

Academic Consortium Board

Evaluation of the CIEE Study Center at the University of Cape Town, South Africa

Fall 2004

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INTRODUCTION

The Academic Consortium Board (ACB) of CIEE is pleased to present the following report on the CIEE Study Center Program at The University of Cape Town (UCT), Cape Town, South Africa. The report of the site visit team was received by members of the ACB. After review, the ACB accepted the report, and presents 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 UCT. This report is a review of CIEE's program and not a review or evaluation of UCT as an institution. The review focuses on the program offered by the CIEE Study Center and on the courses offered by CIEE as part of the International Study Program at UCT. In addition, the site visit team has examined CIEE's relations with the host institution and its analysis has been presented to CIEE staff.

EXECUTIVE SUMMARY

The CIEE Study Center at the University of Cape Town is an excellent program that works well in its current format. The team was impressed with the relationship that the Resident Director has with the UCT administration and what that means for our students. This is a well run program that provides extra value in comparison to those American students who direct enroll. That value added can be seen in the separate, strong orientation that students receive when they arrive in Cape Town and before participating in the IAPO University Orientation. CIEE is the only program that has "on-campus" housing with South African and other international students in the Forest Hill housing complex. The CIEE RD, Quinton Redcliffe, and Felicity Baker, his Program Assistant, work as a great team to provide support for the CIEE students in conjunction with the other services offered by IAPO.

CIEE provides excellent housing with the students divided between the Forrest Hill complex and the CIEE apartments/houses. The team has recommended a revision to the housing form which will make the differences between the two types of housing more concrete and will also state that the housing in Forest Hill will be filled first. The team wishes that everyone could live in the on-campus housing.

The academic program provided by the courses at UCT is very strong. However, there are still some students who are not taking full advantage of the courses offered because of the lack on academic advising. The team visited the top ten sending departments as well as the Humanities Dean who is responsible for accepting students into their

courses. UCT is concerned that students register for courses for which they do not have the background, and the team agreed that this was a problem. In addition, the Humanities faculty is talking about limiting the numbers of students who can take Humanities classes. A possible solution to the advising issue to make sure that students end up in the appropriate courses was proposed. The team recommends that CIEE work with the individual departments where the demand is heaviest (Political Science, History, English Literature, Anthropology, Religion, African Studies, Fine Arts, and Dance—the top receiving departments; in the Faculty of Sciences, we would identify Zoology and Botany) and provide an honorarium for a mutually agreed upon faculty member who would advise Americans in the first weeks of the semester, during add-drop and even by email ahead of time if a student or the CIEE staff in Portland had a question about proper placement. We believe this would help insure that students ended up in the appropriate classes for which they have the right background. We also urge American faculty and students to consider doing science at UCT because the departments are quite excellent and would welcome Americans to their classes.

Most of the students who come to Cape Town are quite interested in doing some type of community service. This is another area where this program shines. Besides working through SHAWCO, the student-run community service organization, the CIEE students also have a special project that the RD has organized for them at the Baphumelele Children's Home in Khayelitsha. There are also tutoring opportunities that the RD has arranged for our students outside of the SHAWCO possibilities. For many students, the community service is the highlight of their stay in South Africa. In order to make sure that this happens, the team recommends that CIEE add a member to its staff to work on the community service outreach.

For many students the long weekend homestay at the Ocean View Community is the experience they remember most about their semester in South Africa. One member of the team spent a day with the students on the homestay and she absolutely agrees. The warmth the students receive from this community is fantastic, and the students give back equally with the work with the students, their women and men's basketball games and frequent trips on their own throughout the rest of the semester. Many of the students really do see their homestay families as family and visit frequently.

Quinton Redcliffe and Felicity Baker are doing a wonderful job for the students. What is also nice is that the students realize how much effort the duo are putting forth on their behalf and are truly appreciative. These CIEE staff members truly are the embodiment of the program. This program runs exceptionally well and only requires a bit of tweaking to make it even better.

METHODOLOGY

The evaluation site visit team was composed of

Dr. Margery A. Ganz, Director of Study Abroad & International Exchange, and Professor of History, Spelman College—Team Leader;

Dr. Carol W. Dickerman, Director, Office of International Programs, University of Michigan-Ann Arbor; and

Dr. Gerald J. Bender, Associate Professor, School of International Relations, University of Southern California

The three members of the site visit team each reviewed the history and evaluation of the program produced by CIEE. They studied the course catalog and course syllabi for all program courses, read end-of-session reports, and evaluated statistical information on the participants (numbers, gender, and ethnicity statistics, sending institutions, etc.). They reviewed staff and instructor curriculum vitae as well as the pre-departure orientation handbook and the on-site orientation schedule. And finally, they read student evaluation summaries and all the evaluations covering the CIEE Study Center at the University of Cape Town for the past three years.

They contacted the top 8 sending institutions (Georgetown, Colorado, George Washington, Brown, Smith, Pomona, University of Southern California, Columbia) and another 5 (a random sampling of sending institutions in the past five years) as well as the School of Record from the Academic Consortium to learn of their concerns. Finally, they reviewed the CIEE strategic analysis of the program.

In preparation for the site visit, the team chair wrote a memo that was distributed on site by the Resident Director to the staff at UCT's International Academic Programs Office (IAPO) inviting the staff to give us comments either in writing or orally during the visit. A similar memo went to all students.

During the four/five-day site visit, team members met with people from most parts of the University. The first full day, the team began by meeting separately with the Resident Director and the Program Assistant, Quinton Redcliffe and Felicity Baker, respectively. From there we continued with members of the International Academic Programmes Office (IAPO) which included the Manager of the International Students Program for UCT as well as the Manager of Semester Study Abroad Programs. We also met with the Admissions staff who work for the Manager of Semester Study Abroad Programs. Our planned meeting with the Head of the International Academic Programmes Office had to be cancelled because of her illness, but we had a phone conversation later in the week. During the first day we also visited all the housing being used for this current semester—all the off-campus houses as well as the UCT Forest Hill Residence. The team had a wonderful lunch meeting with more than 90% of the current students as a group and then spoke with several students privately who wanted to discuss individually some of their experiences with the team. The first day ended with Professor Bender taking his USC students to dinner.

Day two was spent meeting with academic departments, primarily from the Humanities Faculty. The team began the day with an informative meeting with the sub-Dean of Humanities and the Academic Adviser for the Humanities Faculty. From there we had fruitful meetings with the Administrative Officer of

the English Language and Literature Department, with the Head of the History Department, the Course Convenor for the Centre for African Studies, Head of Zoology and the Head of Political Studies. We had an enjoyable lunch with the orientation assistants and heard about their views of the program and the issues surrounding integration of American/CIEE students into the student life of UCT. The last activity on campus that day was to hear a lecture by the Honorable Naledi Pandor, the Education Minister on “The State of Empowerment of Women in the Higher Education Sector,” which was part of Education Week at UCT.

Day three was spent primarily looking at the community service opportunities. The team began the day with a meeting of the professional staff of SHAWCO, the Director of SHAWCO, and the Volunteer Coordinator of SHAWCO as well as their Development Director. We then set out to visit the SHAWCO centers in Langa, Manenberg, Kensington, and Nyanga. We saw a combination of senior centers, meals on wheels kitchens, day care centers, environmental projects and an orphanage for children with disabilities. The team then went to visit CIEE’s special project at the Baphumelele Children’s Home where the CIEE group had also participated in the Habitat for Humanity building project of an addition to the orphanage. During that visit we met with the Home’s Director.

The rest of day three was devoted to attending the preparation meeting of the students with the Ocean View Coordinator as they prepared for the 4-day community homestay. The team then had a cordial session with the organizer, Mrs. Nallie Beukes. Part of the team then met with the Head of Social Anthropology, and another professor from that department. Two members of the team also spent a very cordial hour with the African Dance Instructor at the Hiddingh Fine Arts Center.

Writing the report took all of day four (August 5th). On Friday, August 6th, the Team Chair met with the Deputy Vice Chancellor who has responsibility for all things international at UCT. The Team Chair also participated in the Ocean View Homestay for Friday and Saturday before returning to Cape Town on Saturday evening.

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

ENROLLMENT STATISTICS

Current enrollment:	47
Average enrollment:	43 in Spring and 30 in Fall
Highest Recent Enrollment:	78 (Spring 2004)
Lowest Recent Enrollment:	34 (Spring 2003)

EVALUATION

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

I. Quality of the Academic Activities

A. Teaching

The University of Cape Town is considered to be not only the premier university in South Africa but in all of Africa south of the Sahara. It has a world class faculty and offers a vast array of courses in most fields. Some of the CIEE students commented that they felt fortunate to study in a university whose curriculum far exceeded that of their own universities.

The overwhelming number of CIEE students (95%+) enroll in courses in UCT's Faculty of Humanities (corresponding to the American areas of Humanities, Social Sciences and some Fine Arts). Between fall 2002 and spring 2004 they took a total of 732 courses, dominated by Politics (108) and History (73) followed by African Literature in the English Department (46) and Anthropology (46). It is interesting that the next most popular fields were African Dance (38) and Religion (31). The 12 most popular courses were Liberation in Africa; African Literature and Language Study; African Dance I; Third World Politics; Memory, Identity and History; Contemporary South African Politics; Medical Anthropology; Applied Ethics; Conflict in World Politics; Policy and Administration; Southern Africa to 1900, and Southern Africa in the 20th Century, which enrolled a total of 267 students over the four semesters.

It is important to note that the CIEE students comprise only 20-25% of the total of the International Study Abroad students enrolled at UCT in any given semester and that, with rare exceptions, the UCT faculty or administrators make no distinction between CIEE and other International Study Abroad students with respect to their overall impact on the University or in any given course. We were able to informally verify that those courses that were most popular with our students were equally popular with the other International Study Abroad students. Thus, the comments that we received from the roughly dozen Heads of Departments or their representatives whom we interviewed referred to International Study Abroad students in general.

All of those whom we interviewed praised the positive impact of these students in their courses. They were often singled out as the brightest, most inquisitive, hardest-working and, generally, positive role models for their South African peers. On the other hand, there were some concerns expressed that their comportment in the classroom may inhibit South African students from speaking up. We also heard concerns from instructors that, in those classes in which International Study Abroad students comprised a majority (at times, up to 80%), the Americans skewed the focus of the subject to American, not South African, concerns. Despite these apprehensions, none of the faculty or administrators

advocated reducing the number of International Study Abroad students. We learned, however, that the Humanities Faculty has apparently decided to cap the total number of International Study Abroad students each semester at 350. It is not yet clear how or even if this will be implemented, nor will this necessarily result in limiting CIEE enrollments, as those with whom we spoke during our stay clearly expressed a preference for CIEE students.

It should also be noted that the large presence of International Study Abroad students in selected departments greatly increased the burden on those professors who teach the most popular courses. They have to grade significantly more papers and exams, and there was concern expressed that they have to do this with no extra compensation for their departments or themselves.

Recommendation

1. CIEE needs to do better advising so that the students are spread over a greater number of courses and have the appropriate background to succeed in the classes they select.

B. Assessment

UCT, not unlike many European universities, has a culture and style of teaching that it is significantly different than most American institutions of higher learning. It is only at the highest level, for example, that courses are discussion-oriented, and lectures are the norm in the first two or three years of study. American students are accustomed to speaking in class, while UCT professors may be unprepared to have their lectures interrupted by questions and, at times, do not even welcome questions at the end of their lectures. Moreover, the lectures may closely follow the readings and not explore areas of the subject matter beyond the readings. This difference in the academic culture frequently disappoints our CIEE students in a variety of ways: they are frustrated by the lack of opportunity to have a dialogue with their professors in the classroom, and they feel cheated that they do not get more out of the course than the assigned readings.

The result is that the CIEE students overall do not rate their UCT courses as equally challenging or stimulating as those courses that they take in their home universities. This attitude is clear in all of the evaluations over the past three years and in our interactions with the current group of students, who are one month into their studies at UCT this semester.

Our students also expressed anxieties over the system of grading at UCT. For example, in the UCT system of grading the top grade is usually no higher than a 75 or 76, but when the CIEE students receive such a grade they are despondent because they think of it as a mid-C, even though they have previously been given a grade conversion scale that provides American and South African equivalents. Although this difference in grading systems is covered in the orientation, clearly we must find a way of getting our students to understand and internalize these differences before they take their first exams.

Despite these problems, the evaluations and our conversations with the current group of students make it clear that the students find their academic experience at UCT to be very positive and enriching. We are convinced that many of those concerns students express can be overcome with a more effective academic orientation at the beginning of their arrival and greatly improved academic advisement during the semester. We were fortunate to meet and secure the cooperation of the Deputy Registrar (who is an American, educated in the US) to participate in the CIEE orientations in the future. He expressed a desire to underscore the differences between the South African and American systems in a way that should alleviate many of the anxieties that our students currently experience.

Recommendation

2. We recommend that the RD continue to work with the Deputy Registrar of UCT, to make clearer the differences between the two academic systems and thus reduce the students' anxieties in this area.

C. Appropriateness of Academic Offerings

The question at UCT is not the appropriateness of the academic offerings but whether students in CIEE are taking advantage of the rich and varied curriculum. For example, we had a fascinating interview with the Head of the Zoology Department, whose department offers a number of exciting second year courses on Marine and African Ecology that include hands-on field experience (one week before the start of classes). It appears that none of the CIEE students this semester have taken advantage of this exciting opportunity although there have been students in these courses in the past. We did interview a wonderful science student who is taking both zoology and botany (as well as a religion course) and is very positive about her experience in that both the professors and the South African students have welcomed her warmly into the science classes. In 2005, we learned, there will be a new second year course in Aquatic Biodiversity that will be complimented by a new Terrestrial Biodiversity course that together will cover both seaweeds and animals. Our students will be eligible to take the courses, both of which will have field components. In addition, another area in which students could explore courses is Environmental Studies which are based on geographical sociology.

Recommendation

3. We recommend that CIEE students be encouraged to take appropriate science courses at UCT. Indeed, they should consider both the Principles of African Ecology and Marine Ecology as well as the new courses. It is important that they pre-register early for the sciences courses so that they will get places in the laboratories and berths on the ship for the field component in the Aquatic Biodiversity course.

4. Students are not now required to take a course in an African language such as Xhosa, and the team wonders if it would be possible to mount a short course in Xhosa (with emphasis on oral skills). Such a course would give the students assistance in doing their community service.

II. Quality and Appropriateness of Services

A. Pre-departure services

In considering the pre-departure services provided by CIEE, the team reviewed the assistance and information for prospective students in completing the UCT application (required as part of the application process); the student handbook, which students receive at a later stage; and housing and visa information. We reviewed these materials in light of not only the student comments we heard in our meeting in Cape Town with current program students but also evaluations from the past several years, in which course selection and enrollments, academic expectations, and housing options attracted the most negative comments (in overall very positive evaluations of the program).

It is our sense that these negative responses are in large part due to students' receiving inadequate or incomplete information before they travel to South Africa rather than to faults in the program structure and organization, and could largely be remedied by providing students with more guidance and detailed information at an earlier stage, either through materials downloadable from CIEE's website or in the program manual (or both). Their need for more information begins as early as the application process, in which they are asked to submit, along with CIEE's own application, one for UCT. The UCT application asks that, among other things, students make a preliminary selection of courses. While CIEE's website provides a link to UCT's application, it gives little in the way of instructions as to how the form should be completed or guidance in the selection of courses. Moreover, it is unrealistic to expect that most home campus advisers will be sufficiently knowledgeable about the South African university system, and about UCT in particular, to assist students in their course selections. We, therefore, recommend that, along with a weblink to UCT's application, CIEE develop and post on its website an instruction sheet which complements the instructions for UCT's own application and which outlines the different levels of classes and credits and, where appropriate, provides information about specific departments (such as the fact that 300-level classes in the English Department require enrollment in both a lecture series and a seminar, constituting in effect a double course). (See the appendix for a draft of this proposed instruction sheet.)

We also recommend that the student handbook be significantly revised and expanded to include detailed information about the South African university system and UCT, housing options, and visa requirements. We are aware that students will receive additional information about these when they arrive in Cape Town in both written form and in orientation sessions, but the team believes that

the handbook should be revised in such a way as to become a more complete record of program arrangements and expectations—in effect a reference about all aspects of the program for both students and their home school advisers. Students remain unaware of (and are even surprised by) many of the differences between the American and South African educational systems until well after the semester has begun, and although academic expectations and assessment (e.g., the grading scale and credits) are covered in both CIEE's and IAPO's orientations (see below), we believe that this information needs to be conveyed to the students both at an earlier stage and once they arrive in Cape Town. A revision of the academic sections of the handbook should include information about the post-apartheid changes in the educational system and at UCT, a discussion of differences in educational philosophy (and emphasizing the level of independence at which students are expected to work in South African universities), and, most concretely, information about the grade conversion scale, which they receive separately during the orientations, and credits. This expanded academic section should remain in the first section of the handbook, highlighting its importance.

The housing section of the handbook also needs revision and expansion and should be more than a simple statement about living in on-campus apartments with South African roommates (p. 7), which is incomplete and misleading, and only serves to establish false expectations on students' part. We recommend that this section include both information about on- and off-campus housing and a simple chart or other graphic highlighting the advantages and disadvantages of each. It would also be useful for students to be aware that on-campus housing is limited to 35 spots, and that CIEE is fortunate to have received this allocation. This same information should be repeated on the students' housing questionnaire (which also would benefit from a redesign). An earlier deadline for the return of the housing form/questionnaire is needed so that the RD and Program Assistant can make the assignments in a timely manner. Similarly, detailed information about the process of obtaining a study permit should be included in the handbook as well as in the visa application materials.

Students currently in Cape Town also expressed their dismay at being given incorrect information by Portland CIEE staff about what they should bring with them. This semester's students appear to have been misinformed about what kinds of bedding each kind of housing required, and this only added to their anxiety about their housing. We would hope that this problem (and similar complaints about incomplete or wrong information) is short-lived, the product of staff turnover. (Previous semesters' evaluations did not contain comparable comments.) Additionally, the packing lists in the handbook are in need of drastic revision.

Recommendation

5. The student handbook needs to be significantly revised and expanded to include detailed information about the South African university system and UCT, housing options, and visa requirements.

6. The redesigned housing form should have a very early due date in order to help the RD and Program Assistant make the assignments. Students should be asked to clearly state a preference for on- or off-campus living-- although the form should state that CIEE will not guarantee which housing will be assigned and will endeavor to fill the on-campus housing at Forest Hill first.

B. Orientation.

Students participating in the CIEE program benefit from a three-day orientation specifically for program participants as well as a six-day orientation through UCT's International Academic Programmes Office, for all semester study abroad students. Both orientations provide an introduction to UCT and its academic arrangements, logistical information about such things as cell phones and transportation (as well as a significant amount of time devoted to safety), and recreational activities (such as visits to a number of sites in and around Cape Town). With one or two exceptions, students appreciated both orientations—the CIEE one for, among other things, the chance to get to know each other and the Resident Director and Program Assistant and the IAPO sessions for the additional academic information and activities. (It is also indicative of the excellent rapport between IAPO and CIEE staff that the RD discusses cross-cultural adjustment at the IAPO orientation.) The CIEE orientation is also enhanced by the presence of orientation assistants (UCT students) who are wonderful resources for CIEE students and often remain close to them during the subsequent weeks, introducing them to their own South African friends, participating in CIEE activities, and, in some instances, spending time at the CIEE off-campus housing.

We are concerned, however, that despite the best intentions in both the CIEE and IAPO orientations, students appear not to grasp the very real distinctions in academic cultures and arrangements between the South African and American university systems and that this lack of understanding colors their assessment of the South African university system and, more specifically, their choice of classes at UCT. This is no doubt due in part to the large amount of information they are asked to absorb in a very short time, but it may also be a product of the way in which the information is conveyed, in group meetings rather than in one-on-one or small, discipline-specific sessions. With its current staffing, the CIEE program is unable to provide this level of individual advising, and we recommend that the program work to provide students with this, both during the orientation and in term. (Please see the next section.) We were fortunate in our visit to UCT to be able to speak with the Deputy Registrar, an American who has worked at UCT

for over ten years and who has direct experience (both as a student and as a faculty member) of American universities. When we asked about the possibility of his speaking to CIEE program participants during its orientation about the different academic cultures and expectations, he was enthusiastic in his willingness to do so, and we have urged the RD to take advantage of his offer. Additionally, we recommend that the orientation be expanded to an additional day, devoted exclusively to academic matters. In contrast to the first three days of the orientation, which is held at a local hotel, this fourth day should take place at the UCT campus. In addition to the Deputy Registrar, we recommend that individual departmental academic advisers (see below), speak with students in small groups during this day to discuss their own departments and course offerings.

Recommendation

7. Because students need to have a better sense of the differences between the academic cultures in the American and South African university system, we recommend that orientation be expanded to a fourth day, held at UCT and focused exclusively on academic matters. The Deputy Registrar should be invited to speak to students about the differences in academic cultures, and departmental advisers should also meet with students at this point.

C. Academic Advising

UCT does not have an office of academic advising nor do individual academic departments designate a member of the teaching staff to guide undergraduates in their selection of courses. Rather, the course choices CIEE students have made as part of their UCT applications are reviewed by academic advisers in the Humanities Faculty and the total numbers of study abroad students in various courses noted. (No distinction is made between CIEE and other study abroad students.) There is, unfortunately, no opportunity for a student to meet individually with an adviser to discuss his/her enrollments. Although students can (and do) revise their selection of courses upon arrival in Cape Town, this is seldom as a result of thoughtful reconsideration of how UCT courses may fit with home school requirements and offerings but instead may be based on the list of courses previous study abroad students have taken. To some extent, given that the curriculum in each UCT department is far more structured than at an American university and that South African students typically do not select courses from as wide a range of departments as American students do, this lack of advising at UCT is understandable.

For the American students, though, it can result in their enrollment in classes for which they lack the background (as the head of Social Anthropology noted) or, on the other side, in classes insufficiently advanced. Program students pointed out, for example, that they were unaware of the 400-level (Honours) classes

which are comparable to seminars at home and which would be suitable only for majors. Students (and UCT teaching staff) also note that they find themselves in classes in which Americans make up a significant part of the enrollment and that this is not the “South African experience” they had anticipated. Instructors see the large number of Americans in their classes as both positive and negative: positive in that they are appreciative of the Americans’ work habits and willingness to engage in debate, negative in that they must often adapt and even review material covered in prerequisites UCT students have taken and in the fact that the Americans can easily dominate discussion.

In the view of the evaluation team, the lack of adequate academic advising for CIEE students is an important shortcoming of the program, and the need to remedy this situation is the single most critical recommendation we make. CIEE needs to work with UCT to develop a system of academic advisers who are knowledgeable about the curriculum in individual departments and can guide students in their course selections at an early stage (perhaps even before they travel to Cape Town). Depending on the needs and abilities of individual departments, we would suggest that each department consider nominating a member of academic staff (i.e., an instructor) to provide advising to CIEE students considering enrollment in a course or courses in that department. This advisor would need to meet with students during the orientation period and would be available to students on a regular basis during term (perhaps one hour a week?). We would hope that such a system of advising would benefit the departments in that CIEE students might be encouraged to broaden their selection of courses and enrolled in classes for which they have the appropriate background. We would also expect that there be some direct recompense to the departments or to the individual faculty members in the form of an honorarium for this service. The team believes that this system might alleviate both the bunching of American students in a few courses as well as promote their placement in courses at the appropriate level of instruction.

Recommendation

8. CIEE needs to work with UCT to develop a system of academic advisers who are knowledgeable about the curriculum in individual departments and can guide students in their course selections at an early stage (perhaps even before they travel to Cape Town). Priority should be given to working with those departments in the Faculty of the Humanities which enroll the greatest numbers of CIEE students. We believe the departments where this additional advising is most necessary are Political Science, History, English Literature, Anthropology, Religion, African Studies, Fine Arts, and Dance—the top receiving departments; in the Faculty of Sciences, we would identify Zoology and Botany. CIEE should work with the RD to identify, recruit, and then compensate teaching faculty from the above listed departments for this short-term commitment to advise our students during orientation and registration through the add-drop period.

D. Housing

CIEE provides two kinds of housing for its students: in rooms in Forest Hill, one of UCT's residence halls, and in several off-campus houses close to campus. It is in a privileged position to have 35 rooms in Forest Hill (out of 750), where students live in three-bedroom flats with shared kitchen and bathroom facilities; no other study abroad programs or partners are allocated on-campus housing, and this arrangement permits CIEE students to live alongside African students. Although CIEE student rooms tend to be in one or two of five blocks of Forest Hill, they are not housed together: They are assigned rooms as one of the three students in a specific flat, the other two being South African and/or other African international students. Other program students who cannot or would prefer not to be accommodated in Forest Hill are assigned to rooms in the several off-campus houses that CIEE has rented on their behalf. Although in some instances a UCT student may also live in the house (one of the orientation assistants lives with the CIEE students in one house, and another spends several evenings or nights a week at another of the houses), as a rule the off-campus houses are American enclaves. In all housing options, students are responsible for their own meals, but the bedding and basic kitchen equipment are supplied in both Forest Hill and in the CIEE houses. All students sign for the contents of the houses or residence rooms and are required to return everything in good condition at the end of the program. The UCT Housing Office inspects the Forest Hill flats on a regular basis as does CIEE for the off-campus housing.

Student evaluations from recent past terms emphasize a level of dissatisfaction with their housing: Forest Hill residents find the facilities inadequate, while those housed off-campus cite the lack of interaction with South African students in their housing situation. Both groups of students mention that they had expected to be living with South Africans (as the handbook itself says). We believe that much of this dissatisfaction with housing arrangements comes from a lack of adequate information for students before they leave for Cape Town. CIEE should provide students with a description of both types of housing and outline the advantages and disadvantages in each. It should also emphasize that the spaces in Forest Hill are limited and that priority will be given to housing students there. (In Fall 2004, with 47 students in the program, only 13 are housed off-campus; in Spring 2004, when the enrollment shot up to 78, fewer than half of the program students could be accommodated in Forest Hill.) Some students may prefer to live off-campus, but we would expect that, given realistic descriptions of the two housing options, students would be happy to be offered a place in Forest Hill. CIEE should also state that, to the extent possible, it will attempt to accommodate students' housing preferences. This information needs to be provided in the student handbook as well as incorporated into a redesigned housing form. Rather than simply asking the student about his/her interests and current housing situation, we would suggest that students be asked to express a preference and write a few sentences about the reason for that selection which would help the

RD make the housing assignments. CIEE may also wish to state that as a matter of policy, it will not house students from the same school as a group. (Obviously it is important to keep the questions about allergies, dietary restrictions, and disability-related needs.) The questionnaire might also ask for any housemate preferences.

Housing is often an aspect of study abroad about which students express a great deal of anxiety—where they will be living, with whom, and what the facilities will be. Although students do not learn where they will be living in Cape Town until the end of the CIEE orientation, we do not necessarily recommend at this point that housing assignments be made earlier (e.g., before they arrive). It appears to us that most of the students' negative comments about housing stem from misleading and inadequate information, and it is our hope that better information (and at an earlier stage) will remedy the situation.

Recommendation

9. CIEE needs to provide students with better information, and at any earlier date, about the housing options and their advantages and disadvantages. Both the handbook and the housing questionnaire need to be revised to reflect this information. In addition, the housing questionnaire should explicitly ask students about their housing preferences. Moreover, the RD needs to receive this information in good time in order to make the housing assignments. We recommend that CIEE set an early deadline for the completion of the housing form.

E. Accommodation of Special Needs

We were pleased to learn that UCT's Counseling Centre is prepared to assist in accommodating students with learning and other disabilities. Students should bring with them information/documentation about these needs from their home schools and make an appointment with the Counseling Centre as soon as possible after their arrival in Cape Town.

While it appears that UCT is able to accommodate most learning disabilities, it may prove more difficult to make appropriate arrangements for those with physical disabilities. The UCT campus is split among three levels, Lower, Middle, and Upper Campuses, and student housing (both off-campus and in some residence halls) is yet further down the hill. Although we saw students on campus who were in wheelchairs, it is by no means a given that there is adequate elevator access, ramps, or that transportation to and from campus and between campus buildings is easily arranged. Most of the buildings were not built with wheelchair-accessible ramps.

CIEE may also wish to consider that students who will come with their families will require special accommodations as regards housing and may need additional

assistance to arrange local transportation and schooling (if there are children). It should be kept in mind that this may require a disproportionate amount of the RD's time and ultimately limit the time to respond to other students' needs.

It is of course necessary and important that students with special needs, whether learning or physical disabilities or in need of other accommodations, get in touch with CIEE at an early stage to see if appropriate arrangements can be made.

F. Other --- Volunteer Opportunities

One of the strengths of the CIEE program is the numerous opportunities for the students to do volunteer work. Typically students have become involved in projects through one of two routes: through SHAWCO, a large student-run organization founded at UCT 60 years ago, and through the efforts of CIEE's RD, who in recent semesters has identified a number of local NGOs which welcome student volunteers. SHAWCO works with a wide range of programs and projects, in a number of townships in Cape Town. Its advantage is that it is a well-established organization with a core of permanent staff (office administrators and drivers) as well as annually elected student officers used to working with NGOs and coordinating the student volunteer efforts; it also provides transportation for students to the project sites and thus can monitor safety. Each semester, approximately 400 students work with SHAWCO, of which approximately 25-30% are American. While we were in Cape Town, we met with staff at the SHAWCO office at UCT and also were able to visit several of the community projects in which SHAWCO is involved, including a senior day-care center, a home for disabled orphans, and a center providing, among other things, meals and tutoring services. Recent CIEE student evaluations, however, have been rather negative about SHAWCO, highlighting a number of problems: disorganization (e.g. unreliable transportation to and from the sites), mostly international student volunteers, and a late start in the semester. In our meeting with SHAWCO staff, we raised these issues with them. They noted that some of these problems have now been solved: A new and dynamic administrator has been recruited, and the severe budget deficit of recent years has now been eliminated. This semester's student evaluations should give us a better picture of the extent to which previous problems have been addressed.

Outside of the structure of SHAWCO, CIEE students have also begun to volunteer for Habitat for Humanity and at the Baphumalele Children's Home in Khayelitsha as well as do high school tutoring in Langa Township, with the RD largely responsible for coordinating their participation and maintaining continuity from one semester to the next. We believe that it is important that CIEE continue to offer these (and other) community service options for our students even though they will not be working alongside South African students. These projects provide students with tangible results of their efforts and benefit both students and the local organizations. In order for this to function effectively and even be expanded, we suggest that a half-time community service staff member be hired to work on these details. The RD should continue to provide overall supervision,

but it is unrealistic to expect that he can continue to make the arrangements and even expand volunteer options.

Until now the volunteer program is far from its potential and, in fact, is racked with the problems noted above. Nevertheless, it has had a strong impact on the CIEE students as evidenced in the following comments taken from evaluations over the past year:

- “Amazing, fulfilling, worthwhile, and life-changing – enabled a better understanding of myself, South Africa, human nature, and life.”
- “I volunteered at St. Agnes primary school in Woodstock. It was a great experience because I figured out that I would like to pursue teaching as a career.”
- “Volunteering in Langa was the most valuable experience I have had in Cape Town and it has inspired me and opened my eyes to something totally new and I am deeply thankful.”
- “It was one of the best parts of my experience in Cape Town...and I would recommend it again in a heartbeat.”
- “Absolutely worthwhile! Quinton introduced me to a nurse who works at a children’s home in Khayelitsha and I have been volunteering there ever since. It has had such an impact on my experience here. In fact, I am now planning on studying nursing with a focus on HIV/AIDS and coming back to SA to work.”
- “I volunteered with Habitat for Humanity through UCT, then on my own through CIEE at Baphumelele Children’s Home in Khayelitsha...it really made my whole experience as I was able to form strong relationships with members of the community and I don’t know that I would have enjoyed my time here as much without them.”
- “I will never forget my experiences there [Mazizame] or the children. I only can hope that I made as much of a difference in their lives as they did in mine.”
- “My volunteerism was an essential part of my overall study abroad experience. Along with another student, I organized a career fair in one of the townships. It was a successful event that really made my semester here more enjoyable. I became closer with the community and learned much about life in general.”
- “My volunteer opportunity was the best thing that I did during the time that I was in Cape Town. I will be returning to CT in December to continue my

work with the orphanage – Baphumelele – in Khayelitsha. I must say, CIEE's support of our efforts there was phenomenal and its ability to help pay for our transport was so incredible. Thanks, CIEE!

While most of the student comments about the volunteer programs had some negative tones due to perceived disorganization within SHAWCO, the quotes above underscore the incredible potential on how they can affect the lives of the CIEE students when the programs are well managed. This leads us to the following recommendation.

Recommendation:

10. We recommend that CIEE provide funds to hire a half-time staff person to focus exclusively on the volunteer activities. Much of the disorganization and logistical snafus could be eliminated if the CIEE Study Center at UCT had an individual who devoted considerable time to improving this vital part of the program. This person should also identify new opportunities for volunteer work in Cape Town. It would not be necessary to find an office for this person in the already limited office space at IAPO: we would suggest that these arrangements could be made by someone working away from the campus (perhaps from home) and meeting with students on campus and reporting on a regular basis to the RD.

G. Other--- OceanView Homestay

This four-day, three-night experience in a coloured community mostly composed of families that had been forcibly removed from Simon's Town is, for many students, the highlight of their time in Cape Town. The community has both Christians and Muslims who live and work together in peace. It is a powerful message for the students. One team member participated in the first day of the homestay this semester and found it wonderful. Led by the Ocean View organizer, there was an hour and a half orientation for the students 2 days before they left which did help prepare the students for the experience. This semester the homestay fell on a long weekend and more than 90 % of the students participated. All boarded Jammie Shuttles the RD had arranged and left for Ocean View at about 5:30 PM on Friday. To see the students with the flowers they had bought for their host mothers as well as all the baked good they had prepared was wonderful. We arrived about an hour later at the high school to find the homestay families waiting for the group and had a group supper with a program of speeches and musical and dance performances to welcome the CIEE group to the community.

Saturday the group spent the morning until mid afternoon with their families doing some sightseeing in the area, including the Heritage Museum in Simon's Town as well as the regular Simon's Town Museum, a local elementary school and a variety of other locations. Then the group reunited for our two basketball games,

first the women's game with a team partially composed of Ocean View girls as well as CIEE students and then the men's game which was truly Ocean View vs. CIEE men. There was a DJ and wonderful Indian snacks were sold to produce revenue for the Matric Ball (a High School Senior Prom) to be held at the end of August. Many of the families came and there was a lot of wild enthusiasm for all the teams. That night there was also a karaoke entertainment for all of the community. Sunday was a day with the families and then Monday was Women's Day and there was a morning convocation for women and girls only. Then later the Jammie Shuttles brought everyone home full of good food, care packages and wonderful new relationships. Many of the students take the train down to visit their South African families on other weekends. The community invites them to share important events like christenings, birthday parties and the like during the rest of the semester. Many of the CIEE students take their own parents who visit during the semester down to meet their new families as well. We recommend changing nothing! It is perfect as it is.

III. Quality and Appropriateness of the Students Who Participate

CIEE's relationship with UCT is unusual in that the final decision regarding admissions is made by UCT's IAPO, which requires a 3.0 overall GPA of all study abroad students. CIEE's recommendation for students who have previously taken a course in African studies is not rigidly enforced, and of the current semester's students only 46% have this prerequisite. Nevertheless, we were favorably impressed by the program students, by their obvious interest in their host country and in their studies. To some extent, there is an element of self-selection among program applicants, but CIEE can take pride in the fact that the program enrolls very strong students who are highly motivated to make the most of their South Africa experience. Academic staff with whom we spoke had very positive things to say about study abroad students and the example they set for UCT's own students. They did mention, however, that students need better guidance in their course selection. The Head of Department in Social Anthropology, for example, told us that a number of study abroad students who enrolled in the department's Medical Anthropology course, a 200-level course, lacked the necessary background that the department's own students have—specifically, they were unfamiliar with cultural relativism and its limitations--and thus the instructor was forced to devote a certain amount of class time to bringing the study abroad students up to the same level. (In the future, we were told, the departmental handbook will state that students "must demonstrate familiarity with cultural relativism and its limitations.")

Thus, while the overall quality of CIEE's students is high and UCT departments appreciate their presence in their classes, CIEE needs to insure that students' course selections are appropriate and that, to the extent possible, student enrollments are scattered across a broad range of course offerings. It is our hope that a new process for earlier and more effective academic advising (see recommendation # 8) will resolve these issues.

IV. Quality of Facilities

The University of Cape Town is a beautiful campus situated on three levels with Devil's Peak and Table Mountain in the background. There is a very inexpensive shuttle bus service that carries students between the levels although many choose to walk. Most of our students' classes are located on the Upper Level (Dance, on the Lower Level, is an exception). The CIEE office is located on the Middle Campus within the International Academic Programmes Office (IAPO). The campus is situated in a lovely setting with a view of the city below. Security is evident during the day and the campus is clean, beautiful and well maintained.

A. Office and Class space

CIEE has two offices within the IAPO suite and is the only study abroad program to have space there. This is certainly the optimal location for the CIEE office because it puts the Resident Director and the Program Assistant in the center of all things international at UCT. However, because space is tight it means there cannot be expansion in the CIEE space within the IAPO Office suite. Because Study Abroad for UCT is also located within the IAPO suite, there are catalogs and brochures for Study Abroad programs available for our students to use if they are looking for another program for a later semester. The area also has a group of four computers which all international students can come in and use to access their email free of charge.

The classrooms that the team saw were modern with central air (a must in the spring) and well equipped with dry-erase boards and audio-visual technology. The Humanities Faculty, where the largest percentage of our students take classes, is spread out over several buildings on the upper campus as is the Sciences Faculty.

B. Library

Students have complete access to the UCT library where they can find books and journals to support their class work and paper writing. The library does have an on-line catalog system and has approximately 600,000 volumes in its collection and access to a substantial number of the widely available databases. The library is not open for the extended hours that our students are used to on their home campuses in the US, but they are adapting to the local schedule.

C. Computer and e-mail facilities

Computer labs are scattered all over the campus in a variety of groupings. Students have free access to these computers for email and internet use. The computer labs are open from 9:00 AM to 9:00 PM, but there is often a line for use of the computers and students must be prepared to wait for access. There is not a limit on the time a student can be on a computer in the lab although there is a 15 minute limit on email in the IAPO Office if there is a line of students waiting to check email. There are additional fees for printing. There is also a small computer lab at the Forest Hill residence, in which access is very slow (we were told).

If students have laptops, they should consider bringing them because it is easier to write in the dorm rooms or apartments at the hours they choose and not have to find space in a computer lab. However, students living in the houses should be aware that they will not have internet access in their homes.

Recommendation

11. The handbook should provide information about UCT's computer facilities and also suggest that students may find it easier to bring a laptop with them. While there is a risk in bringing laptops, students believe (and the team agrees) that CIEE should recommend that future students bring their laptops.

D. Sports Facilities

UCT has excellent sports facilities which are open to the CIEE students. There are multiple playing fields for soccer, rugby, and cricket as well as tennis courts and an excellent sports center which includes basketball and squash courts and some exercise machines. The sports center also includes the UCT Club where students can purchase meals. There is also an outdoor swimming pool as well as an additional outdoor pool at the Forest Hill Residence. There are all types of athletic teams, clubs and societies that students can and do join.

V. The Program's Plans for Improving its Teaching and Services

CIEE plans to continue to work closely with IAPO in particular and UCT in general in providing an intellectually rigorous and socially integrative program for its students. Because of the large number of American study abroad students who now attend UCT for a semester or year, there has been a growing concern among the academic staff in the Humanities Faculty (Liberal Arts and Sciences) about the number of students who can be accommodated in their classes. There has been some discussion of a cap of the total number of study abroad students who would be permitted to register for Humanities classes. This will affect the possibility of growth in the CIEE program since the cap will affect all students who register at the UCT through IAPO.

Recommendation

12. We recommend that CIEE continue to work with IAPO in negotiating how students are counted for the Humanities Faculty cap that will be imposed beginning in spring 2005. Students taking two Science classes and one Humanities course should be counted as Science and not Humanities in order to make sure that all CIEE students who need Humanities courses can register for them.

VI. Relationship with the Host University

CIEE's relationship with the University of Cape Town is excellent. Both sides see value in continuing to work together to bring American students to study at UCT. The location of the CIEE office within the IAPO suite means that close coordination between the two entities is very easy to achieve. The Resident Director was previously a member of the IAPO staff and that too has helped CIEE to forge the strong relationship that exists. Because the CIEE students come to classes through IAPO, which does all University study abroad admissions, they are simply seen as study abroad students within the university and not as a distinct group. They receive the same services as other students who come for a semester or year, as what UCT calls "free movers" (students who come independently outside of any program), bilateral exchange students, or through other programs. UCT is happy to have CIEE provide the services it does in guiding students through the admissions process and then caring for them once they have arrived because it means that these students, who comprise 20-25% of the study abroad students, receive additional support that IAPO cannot (and does not wish to) provide. One should also note that CIEE is the only program that has housing in University Residences (35 spots in the Forest Hill Residence). The team leader also met with the Deputy Vice Chancellor whose portfolio includes International and expressed our satisfaction with the excellent relationship that exists between UCT and CIEE.

VII. Perceived Satisfaction of the Consortium Member Institutions

The Team contacted the 8 largest sending institutions (Georgetown, Colorado, George Washington, Brown, Smith, Pomona, University of Southern California, Columbia) as well as Spelman as both a sending institution and School of Record, Michigan, Scripps, and several other institutions and got good responses from all of them. All the institutions uniformly praised the orientation, the RD and the overall experience of their students. All institutions knew whom to contact both in Portland and in Cape Town. As the team also found in its reading of the last three years of student evaluations, there were mixed reviews on the academic side. Most schools were pleased with the academics and said so. Some spoke of their students' perceptions of UCT as less intellectually

challenging (which they said was a common response to studying abroad), while others evaluated the quality of their students' instruction and academic experience as equal to what they received on their home campuses. Arrangements for assessing classwork and transferring academic credit back to the home institution vary from one sending institution to another. Columbia students, for example, are required to bring back all papers and exams which are then reviewed by Columbia faculty in order to get major credit, and there have been very few problems with this process. Columbia students know at what level they must perform in order to get either elective or major credit. Another institution's students only receive credit or no credit, while a third awards a Pass for A through C-; NC (no credit) for D+ and D, and an F for an F.

While some institutions mentioned that they received their students' evaluations from CIEE, several said they did not and would like to receive them. In addition, although making allowances for the differences in the academic calendar, several universities mentioned that they would like to receive the course registrations in a more timely manner. The School of Record echoes that request since it is sometimes queried about a student's registration from the home school and often has no information to pass back. Grades from Cape Town mostly come in a reasonable time frame and all schools were grateful for this.

Recommendation

13. CIEE should try to get the course registrations back to the sending institutions more quickly to eliminate any problems verifying a student's enrollment either for financial aid or other reasons.

VIII. Perceived Satisfaction of the Student Participants

The CIEE has strong reasons to be proud of the accomplishment of its Cape Town program with respect to student satisfaction. The surveys indicate some dissatisfaction regarding individual components of the program, e.g. "the academic courses were not sufficiently challenging," "some disorganization of transport to volunteer activities," and "I didn't connect with my family during the homestay." Nevertheless, the vital measure of overall satisfaction must be seen as the sum of the various parts and here the results are truly impressive.

Each member of the evaluation team read every student evaluation over the last six semesters and the trend is clearly upwards. For example, the overall evaluation of the Cape Town program in the Spring of 2003 was 46% Excellent, 41% Good, 11% Fair, and only 3% Poor. Moreover, 84% either strongly agreed or agreed that they would recommend the program to a friend. These numbers improved in the Spring of 2004: 70% strongly agreed that their overall evaluation of the program was positive and 27% agreed while the remaining 3% neither agreed nor disagreed. No dissatisfaction was registered, and therefore it is not surprising that only 2% indicated that they would not recommend the program to

a friend. This is a truly sustained, high level of satisfaction for a study abroad program in any part of the world.

The positive results are cause not only for considerable satisfaction but, in fact, celebration. Moreover, the evaluation team is convinced that if the CIEE adopts its recommendations the results will continue to improve in the future.

IX. Safety and Security Issues

Students are bombarded with safety information (crime rates and unsafe practices) at the CIEE and UCT orientations. It is prominently featured in the head of IAPO's written message to the students in the UCT orientation materials as well as in both RD's written and printed orientation handouts. This can actually lead to initial borderline paranoia. The Director says that this is intentional to ensure that students are a bit paranoid and that they stay alert! A perfect example of how the students have internalized this message is that when we arrived to visit one of the houses, the students told us about a man who had just come to say that he was there to clean their gutters (which is one way that thieves get into houses and flats), but the students rightly would not let him in and called Quinton instead. Quinton arrived immediately to pick up the student and search the area to see if they could find him and warn him away from the CIEE houses. Each apartment or house has at least one male occupant for security reasons.

Given safety concerns in South Africa, it is important that students have cell phones, and CIEE assists them in this: Students get their cell phones on the second day of the CIEE orientation while they are still at the hotel. At the end of the program, CIEE buys the phones back from the students. They are a "must have" for communication and emergencies.

Students are told not to walk alone after dark, but even in groups they must be careful and cautious. There is also a "Blue Route" (the major student walkway) which goes from Upper Campus through Middle to Lower Campuses and is under camera surveillance at night. Escort services are also available.

Over the last three years students reported that some of them have been mugged – one right in front of the Forest Hill Residence in broad daylight last March—but they have learned to be aware and very careful of where they go, never going out alone at night. The use of the Boogie Bus, a low-priced taxi service that CIEE and other American programs have used for years, makes it relatively easy to get around at night for a low price. However, students must book both the departure and the return time and then be ready to leave at the appointed hour.

Each semester several students buy cars which they then sell back to the dealerships at the end of their semester in Cape Town. Many of them are older,

solid Mercedes which should protect them in case of accidents. There have been several very serious car accidents during previous semesters (especially on trips to Namibia) which have reinforced the team's worries about student drivers. While the team is concerned about them buying cars or for that matter renting them during the long vacation between semesters or during the break in each semester, the students tell us that they are more at risk taking public transportation than in the rental or purchased cars. The vehicle accident rates are very high and the team is concerned about students drinking and driving (on the left side of the road), but many students continue to get cars while here or go in together to get cars as a group, and there seems to be nothing we can do to modify this behavior.

Recommendation

14. The RD, Program Assistant and UCT should continue to emphasize the need to be alert and to take all the precautions that are necessary in order to have a safe experience in Cape Town.

15. Since CIEE can't prevent the students from buying or leasing cars, we need to continue to talk seriously about car safety with the students. In particular, students should be encouraged not to drive to Namibia.

X. The Program's Compliance with CIEE's Policies

The program is in compliance with CIEE's policies.

XI. The Quality of Administration and Management of the Program

A. Resident Director

It is patently clear that the CIEE students not only feel grateful but privileged to be a part of the CIEE program at UCT. Much of this is due to the indefatigable efforts of the Resident Director Quinton Redcliffe. CIEE is very fortunate to have such an effective and impressive RD. The students know (and have experienced) that he is there to help them 24 hours a day, 7 days a week. His supportive and soothing personality, combined with his competence in resolving all problems that emerge, provide the CIEE students with a strong sense of security that they have a safety net constantly under them. Many of responses on the evaluations and in our conversations with the current students in the program make reference to the fact that Quinton is a true surrogate father for them.

Part of the RD's effectiveness is due to the fact that he worked at UCT's International Academic Programmes Office for four years before joining CIEE. He is an incredible networker and appears to know personally most of the faculty and staff throughout the university. He is just one phone call away from resolving

most problems. This effectiveness is further buttressed by the high esteem that faculty and staff have for him. He has an uncanny ability to remember the names and the backgrounds of faculty, staff, and ALL of our students, past and present. His relations with both CIEE in Portland and the IAPO staff as well as the UCT administration are excellent. These qualities are reflected in the remarkable program that he organized for our visit.

A phrase that we frequently heard is that “Quinton walks on water.” We did not hear (nor read in the evaluations) a serious criticism of him. On the contrary, the evaluations of him over the past six semesters are filled with superlatives. From the most recent student evaluations (Spring 2004) the summary of the student evaluations of the Resident Director includes the following comments about Quinton: “absolutely wonderful,” “incredible,” “absolutely phenomenal,” “amazing,” “FABULOUS,” “could not have been more helpful,” “extremely helpful/warm/considerate/ supportive,” “a wonderful asset to the CIEE program,” etc. In our meeting with most of the current students we heard similar phrases of praise although they have only been here for a month. It is clear from the written and oral comments of the students that Quinton Redcliffe personifies CIEE at UCT.

The only other concern of the Team has to do with the volume of work in our spring (UCT Semester I—February to June) when the CIEE enrollments are substantially larger. Spring 2004 saw the CIEE enrollment reach 78 students. This placed a great strain on both Quinton and Felicity.

Recommendation

16. We encourage CIEE to think creatively about how to take that strain from the RD and Program Assistant in Semester I. Possible solutions are the addition of a half time assistant during Semester I or, alternatively, continuing the involvement of the Orientation Assistants, advanced students at UCT, beyond the orientation period so that they can do some of the outreach to the CIEE students throughout the semester instead of only during the first week or two of the semester. (This will obviously have budgetary implications.) An additional result of that could be further opportunities for the students to meet friends of these UCT students and better integrate themselves into the social fabric of UCT.

B. Program Assistant

During the period under review there have been two Program Assistants – Mandy Redcliffe (Quinton’s wife) and Felicity Baker. The written reviews about Mandy’s job performance practically rival those of Quinton himself. The evaluations of the students are filled with raves and superlatives.

Felicity Baker replaced Mandy Redcliffe and is now in her second year in the position of Program Assistant. She is a recent graduate of UCT, and thus a

useful source of information for students about UCT's student culture; she is also very personable and has a work ethic that almost equals that of Quinton. In fact, many of the student's laudatory comments are applied to both of them. While she lacks the experience and training of Quinton, she is incredibly effective. She is responsible for housing, preparing reports (e.g., course enrollment verifications), organizing social events and student activities in consultation with the Director, and occasionally acting as travel agent/advisor. We note with pleasure that Felicity attended training in Portland this past June and hope that she will continue to have the opportunity to develop her already excellent skills for dealing with student issues. She and Quinton are an excellent team. The interaction between her and CIEE students is warm and friendly. The student evaluations and their comments to the team indicate that they have great confidence in and appreciation for the help that she provides them.

The CIEE program also employs ten orientation assistants who assist primarily during the first 10 days of orientation. We had a long lunch with them and found them to be delightful, dedicated, and highly competent. It appears that they keep in close touch with the students throughout the semester despite the fact that they are no longer on the payroll; one lives in off-campus housing with the CIEE students while another spends several nights a week in one of the CIEE off-campus houses. They are an asset to the program, and their contribution extends beyond the orientation period.

XII. Future Prospects and Plans

The team expects that this program will continue to grow in the next years as interest in South Africa increases on US campuses. We feel that one of the challenges will be to expand recruiting to bring in more science students as well as more students in business, which are the two areas where UCT suggests CIEE increase enrollment. Once the advising issues have been dealt with, the academic part of the CIEE Study Center will be on a firmer foundation. The planned expansion of the community service/volunteer opportunities will also enhance an already very strong program.

One of the issues that CIEE identified as a concern is the uneven enrollments between semesters, with our Spring having substantially higher enrollments than our Fall. The tremendous difference between having 45 students one semester and 78 the next needs to be addressed. The issue of the RD and Program Assistant having to find additional excellent housing over the Christmas holidays for spring as well as handling the program activities for the substantially enlarged group that arrives in February needs to be addressed. While the team did not come up with a solution to this problem, we urge CIEE to try to find incentives (perhaps an additional field trip) to encourage students to come to Cape Town in the fall.

The other issue that should be addressed is the size of the program. The team believes that the optimum size for the program is between 80 and 90 students and should be capped at that number. A two-person office, even with the additional half-time community service person whom we have recommended, cannot handle more than about 80 students if they are going to provide the excellent service that is a hallmark of the South Africa program. Because there is no additional space available within in the IAPO suite, and we believe that the location of CIEE there is very important, we urge CIEE to cap the program at approximately 80 students in any semester. The amount of support students need in this location is substantial and so CIEE should limit the number of students who enroll any one semester.

Recommendation

17. The team recommends that CIEE offer incentives to encourage student to enroll in the fall. It also believes that CIEE should cap the enrollment at no more than 80-90 students any semester.

XIII. Relationship with previous evaluation

The previous review was done in the spring of 1999. The issue of appropriate academic advising was brought up at that point and a solution was proposed that has not worked well enough. Because of the increasing numbers of international students, the Heads of Departments do not have time to advise all their own students as well as the visitors. Thus, CIEE needs to find another way to ensure that students get the advising they need so that they will be in appropriate courses. Students now do take primarily 200 and 300 level courses as recommended in the previous review while some select 400 level courses in their majors, but here the academic advising is even more essential. The Council core course that the previous review suggested become a UCT course has been eliminated, and the requirement changed so that students must take a UCT course on the subject of southern Africa instead. The team feels that is the correct approach. The previous team recommended that the handbook give more emphasis on academic matters and this team concurs with that recommendation.

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 and in particular by Quinton Redcliffe and Felicity Baker. The ease with which the team was able to make all the appointments in a very packed and tight schedule speaks to the organizational abilities of both Quinton and Felicity. In the absence of the Head of IAPO due to illness, we particularly appreciated both the time and the

hospitality offered by the Manager of International Students and Linkages for UCT. The support from the Program Director in Portland, Mr. Bradley Rink, was also appreciated. Dr. Ganz would like to offer special thanks to the Beukes family for housing her during the Ocean View homestay.

SUMMARY OF RECOMMENDATIONS

- 1. CIEE needs to do better advising so that the students are spread over a greater number of courses and have the appropriate background to succeed in the classes they select.**
- 2. We recommend that the RD continue to work with the Deputy Registrar of UCT, to make clearer the differences between the two academic systems and thus reduce the students' anxieties in this area.**
- 3. We recommend that CIEE students be encouraged to take appropriate science courses at UCT. Indeed, they should consider both the Principles of African Ecology and Marine Ecology as well as the new courses. It is important that they pre-register early for the sciences courses so that they will get places in the laboratories and berths on the ship for the field component in the Aquatic Biodiversity course.**
- 4. Students are not now required to take a course in an African language such as Xhosa, and the team wonders if it would be possible to mount a short course in Xhosa (with emphasis on oral skills). Such a course would give the students assistance in doing their community service.**
- 5. The student handbook needs to be significantly revised and expanded to include detailed information about the South African university system and UCT, housing options, and visa requirements.**
- 6. The redesigned housing form should have a very early due date in order to help the RD and Program Assistant make the assignments. Students should be asked to clearly state a preference for on- or off-campus living--although the form should state that CIEE will not guarantee which housing will be assigned and will endeavor to fill the on-campus housing at Forest Hill first.**
- 7. Because students need to have a better sense of the differences between the academic cultures in the American and South African university system, we recommend that orientation be expanded to a fourth day, held at UCT and focused exclusively on academic matters. The Deputy Registrar should be invited to speak to students about the differences in academic cultures, and departmental advisers should also meet with students at this point.**

8. CIEE needs to work with UCT to develop a system of academic advisers who are knowledgeable about the curriculum in individual departments and can guide students in their course selections at an early stage (perhaps even before they travel to Cape Town). Priority should be given to working with those departments in the Faculty of the Humanities which enroll the greatest numbers of CIEE students. We believe the departments where this additional advising is most necessary are Political Science, History, English Literature, Anthropology, Religion, African Studies, Fine Arts, and Dance—the top receiving departments; in the Faculty of Sciences, we would identify Zoology and Botany. CIEE should work with the RD to identify, recruit, and then compensate teaching faculty from the above listed departments for this short-term commitment to advise our students during orientation and registration through the add-drop period.

9. CIEE needs to provide students with better information, and at any earlier date, about the housing options and their advantages and disadvantages. Both the handbook and the housing questionnaire need to be revised to reflect this information. In addition, the housing questionnaire should explicitly ask students about their housing preferences. Moreover, the RD needs to receive this information in good time in order to make the housing assignments. We recommend that CIEE set an early deadline for the completion of the housing form.

10. We recommend that CIEE provide funds to hire a half-time staff person to focus exclusively on the volunteer activities. Much of the disorganization and logistical snafus could be eliminated if the CIEE Study Center at UCT had an individual who devoted considerable time to improving this vital part of the program. This person should also identify new opportunities for volunteer work in Cape Town. It would not be necessary to find an office for this person in the already limited office space at IAPO: we would suggest that these arrangements could be made by someone working away from the campus (perhaps from home) and meeting with students on campus and reporting on a regular basis to the RD.

11. The handbook should provide information about UCT's computer facilities and also suggest that students may find it easier to bring a laptop with them. While there is a risk in bringing laptops, students believe (and the team agrees) that CIEE should recommend that future students bring their laptops.

12. We recommend that CIEE continue to work with IAPO in negotiating how students are counted for the Humanities Faculty cap that will be imposed beginning in Semester I of 2005. Students taking two Science classes and one Humanities course should be counted as Science and not

Humanities in order to make sure that all CIEE students who need Humanities courses can register for them.

13. CIEE should try to get the course registrations back to the sending institutions more quickly to eliminate any problems verifying a student's enrollment either for financial aid or other reasons.

14. The RD, Program Assistant and UCT should continue to emphasize the need to be alert and to take all the precautions that are necessary in order to have a safe experience in Cape Town.

15. Since CIEE can't prevent the students from buying or leasing cars, we need to continue to talk seriously about car safety with the students. In particular, students should be encouraged not to drive in Namibia.

16. We encourage CIEE to think creatively about how to take that strain from the RD and Program Assistant in Semester I. Possible solutions are the addition of a half time assistant during Semester I or, alternatively, continuing the involvement of the Orientation Assistants, advanced students at UCT, beyond the orientation period so that they can do some of the outreach to the CIEE students throughout the semester instead of only during the first week or two of the semester. (This will obviously have budgetary implications.) An additional result of that could be further opportunities for the students to meet friends of these UCT students and better integrate themselves into the social fabric of UCT.

17. The team recommends that CIEE offer incentives to encourage student to enroll in Semester II. It also believes that CIEE should cap the enrollment at no more than 80-90 students any semester.

APPENDIX A



ACB Evaluation – CIEE Study Center Cape Town, South Africa

Dates: Sunday, August 1 – Thursday, August 5, 2004 (detailed schedule at end of document)

August 1, 2004 Arrival (Dickerman & Bender: BA059 08h00) (Ganz: SA210 09h55)-
Team members will be met by Resident Director Quinton Redcliffe

August 2-4 Evaluation Visits

August 5 Writing
Carol Dickerman departs (evening)

August 6-7 Ganz participates in Ocean View Homestay (returns to Cape Town afternoon of 7 Aug)

August 8 Departure (Ganz)

Travel Details:

Name	Arr. Date	Arr. Flight	Arr. Time	Dep. Date	Dep. Flight	Dep. Time
Bender, Gerald	1 Aug 2004	BA059	08h00	21 Aug 2004	BA058	19h35
Dickerman, Carol	1 Aug 2004	BA059	08h00	5 Aug 2004	BA058	19h35
Ganz, Margery	1 Aug 2004	SA210	09h55	8 Aug 2004	SA209	19h45

Accommodation:

Carmichael House
Rosebank (Cape Town)
11 Wolmunster Road
Upper Rosebank
Cape Town 7700
Tel:+27-21-689-8350
Fax:+27-21-689-8097

E-Mail:info@carmichael.co.za
<http://www.carmichaelhouse.co.za/>

On-Site Contact Details:

ACB Team mobile phone: +27-84-288-4198 (from outside South Africa)
084-288-4198 (from within South Africa)

Quinton Redcliffe: 082-887-6342 (mobile from within South Africa)
021-650-2581 (CIEE Office tel/fax)

Felicity Baker: 082-902 6135 (mobile from within South Africa)

Boogie Bus (Steve Sivada) 082-495-5698 (from within South Africa)
Jammie Shuttle 021- 686 9661 (from within South Africa)

Team Members:

Dr. Margery Ganz (Team Leader)
Director of Study Abroad and International Exchange
Professor of History
Box 1447
Spelman College
Atlanta, Georgia 30314
Tel: 404-270-5495 or (mobile) 404-271-6233
Fax: 404-223-7665
Email: mganz@spelman.edu

Dr. Carol W. Dickerman
Director, Office of International Programs
G-513 Michigan Union
University of Michigan
Ann Arbor, Michigan 48109-1349
Tel: 734-764-4311
Fax: 734-764-3229
Email: cwd@umich.edu

Dr. Gerald J. Bender
Associate Professor, School of International Relations
University of Southern California
Los Angeles, California 90089-0043
Tel: 213-740-2127
Email: bender@usc.edu

Detailed Schedule:

XIV. Sunday, August 1st

- 8:00am - Carol Dickerman and Gerald Bender arrive on BA059
- 9:55am- Margery Arrives on flight SA210
- 5:00pm- Team convenes at Carmichael House lobby to discuss review
- 6:00pm - Group Dinner at the Africa Cafe

XV. Monday, August 2nd

- 9:00am - Meeting with Felicity Baker, Program Assistant at IAPO
- 10:00am- Meeting with Manager International Students Program
- 11:00am- Meeting with Manager Semester Study Abroad Programs
- 12:00pm- Visit Forest Hills Apartments, Meet Staff
- 1:00pm- Lunch meeting with the CIEE students in Room 4A at IAPO
- 2:30pm - Meeting with Director IAPO
- 3:30pm - Visit the off- campus houses, Bollihope, York Road and Chapel Road
- Evening – Margery Ganz and Carol Dickerman, Dinner at Bhukara
- 7:30 – Gerald Bender, dinner with his USC students at Green Dolphin Restaurant

XVI. Tuesday, August 3rd

- 8:00am Breakfast meeting with Quinton Redcliffe, CIEE RD
- 9:00am- Meeting with Deputy Registrar
- 10:00am- Meeting with Academic Advisors, Humanities Faculty
- 11:00am- Meeting with Administrative Officer- English Language and Literature
- 12:00pm - Meeting with HoD, Historical Studies
- 1:00pm - Lunch meeting with CIEE Orientation Leaders at the UCT Club
- 2:00pm - Meeting with Course Convenor, Centre for African Studies
- 3:00pm - Meeting with Zoology Department
- 5:00pm - Meeting with HoD, Political Studies at The Business School

XVII. Wednesday, August 4th

- 9:00am – Meet with SHAWCO staff
Tour of the SHAWCO Community Centres
- 11:00am- Visit Bhaphumelele Orphanage to meet with Director
- 1:00pm- Homestay meeting with students
- 2:00pm -Nalie Beukes, Homestay Coordinator
- 3:00pm -Meeting with HoD, Social Anthropology
- 4:00pm - Meeting with African Dance Instructor
- 5:00pm – Additional private meetings with students as requested

XVIII. Thursday, August 5th

9:00am- Report Writing
1:00pm – 2:00 pm Lunch at Carmichael House
2:00pm -- 6:30 pm Report writing continues
7:00pm - Dinner at Bhukara with Quinton, Felicity, Margery and
Gerald

Friday, August 6th

9:00am - Margery and Gerald to meet with RD to discuss the report
10:15 – 11:30am Margery to meet with DVC
5:00pm Leave for Ocean View Homestay (Margery, Quinton and the
students)

XIX. Saturday, August 7th

3pm – Margery to return to Carmichael House

Sunday, August 8th

5pm - Margery departs for Atlanta

APPENDIX B

Suggestions for revision of the Fall 2004 Cape Town, South Africa Program Handbook

Our recommendation is that the program handbook become a reference tool for what students, their advisors, and their parents can expect of the program in Cape Town. It therefore should be much expanded, including information that is covered elsewhere and revising some of the current information.

Specific suggestions:

1. The manual needs to be revised in such a way as to reflect the importance of the academic aspects of the program. This initial section should state the clearly the goal of the program (direct enrollment at one of SA's leading universities, etc.) and then talk about the system of higher education in South Africa (a bit of history about apartheid in education, but focusing on academic culture—style of classes, grading, expectations, how the SA system differs from the American one). Then talk about UCT specifically. The information on “Local Variations on CIEE Academic Policies” might also be moved to this expanded academic section. The Academic Program part of the current manual, as well as the information about UCT specifically, is much too brief. The program enrolls very able students, from elite institutions, and the handbook should start off with information about the academics. It might be worth replacing the phrase, “Welcome to Your Adventure,” with something more academic—welcome into a highly selective program, or some such.
2. Departure and Arrival: You might want to tell students how they will be able to phone home when they first arrive. The little information in the box is far too sketchy. Also, talk about how students will be met at the airport and where they will go when they first arrive—the phrase on p. 6, that students “will be greeted by the Resident Staff” provides no information or reassurance for the anxious at all. Orientation: Mention that there are both CIEE and IAPO orientations, that students must attend both, and what is covered in each.
3. Housing and Meals: As noted in the report, the information in this section is very misleading and establishes all kinds of wrong expectations. It should be corrected and expanded.
4. Pre-Departure preparation: Lead off with the academic preparations (such as meeting with advisors), but also provide information about the study permit and visa requirements and how CIEE will assist with getting them. (The information about Visas now under Essential Documents appears to have only a little information about the specific requirements for South

- Africa.) And rather than urging students to get a good guidebook, perhaps you could emphasize doing some background reading on recent events, etc.
5. Health information: More specific information about conditions in Cape Town, the availability/quality of medical facilities, etc. would be useful here. I suspect that parents will want to know this too, and it is probably worth having in the program handbook.
 6. Program schedule/calendar: It might be helpful to give them a general schedule for each semester, including approximate dates of the homestay, add/drop deadline, etc. (It doesn't seem to be mentioned except in passing on p. 13, under Gifts.)
 7. Recommended reading list could be revised to include something about the TRC, Tutu. Also, I think that Coetzee's *Life and Times of Michael K* is a work of fiction (not non-fiction). Under fiction, you might include works by Nadine Gordimer, Gillian Slovo, Coetzee, and Alan Paton. Perhaps a list of films relating to South Africa too—especially ones that might be available on DVD or video.
 8. Packing list badly needs to be revised. Students complained about it—among other things, they were told to bring sheets, but apparently don't need to. Pocket knife: you might recommend that this NOT be in the carry-on, whereas prescriptions should be. Someone at CIEE should take a careful look at this list and add/delete items as appropriate.

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APPENDIX C

GUIDELINES FOR SELECTING COURSES AT

THE UNIVERSITY OF CAPE TOWN

Please read carefully through the following guidelines on course selection before completing the UCT application.

General Information about the South African university system: University education in South Africa is typically a three-year course of study, and students enter the university already having selected a major field. During their time at university, they will study only a single subject, choosing all their courses within that field. Typically, there are fewer electives within a major than you may be accustomed to at an American university, and students within the same major are likely to have taken the same courses in a carefully structured sequence. When students stay at university for a fourth year, it is considered to be an “Honours” year, equivalent to a year of master’s level study.

In the first three years of university education, courses are likely to be lectures rather than small, discussion-oriented classes, and it is only in the Honours year that students enroll in seminars. Lecture classes are typically larger than you may be accustomed to, and the professor may not be prepared to respond to questions or to engage in discussion during the course of the lecture.

In choosing classes at UCT, please keep in mind the following:

- Credits vary by level of class, with different levels of classes assigned different amounts of credit. You should enroll in a total of 12 to 15 cr. points.
- The academic year at UCT (as at other South African universities) is the reverse of the US year. First semester runs from February to July, and second semester from July to November. In the catalog, “F” indicates a first-semester course (which begins in February) while “S” in February while “S” designates second-semester courses, which begin in July. Courses designated “W” are year-long, and it may not be possible to enroll in them at the mid-year (i.e., beginning in July) or to be examined in them if you leave after the first semester (i.e., in July).
- In selecting classes within your major, you may wish to consider the options for third-year or Honours-level students. But you should also read through the descriptions of first- and second-year classes to be sure that you have the requisite background for a particular course.
- In choosing classes outside your major, for which you may not have previous university-level study, please review those offered for first- and second-year students. If you have NO background in a particular subject area, then first-year classes are likely to be most suitable. If you have taken one or even two classes in that area already, then second-year classes may be a good fit.

- Although you will be able to drop and add courses for a short period once the semester begins at UCT, we urge you to discuss your selections now with an advisor at your home university and learn how these courses will count. It may be more difficult to have this discussion long distance once you arrive in Cape Town.
- Please keep in mind that departments at UCT do not necessarily parallel those at your home university and that courses in particular sub-fields may be found in separate or other departments. Archaeology is a separate department, for example, and both Sociology and Social Anthropology offer courses which focus on present-day cultural and political issues.

Specific information about particular majors:

- In **English**, third-year (300-level) classes combine a lecture series and a seminar-discussion, and you should expect that the level of reading and writing demanded of you is roughly equivalent to two courses.
- In **Social Anthropology**, unless you taken at least one Anthropology course at your home university and are familiar with the concept of cultural relativism, you should not select classes at the 200-level (or above).
- In **Zoology**, many courses have field camps, in which spaces are limited, and you will likely need to register (and be approved for) the course well in advance of your arrival in Cape Town. Students hoping to enroll in Zoology courses for the First semester (i.e., in February) will need to make their selections known to CIEE before Christmas. Second-semester students, who arrive in July, should make their selections by March. Typically, it is easier to accommodate study abroad students in second-semester Zoology courses.