



Program Evaluation

The Institute for Study Abroad, Butler University (IFSA-Butler)

From IFSA-Butler:

IFSA-Butler wishes to sincerely thank Dr. Clara Lomas (evaluation team chair), Chair of the Spanish and Portuguese Department at Colorado College, Dr. Catherine Winnie, Director of Education Abroad at Southern Methodist University, and Dr. Kent Yager, Associate Professor of Spanish at Gettysburg College, for completing this Program Evaluation of Systems and Operations (PESO) for the IFSA-Butler Mérida Universities Program in Mexico in November 2016. This document includes the full report and offers IFSA-Butler responses and action updates as regards the specific recommendations of the evaluation team. Any questions about IFSA-Butler should be directed to Dr. Opal Leeman Bartzis, Vice President for Academic Affairs at IFSA-Butler, oleeman@ifsa-butler.org.

Site: Mérida, Mexico

Program(s): Mérida Universities Program

Team:

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Dates: November 13-15, 2016

Program Overview

Protocol and Preparation

Note: The materials for the visit were made available about four weeks before the site visit began. Paper copies of all of the above materials were made available on site.

1. **Program-related Documentation:** provided by IFSA-Butler to evaluation team.
 - a) Program Evaluations

Evaluations of the Argentina, Costa Rica, and Ireland programs were made available.

- b) Statistical participant information from three most recent years
- c) Student program and course evaluations
- d) Pre-departure advising e-mails and newsletters
- e) Orientation materials
- f) Program handbook
- g) Program course materials
- h) Faculty and staff CVs
- i) Information on co-curricular programs and resources
- j) Health and safety information
- k) Emergency plans
- l) Academic affairs return e-mail
- m) Other information as appropriate.

ORIENTATION

1. Pre-departure Advising

IFSA-Butler is committed to providing clear, relevant, and timely information to applicants. This section addresses communication during the period after they finish their application until they depart. Communication is primarily done by e-mail, with some phone calls; other media are being explored. Themes address academic credit, program requirements, housing, travel and arrival, health and safety, and cost. Consider friendliness, accuracy, completeness, and general appropriateness of advising in relation to this particular program. Further, consider protocols for admissions criteria and evaluating student readiness for the program, including language level and academic background. (Standards 2: Student Learning and Development and 4: Student Preparation for the Learning Environment Abroad)

For the period after they finish their applications until they depart, the applicants receive a number of clear, detailed, and extensive email communications. The students found the written communications lengthy; one suspects that they did not read every page (but that their parents did). Jennifer McKibben (program advisor) in Indianapolis received praise for her responsiveness to questions over email – in one case a student who was traveling before the program said the emails were clear and timely. In another case a student who was very anxious about all the details of the program said that she and her parent were in steady contact with IFSA-Butler with their questions.

The only issue with admissions criteria/evaluation of student readiness for this program appears to be that a student with less Spanish fluency than required was admitted to the program. Although she spent a semester abroad in Argentina prior to the semester in Mérida, the Argentine program was in English, and the student's Spanish was not adequate for easy participation in this program (her language placement score was 45/97 (46%) and her oral proficiency was ranked 1 on a 1-5 scale where 5 was high). The program director required extra language tutoring for this student, and by the end of the program the student's placement score had improved to 63/97 (65%) and her oral proficiency was ranked 3 on a five

point scale. For this student, the immersion in the Spanish language was challenging, though productive; because there were only six participants in the program this semester, the student was able to receive extra lessons and support. In general, however, the team felt that students with such a language level should only be admitted if they are exceptional students and highly motivated.

Commendation: Extensive and detailed materials; responsiveness of IFSA-Butler staff

Recommendation: None

IFSA-Butler Response: We appreciate the concerns regarding admission of the student with less Spanish fluency. The student's application included the support of her degree institution and Spanish department, and her readiness was assessed by an admissions team in Indianapolis, which is our standard procedure. We have reviewed this practice with our admissions team and the Mexico resident director and, while we are confident in our decision to accommodate this student, we intend to be even more careful with acceptance decisions in the future. Students with lower level Spanish are now provided with additional hours of instruction twice per week as a matter of practice. We are mindful that it is easier to accommodate such students in smaller programs, and, thus, careful decision-making is even more important in larger programs.

2. Arrival and Orientation

Arrival and orientation practices should be in line with the program's objectives and participant needs. Those objectives should be shared with students and local faculty and staff. Orientation themes should include academics, housing, health and safety, getting around the city, expected behavior, calendar, emotional well-being and culture shock, and engaging with the host community. (Standard 4: Student Preparation for the Learning Environment Abroad)

The Mérida program arrival and orientation materials prepared are very extensive, yet lively and concise. The length of the orientation in country (10 days) allows the program staff to work closely with the students to prepare them for all aspects of the semester abroad. The specific goal of orientation is to process cultural differences and begin to understand what living in a different culture means; and to assist the student with defining his or her objectives for the semester abroad academically, personally, professionally and interculturallly.

The material covered in orientation is extensive, and includes:

I. Basic information such as responsibilities and contact information of IFSA-Butler Mérida program staff; the program schedule, calendar, and important dates; the program contract, policies (such as drug and alcohol policy) and procedures (what happens when a student is dismissed from the program, for example); and an extensive section on Health, Wellness, Safety, Security, Emergency and Routine Medical Care, etc.

- II. An introduction to the Mexican educational system, comparison to the U.S. university system, and helpful tips on how to approach professors, how to work with tutors and handle stress, and an overview of the Mexican universities that are part of the IFSA-Butler program.
- III. Housing: Family life expectations and rules, and options if it doesn't work out
- IV. Program Excursions, travel in Mexico, and a presentation on Mérida itself

Commendation: It should be noted that cultural integration, adaptation, and culture "shock" are addressed many times throughout the orientation materials. With such thorough preparation for living in Mérida, studying at Mexican universities, and living with a local family, the program participants should be well aware of what lies before them. The 10-day orientation program very inclusive, combining preparation for academic semester with familiarizing students with program rules, local customs, and environs.

Recommendation: None

ACADEMICS

3. Academics

IFSA-Butler expects programs to provide a challenging academic experience that helps students make progress toward their degrees, provides options they don't have at their home campus, challenges them to consider new perspectives, inspires them to intellectual pursuit, sharpens critical thinking, and supports their understanding of and integration into their host communities (including language acquisition where appropriate). This includes providing academic advising to maximize student success, including guidance for understanding and succeeding within the host country academic culture. Course requirements, guidelines of academic expectations, and methods and timing of assessment should be clear to students. (Standard 3: Academic Framework)

The challenge of the Mérida Universities Program is precisely that it offers immersion in Mexican university classes, support for intensive language study at an advanced level, and academic support for those students who require it. There will be advising and support for the student from the resident director, academic director, faculty and from mentors and program staff to facilitate the immersion experience and integration.

A major inconvenience of many study-abroad programs in Latin American countries is that little information is available to American students about courses and their professor's specific requirements. The Academic Director (AD) of the IFSA-Butler Mérida Program has successfully requested that professors in the College of Anthropology (where the great majority of IFSA-Butler students enroll) provide their class syllabus online eight weeks before the beginning of each semester. The AD has requested that other colleges in UADY where IFSA-Butler students tend to enroll do the same. This provides students with important

academic information while they are still at their home campus and can easily consult with their advisors.

A comparison of students' pre-Mérida GPA and Mérida GPA makes clear that the Mérida program provides students with an academic challenge comparable to that of the home institutions. From spring 2014 through spring 2016, 39 of 48 (81%) students' Mérida GPA were within .33 points of their GPA at their home institution. Of these students, 26 students had a higher home GPA and 22 had a higher Mérida GPA.

Commendation: In general, program is an academically challenging one, and as a program that immerses students directly into the academic and cultural life of Mérida, this is as it should be. For the student with advanced Spanish, there is plenty of structure and support should the student need it; for a student needing an extra boost to do well, the program is singularly well equipped to help the student "tool up" and function at the level of university classes in Spanish.

The College of Anthropology provides class syllabuses eight weeks before the beginning of the semester. Mérida's classes are sufficiently challenging to students as evidenced by home and Mérida GPAs.

Recommendation: Encourage more departments to follow the lead of anthropology and provide syllabi ahead of time to help recruit more US college students to Mérida.

IFSA-Butler Response: We agree that having syllabi during the application, course selection and course registration phases is of great benefit to students and their degree institutions. Our Resident Director and Academic Director are working with the Universidad Autónoma de Yucatán and Universidad Modelo to obtain or encourage the availability of syllabi. Psychology and Business have recently placed course information online. In some departments, syllabi are simply unavailable. We handle specific requests for course syllabi from students on a case by case basis, through the collaboration of the program advisor in Indianapolis and the resident director. We also maintain a database of syllabi from previous students as reference examples.

4. **Program Classes**

Many IFSA-Butler programs offer classes designed specifically for their own students to help them understand a particular aspect of the host country of high importance to the local culture. This includes language classes. Consider whether the classes provide insight into the values, history, and current events of the host community and whether they effectively utilize community resources to teach in such a way that the class couldn't be replicated outside the host community. Consider other factors contributing to the quality of the classes, such as teacher preparation (including training for bridging US and local academic culture and teaching styles) and collaboration between IFSA-Butler and the host university, where relevant. Examine whether class

expectations are clear to and appropriate for IFSA-Butler students. Please list classes visited. (Standards 2: Student Learning and Development and 3: Academic Framework)

The program offers two required program classes: *Advanced Spanish and Culture* and *Exploring Yucatan: Community and Culture (C&C)*. According to the syllabi, the advanced grammar course is designed to reinforce the four basic linguistic abilities learned at the intermediate level; analyze more complex grammatical structures; develop conversational skills using local colloquialisms and idioms; and read local periodicals, magazines, and other texts to discuss current events relevant to local and Latin American communities. The C&C course aims to foster opportunities and tools to facilitate intercultural learning and communication with an exploration of local communities through numerous excursions.

Because the evaluators arrived the last week of the program classes, we did not observe the Spanish language class. Program alumni surveys from the 2014-2016 academic years had given mixed reviews with regard to the usefulness of the Spanish language class. According to these students, the issue of the wide range of student linguistic competencies in one class, as well as the lack of focus on a more historically-based approach to the study of contemporary events in the local communities, on critical thinking, and on a student-centered approach to the study of grammar, rendered the course less challenging than most students expected. Some indicated a preference for taking additional direct-enrolled courses over program courses. Others did suggest that the Spanish language classes would be more relevant if they were tied closely to the classwork of the host university/universities. For example, when written work was required in a university class, perhaps the students could use this in their Spanish class to work on their grammar and writing skills.

It is evident that the resident and academic director are addressing these concerns. They no longer require Spanish heritage speakers or very advanced speakers of Spanish to take the course, thereby allowing them to choose an additional direct-enroll course. The smaller group allowed for individualized attention to the weakest student. These opportune changes were appreciated by the Fall 2016 students we interviewed. They noted that the class helped them improve their Spanish language skills and that they liked the conversational and cultural aspect of the course, although it may not have been sufficiently challenging.

We recommend continued open communication among the faculty, the RD and AD, and IFSA to address the issue of improvement of the Spanish language class in light of the fact that home institutions may not consider this an advanced language course. The course professors' interest in receiving further training may be taken into account as well. One consideration might be to offer training to the current faculty in recent student-centered pedagogical techniques and use of new technologies; to allow more flexibility for faculty to modify their syllabi to creatively respond to students' emerging needs throughout the semester; and to

incorporate grammar review focused on written and oral work for direct-enroll classes. Another consideration could be to revisit some of the ideas proposed by the RD a few years back to create a program to bridge both US and host universities' academic cultures. For example, a conversation of the proposal to hire advanced US graduate students who specialize in foreign language acquisition to collaborate with local professors to design and co-teach these courses, may produce fruitful options. Additionally, to foster a more effective, challenging, and rewarding classroom environment, the course content might be focused on topics of relevance to students, such as U.S./Mexico relations (suggested by one of the students), Mayan history, and or Yucatan archeology.

As with other IFSA-Butler Community and Culture courses, the Mérida C&C class is designed to foster opportunities to facilitate intercultural learning through analysis of selected theoretical readings and exploration of the local community and local community groups. The course includes 4 guided outings and 3 community insertions. Two of the evaluators visited one of the community insertion sites, the neighboring Yaxunah Mayan Village. We commend the resident and academic directors for the active and meaningful engagement this community exchange offers not only the program students but Mayan youth as well. Student evaluations for the past three years, as well as students from this particular group, noted that the impact this course has had on their overall study abroad experience had been uneven. Whereas some students found it invaluable as it enhanced their integration into the host communities, others suggested improved organization and rigor. One student recommended that additional class time be dedicated to more extensive discussion of readings in relation to their reflections.

The most valued aspects of the C&C are the excursions and the ethnographic studies the students conduct through their visits and insertions, which will be further discussed below. Study of the Yucatan and the Mesoamerican region in this course makes it an "anthropological jewel," as one evaluator noted. Highlighting its unique regional characteristics should attract many more students than currently participate in the program.

In the C&C class observed by the evaluators, students presented end of the semester projects: creative and entertaining PowerPoint presentations in which they demonstrated their advanced competency in oral expression. Even the weakest student successfully shared her reflections, as did the other students, on the aspect of her study abroad experience that most impacted her. Some of their well-elaborated personal accounts could have included a more profound analysis of their study abroad experience in relation to development of their intercultural skills, which had been part of the assignment.

Important to note is that, as part of their training, program professors and tutors are asked to sign a document acknowledging understanding of preconceptions and cultural differences,

which may affect student/educator behavior and relations, that addresses issues such as sexual harassment, social distance, political correctness, racism and discrimination, and use of alcohol and drugs.

Evaluators visited a second class, a regular UADY *International Relations* course taken by two of the program students. The professor gave an interesting lecture supported by the use of a PowerPoint presentation and engaged students with occasional questions. Program students, both of whom were heritage speakers, were attentive and reported that they found the class rigorous and rewarding.

Commendation: There is a strong commitment on the part of the resident and academic directors and program professors to respond to students' academic needs and to offer unique opportunities through the use of regional and community resources.

Recommendation: Program personnel are eager to further improve program courses through diverse formats for language enhancement and cultural integration. An open discussion by IFSA-Butler and program personnel to rethink the design and course objectives of the program courses would yield fruitful results that might appeal to students in U.S. universities.

IFSA-Butler Response: We deeply appreciate and accept the thorough consideration of and detailed recommendations for the IFSA-Butler program courses. In response, various changes have been made or are in the consideration process. A) The *Advanced Spanish and Culture* course has been revised to include C&C approaches (intercultural learning), and the syllabus now reflects those references and materials. Initial feedback from instructors has been positive, as they feel that their efforts are now more closely related to students' experiences and linguistic progress. Also, the didactic teaching activities have been revised to align with a model used by the European Union and the Instituto Cervantes, called *marcoele* <http://marcoele.com>. Journaling activities in *Advanced Spanish and Culture* now reference content from the *Exploring Yucatan: Community and Culture (C&C)* course. Homework assignments for host university classes can now be shared with Spanish language instructors for feedback prior to submission. B) Changes to the C&C course have been incorporated as well. For example, journal reflections with instructor comments which were previously provided verbally are now returned in writing. A mid-semester meeting of the instructor with each student now occurs in addition to the usual end-of-semester meeting. The IFSA-Butler Academic Affairs and Program Management and Development teams are considering the conversion of the course to a content course, likely in anthropology. Recommendations from the IFSA-Butler C&C advisory committee, consisting of National Advisors Council members and faculty, will be requested. This semester, we will begin implementing a standard course evaluation, which instructors will use to prepare for and make necessary adjustments to their content and practice. The course evaluations will also point out areas of necessary professional development, which Academic Affairs and Program Management and

Development teams will aim to address in a timely manner. The Academic Director in Mérida directly contributed to the creation of the standard course evaluation.

5. Host Universities

IFSA-Butler seeks robust relationships with high-quality academic institutions at each of our program sites. Consider the appropriateness of the partner university for the IFSA-Butler program, the percentage of international students, the preparation and expertise of the faculty, the ability to get course information and syllabi in advance, the reliability of class locations and schedules, and the ways in which international students are made welcome to the institution. (Standard 3: Academic Framework)

The Universidad Autónoma de Yucatán (UADY) is the fourth (tied) most highly ranked Mexican university according to the *Times* Higher Education World University Rankings (Latin America University Rankings). Although most IFSA-Butler students take most or all of their classes in the College of Anthropology, they can enroll in classes in the other colleges, which gives them a great variety and number of class options. A couple of years ago the Mérida program began a relationship with Universidad Modelo, another highly respected university in the region. Although few IFSA-Butler students take classes there, access to Modelo further increases their academic options. Both universities have excellent, modern facilities.

American students expressed to the evaluators that their instructors and Mexican classmates treat them well. They find it easy to make friends with their classmates. In a meeting with nine or ten instructors of classes IFSA-Butler students frequently take, the instructors praised the enriching presence of American students in their classes. In general, these students' seriousness, diligence and active participation in class provided the national students with a good model that their instructors felt many of them needed. In sum, IFSA-Butler students find a very welcoming environment at UADY.

Commendations: strong universities; IFSA-Butler students easily incorporated into university classes

Recommendations: none

6. Academic Advising

As part of our on-going academic advising, we aim to give students the tools they need to succeed in the new academic environment. Our role is to ensure that students enroll in appropriate courses, understand what is expected of them in those courses, understand the complexities of the local university and the differences between their home and host teaching styles, ensure they are evaluated appropriately, and provide guidance for maximizing their success once enrolled in the class. Students should know what services are available and have easy access to them. They

should be aware of academic policies regarding credit and registration. (Standard 3: Academic Framework)

One of the pre-departure e-mails to prepare students for their study abroad experience in Mérida begins their academic advising, preparing them for intense registration process in their host universities. They are advised to consult with their home institution academic advisor on the courses for which they can get credit, read through academic information on the IFSA-Butler website, and review course syllabi on the host universities' websites and the *Preparing to Study Abroad* guide. These introduce the distinction between the two universities from which they can take courses, the public UADY and private Universidad Modelo; explicate the differences between their home institutions and universities they will be attending; and alert them to some of the challenges of the entire registration process. Additionally, they are advised to have a list of 10 courses they would be interested in taking.

Once in Mérida, a large portion of the two-week program orientation is dedicated to providing thorough information and guidance through the course registration process. Students receive detailed information on differences between US and Mexican educational systems and academic cultures, expectations, and ethics of each of the two universities. They learn what to expect in the new academic environment: professors' expectations, teaching styles, classroom work, assignments, exams as well as the academic support they can expect from program professors and tutors. In individualized sessions, the resident and academic advisors provide students with a course schedule of all UADY and Universidad Modelo courses available to them in the departments of Social Anthropology, Archeology, Sociology, Communications, History, Humanities, and Tourism. Home institution requirements for credit transfer and language placement exam results are factored into the decision to allow students to take certain courses. Two of the program student/buddies interviewed indicated that one of the most important ways they support students is helping them navigate the registration process by offering useful information on courses they have taken and professors' expectations.

Academic tutors with different areas of specialization further support students throughout the semester often encouraging them to join student-led study groups with Mexican classmates for better integration and, when necessary, setting up weekly formal individual tutorials for those who need support with particular classes. Students receive oral and written instructions on the type of support they may request and will receive.

Students interviewed pointed out that the registration process was indeed frustrating, but that the program staff support they received tremendously helped smooth the process and reported they were satisfied with their course choices.

Commendation: Thorough and personalized advising on course selection and guidance on registration process.

Recommendation: none

7. Internships, Field Research, and Community-based Learning

In order to maximize ways in which students engage with their host communities, IFSA-Butler offers internships, research, and/or community-based learning experiences in multiple programs. All of these options are combined with academic coursework, including substantial reading and writing, and bear credit. Consider whether these opportunities are appropriate for the specific location, how well the experiential and classroom components complement each other, whether there is sufficient academic and field supervision of the experience, how these experiences complement the rest of the academic program, and the appropriateness of the academic requirements and credit. (Standard 3: Academic Framework)

The Community and Culture course (C&C) that is a required part of this program has integrated co-curricular experiences and reflections on community as part of the course. During this site visit we discussed with the program director and the academic director whether the C&C course could be reworked as a content course in one of the key disciplines for this program, namely anthropology, political science, history, sociology, etc. A course based in an academic discipline could still include the excursions and reflections on community; but would be more compatible with the US system of awarding credit towards the degree. As it stands, the C&C can only count as elective credits.

Directed Research is offered on this program, but ideally students need to apply well in advance with a research proposal in order for such an independent project to be reviewed, and for an appropriate faculty member to be assigned. If the research project is viable, the student will be enrolled in a three-credit independent research course, 20% of which is comprised of research methodology and taught by Dr. Francisco Fernandez Repetto. The student may also be working with another professor working in the field of his or her research.

Commendation: Research is available, under the direction of the Academic Director.

Recommendation: Although internships do not appear to be readily available, interest among US students is very high in earning credit for a work experience, so if it is possible to explore different work environments in Mérida, an internship seminar about work in Mexico, with visits to local businesses or industries could attract student interest.

IFSA-Butler Response: As stated above, IFSA-Butler Academic Affairs and Program Management and Development teams are considering the conversion of the C&C course to a content course, likely in anthropology. Recommendations from the IFSA-Butler C&C advisory committee, consisting of National Advisors Council members and faculty, will be requested. Of note is that, as the course

currently stands, some degree institutions have transferred back credit in disciplinary areas and in fulfillment of specific degree requirements. Regarding the Directed Research course, we fully agree that greater awareness among students and degree institutions of this valuable learning experience should be made. Academic Affairs, Program Management and Development and Student Services teams are collaborating to review and strengthen current promotional and advising information. We are also attempting to secure information on proposed research areas from students with longer lead time in the pre-arrival phase, in order to facilitate meaningful directed research experiences abroad. The Mexico Resident Director has also proposed the implementation of an internship structure to replace current volunteering opportunities, and this idea is under review.

8. Language Commitment, Testing, and Placement (where appropriate)

In host communities where the dominant language is not English, IFSA-Butler places a high priority on language acquisition as a vehicle for engaging with the community. Consider formal structures: how students are placed in language courses and how their progress is evaluated, how adequately students are prepared for direct enrollment courses, and the use of the language in program spaces and activities. Also consider how non-classroom activities – particularly those designed or encouraged by the program – contribute to language acquisition. (Standard 2: Student Learning and Development)

Students take a Spanish placement exam upon arrival at the program. This exam was developed on site and includes a grammar section (multiple choice), a reading comprehension section (true/false and fill-in-the-blank with items from a word bank) and an oral comprehension section. The Mérida site has used this exam sufficiently to verify its reliability as a placement tool. Students take the test at the end of the program to provide a measure of change. The director is satisfied with the exam's usefulness. The main advantage of using a standard exam would be to compare the Mérida students' language competency with that of students at other sites. This advantage would have to be weighed against the cost of a standard exam.

Although both the Community and Culture class and a Spanish language class are program requirements, the program is sufficiently flexible so as to allow students who score extremely high on the placement exam to optionally substitute an additional content course in place of the Spanish class. The program encourages students to use Spanish at all times: during class, at the IFSA-Butler facilities, on excursions, with host families and among themselves. Students seem to take this encouragement seriously. When the evaluators met privately with the group of students, we stated that they could use Spanish or English during our conversation. Everyone insisted on using Spanish, even early in the discussion when the evaluators used some English. In fact, the students seemed taken aback that we would even consider using English.

Program GPAs and the student interviews tend to indicate that in general, students are linguistically prepared for their direct enrollment class. When this is not the case, as with the student who required an individualized Spanish class, sufficient support is provided for the student to improve her Spanish and succeed in class. The program director and academic director are in frequent contact with the university professors to check on IFSA-Butler students' progress in class.

Commendation: The flexibility to adapt to students individual linguistic and academic needs; providing an environment that successfully promotes the use of Spanish.

Recommendations: Consider using a standardized placement exam if the advantage of being able to compare standardized results to other sites outweighs cost and other disadvantages.

IFSA-Butler Response: The pros and cons of a language testing system that is unique to our Mérida site are an ongoing topic of conversation within IFSA-Butler. We believe that the system works well for Mérida and are therefore hesitant to change it. The point is well taken, however, that direct comparisons between sites are difficult when there is inconsistency in approaches. We will continue this conversation.

PROGRAM OFFICE

9. Program Staff

IFSA-Butler seeks staff that understand and can articulate differences between U.S. and host cultures, are skilled in student services and academic advising, and are empathetic, welcoming, and energetic. Each site has a Resident Director and at least one additional staff. We seek to provide on-going professional development, including plugging into local networks when possible, and a positive working environment. Staff should be appropriately evaluated on a regular basis. Consider the ratio of staff to students, staff training, and retention. Further, consider protocols for backing up senior staff due to a planned absence or emergency. (Standard 7: Organizational and Program Resources)

The Mérida program staff is extremely welcoming and highly organized. Staff is well-appreciated by the program participants. The office staff is quite small, with one full time Resident Director, 1 half time/10 month Academic Director, one half time, and 12 month Program Assistant. The others contracted for the program are: two Spanish professors, five tutors, three student helpers/buddies, and individuals the Resident Director hires and trains to help out with customized programs.

The RD and the AD have considerable international experience (see resumes); the Program Assistant has received training and speaks English. She has attended professional development trainings in Mérida. She has also received training in sexual harassment,

discrimination, and racism. Originally from Cuba, the PA has developed adaptation and cross-cultural skills that allow her to better work with the undergraduate participants of the program.

Commendation: This is a highly functioning office and staff and with low US student enrollments at present in Mexico, the program staff and faculty and homestay families can collaborate to develop the strongest environment for developing student fluency in Spanish.

Recommendation: support professional development of the staff.

IFSA-Butler Response: The Mexico Resident Director and Academic Director are working with staff and instructors to determine and address specific professional development needs. We are committed to supporting this area on an annual basis.

10. **Office Facilities**

In some IFSA-Butler locations, the program office represents a philosophy that the city is the classroom. By the use of our space, when practical, we encourage students to feel welcome when coming for guidance and meetings, but not to congregate at length to the detriment of their local integration. Consider whether the space is appropriate in size and feel for the program, whether it offers the appropriate kind and amount of resources for students (internet, printing, library, etc.). Examine plans for maintenance and upkeep, evacuation and other emergency protocols, and fire safety. (Standard 7: Organizational and Program Resources)

The office facilities are housed in a former residence. The director and program assistant have functional and inviting offices. There is a small library/resource room, three classrooms, male and female restrooms, and a large, comfortable and attractive covered patio area with an open kitchen area, ideal for social interaction. Wifi is available. The staff decided against installing computers for student use since students bring their own laptops. In addition, the program did not want to tempt students to spend additional time in the office using computers there instead of being in contact with the local culture. It was mentioned that the classroom laptops were slow and antiquated and needed to be replaced. Students meet in this building for their program classes and if there is a need to meet with program staff. Otherwise, students do not spend much time here. The occasional use of the office by students only for targeted reasons seems consistent with the program philosophy, which encourages students to integrate with their Mexican host families and in the culture and life of Mérida, rather than to hang out together in their IFSA-Butler home office.

We did not review the actual plans for maintenance and upkeep and evacuation. The Resident Director, when queried, said that they do regular upkeep and maintenance of the office facilities, and implement evacuation plans for emergencies such as hurricanes. In the binder of information we reviewed there was extensive information on what to do in case of a

university strike, for example, as this has actually occurred and gave rise to protocols and procedures for the program.

In the binder were also statements of policy on sexual assault and harassment. They do not have a fire safety plan and should, according to the RD.

Commendation: The facilities provide a welcoming atmosphere and adequate space for program activities.

Recommendation: IFSA-Butler could include a budget line to replace the classroom laptops with modern versions. Implement Fire Safety plan. Compare the emergency protocols for the Mérida program with other comparable IFSA programs, and beef up the available protocols. The hurricane and university strike response protocols are a good start, but there should be a general emergency response protocol available to the Mérida staff similar to what is available in other IFSA sites abroad.

IFSA-Butler Response: A fire safety escape route was posted, but a more detailed fire safety plan has since been developed. A fire extinguisher for the palapa (thatched roofed area in the patio) has since been added, the receipt of which entailed a request from Civil Defense in Mexico and included training for staff. Updating classroom laptops is also an idea under consideration in the next fiscal year's budget. After the evaluation report was received, we realized there had been a miscommunication regarding emergency response protocol information. The evaluation team had initially been provided with the general crisis response plan for IFSA-Butler, but not the plan specific to Mérida. The team was reminded of the Mérida-specific plan and agreed that this satisfied concerns indicated in this report.

CO-CURRICULAR

11. **Housing**

IFSA-Butler provides housing that is culturally-relevant, comfortable but basic, safe, a reasonable distance from classes, and integrated with local families or students when possible. All students are guaranteed housing. Consider how housing is selected, assigned, and supervised. As with office space, evaluate safety and security of housing. Evaluate how students are able to change housing when necessary. Examine how families or apartment/residence personnel are trained about issues such as cross-cultural understanding, health and safety issues, and emergency response. (Standard 7: Organizational and Program Resources)

When asked what were some of the most valuable aspects of the program and which ones offered them the best vehicle for cultural integration, most interviewed students responded that it was their host families. This held true in the student alumni surveys for the past three years. They noted that the resident director was responsive to their specific needs and that

they were successfully assigned to families in whose homes they felt welcomed, comfortable and safe. Most housing is provided in the homes of middle class families who offer them excellent facilities and live relatively close to the program offices and/or at least to one of the universities. The fact that most of the families have worked for the program since its inception speaks well of the close working relationship that helps foster open communication among all parties from logistical issues to coping with difficult situations. Neither students interviewed nor program alumni reported any problems. Whereas semester students are required to live with host families, year-long students have the option of making other housing arrangements their second semester, with resident director approval and supervision.

Each of the reviewers visited a family and found them welcoming, pleased with the students they were hosting, and supportive of them. One evaluator reported that the host mother who had hosted IFSA students for numerous years expressed her appreciation for the periodic workshops offered by the resident director to address issues of safety and cross-cultural understanding. The student commented that her host family's use of Spanish only gave her the confidence to become involved in a local musical group where she met many of her Mexican friends.

Another evaluator visited a host family that had a student with dietary restrictions; the family was very accommodating to the student, and welcoming to the visitor. The host mother took in stride the added planning and care in preparation of meals that were required for this student, and it was clear that the student felt well cared for. The dialogue over the lunch meal showed great affection between the student and her host family, and this family spoke proudly of their long tradition of hosting U.S. study abroad students in their home.

Commendations: The long tradition of hosting program students of the majority of families who offer excellent facilities, support, and safety.

Recommendation: None.

12. **Excursions**

All IFSA-Butler programs offer at least one long weekend out of the host city as well as multiple day trips and excursions within the city. Throughout the term, they should offer a balance of activities covering academic and cultural enrichment as well as general student well-being. Consider the design of excursions, how excursions enhance the program, choices of transportation, appropriateness of leaders or guides, leader to student ratios, and safety concerns. (Standards 2: Student Learning and Development and 8: Health, Safety, Security, and Risk Management)

Excursions are a distinctive feature of the program. The vast majority of them are an integral part of the program course, Community and Culture, which is designed to explore the unique

state of Yucatán as well as the to offer the students the opportunity to compare and contrast other communities in the state of Chiapas and the country's capital, Mexico City. Distributed throughout the semester, the day-long excursions include visits to some of the most important archeological sites of Mesoamerica and the Mayan region, Ek-Balam and Uxmal, and the Ría biological reserve, Celestún. The 3 to 5-day excursions are to the colonial city of San Cristobal de las Casas and neighboring indigenous communities of San Juan Chamula and Zinacantán to conduct an ethnographic study of celebration of the "Day of the Death". During the week of the celebration of Mexico's Independence Day, the three-day excursion to Mexico City includes visits to its museums and surrounding pyramids.

The resident director and one of the UADY archeology professors lead program groups, which, in the past three years, have included anywhere from 6 to 12 students, on excursions to archeological sites for the study of prehispanic Yucatan and Chiapas and contemporary Mayan communities. Students are exposed to perspectives on the sites beyond touristic sites: a place of where these communities have lived, subsisted, interacted with one another, developed or resolved political and social conflicts. The program academic director, an anthropologist in his own right, accompanied by the resident director, conduct the longer excursions to Mexico City, and at times to Cuba, Chiapas, and the Yaxunah Mayan community. At these sites, they generally have guest lectures by a historian in Cuba, a researcher on women's rights in Chiapas, and community leaders in Yaxunah. The Yaxunah insertion site allows for further development of critical thinking by students on their involvement in voluntary work at the community level in a marginalized setting.

The vast majority of the students note that program excursions enhance their understanding of the host country, in particular indigenous communities, and how their histories inform the current cultural, political, social, and economic circumstances.

Commendation: Excellent excursions that foster students' participation and interaction with local communities, enhance their academic program through ethnographic studies, and enrich their cultural experiences by comparing and contracting Mérida and surrounding states.

Recommendation: None.

IFSA-Butler Response: In addition to those listed above, the following cultural excursions are included in the C&C course: Carnival visit, market visit, cooking class, museum visit, and tour of downtown Mérida.

13. **Community Engagement**

IFSA-Butler's programs emphasize significant engagement with the host community as an imperative component of the transformational experience. Consider engagement that's not already captured in other sections of the evaluation, such as opportunities for interacting with different populations or sub-cultures in the host community and the extent to which students are

participating. These activities can be formal, sponsored activities, or simply encouraged by the program. Most IFSA-Butler sites regularly facilitate participation in volunteer activities as one means of engagement. The program should be mindful of its effect on the host community, ensuring that program design utilizes and supports local resources and assets, follows local customs and laws, and ensures an all-around mutually-beneficial relationship that is sustainable over time. (Standards 2: Student Learning and Development and 9: Ethics and Integrity)

As in most IFSA sites, the program facilitates participation in volunteer activities as an option for community engagement and social service. The resident director highly encourages students to take advantage of the opportunity to work in any of 8 various organizations with whom they have established contacts throughout the past ten years. The high level of commitment and seriousness towards the type of work these organizations require—at least 3 hours per week for the entire semester, responsible for own transportation to distant sites, for example—has made it difficult for some students to participate despite their interest, as was the case with the six students this semester. The resident director has prepared workshops and very specific guidelines on work expectations, dress code, cultural sensitivity issues, and safety regulations. Students who successfully participate in volunteer activities receive a certification document and a letter of recommendation from the site in which they volunteered, indicating the number of hours they dedicated and the type and quality of the work completed.

Commendation: The wide selection of opportunities offered to students for community engagement and social service and the well-designed workshops and guidelines to prepare them for their community work.

Recommendation: Highlighting these community engagement opportunities early on in the promotional and pre-departure literature might attract student interest.

IFSA-Butler Response: The IFSA-Butler-organized volunteering opportunities have typically not required a significant commute; they are typically located throughout the city of Mérida. Any distant locations (rarely designated) are deemed to be safe and transportation support is provided. The optional Hoy en Tu Comunidad volunteer program, on the other hand, is operated by UADY and may involve a significant commute. UADY provides cost-free transportation by bus for these experiences. We agree that all of these opportunities are valuable, and we aim to strengthen our promotion of them in student materials and advising practices.

14. **Cross-cultural Learning and Student Transformation**

As an integral part of IFSA-Butler's mission, cross-cultural leaning and student transformation are woven throughout all aspects of our programming. Consider aspects of this that are not addressed elsewhere. Reflection is key to this transformation, and when guided can be even more effective. Consider how the academic and co-curricular components, as well as support services, contribute. Evaluate whether the program effectively prepares students for succeeding in a cultural context

different from their own, and how it contributes to students' sense of self-confidence and independence. The program should have a mechanism for helping students prepare for their return home. (Standards 2: Student Learning and Development and 4: Student Preparation for the Learning Environment Abroad)

The Mérida program achieves IFSA-Butler's goal of interweaving cross-cultural learning and student transformation throughout their programming from their pre-departure e-mails to their onsite orientation, excursions, and above all, their C & C class, which focuses students' cultural analysis and reflection on all aspects of their experiences in Mexico. Students praised Diana for many things, one of which was her explanations of the Mayan and Yucatecan cultures. In addition, students said they felt very comfortable approaching her about any questions or problems they had, including cultural situations. The program arranged for Mexican UADY students to accompany students in many phases of their orientation and they were available to students throughout the semester, which provided cultural insight from another perspective. The insertion of students into the Mayan community Yaxunah, where they lived with Mayan families and participated in community activities for two days, was a particularly innovative way for students to learn about this culture first-hand.

As stated above, the C & C class was central to students' understanding and participating in the local culture. All assignments focused on this in some way, including student journals, which were guided by specific cultural and self-reflection questions. Students said that the journals were very helpful, but they would prefer to receive feedback on what they wrote. This class was roughly the equivalent of a third year culture class offered by a Spanish Department in the U.S., except that because the course was so effectively and powerfully integrated into the local cultures, it might better be described as a culture class on steroids. The evaluators did think that it might be useful to convert the class into a content course that could count for more than an elective at home institutions, but that it should maintain its strong cultural integration component.

In addition, the relaxed environment of the College of Anthropology is conducive to IFSA-Butler students making Mexican friends in their classes. In our meeting with the students, when asked how they made most of their Mexican friends, the reply was almost unanimous that—outside of their host families—they met and made most of their friends in their classes. On a previous visit to this program one evaluator took a short walk to the library with an IFSA-Butler student and on three separate occasions, one or more Mexican students stopped to say hello to her. The campus and classes, the Mexican students and faculty are all extremely friendly and accepting of American students.

Commendations: the staff's and the C&C class's focus on students' understanding of and incorporation into local Yucatec and Mayan culture, as well as the welcoming environment at the College of Anthropology.

Recommendations: Provide feedback on the students' journal entries.

IFSA-Butler Response: As stated above, C&C instructors have implemented the practice of providing response to students' journal entries and returning feedback in writing. Also as stated above, we are considering the conversion of the C&C course to a content course, and we intend to retain the strong cultural integration component.

HEALTH, SAFETY, AND POLICIES

15. **Health and Safety**

The safety and well-being of our students is a top concern for IFSA-Butler, and we strive to be a national leader in health and safety preparation and response. As part of that, we seek to follow home and host-country customs and laws. Evaluate the ability of program staff to recognize and respond to mental and physical health concerns as well as political unrest and natural disasters. Consider the availability of high-quality medical services, pre-established contacts with medical providers, and the assessment of such providers. Students should know who those providers are and how to contact them, as well as procedures for ensuring their own well-being both at the program site and during excursions. Attention should be given to the impact the program and participants have on the well-being of the host community as well. (Standard 8: Health, Safety, Security, and Risk Management)

Students receive health insurance information before they arrive in Mérida and additional pamphlets after they arrive. All aspects of health and safety are covered in the program orientation. The staff provides them with a card with all relevant emergency numbers, including that of the American Consulate. Included in their information are names, telephone numbers and address for doctors, psychologists, psychiatrists, dentists and other medical professionals. Students have information on two local hospitals that the program recommends, but particularly, Starmedica. The most important health and safety resource is the Resident Director who encourages the students to contact her as their "first reference" for emergencies and non-emergencies. The students praised her for her availability and her help. The staff is available to accompany students to their medical appointments.

Commendation: Availability of RD to students

Recommendation: None

16. **Emergency Plans:**

An integral component of health and safety is ensuring the program has adequate emergency plans. Such plans should address preparedness for issues discussed above, as well as group assembly points, evacuation plans, "stay-put" plans, multiple means of communication, and inability to communicate. It should also include all contact information for local services such as ambulance, police, fire fighters, medical providers, multiple program staff, the Indianapolis office, and the U.S. consulate. Students and staff should be familiar with the plans and know their own

and each other's responsibilities in various situations, and they should have access to the plans at the time of an emergency. (Standard 8: Health, Safety, Security, and Risk Management)

In this area there is some work to do; as mentioned above, emergency plans exist for university strikes and hurricanes. They do not have a fire safety plan or a general emergency response plan in the binder that was given to us; however, there are extensive plans available from the IFSA-Butler office, in the general Critical Incident Response Plan for all IFSA-Butler programs. The training of the resident director and her staff in emergency response and critical incidents involving students would be prescribed by the policies and protocols set out in this Plan.

Commendation: It is clear from the orientation materials that the program staff are well trained and prepared to handle all manner of student emergencies, be they medical, behavioral, or critical in other ways related to the environment.

Recommendation: Compare the specific step-by-step emergency protocols for the Mérida program with other comparable IFSA programs, and make sure that they are detailed. The hurricane and university strike response protocols are a good start, but there should be a general emergency response protocol available to the Mérida staff similar to what is available in other IFSA sites abroad.

IFSA-Butler Response: As stated above, after the evaluation report was received, we realized there had been a miscommunication regarding emergency response protocol information. The evaluation team had initially been provided with the general crisis response plan for IFSA-Butler, but not the plan specific to Mérida. The team was reminded of the Mérida-specific plan and agreed that this satisfied concerns indicated in this report. On-site staff are routinely provided with emergency response training that is site-specific and also appropriate for all locations. Through ongoing communication, but at the annual staff meeting in Indianapolis in particular, staff are able to compare practices and learn from colleagues in resident offices worldwide. Such trainings are led by the Director of Health, Safety and Security and dedicated Health, Safety and Security team.

17. **Policies**

Policies are in place to ensure that all of the above are accomplished to the greatest extent possible. Consider the program's compliance with IFSA-Butler policies. (Standard 6: Policies and Procedures)

The team did not receive information that relates to this section.

IFSA-Butler Response: Any questions about IFSA-Butler policies may be directed to Opal Leeman Bartzis, Ed. D. at oleeman@ifsa-butler.org.

Report

In addition to comments made above, please provide a summary of strengths and problem areas. You may also share observations or recommendations not captured elsewhere, including feedback from sending institutions.

Please provide thoughts about potential areas for growth at this site (note that components of this potential areas for growth may be removed before sharing publicly).

The Mérida program's most salient strengths are student community integration, academic program, program personnel, housing and office facilities, excursions and geographical location. It is ideal for students who are particularly interested in integrating into the local environment. The host families welcome students into their homes and are experienced in providing homestays and helping their students feel like part of their families. Professors specifically express that they enjoy having the program's students in their classes. Students say that national students are accepting of their presence and participation in school and class activities. Moreover, program students emphasize that they make Mexican friends in their classes. In addition, the Yucatec people of Mérida are also a particularly open and welcoming society. This is an ideal situation for all kinds of program students, from those who are somewhat nervous about contact with the natives to those who crave as much independence as possible to assimilate the culture, and everyone in between.

The program staff provides extensive and detailed materials for pre-departure advising, arrival, and orientation. The program staff has shown great flexibility and effectiveness in adapting to the requests of advanced students and to the needs of more linguistically and culturally limited students. The first-rate universities to which the students direct enroll, offer rigorous and challenging courses, whose credits easily transfer to home institutions. Students receive thorough individualized advising in course selection and are supported by well-trained tutors throughout the semester. They participate in excellent excursions which allow for integration to the unique geographical environs and local communities.

Recommended changes that would enhance the program include development of opportunities for directed research and internships, consideration of standardized placement exams, and support for professional development of the staff. Areas in need of special attention for improvement are redesigning program courses, the general emergency response protocols and fire safety plan, and replacement of classroom laptops.

IFSA-Butler Response: See response comments related to each of the areas mentioned in the preceding paragraph in the relevant sections above. Of particular note is the clarification on emergency response protocols and the evaluation team's satisfaction with information. We sincerely appreciate all recommendations of the evaluation team.

The evaluators were very impressed with this hidden jewel of a program and deliberated after the visit about why the participant numbers were low. The distinctiveness of the program, its

embeddedness in the Yucatan, in the lively city of Mérida, make this a puzzle. The priority should be to communicate what the program does well; how it facilitates language learning, promotes independence, and fosters respect and integration with Mexican culture. The availability of research projects for those students who are able to plan ahead; the presence of long-standing host families with familiarity and love of US study abroad students; and the depth of the orientation and ongoing adaptation period all make this program a true jewel.

Appendix A, Sending Institution Feedback

Evaluators contact major sending institutions for program-related feedback.

The following e-mail template may be used.

Dear colleague,

I am writing on behalf of an Institute for Study Abroad, Butler University (IFSA-Butler) Program Evaluation team. We have been asked to participate in a regular evaluation of IFSA-Butler's _____ program. As students from your university regularly participate in the AUP program, I would like to ask for any feedback you can share that will help me gain a fuller understanding of the strengths and weaknesses of the program. You may use the following questions to guide your feedback.

If someone else at your institution would be better equipped to provide feedback, we would welcome their input in addition or instead.

1. Please indicate the statement that best describes your knowledge about this program and your involvement in advising about it.
 - a. Very knowledgeable with thorough, nuanced advising
 - b. Somewhat knowledgeable with some advising
 - c. Barely knowledgeable and students rely on other sources for advising
 - d. Other (describe)
2. What kinds of students from your institution are the best fit for this program (considering major, personal characteristics, etc.)?
3. Do you feel the admission criteria for this program are appropriate?
4. Please comment on the academic outcomes reported by students attending this program.
5. Please discuss the program's strengths and weaknesses regarding academics, including host university courses, program courses, advising, and tutoring.
6. Please discuss the program's strengths and weaknesses regarding cultural learning, integration, and language acquisition (when appropriate).
7. Please discuss the program's strengths and weaknesses regarding co-curricular components such as housing, excursions, orientation, etc.

8. Please share any ideas for program improvement or future growth.
9. Please share any additional thoughts regarding this program.

Thank you in advance for helping us evaluate this program. We recognize providing feedback takes time on your part, and appreciate your efforts. The report we produce at the end of this evaluation will be used to inform program oversight and development, and will be made available on IFSA-Butler's website. You may read more about IFSA-Butler's evaluations, including previous program evaluations and IFSA-Butler's responses, here: <http://www.ifsa-butler.org/for-faculty-advisors/ifsa-butler-program-evaluations.html>.

Your institution will be included in a list of institutions that provided feedback, but your responses will only be included in an aggregate way, and will not be attributable to you by IFSA-Butler or the public.

Best regards,

Appendix B, Contacting Colleagues and Participants Before Departure

Contact on-site staff, faculty, and students (anyone likely to be on the evaluation visit agenda) alerting them to the upcoming visit, explaining the visit goals, and making requests for comments or meetings. The following templates may be used.

TO HOST UNIVERSITY STAFF – From Evaluation Team

Dear colleague,

I am writing on behalf of an Institute for Study Abroad, Butler University (IFSA-Butler) Program Evaluation team. We have been asked to participate in a regular evaluation of IFSA-Butler's _____ program. We are reaching out to you as a colleague who works closely with the program.

We all share the common goal of making study abroad better for everyone – students, faculty, staff, host universities, IFSA-Butler, and the field at large. The purpose of our evaluation is to highlight strengths of the program and make suggestions for areas in need of improvement.

Our evaluation team is made up of three professionals who are external to IFSA-Butler. As such, we aim to provide objective feedback to local and Indianapolis staff. We are:

Name, Title, Institution

Name, Title, Institution

Name, Title, Institution

We will be visiting _____ shortly and you may be contacted by the IFSA-Butler staff to arrange a meeting with us. We recognize providing feedback takes time on your part, and appreciate your time if you are able to meet. If you are unable to meet, feel free to e-mail me with any feedback you'd like to share.

The report we produce at the end of this evaluation will be made available on IFSA-Butler's website. You may read more about IFSA-Butler's evaluations, including previous program evaluations and IFSA-Butler's responses, here: <http://www.ifsabutler.org/for-faculty-advisors/ifsabutler-program-evaluations.html>.

Best regards,

TO STUDENTS – From Evaluation Team

Dear IFSA-Butler students,

I am writing on behalf of an Institute for Study Abroad, Butler University (IFSA-Butler) Program Evaluation team. We have been asked to participate in a regular evaluation of IFSA-Butler's _____ Program.

We all share the common goal of making study abroad better for everyone – students, faculty, staff, host universities, IFSA-Butler, and the field at large. The purpose of our evaluation is to highlight strengths of the program and make suggestions for areas in need of improvement.

Our evaluation team is made up of three professionals who are external to IFSA-Butler. As such, we aim to provide objective feedback to local and Indianapolis staff. We are:

Name, Title, Institution

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We will be visiting _____ shortly and you may be contacted by the IFSA-Butler staff to arrange a meeting with us. We recognize providing feedback takes time on your part, and appreciate your time if you are able to meet. If you are unable to meet, feel free to e-mail me with any feedback you'd like to share.

The report we produce at the end of this evaluation will be made available on IFSA-Butler's website. You may read more about IFSA-Butler's evaluations, including previous program evaluations and IFSA-Butler's responses, here: <http://www.ifsabutler.org/for-faculty-advisors/ifsabutler-program-evaluations.html>.

Best regards,

Program-related Documentation for PESO

The following is a list of possible documents to share with the evaluation team. Start with a link to the program on our website and a link to the resident office website. Point out where they can go to see host university academic information.

When information from multiple years is available, only provide going back three years/six semesters.

If there are multiple programs at each site, only include information for the program(s) being evaluated.

- a) Annual report, SWOT, and other evaluations – include a link to the previous PESOs on our website. Include reports of site visits to that program (IFSA and non-IFSA colleagues).
- b) Statistical participant information. Include program, year, citizenship, year abroad, gender, major, minor, home school, home school advisor, GPA before and during study abroad, concentration. Point out the top 15-30 senders for that program, as well as others who send few but might be important to contact for feedback. Provide STAMP test data.
- c) Student program and course evaluations. Best to send compiled data instead of every single student survey. If on-site only has individual surveys, either pay someone to compile info, or just send 3-4 samples per semester per kind of survey (make sure all are sensible). Include housing surveys if available.
- d) Pre-departure advising e-mails and newsletters
- e) Orientation materials – powerpoints, hand-outs, etc. Anything IFSA produces or shows during orientation, including forms for signature, academic info and forms, calendars, immigration info. No need to include city maps, bus schedules, etc., that IFSA doesn't produce – you can make a list of those and just provide the list.
- f) Program handbook
- g) Program course materials - link to syllabi and any other relevant documents.
- h) Concentration information.
- i) Faculty and staff CVs – current only – on-site staff and anyone who teaches C&C or other program courses.
- j) Information on co-curricular programs and resources – include housing info, bulletins or other on-going info sent to students.
- k) Health and safety information – include sample medical email
- l) Emergency plans – Critical Incident Response Plan and any other related material.
- m) Academic affairs return e-mail
- n) Other information as appropriate

The following is a list of possible documents to share with the evaluation team. Start with a link to the program on our website and a link to the resident office website. Point out where they can go to see host university academic information.

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- x) Information on co-curricular programs and resources – include housing info, bulletins or other on-going info sent to students.
- y) Health and safety information – include sample medical email
- z) Emergency plans – Critical Incident Response Plan and any other related material.
- aa) Academic affairs return e-mail
- bb) Other information as appropriate