.

The site visit team jointly drafted and agreed on recommendations which are made part of this report.

RECENT CLA ENROLLMENT STATISTICS (2009-2012):

Current enrollment: 39 (fall 2012)
Average enrollment per semester: 40
Highest Recent Enrollment: 50 (spring 2011)
Lowest Recent Enrollment: 30

RECENT LIC ENROLLMENT STATISTICS (fall 2011, spring 2012, and fall 2012):

Current enrollment: 9 (fall 2012)
Average enrollment: 7
Highest Recent Enrollment: 9
Lowest Recent Enrollment: 3

Note: the CIEE Valparaíso study center has three programs, including the Gap year program in addition to Liberal Arts and Language in Context. The grand total of students is often just over 60 per semester.

EVALUATION

In accordance with the Program Evaluation Plan for ACB Program Review, the evaluation report is divided into ten sections below, corresponding with the terms of reference specified in the plan.

I. Academic Framework

Liberal Arts Program (LA)

All students accepted in the program are urged to attend the Online Pre-Departure Orientation (OPDO) offered at several different times to groups of no more than 10-12 students. The OPDO also provides the first connection among students in the program cohort. Though an occasional student fails to attend, perhaps as an oversight such as not remembering that Apple products are incompatible with the program software, students found the OPDO very informative.

Once on site, all students participate in a pre-semester course that introduces them to the contemporary Chilean context through readings, lectures, and site visits. This “common module” factors as 20% of the final grade for any of the CIEE courses.

Students are required to take one CIEE course. Four options are available: 1. Seminar in Living and Learning in Valparaíso, 2. Valparaíso: History, Film, and Literature, 3. Chile: Contemporary History and Cultural Geography, and 4. Contemporary Hispanic American Short Story. Syllabi for these courses are thorough and include a bibliography, a schedule of readings /assignments/activities, clear parameters for how the student is evaluated and due dates for graded work.

LA students also enroll for courses at the Pontificia Universidad Católica de Valparaíso (PUCV), either through classes offered for foreigners under the auspices of the PIIE, the International Program of Student Exchange, or through direct enrollment at the PUCV. Syllabi for PIIE and PUCV courses vary. PIIE course syllabi tend to be more complete, including a bibliography and often, but not always, more explicit information on how the student will be evaluated and what weight each evaluative element holds. PUCV courses are divided into three kinds/levels:

required (part of the Chilean's student's major), elective, and "general." The level of difficulty is highest in required courses, varies by department in Elective courses, and seems to be lowest in "general" courses. General courses may count as 2 or 3 credit courses. Two general courses were observed: Mountain Sports, Man and Games, and one elective course Puppet Workshop. The puppet course has a bibliography. In both cases the instructors were dedicated and enthusiastic, and the course content interesting and fun, but academic content minimal and syllabi rather vague. Such courses would probably best serve those students with relatively advanced language skills seeking to practice communication.

The LA program students enter with a minimum of five semesters of college Spanish rather than the former six, but we saw no negative consequences of the reduction. With five semesters most students are well prepared to take classes at CIEE and PUCV.

PUCV required courses are appropriate for students in the LA program though they may be somewhat challenging early in the semester. Syllabi for such courses generally include a bibliography and a vague statement on student evaluation. Neither the PIIE nor PUCV course syllabi include a schedule of readings or assignments or any due dates for student work, so feedback on grades may not be timely. Of course this is quite typical of many countries and certainly of Latin America. Students are advised of this difference in several venues, from the OPDO to the in-country orientation, the program-specific materials given to accepted students, and the student handbook. Furthermore, students are also advised to save their syllabi and coursework to take back to their home institution for review if needed.

CIEE, PIIE and PUCV required and elective courses meet the requirements of home institutions though the vagueness of some syllabi would require additional supporting material for home institution advisers to verify course content and adequate student evaluation, perhaps especially for those institutions who accept the grades from study abroad rather than transcribing them as transfer credits. PUCV general courses may or may not meet the requirements of home institutions, depending on the course.

Tutoring is provided at CIEE as needed by the students. Students are also encouraged to make contact with Chilean students in their classes, in order to clarify assignments and announcements. Because the syllabi contain no schedule of work, the student must be present to receive any handouts (most work is done with photocopied texts) and to understand the professor's announcements. Some courses have an "*aula virtual*" (an online classroom management system similar to our Blackboard) and place readings there, but our impression was that the system is little used. For example, students have shown up for classes that have been cancelled, or moved to another time and day by majority vote of the students. Consequently, it is essential that students have their professors' email addresses as well as contact information for one or two Chilean students.

The CIEE library houses books that students may check out, binders full of photocopies of works that may be required reading in PUCV classes, and binders filled with syllabi for PUCV courses and evaluations by former students in those courses. Students stated that the evaluations aided them in choosing courses to take.

Advising is done by the Resident Director, the Academic Director, and one of the CIEE faculty.

Experiential learning occurs within the context of some of the CIEE classes, which include walking tours of Valparaíso or a visit to the Museum of Memory and Human Rights in Santiago, for example. Field trips, though not always directly linked to a specific class, always link to Chilean reality. The trip to Rabuco allows students to see a traditional family farm as well as the

production of a crop (flowers) for export. The possibility of staying with a Mapuche family for a weekend, though limited to a small number of students, clearly supports the understanding of what it means to be Chilean, the history of the country, and issues of marginalization and the loss or retention of a native culture. All field trips are made available through the personal contacts of the Resident Director and use CIEE resources. No external agencies offer these experiences, which many students find profoundly developmental.

Field trips complement the academic experience. The current long weekend trip offers a unique perspective on Chile and Chilean society. The group as a whole goes to Pucón and Curarehue, where all can choose the activities of most interest to them. Twelve students have the opportunity to spend the weekend with a *Mapuche* family while others choose among several activities including rafting, trekking, and canoeing. A single long field trip seems sufficient. Other field trips are within two hours or less of Viña del Mar.

Language in Context (LIC)

LIC students enter the program with 0-4 semesters of Spanish. The team met with LIC students, observed their Spanish classes, and one team member visited a host family for a LIC student. With the exception of students with zero Spanish who live with English speaking families (the expectation being that conversation will gradually move to more Spanish), students attest to having learned a great deal of Spanish through their classes and interactions with host families. Classes are well organized and taught by qualified and enthusiastic instructors. However the team was disturbed by LIC student reports—and complaints-- of PUCV courses that lacked any required readings.

Grade reports are handled in a professional and timely manner and correspond to the needs of home institutions

Recommendations:

- 1) Students should not be allowed to register for courses that have no required readings.
- 2) CIEE-Valparaiso should collect the reading list or bibliography to accompany each syllabus collected and add those lists to the binders of syllabi.

The Universidad Viña del Mar

As part of the current CIEE future program development consideration for the LIC program, the team visited the Universidad Viña del Mar (UVM) in Viña, meeting with members of the Department of International Relations (DIR). Two members of the team went to the new (2008) main campus in Rodelillo which more closely resembles an American campus. The new campus is quite impressive with top of the line up to date facilities and equipment (nursing, dentistry, speech therapy).

UVM is part of the system of Laureate International Universities, formerly known as Sylvan, and consequently is a business of for-profit education. This raises some concerns, particularly given the reputation of Sylvan in the United States. The presentation of UVM by the DIR did not address faculty qualifications. At PIIE, in contrast, we learned that 50% of the faculty members have PhDs and 30% have master's degrees. One team member attended a UVM course offered in English and found the pace exceedingly slow—perhaps due to the English of the instructor, who does not have a master's degree. None of the sample syllabi had a schedule of work, which is common, but none of them had a bibliography or list of readings either. The

language courses are listed in accordance with known proficiency levels, in this case the Common European Framework, but the team did not have the opportunity to observe a language class. An American student (not CIEE) was present at the meeting and expressed satisfaction with his program. For four years the Spanish program has been administering the DELE, the exam for a Diploma in Spanish as a foreign language approved by the government of Spain. They have also been reviewed by the Cervantes Institute and their accreditation as an institute is pending. UVM recently was fully accredited for all its majors for a four year period.

UVM may be appropriate for Spanish language classes, given the pending Cervantes Institute accreditation, but courses should be visited to verify the qualifications of the faculty and the academic integrity of the course. The team saw no evidence that courses in other disciplines would meet home institution needs. The UVM volunteer system may well be something to investigate.

3) Consider UVM for Spanish language classes after further verification.

4) Consider UVM for a volunteer program if this endeavor is to be continued.

The great strength of UVM is its institutional commitment to social responsibility which requires that all of its Chilean students do community outreach each semester, normally linked to their major. As a result, UVM offers several good volunteer opportunities to its foreign students. Students take a ten week workshop in conjunction with their volunteer activity. Though the program syllabus lacks a bibliography, the ten independent sessions are clearly spelled out. International students have the following options at UVM: assist with intellectually disabled young adults; volunteer at a disabled children's hospital; work as a teaching assistant for English classes; work at a children's shelter; or volunteer at a national park. Volunteer activity is monitored by UVM faculty.

II. Teaching and Learning

The faculty members of CIEE courses are dedicated, enthusiastic, and well qualified for their courses. Students have a professor with a PhD in literature for their literature course, a published poet for the Valparaíso course, and for the Chile course a historian who is working on his doctorate in history and is also the librarian for a rare collection of historical books and documents at the Budge Library at PUCV. The latter two professors have instituted unique and creative learning assignments for their students including art and creative writing and an interview in Spanish of a "great Chilean"—not a famous person, but a great person according to the student.

Academic growth: LIC students chose CIEE Valparaíso precisely because they were able to study abroad in a Spanish speaking country despite a lack of language proficiency. The LIC program is young, only in its third semester, but the program clearly represents a learning opportunity for LIC students and a growth opportunity for CIEE. The CIEE courses are well respected. Students are particularly happy with the Seminar on Living and Learning (SLL) which is the only CIEE course open to LIC students. One team member visited a SLL class session and found students (all of whom were from the LA program) particularly engaged, also owing to the commitment of the valued instructor, Resident Director Marcia Vera.

PUCV offers a full range of language courses at all levels, beginning to advanced, and for direct enrollment, a broad selection of other content areas. There are, however, no offerings in social sciences which were disbanded by the dictatorship of Pinochet and have yet to recuperate. As a result, there are no courses in Anthropology, Sociology or Political Science, though some of

the professors from the disciplines were incorporated into History and offer history courses with some social science perspectives.

Recommendation:

5) As CIEE grows, courses in Cultural Anthropology, Gender Studies and Ethnic Studies should be offered.

Language and communication: As part of their on-site orientation, students are tested for language level prior to registering for classes of Spanish or in Spanish. Students in the LA program are placed individually with a Spanish speaking host family and thus have constant out of class opportunities to speak Spanish. LIC students are also placed with Spanish speaking families, with the exception of one student with no background of Spanish instruction who was placed with an English speaking family. Most students also noted that they had Chilean friends with whom they go out.

Intercultural learning and development begins with the OPDO and continues with the on-site orientation and the Common Module on Contemporary Chile. Host families are very supportive and engage in discussions of cultural comparisons, learning as much themselves as teaching their guest students.

Volunteer activities are an additional method of intercultural learning, but this component of the CIEE Valparaíso program continues to present a challenge, as also indicated in the 2003 and 2010 reports. Students are not required to fulfill a specific number of hours nor do they have a solid commitment with the agency or site they intend to serve. They often “call off” their attendance at the site because their weekend travel plans are more compelling. If the program really wants to offer volunteer activity, or even offer true Service Learning, this area needs much attention. It is unclear how students are prepared for their volunteer experience or the extent to which the receiving institution truly benefits.

Recommendation:

6) Given that a CIEE-Valparaiso volunteer program needs to be strong and worthwhile for both student outcomes and staff efforts, the team recognized three options for change:

- [a] Assuming the continuation and improvement of volunteer offerings,
1. The staff member responsible for volunteer activity should be a full time or nearly full time position devoted entirely to the volunteer program.
 2. Students should be adequately prepared for the volunteer experience.
 3. A minimum number of volunteer hours at the site should be required.
 4. The student should sign a contract of commitment.
 5. The student should keep a reflection journal as a developmental exercise.
 6. CIEE should transcript the volunteer work as a non-credit co-curricular activity.

[b] Assuming no improvement of the current and long term situation, terminate the CIEE volunteer program or

[c] Investigate the possibility of CIEE students taking the Volunteer course offered for credit at UVM, if the quality of the program is verified.

III. Quality and Appropriateness of Students

CLA: The participant pool for the program has been largely defined by the requirement of completing the equivalent of five (5) semesters of college-level Spanish. This was a recent change from completing six (6) and appears to not generally change the nature of the program or the predicted success of the students.

LIC: The participant pool for the program has been largely defined by those having little to no Spanish language training. The eligibility recently changed to reflect the true beginner (i.e. zero semester of college-level Spanish) to the equivalent of completion of four (i.e. formerly three) semesters of college-level Spanish. Because the program is both for beginners but yet allows exceptional students to take university courses directly, this change does not seem to alter the core functioning of the program. Services to beginning students remain strong.

The program appeals to a reasonably wide variety of majors and fields of study who seek a program to further enhance their language abilities. Several students take business coursework and it is notable that students with interest in Spanish language and business could be well served by this option in Chile because of future professional aspirations of doing business in Latin America versus Spain.

Each member institution has its own system of outreach to students, which includes minorities and other underrepresented groups as recruited by the home institution. CIEE program materials make it clear to the reader that CIEE is committed to providing opportunities to all qualified students, including those in under-represented groups.

The resident staff discussed how this semester a student (in the LIC program) is self-identified as being part of the GLBTQ community. Further, another student interviewed referenced her concerns that appropriate resources should be available to GLBTQ students. The stories were not inconsistent, leading the team to perceive that the student's sense of vulnerability was being chiefly articulated as insufficiencies by CIEE staff to provide sufficient assistance and information which could assist the student in feeling safe. While significant attention has been invested by CIEE staff, it has not eradicated the feelings of vulnerability or the outcome of self-isolation by the student. The team acknowledged the complexity of the transgender student's situation and can only hope that the student might realize the supportive attitude and actions by CIEE staff.

At the same time, a closer inspection of the on-site materials does reveal that little if any overt information or proactive discussion is provided for the benefit of the group. The prevailing interpretation is that if basic communications about GLBTQ concerns were made public, this could not only provide information but perhaps more importantly symbolize a clear openness to serving self-identified students. For example, basic statements about non-discrimination, links to online resources such as associated with NAFSA's Rainbow SIG (Special Interest Group for related concerns), or postings about available resource centers could be a useful cornerstone to a dynamic set of resources. This would help students be aware of the ongoing commitment by CIEE locally and globally.

Recommendations:

7) Revised program materials should include references to how GLBTQ students should expect cross-cultural differences as accompanied by a prudent set of links for further resources.

8) CIEE should see that its non-discrimination policy is articulated to students on programs at the local level of the study center in addition to all other appropriate venues.

Student Conduct: With regard to student behavior, the team observed that study center staff members have clear expectations about student behavior. While there was not one comprehensive unified source identifying the student code of conduct, there were three important features that touch central needs.

For example, there is an alcohol and substance-abuse policy that is clearly stated. And nested within the printed outline of progressive discipline steps, students can see that this includes access to outside professionals for assistance.

Student expectations concerning homestays were also made clear. A mutually agreeable commitment is made between the student and the family as accompanied by a detailed list of provisions and assumptions so that roles and responsibilities are clear.

Also student behavior related to academic performance including attendance is identified as is mentioned elsewhere in this report.

For all of these reasons, it is convincing that the CIEE Resident Director and staff have a clear vision of student conduct and are committed to addressing needs as they arise. At the same time, having one consolidated document outlining the code of student conduct (referencing any universal documents coming from CIEE-Portland as appropriate) would be useful to make these expectations and consequences optimally clear. This would benefit students, staff, sending institutions, and others. As part of this, relevant provisions for student appeals should likewise be included.

Recommendation:

9) A single unified code of student conduct, with appropriate references, should be provided to students so that all stakeholders can reference this.

Sexual harassment is a topic that is covered by CIEE staff both verbally as well as in written form. The team resonated with the advice even as it was directed primarily to CIEE females navigating a different cultural context from a heterosexual viewpoint. The one apparent omission was the printed expectation that CIEE students not harass one another. While obviously an expectation, it should be stated.

Recommendation:

10) In a stated code of conduct or elsewhere, it should be stated that sexual harassment between CIEE students is not acceptable.

Homestays: It should be noted that host families are another source of informal sanctioning relative to the appropriateness of student behavior. When students cross the line of acceptable behavior with regard to drinking or other inappropriate behavior, the internal influence from and accountability to the host family is an important mechanism to keep behavior in check. If such behavior is not corrected, host families contact CIEE Resident Staff towards other interventions. This process has been useful to deal with issues at the time of the occurrence to minimize escalation.

Students with physical disabilities would not currently be well served at this location, chiefly because of the unique hilly topography. There is confidence that host families would be sympathetic and isolated classroom facilities are plausible, but nonetheless there would be many issues to overcome. The resident staff recounted how recently an injured student (with a compound fracture requiring surgery) was determined to complete the program on crutches but not without significant effort.

In general both sending institutions and current student participants found the pre-departure preparation to be appropriate. Students reported no particular surprises relative to preparatory information.

IV. Student Preparation for the Learning Environment

Students were given a variety of time-slots 4-6 weeks in advance of arrival in Chile to participate in the Online Pre-Departure Orientation on CIEE study abroad in Valparaiso-Viña del Mar. The webinar is interactive, with the resident director speaking and students submitting questions online. The lists of what to bring, visa information, and so on are clear and comprehensive. Preparation for the different learning environments at CIEE and PUCV was also thorough. The Student Manual CIEE Valparaiso 2012 is a spiral-bound booklet distributed to students upon arrival. This is a very useful manual; with username and password, it is electronically available to students prior to arrival. Students recommended that CIEE compile and pass along advice for future students left by departing students. Students would likely think of everyday forms of advice (what to bring, cautionary notes, good running trails, interacting with stray dogs etc.) that might escape the attention of Chilean CIEE staff.

Recommendation:

11) Compile a list of recommendations for future students left by departing students.

Parent Guide: We found that in addition to student preparation, CIEE Valparaiso receives a good number of calls from parents who wish to visit students in Valparaiso and have travel questions. A simple electronically-available Guide for Visiting Parents could go far to address parental inquiries and thus lessen the burden on the English-speaking CIEE staff. Helpful information would include contact information for airport transportation, English-speaking tour operators, hotels at various price-ranges, and restaurants. The guide could also address questions about money/credit cards, electrical adapters, visa requirements, and preferable times to visit. Much of this information is already compiled in other CIEE Valparaiso documents, including the student manual. The rest could be put together fairly quickly by a staff member in coordination with current and past US students' contributions based upon previous parent visits. This would more efficiently make practical information available for those interested.

Recommendation:

12) Create a short parent handbook for information on travel to Chile.

Clearly the CIEE staff exhibited extraordinary concern for students, going to great lengths to ensure a supportive learning environment. Students reported positively on the support they receive by local educators and staff, which is probably more interactive and nurturing than what they experience at their home universities. It is evident that the staff members genuinely care about students' wellbeing and that most students feel comfortable approaching them with problems, including those involving sensitive issues. This is a clear strength of this study abroad program. The site visit team notes that such high-level attention to students is an

important skill in itself. It can also be time-consuming, and we encourage the main CIEE office to ensure adequate staffing in order to maintain this high level of student support.

Finally, returning students are well prepared, including being cautioned well in advance that it might take several months for grades to be reported to the home university. Overall the student preparation was good and the team observed much congruence between the pre-departure materials, the on-site orientation, goals described by staff, and the experiences cited by students.

V. Quality and Appropriateness of Services

Pre-departure services: As a whole, students were complimentary about having adequate information following their acceptance in the program. There were some complaints about the new enrollment management system, Polaris, but these were not inconsistent from other observations during this same approximate first year of the new system. So the team is confident that CIEE-Portland is aware of the nature of these concerns.

The online pre-departure orientation was valued by students. Not inconsistent with printed materials, students were a bit baffled why they needed to use a PC (versus a Mac) to participate, but all agreed instructions were exceedingly clear.

One of the biggest complaints by students (and likewise a couple of sending institutions) concerned instructions communicated by CIEE regarding how to obtain a visa. The perception was that obtaining a visa upon arrival may have ultimately been advantageous as compared to the complex and costly process of obtaining the same before departure, particularly for those who had to make a special overnight long-distance trip to one of the handful of US locations to attend to this. Compared to the complex description (for visa procurement in the US) provided in advance by CIEE-Portland, it was observed that a more straightforward process (for visa procurement upon arrival) was described in the student manual, coupled with accompaniment by CIEE Valparaiso staff. Probably only if students live near one of these US Consulates might they be better off to obtain a visa in advance.

In all, the on-site orientation is an important priority to the CIEE staff. The team felt confident in the depth and breadth of topics covered.

Recommendation:

13) Clarify the visa needs and how the procurement options and consequences compare for pre-departure versus post-arrival.

Host Families: Housing with Chilean families is a core program design, required for all one-semester students. In addition to ongoing language development, such an environment provides for ongoing entree into mundane and intimate family social settings. It also provides a valuable sense of student support, where culturally Chilean “parents” take an extra role in the well being of the student and feel a sense of duty to care for their needs and issues, all done in tandem with CIEE staff as needed.

Homestay students were very positive about their experience, particularly because of how it assisted their language learning and deeper cultural understanding (through exposure to more mundane activities of daily living). It was noted that there were few complaints or needs to move this cycle.

As one aspect of ensuring optimal housing, CIEE requires that host family residences have obtained the annual *Sello Verde* (i.e. Green Seal Certificate) connoting that the official electricity and gas inspection was approved at the highest level. This status serves as an appropriate proxy that the physical location is deemed safe. The homestay coordinator also mentioned the practical awareness of needing to be relatively near PUCV and CIEE, in an appropriate neighborhoods, and to have survived one or more earthquakes (in 1985, 1995, and/or 2010). In addition, CIEE Valparaiso staff members assure that all homestay locations have both a smoke detector and a carbon dioxide detector. There is also substantial written and verbal information guiding the careful use of gas heaters.

The requirements and conditions for host family selection were seen as reasonable by the evaluation team. Both the student and family sign a commitment document which thoroughly outlines expectations. For some students, the family stay is a highlight of their program. In all, the family stay aspect of the program is viewed positively by many audiences (e.g. CIEE staff, CIEE students, US sending institutions, host families, and the evaluation team).

Staffing: Services provided to students on-site are of appropriate quality and scope owing to the dedicated CIEE staff. In particular, the Resident Director, Marcia Vera Vassallo, is central to the success of the study center. In addition, Dr. Haydee Ahumada Peña, is Academic Director for the CIEE program, albeit a part-time role. Dr. Ahumada's essential duties include aiding students with course selection and support. Ms. Francisca Vera, Housing and Administrative Coordinator, provides valuable assistance not only for homestays but also plays an important backup role for emergencies and other urgent needs. Ms. Gloria Tapia, Volunteer and Administrative Assistant, works not only on the volunteer program activities but also is a key staff support role. And Mr. Glen Elliott, Logistic and Operational Assistant, is part-time but fully engaged with many operational aspects of the program.

All staff members were seen as having strong technical skills and also awareness of cross-cultural competencies. They conduct activities in a professional manner, including the ways that they sub-contract with professional driver, guides, and other people assisting with the program.

While no students mentioned the following, the study center has some family relationships between staff (e.g. Marcia is married to Glen plus related to Francisca). The review team felt positive about the professional interactions and felt that the role separation was made clear. That is, while such relationships could lead to having unclear boundaries, that was not observed.

However the team was aware that in any situation like this, students may feel that they lose the ability to speak confidentially to one of the married couple. This is further exacerbated when both are the only fluent English speakers.

Recommendation:

14) In cases where resident staff are related to each other, this should be disclosed to students early in the spirit of clear disclosure.

Staff duties: Role differentiation could further be improved. The study center resembles a small program that has reached medium size. The egalitarian attitude is lauded even while it is noted that more clearly delineated job descriptions and delegation would be useful for sustainability and growth. It seemed to the team that many tasks ultimately had oversight by the Resident Director including direct interaction with students. From an administrative point of view, clarifying roles and responsibilities could make for a more efficient operation.

Recommendation:

15) Update job descriptions to delineate clear and efficient roles.

Program growth is clearly expanding at the CIEE Valparaiso study center. Because of the ongoing commitment to voluntarism, the growth in programming (i.e. recently added LIC plus soon-added summer), and ultimately growth in student numbers, staffing needs to accompany this for managed growth.

Also, staffing lacks two important (even archetypical) positions often seen in study centers like this. For one, a dedicated full-time secretary with strong English skills would be a valuable presence. Particularly since the CIEE office is a stand-alone facility with staff coming and going alongside many duties, having a permanent presence would be helpful.

Second, having a young US professional on staff could be a key interface with students. Likely a former study abroad student him/herself, a youthful presence could quickly answer students' questions, give them confidence with both empathy and cajoling, and help students solve their own problems through advice as a near-peer. As can be seen in other study centers, one imagines a junior-level American professional staff in the role of Assistant Resident Director, Coordinator of Student Services, or the like.

Recommendation:

16) Hire more study center staff, with role specificity in mind, to support the Valparaiso programs.

VI. Health, Safety and Security

CIEE Valparaiso has established protocol and contacts to respond to concerns regarding students' emotional and physical health. We have some suggestions regarding gender and sexuality. Students receive basic guidance about gender relations in Chile, including norms and instructions on situations to avoid. The instructions are hetero-normative for the most part and do not address distinct challenges to LGBTQ (lesbian, gay, bisexual, and transgender/transsexual, queer) students. The materials supplied to the site visit team included some positive statements by gay students regarding their study abroad experience in Valparaiso while also emphasizing the importance of stating their sexuality in the pre-arrival forms such that a supportive home stay can be secured.

As mentioned earlier in this report, the team heard from both CIEE staff and a student about the additional challenges regarding a transgender student in Chile that arose for the first time this semester. To our knowledge, CIEE staff was supportive and respectful in this instance and more generally and several teaching staff have gender studies backgrounds. Nonetheless, we note that it is difficult to achieve the proper balance between ensuring an LGBTQ student's ability to learn in a safe, supportive environment while also recognizing the limits in one's ability to be accorded certain U.S. university norms and rights in another society. We recommend additional language be added to the literature for prospective and incoming students regarding gender, gender identity, and sexuality, alerting students more fully to the challenges, sensitizing them to the importance of cultural context, and providing sources for further research on Chile with regards to the LGBTQ community, LGBTQ rights and protections, as well as travel advice. CIEE Valparaiso informed us that there is greater acceptance for homosexuals in Chile than for transgendered individuals, the latter being a relatively new identity for most Chileans and thus

poorly understood. When CIEE Valparaiso learns of an incoming trans student (and LGBTQ students more generally), pro-active conversations with that student and the student's university (the study abroad office, advisor, and/or LGBTQ center coordinator) might optimize the educational and cultural experiences of the student.

Recommendation:

17) Supply LGBTQ incoming students with more information regarding rights, social climate, and support networks in Chile as well as other proactive forms of education and support.

Regarding education and preparations for emergencies, CIEE supplies all students with a laminated wallet-sized card listing emergency phone numbers—local CIEE emergency contacts as well as ambulance, police, fire station and clinic numbers. The reverse side contains contact information for all key CIEE staff plus the CIEE office, CIEE Portland, and U.S. embassy. Students reported that they habitually carried this card with them. Given the relative prevalence of earthquakes and tsunamis in the area, CIEE has developed a detailed safety and evacuation plan for students based upon plans drawn up by the city. For tsunami alerts, students are informed on how to seek high ground. They are also given earthquake safety procedures. In such emergency situations, students are to return to their host family, or if that is impossible, seek the nearest host family until contacted by CIEE. There is also a plan for host families, with each one choosing a family meeting point and passing along vital information (in the event that phones are down) via a pre-established chain of communication with other host families. In our meetings with students, they reported that these detailed instructions were adequately communicated to them. Given the recent Chilean student protests, students are also cautioned about protest practices and police responses, including use of tear-gas.

Compared to the instructions on natural disasters, the instructions on everyday security and interpersonal violence (car and pedestrian accidents, pick-pocketing, robbery, and nonsexual and sexual assault) are less thorough, despite their greater likelihood of occurrence. After consultation with local police, CIEE emphasizes methods of crime prevention. The instructions were detailed. However, beyond calling CIEE immediately, there were no details for what one should do if one becomes a victim of a crime. On the CIEE Valparaiso website, we did find a link to the Chilean Institute for Reproductive Medicine's (ICMER) webpage on gender violence with useful information for what to do if one is sexually assaulted. This information is difficult to find and should be more readily available to students.

Recommendation:

18) Enhance the instructions on everyday security and interpersonal violence (car and pedestrian accidents, pick-pocketing, robbery, and nonsexual and sexual assault), including specific steps to take in various emergencies.

CIEE might also compile statistics on crimes or accidents experienced by students from the previous year. These should be anonymous such that they do not inhibit students from reporting crimes to CIEE to avoid embarrassment, and special consideration should be given to ensuring anonymity for victims of sexual assault if an instance should occur. Given the smaller size of the program, it would be difficult to maintain anonymity if these details were released to students immediately after they occur.

Recommendation:

19) Compile statistics on crimes, accidents, or other related incidents experienced by students from the previous year.

In all, the team was in agreement that students benefit from having information wherever possible and appropriate. While honoring the student's right to privacy, it merits investigation about how incident reports should be shared near the time of the occurrence (in addition to briefing future program cohorts generally) for the benefit of other students on the program who could benefit from knowing how to avoid similar assaults, disruptions, or stresses. Several sending institutions have such protocols in place for "campus alerts" to the wider community, which is likewise anonymous but also to more numerous recipients. Of course, an anonymous alert to a smaller group, depending on the nature of the incident, may be inappropriate or at least make the victim feel awkward.

Recommendation:

20) CIEE should consider how to implement a group notification system for acute alerts where appropriate so that the information can benefit others.

VII. Quality of Facilities

CIEE rents a two-story (ground and second floor) corner office space in Viña del Mar. The building is surrounded by a high metal gate; beyond that, there is a narrow garden leading to a heavy front door with electronic security features. The building is in a desirable area with a mix of small businesses, schools, and residences.

There is a large front office on the ground floor with student information on walls and tables. A pleasant covered patio with eating tables and wireless access adjoins a small kitchen. Upstairs, there is a computer room equipped with four computers, two of which were notably older than would be expected and appear to be in need of replacement. One of these emitted distracting noises. Students gathered here to chat and check email/internet. There was also a pleasant upstairs covered patio with comfortable chairs and wireless access. The upstairs classroom would readily accommodate about 20-25 students given available seating. Larger informal meetings could also be held with additional students sitting the floor. However, there is not sufficient space for, say, over 35 students to meet at one time. Given that this is not a frequent occurrence, the current facility serves well.

While students have ready access to their assigned readings, library facilities for research projects or additional readings are limited compared to norms in U.S. universities. PUCV has several library study areas that present desirable opportunities for students to study between classes amongst Chilean students. PUCV has nice group study rooms available. Library book holdings are limited, and the books that are available can only be checked out for shorter periods (several days). UVM has no access to library databases. Increasingly, U.S. students can access most library materials at their home university remotely. Many students could overcome library shortcomings by familiarizing themselves with this feature.

Regarding accessibility for students with disabilities, the cities of Viña del Mar and Valparaiso are relatively flat near the sea, but much of the cities are on fairly steep hills, which present clear difficulties for students with limited physical mobility. This is coupled with a lack of ramps and elevators in buildings, both old and new. Public transport is not designed to readily accommodate students with disabilities.

Prior to arrival students are supplied with a very helpful FAQ regarding cell phones, internet access, and laptops. Students are encouraged to buy an inexpensive phone (\$25-35) and a local calling plan upon arrival. Instructions are also supplied for phone calls home. Laptops are not necessary—computers are available at PUCV and the CIEE office. Few if any students used laptops to take notes during classes. Most (about 80%) of host families have internet access; about half have wireless. Internet cafés are abundant and inexpensive. Finally, the CIEE office has two very comfortable patios with wireless access. Classrooms at both CIEE office and PUCV were equipped with LCD projectors and screens. Powerpoints are widely used by instructors.

VIII. Perceptions of stakeholders

The team leader queried several sending institutions in advance of the assessment visit and received responses from many. Because the LIC program is new, most of the input was about the Liberal Arts (LA) program.

There was a clear theme of satisfaction and positive sentiment from representatives of the sending institutions. Where there were concerns expressed, they were not inconsistent with what the team had learned through other means. For example, there were varying responses about the academic rigor of certain courses, not unlike what was learned from the current cohort of students. And some representatives observed that instructions offered to students about obtaining a visa continues to be more time consuming and confusing than would seem needed.

IX. Relationship to previous evaluation

This evaluation followed the 2003 evaluation of the CIEE Valparaiso program. Whereas this report is not meant to comment in detail about all 21 former recommendations, highlights are described. It is important to note that the context in 2003 was when the Valparaiso center was still relatively new as a stand-alone program. Today it clearly is a more mature program which serves students from a wide variety of majors.

It remains important that American-style syllabi be both available to students during the program but also in advance to all including sending institutions. The team was confident that the CIEE staff in Valparaiso has taken steps to achieve this outcome over the years. Many syllabi were noted on file in the study center, accessed by students during office hours. It will be important to further this effort where possible and also make a core of these available online.

Visa instructions were observed in the 2003 evaluation as being limited for pre-departure procurement. Whereas these details are presently outlined, it is also observed that obtaining a visa post-arrival can be more efficient and less stressful for many students. The recommendation for identifying options and consequences was previously mentioned in this report.

Course evaluation documents from past students were also available to current CIEE students. Hard copies of these documents were likewise available for students to browse at the CIEE office.

The 2003 evaluation pointed to the need delineating which questions should go to which staff person. This was not only to help students understand but also to better clarify roles of the resident staff. A good starting list is now provided in the Valparaiso orientation handbook,

chiefly about academic and emergency issues. It may merit consideration to add more categories along with the appropriate point person identified.

Again, it is noted that several recommendations had been acted upon and these are not being discussed in detail. And the program is functioning clearly as a mature study center on its own right.

ACKNOWLEDGEMENTS

The members of the evaluation team benefited greatly from the care and concern for this process by the staff of CIEE and of the host institution but in particular the Resident Director, Marcia Vera Vassallo. The schedule was organized to include students, instructors and host university teachers as well as administration. The evaluation team was grateful for their attention and valued assistance during the week. It also merits comment that these exercises further enhance the relationships between stakeholders because of the perspectives shared. Through this process many players were involved including resident staff, local instructors, participating students, sending institutions and ACB representation (not to mention CIEE-Portland staff). Through face to face interactions, each entity can more fully understand both the concerns but also the contributions of the other towards the shared goal of having strong programs for students.

SUMMARY OF RECOMMENDATIONS

- 1) Students should not be allowed to register for courses that have no required readings.
- 2) CIEE-Valparaiso should collect the reading list or bibliography to accompany each syllabus collected and add those lists to the binders of syllabi.
- 3) Consider UVM for Spanish language classes after further verification.
- 4) Consider UVM for a volunteer program if this endeavor is to be continued.
- 5) As CIEE grows, courses in Cultural Anthropology, Gender Studies and Ethnic Studies should be offered.
- 6) Given that a CIEE-Valparaiso volunteer program needs to be strong and worthwhile for both student outcomes and staff efforts, the team recognized three options for change:
 - [a] Assuming the continuation and improvement of volunteer offerings,
 1. The staff member responsible for volunteer activity should be a full time or nearly full time position devoted entirely to the volunteer program.
 2. Students should be adequately prepared for the volunteer experience.
 3. A minimum number of volunteer hours at the site should be required.
 4. The student should sign a contract of commitment.
 5. The student should keep a reflection journal as a developmental exercise.
 6. CIEE should transcript the volunteer work as a non-credit co-curricular activity.
 - [b] Assuming no improvement of the current and long term situation, terminate the CIEE volunteer program or

[c] Investigate the possibility of CIEE students taking the Volunteer course offered for credit at UVM, if the quality of the program is verified.

7) Revised program materials should include references to how GLBTQ students should expect cross-cultural differences as accompanied by a prudent set of links for further resources.

8) CIEE should see that its non-discrimination policy is articulated to students on programs at the local level of the study center in addition to all other appropriate venues.

9) A single unified code of student conduct, with appropriate references, should be provided to students so that all stakeholders can reference this.

10) In a stated code of conduct or elsewhere, it should be stated that sexual harassment between CIEE students is not acceptable.

11) Compile a list of recommendations for future students left by departing students.

12) Create a short parent handbook for information on travel to Chile.

13) Clarify the visa needs and how the procurement options and consequences compare for pre-departure versus post-arrival.

14) In cases where resident staff is related to each other, this should be disclosed to students early in the spirit of clear disclosure.

15) Update job descriptions to delineate clear and efficient roles.

16) Hire more study center staff, with role specificity in mind, to support the Valparaiso programs.

17) Supply LGBTQ incoming students with more information regarding rights, social climate, and support networks in Chile as well as other proactive forms of education and support.

18) Enhance the instructions on everyday security and interpersonal violence (car and pedestrian accidents, pick-pocketing, robbery, and nonsexual and sexual assault), including specific steps to take in various emergencies.

19) Compile statistics on crimes, accidents, or other related incidents experienced by students from the previous year.

20) CIEE should consider how to implement a group notification system for acute alerts where appropriate so that the information can benefit others.

Appendix A. Schedule for ACB Evaluation (Saturday, October 20 – Thursday, October 25, 2012)

Saturday, October 20th

9:10 am	Arrival in Santiago
11:30 am.	Transfer to San Martin Hotel in Viña del Mar; free time and lunch
3:30 pm	Evaluation Team meets Resident Director at Hotel San Martin .
4:00-5:00 pm	A volunteer organization will be chosen for an arranged visit.
5:00-6:30	Tour of the Vina del Mar area.
6:30-8:00	Dinner with Resident Director at restaurant to be confirmed.
8:00	Return to the hotel

Sunday, October 21st

10:30 am	Pick up at hotel
11:00-1:00 am	Short walking tour around Valparaiso. Visit La Sebastiana, Pablo Neruda museum and Open Sky museum. (This activity will be offered because it is part of our CIEE course for LA students (the introductory module) and it is a cultural activity for LIC students during orientation.
1:30 -3:00 pm	Lunch in Valparaíso following the tour. We intend to invite 2 professors. Restaurant <i>Los Orígenes</i> . Dirección: Calle Victoria 2822, Valparaíso
3:00-4:30 pm	Return to the hotel and free time.
5:00 pm	Pick up at hotel
5:30 -6:15pm	Evaluation team visits three host family residences simultaneously. Each member will be accompanied by one CIEE staff member (LA and LIC students) One team member and one staff included with every host family.
7:00 pm	Dinner with administrative staff (restaurant TBA)
8:30 pm	End of activities and team returns to hotel.

Monday, October 22nd

8:30 am	Pick up at hotel
9:30-11:00 am	Evaluation team meets PIIE (International Program representatives and Spanish coordinator). Formal presentation and discussion group.
11:00 -11:30am	Tour of PUCV in Valparaiso (Casa Central, Gimpert, International Program departments and university facilities).
12:00-1:30 pm	Working lunch with PUCV representatives.
2:00 -3:00 pm	PUCV three course visits. Each member registers beforehand (see attached list for details).
3:00 – 4:45 pm	Transport from PUCV to Viña. Pass by the CIEE office for snacks and a general meeting with staff.
5:00- 6:30 pm	LA students will meet team in the office at 5:00 pm to walk to Barlovento Restaurant. 3 norte 980, Viña del Mar.
5:20 pm	PUCV course visit (one evaluator)
6:10 pm	PUCV course visit (same evaluator)
5:00 - 6:30 p.m.	Coffee with LA student
6:30 - 8:00 p.m.	Coffee with LIC students

Tuesday, October 23rd

7:45-8:00 am	Pick up time to be confirmed according to classes.
8:30 -9:30 am	One or two members visit PUCV course in Literature Department; likewise one or two members visit a course taught in English at Casa Central.
9:30 am	Pick up time at each department. Transfer each team member to UVM.
10:00-12:00	Meeting with the International Relations Staff, UVM Program Presentation and tour of facilities.
12:00 -1:30 pm	Lunch at the restaurant <i>Enjoy del Mar</i> .

2:00 -3:00 pm One ACB team member visits “**Seminar on Living and Learning**” CIEE course, Prof. Marcia Vera. One ACB member visits two Spanish language courses apart. One of the evaluators can visit another class at 3:40 pm at the same building. Another evaluator goes to UVM class observation at 3:20 pm.
4:00 -6:00 pm The evaluator who visited the Seminar will continue with the next class in the office. Visit CIEE course “**Chile: Contemporary History and Cultural Geography**” (Prof. Fernando Vergara).
5:00-8:00 pm Meetings between assessment team and CIEE resident staff
8:00 pm End of activities for the day, team returns to hotel.

Wednesday, October 24th

{Free morning and afternoon for report and writing activities}
7:00 pm Farewell dinner with CIEE RD.

Thursday, October 25th

12:00 Check out and free time for lunch.
4:00 p.m. Pick up for transfer to Santiago Airport

CIEE Action Plan

In response to the Academic Consortium Board (ACB) Evaluation of the CIEE Study Center at Valparaiso, Chile (Liberal Arts and Language in Context Programs)

November 26, 2012

Overview

CIEE staff are pleased to provide this Action Plan in response to the Academic Consortium Board (ACB) report on the CIEE Valparaiso, Chile, Study Center. The evaluation report will be received by members of the ACB at the Spring 2013 meeting.

The Action Plan outlines the key recommendations from the Evaluation and the specific steps CIEE plans to follow to address the recommendation. While the Action Plan is authored by CIEE, staff solicited input from the ACB team leader from the evaluation, Brian Harley. The Action Plan should be read in light of the ACB Evaluation and with reference to the detailed description of the programs available from CIEE. The “ACB Plan for Program Evaluation,” the Evaluation report, the Action Plan, and program details are available at www.ciee.org.

Actions

ACB Recommendation

- Students should not be allowed to register for courses that have no required readings.
- CIEE-Valparaiso should collect the reading list or bibliography to accompany each syllabus collected and add those lists to the binders of syllabi.

Action

Resident staff will assess course offerings from local host institutions to identify courses lacking required readings and will advise against enrollment in these courses, or seek home school as well as RD approval in instances where students wish to take such courses. Staff will also initiate a process of collecting reading information for courses and adding this to the syllabi information kept on file for student use at the study center.

ACB Recommendation

- Consider UVM for Spanish language classes after further verification.
- As CIEE grows, courses in Cultural Anthropology, Gender Studies and Ethnic Studies should be offered.

Action

In cooperation with the Academic Director, the Resident Director will begin work to assess the quality of Spanish language class offerings at UVM and – if deemed academically sound – will begin to make these courses available to CIEE students as appropriate. Once this happens, student performance and course/instructor reviews will be closely monitored for the first two semesters in order to determine whether UVM Spanish courses should be made part of the standard CIEE offering in Valparaiso. Given that host institution course offerings are few in the recommended disciplines (Cultural Anthropology, Gender Studies and Ethnic Studies) CIEE program management will work with resident staff to assess student demand for coursework in

these areas, as well as instructor availability and financial feasibility, and then work with Academic Affairs to determine whether and how to add select CIEE courses in these areas.

ACB Recommendation

- Given that a CIEE-Valparaiso volunteer program needs to be strong and worthwhile for both student outcomes and staff efforts, the team recognized three options for change:

[a] Assuming the continuation and improvement of volunteer offerings,

7. The staff member responsible for volunteer activity should be a full time or nearly full time position.
8. Students should be adequately prepared for the volunteer experience.
9. A minimum number of volunteer hours at the site should be required.
10. The student should sign a contract of commitment.
11. The student should keep a reflection journal as a developmental exercise.
12. CIEE should transcript the volunteer work as a non-credit co-curricular activity.

[b] Assuming no improvement of the current and long term situation, terminate the CIEE volunteer program or

[c] Investigate the possibility of CIEE students taking the Volunteer course offered for credit at UVM, if the quality of the program is verified. (this is repeated in recommendation #4 - Consider UVM for a volunteer program if this endeavor is to be continued.)

Action

Resident staff will begin work to significantly expand and improve the volunteer and community engagement offerings of the Valparaiso programs, and implement measures to encourage a higher quantity and quality of student participation in these opportunities. The program director will work with the RD to determine the appropriate staffing needs for a robust volunteer and community engagement program including opportunity development, student recruitment and support, and ongoing follow up and reflection with students and quality assurance at volunteer placements. Staff will make available information on these opportunities through published materials as well as integration of volunteerism into program orientation.

ACB Recommendation

- Enhance the instructions on everyday security and interpersonal violence (car and pedestrian accidents, pick-pocketing, robbery, and nonsexual and sexual assault), including specific steps to take in various emergencies.
- Compile statistics on crimes, accidents, or other related incidents experienced by students from the previous year.
- CIEE should consider how to implement a group notification system for acute alerts where appropriate so that the information can benefit others.

Action

Resident staff will work, in conjunction with Portland-based enrollment staff as appropriate, to expand and improve published information in pre-departure materials and OPDO, as well as handbooks and other informational materials related to health, safety and security per the above recommendation. Portland is already tracking incidents at all sites and can already make statistics on such incidents available as needed. The program director will discuss with resident staff how to implement an optimally effective notification system for all participants (and other constituents, as appropriate) for critical events.

OTHER RECOMMENDATIONS

- 7) Revised program materials should include references to how GLBTQ students should expect cross-cultural differences as accompanied by a prudent set of links for further resources.
- 8) CIEE should see that its non-discrimination policy is articulated to students on programs at the local level of the study center in addition to all other appropriate venues.
- 9) A single unified code of student conduct, with appropriate references, should be provided to students so that all stakeholders can reference this.
- 10) In a stated code of conduct or elsewhere, it should be stated that sexual harassment between CIEE students is not acceptable.
- 11) Compile a list of recommendations for future students left by departing students.
- 12) Create a short parent handbook for information on travel to Chile.
- 13) Clarify the visa needs and how the procurement options and consequences compare for pre-departure versus post-arrival.
- 14) In cases where resident staff is related to each other, this should be disclosed to students early in the spirit of clear disclosure.
- 15) Update job descriptions to delineate clear and efficient roles.
- 16) Hire more study center staff, with role specificity in mind, to support the Valparaiso programs.
- 17) Supply LGBTQ incoming students with more information regarding rights, social climate, and support networks in Chile as well as other proactive forms of education and support.