

Academic Consortium Board

Evaluation of the CIEE Madrid Program at Carlos III

Spring Semester, 2008

INTRODUCTION

The Academic Consortium Board (ACB) of CIEE is pleased to present the following report on the CIEE Study Center Program at Universidad Carlos III, Madrid, Spain (UCM). 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 UCM. This report is a review of CIEE's program and not a review or evaluation of UCM 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 UCM. 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

According to CIEE materials, the mission of this program is to “allow independent, advanced level students the opportunity to matriculate in a combination of content courses in Hispanic studies and regular university courses in social sciences, humanities, journalism, pre-law, and engineering. Students also participate in seminars with Spanish students while they continue to improve their language skills and take advantage of the vibrant and rich cultural milieu of Madrid.” The program is, indeed, adhering to its mission. Nevertheless, students often come with different backgrounds and goals which impact not only their course selections but also their general attitude about all aspects of the program's academic and experiential opportunities. The program's location at UCM, a modern aesthetically pleasing campus with excellent facilities on the southern outskirts of Madrid, places students in a stimulating and state-of-the art academic environment. There are 500 Erasmus students and almost 150 U.S. students on this campus of almost 13,000 students. The U.S. students have access to all facilities and activities that are available to degree students, including libraries, computer facilities, cultural events, sports activities and facilities, the language lab and cafeterias.

The CIEE administrators operate out of two office locations, one on the Getafe campus of UCM and one in downtown Madrid, giving students access to staff both when they're on campus and when they're in the city. The CIEE downtown office is a welcoming place for students, situated on the plaza of the Museum Reina Sofia, itself a very vibrant location. The CIEE staff members are very dedicated to the students, providing personalized services to them while also encouraging their maximum integration into the host culture. In order to achieve this level of integration the CIEE program arranges housing with local hosts, provides a range of volunteer opportunities, arranges meetings with Spanish students, organizes cultural visits within Madrid and cultural excursions outside Madrid, offers a course on how to teach English as a second language and an internship course in conjunction with a job placement one day a week. Some students take full advantage of the breadth of opportunities provided to them by the CIEE

program while others prefer to maintain a more independent lifestyle, separate from other program participants.

The CIEE program is welcome by the administration at UCM because the institution highly values the presence of international students on its campuses given that its degree students are required to demonstrate proficiency in a second language before graduation. In order to facilitate the presence of U.S. students, the department of Humanities offers courses for U.S. students in Hispanic Studies. While the team understands the importance of these courses to many U.S. students who are studying Spanish culture, literature and language, the team found that CIEE students often have advanced preparation in these areas prior to the program and therefore are not as challenged as they could be by the CEH classes. However, these same students do not necessarily find appropriate courses for their home campus Spanish major requirements in the Humanities department at UCM which offers general courses in literature, history and culture and none in specific language or country areas. Consequently, the program works best for students who are completing Spanish minors or just beginning Spanish majors or students who already have a high level of competence in Spanish and are linguistically prepared to take regular university courses at UCM in the social sciences, journalism, tourism, business, legal studies, computer science or engineering. This latter group might be students who are double majors in Spanish and another discipline. CIEE requires all students in the spring semester to take at least one of these regularly offered courses and they found them to be stimulating as well as challenging. Students in the fall semester have a harder time trying to take a regular course, given the calendar, although that will be changing as UCM implements a new two-semester calendar based on the Bologna Process recommendations (i.e. September to December and January to May).

As part of the Hispanic Studies curriculum, all CIEE students are required to take a language course based on their level of proficiency which is determined by a placement test. These language courses are an important component of the program and highly valued by the students. CIEE students also have the possibility of taking special humanities (i.e. general education) seminars that students at UCM take as part of their general education requirements. These are typically intensive short courses that run 10, 20, or 30 hours in length. While some of the CIEE students found these courses interesting, they do not typically require the level of reading or homework that might be expected by U.S. degree requirements, given the short and intensive nature of these special seminars.

The team found that the CIEE program in Madrid serves an important niche in education abroad and its future success hinges on having the right set of students on the program. While independent minded students with advanced skills will prosper the most, they should also be prepared to participate in group activities provided by the program since they are designed for their benefit. The team has made a series of recommendations characterized by an emphasis on the importance of clarifying information available to students and advisors about the differences in the academic choices available to students. This program will probably always appeal to a serious student who wants to experience the cultural and urban advantages of Madrid while also having access to a high quality academic environment in a very amenable location as well as the strong support services provided by the CIEE administrators.

METHODOLOGY

The evaluation site visit team was composed of

Kathleen Sideli, Associate Vice President for Overseas Study, Indiana University, Team Leader

Maria André, Associate Professor of Spanish, Hope College
Jean Dangler, Associate Professor of Spanish, Tulane University

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 reviewed course syllabi for all program courses; they read end-of-session reports; they reviewed statistical information on the participants (numbers, gender, and ethnicity statistics, sending institutions, etc.). They reviewed staff and instructor curriculum vitae. They reviewed the pre-departure orientation handbook, and the on-site orientation schedule. They reviewed the student evaluation summaries and all the evaluations covering the Madrid Program. They contacted the top ten sending institutions and 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 which was distributed on site by the Resident Director to the entire teaching faculty of the program inviting the instructors to give us comments either in writing or orally during the visit. A similar memo went to all students.

During the three day site visit, team members conducted a number of visits and discussions. All of these took place in Spanish, out of respect for the local culture and the goals of the program. The team visited three classes* (one course from Cursos Estudios Hispánicos (CEH), one regular course at UCM and one CIEE course); spoke with Dr. Domingo Sánchez-Mesa about his course on the Cuento, with Dr. Daniel Andreas Verdú about his course on Historia del Cine and with Sarah Dague about her course on Professional Teaching Development. The team also met with representatives from the Oficina de Relaciones Internacionales—Dr. Carlos Delgado Kloos, Vicerrector Adjunto de Relaciones Internacionales y Cooperación, David Gil Pérez, Exchange Program Coordinator, Dr. Carlos López Terradas Díaz, Director, Servicio de Relaciones Internacionales; Antonio Luís Sánchez, Vicerrector Adjunto de Grado; with Dra. Montserrat Iglesias Santos, Vicerrectora de Comunicación, Cultura y Deporte y Extensión Universitaria, the academic coordinator for Cursos Estudios Hispánicos and Leonor Prado Díaz, the administrative coordinator of CEH; with the language faculty of CEH—Profesoras Fátima Iglesias y Mónica Corral; with Professor Nori Hutcherson and Ann Mery of Language Training Services; with Dra. Helena Soletto Muñoz, CIEE Academic Advisor for Legal Studies and Professor of Law at UCM and Dr. Thelma Butts, Visiting Law Professor; with Rebeca de Blas Alcalde, Jefe de E-Business at Telefónica and with Edith Sierra, a CIEE housing host.

The team met with some students one on one and talked at length with the majority of the group during a special open session to which everyone was invited. The team interacted with 13 of the 16 participants. The team visited two locations involving experiential activities—the Plan España, which provides outreach and support for children in Spain and around the world and La Telefónica, which is an internship site for CIEE students. The team also met at length with the staff, Eero Jesurun and Senzeni Steingruber and also met Melody Nichols, the instructor of the non-credit dance class.

*UCM administration does allow faculty visits but leaves it up to individual professors to permit classroom visits. The CEH faculty was not inclined to have the team visit many classes because of the excessive number of class visits there have been and the informal way some visitors conducted their observations. This was unfortunate since it was difficult to come away with generalizations about the teaching environment without having visited more classes.

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

ENROLLMENT STATISTICS

Current enrollment:	16
Average enrollment:	11
Highest Recent Enrollment:	26 (fall 2007)
Lowest Recent Enrollment:	3 (spring 2006)

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

The Universidad Carlos III (UCM) is a public university in Madrid that was founded in 1989. The UCM maintains three campuses in the metro area of Madrid and the CEH center is located at the Getafe campus. Since its establishment, UCM's priority has been to internationalize the campus and help young Spaniards obtain a broad education. To this end, CIEE was invited by the President of UCM to bring US students to campus. CIEE students help in this academic objective. The UCM enrolls about 13,000 students, including 143 students through the CEH, and 500 Erasmus students.

A. Teaching

CIEE students have access to a range of academic environments at Carlos III: Cursos de Estudios Hispánicos (including language and content courses), Short Humanities Seminars, regular courses at Carlos III and CIEE courses.

INTRODUCTION:

Cursos de Estudios Hispánicos (CEH) began in 2002 in order to provide US university students interaction with Spanish experts who give a new and different perspective on topics related to Spanish culture and life in Spain, to improve their Spanish use in an academic context, to be able to have specific times for thoughtful group inspection, and to apply their learning to the everyday world. Approximately 95% of the students who populate the courses offered within CEH are English-speaking university students from the UK and the USA. They are taught by full-time university faculty from the Universidad Carlos III (UCM) (www.uc3m.es/uc3m.dpto/dp.html). The CEH elective courses available each semester include about fifteen courses, such as Arte español, Cine español, Derecho español y europeo, etc. For more information see the CIEE catalogue, page 65, or the Web page.

RECOMMENDATION: Change the catalogue and the Web to reflect the English-speaking makeup of the student body in CEH.

CURSOS DE ESTUDIOS HISPÁNICOS:

CIEE currently enrolls sixteen students in CEH. Because the program encourages students to enroll in regular university courses (Cursos regulares, CR), there is no set number of courses that students must take in CEH. However, most students must enroll in a language class depending on their level. The only exceptions to this rule are students who test as bilingual and are thereby exempt from the language requirement. (Many bilingual students still enroll in an advanced language class). Students are currently enrolled in classes that include Lengua

superior, Historia del presente, Instituciones, and Español profesional. The Team observed one class, "Cuento español," at the UCM. The CEH staff divided this class into two separate sections according to language levels and the team observed the first group. No CIEE students were enrolled in this section. The class period was two hours long with a break, and the team observed the first class hour. The class consisted of a discussion of Mario Benedetti's short story, "Larga distancia," which the professor conducted with skill. Students read the story together in sections orally, and the professor commented on various literary devices, linguistic topics, and cultural/historical explanations when appropriate. The team was surprised and pleased that the class seemed to diverge from the course description in the syllabus, which led us to expect a class on creative writing, rather than literary analysis. Apparently the course combines those two goals. The team was very pleased with the high level of instruction.

However, more generally we were disappointed with the lack of academic rigor that seemed to characterize the syllabi in CEH. Course requirements were: an attendance policy with a maximum of three absences; two exams; and, occasional oral presentations. However, all of the written work consisted of short, reflective compositions with no research component. This was confirmed in our conversations with CIEE students. The team believes that the CEH classes would be given at the 300 level in the US, but we discovered no CEH classes that we could rank at a higher level. The general opinion of CIEE students was that the CEH classes were much easier than those at their US universities and colleges. One student noted that while the regular university courses at the UCM required students to do some research, the CEH classes did not. Students also commented that they did not have to buy entire books for CEH classes, but instead purchased photocopied reading packets. Students believed that the CEH should require more work, and they suggested that the UCM offer more regular classes in Spanish literature and culture.

RECOMMENDATION: CIEE should work with UCM to ensure that all of the CEH syllabi should be made available to students, and they should more accurately describe the content of the courses.

RECOMMENDATION: CIEE should discuss with UCM the idea that the classes in CEH should require more analytical written work, or the UCM administration should devise another complete track of CEH courses for more advanced students (400 level in the US).

ESTUDIOS HISPANICOS REQUIRED COURSES

Upon their arrival, students take a comprehensive written and oral placement exam to evaluate their language skills. Students are required to enroll in one of the following courses described below during their first semester; however, bilingual or native students may test out of grammar courses and enroll in either Cursos de Estudios Hispánicos (CEH, Hispanic Studies), (CR, Regular courses) or Seminarios de Humanidades (SHS, Short Humanities Seminars). Program coordinators and professors are Mónica Corral M.A. (completing her Ph.D in Spanish Language Acquisition) and Fátima Iglesias Ph.D.

Intermediate Spanish Language: Required for students who need to develop their oral, listening-comprehension, reading, and written language skills. Emphasis is placed on writing and conversation through the use of multimedia, grammatical exercises, and vocabulary review. Classroom instruction and assessment includes regular exams, participation, and the discussion of a wide variety of topics related to the Spanish history and culture. Students placed at this level are also required to take the Composition Course. As CIEE students are required to come with an advanced level of Spanish, we have had very few students placed at this level. In fact, this semester, there are no CIEE students in this class.

Composition Course: Required for students who need to enhance their written and grammatical skills. Emphasis is placed on grammar, tense review, and writing techniques. Classroom instruction and assessment includes regular exams, participation, and the discussion of a wide variety of topics related to the Spanish history and culture.

Advanced Spanish Language: Required for students with an advanced level of language interested in developing their linguistic written and oral skills. Students enhance their language proficiency through class discussions, text reading and comprehension, and conversation. Classroom instruction and assessment includes regular exams, written assignments, participation, and the discussion of a wide variety of topics related to the Spanish history and culture. There are 2 CIEE students registered in this class this semester.

Advanced-High Spanish Language and Composition: Required for students who have completed advanced grammar at college level, but lacks proficiency and fluency. Courses review grammar and vocabulary, and uses the language in real situations. Classroom instruction and assessment includes regular exams, written assignments, participation, and the discussion of a wide variety of topics related to the Spanish history and culture. There are 2 CIEE students registered in this class this semester.

Superior Spanish Language and Composition: Required for students with an excellent command of the language proficient in all language skills. This course aims to enhance and strengthen the students' conversational, written, and comprehension skills through more complex readings, critical analysis of a variety of topics, and an almost native and fluent class discussion. Classroom instruction and assessment includes regular exams, written assignments, participation, and the discussion of a wide variety of topics related to the Spanish history and culture. There are 6 CIEE students registered in this class this semester.

Bilingual Spanish Language A: Required for students with a fluent command of the language, but educated primarily in English. Course objectives are: correct and strengthen both oral and written expression in all aural skills with particular emphasis in the written language through creative writing of essays based on current issues related to the Spanish culture. Classroom instruction and assessment includes regular exams, written assignments, participation, and a final paper. There is 1 CIEE student registered in this class this semester.

Bilingual Spanish B: For students who have a near native command of the language with an excellent command of both written and oral skills. Course objectives are to help students develop professional and academic language skills through the practice and acquisition of an academic vocabulary and linguistic expressions different than those used in colloquial or daily conversation. A variety of morphological, syntactical and grammatical aspects of the language are also reviewed. Classroom instruction and assessment includes regular exams, written assignments, participation, and the discussion of a wide variety of topics related to the Spanish history and culture. There are no CIEE students registered in this class this semester.

RECOMMENDATION: Correct the catalogue to reflect the variety of language courses and their corresponding titles.

SHORT HUMANITIES SEMINARS:

These classes are designed to satisfy the Gen Ed requirements of Spanish students whose majors are in the sciences, social sciences and law. These topics vary every semester, and range from International Relations to Spanish Literature and Culture, to the History of Science

and Human Rights. They also range in credit hours, mostly from 20 to 30 hours for which Spanish students receive between 1 and 3 UCM credits. Courses are taught by UCM regular faculty or visiting professors with doctorates.

According to one student, due to the lack of regular courses in Spanish literature and culture, CIEE students must take the SHS in order to fulfill the requirements at home. Students who are unable to matriculate in regular university courses must take at least one (one or two credit) SHS along with Spanish students. Space is limited so students are not guaranteed in the seminar of their choice. While the content of the SHS is engaging and focused in a specific topic which makes them interesting to most students, they lack academic rigor from the US perspective. For example, one entailed two weeks of class meetings plus one weekend trip to another Spanish city. Although students received a bibliography, as auditors, they were not required to read it. Course readings are assigned for each SHS on the internal university wide intranet accessible to students. To our knowledge, there were no written assignments, but there was a written final exam or final research paper.

In the UCM system, the student is receiving three credits for this course, but from our perspective this SHS does not fulfill the academic requirements of a regular three credit course at UCM. The team feels uncomfortable granting the same amount of credit to an SHS as to UCM regular courses. CIEE should try to clarify with the students and with the home institution, the nature of these courses.

RECOMMENDATION: CIEE transcripts should indicate the type of course (CEH, CR and the SHS) for which students receive a grade.

Note: The CAR indicates the number of contact hours for each university course, including SHS, CEH, CR, and CIEE.

For the SHS, if it is 30 contact hours, the RD puts that US recommended credit is 2 credits. As part of the new Bologna system, the number of contact hours for SHS is going to be increased to 40-50 contact hours.

CURSOS REGULARES:

The Cursos regulares (CR) are regular, one-semester classes that Spanish students take at the UCM. They are divided into three categories: School of Humanities, Communication, and Library Sciences; School of Law and Social Sciences; and, Engineering and Computer Science. This semester CIEE students are required to take at least one CR. All students are encouraged to enroll in these classes, which include Contemporary Literature and Mass Media, Art History, and Humanities and Information Technology. For more information, see page 65 in the catalogue.

The team had a few concerns with these courses. The scheduling problem that students have faced, the first semester ending in January, effectively closing out fall students from regular courses and the spring semester ending in late June, causing problems with housing, will be resolved next year when the UCM calendar changes in order to follow the Bologna Process. UCM will be converting to a Sept-December and a January-May schedule.

The main problem is the lack of literature and culture courses for US Spanish majors. The School of Humanities does not have specific departments in the humanities, such as modern languages, linguistics, history, the arts, etc. which means that the offerings for US Spanish majors are limited mostly to comparative literature or other humanities topics from a

comparative perspective. It is very difficult if not impossible for US Spanish majors to meet their requirements in the CR. Consequently, they must enroll in the CEH courses or the SHS seminars, which are either at a 200 or 300 level or are less academic. Students enjoyed the CR and found them more challenging than the CEH, despite the fact that they were organized according to a lecture/exam format. They were more challenging because students had to engage with the classes and with Spanish students completely in Spanish. In addition, the content was more profound and complex.

The team attended a CR called "Historia del cine." The class lasted two hours and we stayed for the first hour. It was a popular, full class of 66 Spanish students and two CIEE students. In this class, students presented their final project, which consisted of a PowerPoint presentation of movies that they had studied in class. We observed one group's presentation, which corresponded to the expectations that we would have of our own advanced Spanish majors.

RECOMMENDATION: Students should be informed that if they are Spanish majors they will not be able to fulfill the requirements from their home institution with CR courses due to the lack of offerings in Hispanic literature and culture. CIEE must clarify this point in its literature, on its Website, and on its advising sheet.

CIEE COURSES

Professional Teaching Development: This is a CIEE course in teaching methods that was a pilot project this semester focused on teaching English as a foreign language. Students apply critical thinking skills to pedagogy, in addition to keeping a class journal and preparing a teaching portfolio reflecting their work and progress throughout the course. The course includes a textbook, a reading packet, seven in-class observations and evaluation of a class taught at the university, and a research paper on a pedagogical topic, as well as a teacher mentorship program.

This course was developed by Senzeni Steingruber and Sarah Dague in response to a student's request last semester for guidance in improving his skills in EFL. He arranged an independent study with Sarah Dague, who is employed by Language Training Services, but this independent study prompted CIEE staff to design a methods course to aid CIEE students who want to teach English while living in Spain. Sarah is the Head Teacher and Language Program Administrator at UCM, which has outsourced all English-language training to Language Training Services. This company provides language instruction because all UCM students are required to meet a certain proficiency level in a second language, usually English, in order to graduate. Sarah developed this course based on introductory classes in the US.

The team visited one of Sarah's classes, in which three CIEE students are enrolled. None of these students will receive credit in methodology or education from their home institution, but are pursuing the course as an elective. They are all already teaching private lessons, which is their motivation for taking the class. The class consisted of a guided discussion about which materials and techniques were most appropriate for the students' sessions with Spaniards in the language lab. Although the classes are all conducted in Spanish, Sarah noted difficulty in this arrangement because all of the required materials are in English. In order to bridge this linguistic gap, she assigns students homework summaries of readings. As it is currently designed, the Team questions how this course might fit within an ESL curriculum program in the U.S.

RECOMMENDATION: CIEE must clearly inform students about the nature and purpose of this course, since it is designed for private tutoring or teaching in an English academy while students are abroad or for a future position of this type.

CIEE Internship Course: The internship course combines an internship placement with a number of activities and readings designed to have the students reflect fully both on their own work experience and the cultural as well as social context. Senzeni Steingruber, who has a Master's degree from the U.K. in European Cultural Planning, is the course instructor. A number of students indicate interest in the internship but after learning what requirements are entailed most of them change their plans. In attempts to encourage more students to take the internship, CIEE authorized a change in the syllabus, dropping the working hours from 120 to 72 (6 hours a week for 12 weeks). The program has at least twelve placements for students but can seek more, depending on the interests and abilities of the students as happened last semester with a student who wanted to work with a radio station. She had an internship with Radio Vallecas and ended up broadcasting her own segment on the show at the end of the term. Steingruber at first designed the course to include serious reading about Spanish society and the work culture as well as required a lengthy academic research paper that went beyond the individual work experience. However, student protests were such that the course now has as its final project a 10-15 page reflection on the work experience itself. In addition to the 72 hours on the job the students have 15 hours of training and orientation for the position as well as a bi-weekly seminar with Steingruber for one hour that meets only six times. They keep a journal, there is a midterm review with the sponsor and the bi-weekly meeting involves readings to ensure that the students are reflecting sufficiently on their experience. Despite the various activities associated with the internship, the team felt that the academic core of the current experience is somewhat lacking.

This semester the placement is at La Telefónica, Spain's premiere telecommunications company. CIEE Seville is in the process of negotiating a contract with La Telefónica so that CIEE students in Barcelona, Seville and Madrid have access to regularly offered internships. However, Telefónica has mandated that such internships can only consist of 150 hours, far beyond the 120 required by CIEE Seville and double the numbers typically required by CIEE Madrid. This semester the internship student at La Telefónica has agreed to 120 hours which involves 1-2 full days a week. She is doing a project for them which involves making recommendations to make their on-line business more profitable. They are pleased with her work and she enjoys the experience. What stunned the team was that the Telefónica compound is 15 kilometers north of Madrid which entails one hour of commuting by train (three different trains) each way. While this semester's student has seen the value in the effort involved, we wonder whether there will be a student willing to take this on each semester. The team hopes that the CIEE programs in Spain can look realistically at what type of a commitment they can reasonably make to Telefónica regarding this special opportunity for U.S. students.

RECOMMENDATION: CIEE should do some research about best practices with internship courses across a number of institutions and providers to ensure that each CIEE site is offering a sufficient academic component in conjunction with the internship work experience. Likewise the internship hours should also be compared with best practices in the field.

RECOMMENDATION: CIEE should carefully study whether committing to a relationship with Telefónica in Madrid is in the best interests of the students on this program, given its other aspects, which include living and studying in the southeastern zone of Madrid.

B. Assessment

Students are graded in all their classes according to the Spanish grading scale (1-10 with a range of + and – grades along the continuum, with below 4 as a failure.)

C. Appropriateness of Academic Offerings

The evaluation team members spent much of their time considering the ramifications of the range of courses offered on this program in conjunction with the types of students who choose to study with CIEE in Madrid. The conclusion of the team was that in every case the appropriateness of the offerings cannot be separated from the needs and levels of the students. Therefore, the suggestions that have been made focus more on the importance of aligning the backgrounds of the students--their linguistic proficiency as well as their preparation in a variety of academic disciplines—with their academic choices rather than suggesting elimination of any of the current academic options.

The team believes that once CIEE provides students and advisors with more detailed information and expectations regarding the program's academic offerings, students will take the courses that challenge them best while also being able to satisfy course requirements at their home institution. Once UCM moves to the new semester system, CIEE fall semester students as well as spring semester students can follow schedules that allow them more integration in regular courses than is currently the case. Fall students have not been able to take regular courses because of the calendar and spring students resent having to stay so late in June. The program itself is evaluating its own two center courses to see how/if both of them support best the goals of the program.

II. Quality and Appropriateness of Services

A. Pre-departure services

CIEE provides a very detailed handbook for students prior to their departure which outlines every aspect of the program in specific ways. Nevertheless, the students end up with some misperceptions (re: academics, housing, public transportation, etc.) which do not become clarified until they arrive on site. In other sections of this report there are comments about ways to reformulate information about certain issues, particularly academic choices and housing options, in the catalogue, on the Web and in the handbook. A number of students expressed an interest in having a more concrete idea about their schedule in the initial few weeks of the program, before regular class attendance gets underway. Setting realistic student expectations is critical to the success of any program and this one is no exception.

RECOMMENDATION: In the section in the CIEE handbook about commuting to UCM, add a few lines to explain the monthly abono transporte arrangement which comes with a discount for students of a certain age. Many seemed not to understand this for awhile although it ends up not being the solution for the few who benefit more from the 10-trip metro tickets that are also available.

RECOMMENDATION: Add a paragraph to the CIEE handbook that explains, at least in general terms, what schedule the students can expect in the first few weeks of the program.

B. Orientation

The staff provides an on-site orientation that begins with two days in a hotel. After the students move into their semester housing, there are three more days of orientation. The first part of orientation focuses on issues related to security and essential information about living in Madrid (everything from how to get a cell phone to pick-pocketing, piropos, laws governing drugs and alcohol and issues related to gender and race). The staff members speak Spanish during the

orientation but all the slides are in English so students cannot miss the basic information they need. They also do case studies as a way of approaching the material. They have the students do a type of 'scavenger' hunt so they learn more about their neighborhoods. During the second part of orientation they learn more about the academic component of their semester in Madrid and also learn the various routes to get to UCM which is a 20-minute train or bus trip from Atocha, the station that is in the southern section of downtown Madrid. By 2010 there will be a direct train to Getafe from Sol, which is in the center of Madrid. Students were not bothered by the location of UCM although it was only after a few weeks that they realized its actual location.

They also complete a list of goals and objectives which the staff keeps so the students can revisit them later in the semester to gauge their progress. They also invite a Spanish student to meet with the group, without CIEE staff present, to underscore certain aspects of living in Madrid. Some students who had studied abroad previously found some of the information repetitive but students, for the most part, appreciated the orientation.

C. Academic Advising

The director meets with the students after orientation to work with them to figure out the best schedule, based on their background, their language ability, their requirements and their interests. This is a complex process. Students are permitted to visit CEH courses for at least two weeks prior to making a decision while they can visit regular classes for up to three weeks before officially enrolling. Students clearly push the director to approve their course selection based on a number of variables that might be at odds with each other. For example, students often had CEH courses previously approved by their home departments before arrival without their advisors or faculty members understanding the content and course requirements, judging the courses mainly by their titles. Some don't find feasible courses among the regular course offerings, given the profile of UCM departments. And many are not permitted by their home universities to take SHS courses which meet intensively for a short period of time and may not meet their institution's contact hour requirements.

The team discussed the feasibility of a more directive type of advising form that students and advisors would complete before arrival so that the differences among the academic environments and choices would be patently evident from the beginning, setting student and institutional expectations much more clearly even before their arrival. Likewise it is critical that the resident director have communication with the home campus advisor during the course selection process, particularly if questions arise about the appropriateness of certain courses.

RECOMMENDATION: Revise the course selection form to include references to the content and requirements of the categories of courses that match a student's particular academic background and language preparation.

D. Housing

CIEE has done a masterful job at offering students an integrated living experience without replicating the traditional homestay environment with which many U.S. students are more familiar (or at least think they are more familiar!). CIEE looks for hosts (anfitriones) who agree to provide support and assistance to CIEE students who live with them. Many are career individuals who want to share their apartment with others, including international roommates. Some hosts are more traditional in their family composition. There is no guarantee that CIEE students will be treated like family members although some current students are treated as integral members of their host families. Many CIEE students have expressed a preference for a high level of independence even though during moments of their time abroad they have needed

strong support from their local hosts (during sickness or other crises). Most students expressed high satisfaction with their living situations.

The team found the various meal plans rather complex and somewhat confusing but understood the flexibility the different plans grant to both the students and their hosts. However, it is clear that the plans themselves (independent, shared, partial, full and weekday meal arrangement) cause misunderstandings at times between the students and their hosts, particularly the 'shared meal' plan which allows the hosts to 'share' just a few of their meals with students rather than a set number a week. In these situations students are often rather casual in terms of their own responsibility to be there for the meal that their host has prepared for them, thus causing awkwardness for the household. Within two of the options students receive a stipend from CIEE to spend on the meals they must purchase for themselves. While the team felt that a simpler set of meal options might be recommendable and more equitable, the students themselves expressed satisfaction at having the array of choices available to them.

Students expressed a preference for knowing more about their hosts, including their address, prior to arrival but on-site staff feels that students might make assumptions about their hosts before meeting them face-to-face. The staff feels that the orientation situates the host relationships in a more complete context, thus ensuring a more successful housing experience. And after meeting the students, there are occasionally some last minute changes in order to house students in the most appropriate environment for their needs and personality. Although this process is described in the handbook, the information might be expanded so students understand more fully why they do not receive the description of their hosts ahead of time. We understood that the Madrid housing questionnaire used to be quite thorough but critical questions were eliminated by CIEE in Portland. It would seem that the staff should ensure that there are sufficient questions to facilitate placement into the appropriate setting.

One issue that seemed to impact student's satisfaction with their hosts more than the food situation was whether or not the host provided Internet access. And hosts with Internet access often were concerned that students were staying on-line so long, to the detriment of the social relationships in the home.

Another issue that surfaced this semester was confusion over the date by when a student is required to leave their housing. CIEE materials posted an official program ending date of June 30, since UCM exams can take place anytime in June, but the program's policy is that students must leave their housing the day after their last exam. Hosts are not necessarily comfortable housing students when they are no longer officially affiliated with the program. This needs to be cleared up in program materials since students this term found themselves confused about the policy.

RECOMMENDATION: Simplify the meal options if the staff finds that the options continue to cause confusion with the hosts.

RECOMMENDATION: Revise the housing form to include all essential questions so staff can make optimum housing assignments.

RECOMMENDATION: Clarify in all program materials the program's policy regarding the date by when students must leave their housing and what arrangements can be made if their flight plans have already been made for later in the month of their departure.

E. Accommodation of Special Needs

UCM currently has 74 students with mobility challenges. There is a staff of three to assist such students. There is also a 'Charlie' project to organize special assistance from UCM students for sight impaired students who need note takers, readers, etc. If a CIEE student with special needs wants to participate in the program, CIEE would work with UCM to see what accommodations could be made. The campus is designed to be accessible to students of all abilities although public transportation would pose challenges for students. Students with learning disabilities can request certain accommodations, including taking their exams in a separate room from the rest of the group. We suggest that students with special needs get in touch with CIEE early so that accommodations may be made.

F. Extra Curricular Activities

Students in this program have access to a wide variety of extra curricular activities. Their UCM identification card entitles them to all activities on campus (sports facilities, swimming pool, exercise room, aerobics classes, etc.). CIEE has arranged for optional dance classes for program students. CIEE regularly informs students about cultural activities in Madrid and occasionally arranges such cultural outings for them (e.g. museum visit, theater performance, film festival, lecture, etc.) The program also arranges daylong and overnight excursions that students enjoy. While these excursions do not directly correlate with specific program courses, they complement the cultural and historical aspects of Spain that students are learning about in some of their classes.

G. Volunteer Opportunities

Students are strongly encouraged to pursue volunteer opportunities. The staff is very helpful in informing students about such activities. Nevertheless, a number of students tend to change their minds about volunteering when they get into their busy routine of classes at UCM which often keep them on campus throughout the day. The student in a volunteer placement during the entire academic year has devoted three hours a week to her position with Plan Espana, an organization devoted to the human rights of children. Her work entails translating into English the letters written in Spanish that donors who 'adopt' children through the organization write to their 'adoptees.' She has found this work to be very satisfying and her vocabulary has expanded tremendously with this translation activity. A number of Spanish 'becarios' (awardees) also volunteer their time, as do some stay-at-home mothers. She is able to chat with her co-workers which has been an important cultural outlet for her. Community involvement activities are also available not only through CIEE but also through UCM which makes such opportunities available to its students.

H. Diversity

CIEE makes all students feel welcome and included. Students come from a wide range of backgrounds—ethnic, religious, sexual orientation, gender—and, consequently, seek various channels for their interests and needs. Their onsite orientation booklet also devotes many pages to issues related to sexuality, gender, dating, race and identity issues as well as some religious issues.

III. Quality and Appropriateness of the Students Who Participate

CIEE seeks students with an advanced language level (5 to 6 semesters), serious dedication to academic work and a background in Liberal Arts, social sciences, or engineering. As noted above, all of CIEE students have been placed in advanced or bilingual language classes. During the meeting with the team students complained about the deficient language skills of other U.S. students on other study abroad programs. In their opinion, their academic needs affected the quality of CEH courses due to the fact that professors had to accommodate both

the curriculum and the instruction level to fit the level of all students registered in their classes. As in previous years, CIEE students commented that these courses were far too easy in comparison to 300 or 400 level courses in the US. Members of the team also learned that one of the larger institutions that sends students to CEH intentionally promotes the program as an option to their students with less language preparation (requiring only two years of Spanish) while encouraging other programs in Madrid for those with more advanced Spanish. Consequently, CIEE students tend to have a higher level of language preparation than their peers in CEH.

In addition, most of the students were disappointed when they were placed in the language courses since they were not aware that there was a language requirement, and even more disappointed when they realized that the majority of students in both the language and the CEH were American instead of international students as the catalogue indicates.

The team noticed that there are two tracks of students that would better fit this program. Those students who are at an intermediate language level completing their minors or beginning their majors, or those with highly advanced/bilingual students who are able to take courses in their academic major different from Spanish (such as law, journalism, communications, and engineering). The team does not consider the CEH program appropriate for Spanish majors due to the lack of academic courses in literature and culture.

According to the CIEE staff, in previous years, students were more willing and interested in becoming acquainted with locals and relating to other Spanish students. This year's group of students seemed to be more independent and less willing to integrate to the culture and society. Even after a few Intercambios (a conversation exchange network), students did not follow up. When asked about this issue, the students mentioned that they would have enjoyed more contact with Spaniards; however, they did not want CIEE's staff involvement or participation in their extra-curricular activities. One student suggested that incoming CIEE students be housed with Spanish students who would serve as hosts or roommates so as to help them better integrate into the culture. Moreover, students felt that the CIEE's staff placed too much emphasis on these activities and had more expectations than they had envisioned.

The best students for this program are those who would like to combine direct enrollment with the program support, and willing to participate or integrate into the community through class interaction, volunteering or internships.

As indicated earlier, the catalogue and Web should note that CEH and language courses are attended mostly by American or English speaking students.

IV. Quality of Facilities

A. Office and Class space

CIEE maintains two office spaces in order to attend to programmatic activities. The larger of the office spaces is located just a few doors down from the Atocha train station, directly across from the Museum Reina Sofia. There is a spacious light-filled common area with a couple of couches and chairs in addition to three smaller rooms where staff has their offices and a small conference table as well as a small kitchen and restroom facilities. Some student activities and meetings take place here, depending on the numbers of students involved. Senzeni Steingruber is in the office every day but students should make an appointment rather than drop by to talk to her. Eero Jesurun is at the UCM campus every day where he shares an office with

another program director although in the fall he has to share even his desk with another program! Space is clearly at a premium at UCM and CIEE does not envision being able to acquire more space until new facilities are built at UCM in the next few years. He is only able to meet privately with students on campus by taking them to the cafeteria or some other spot.

RECOMMENDATION: The CIEE program should continue to push for expanded space at UCM, particularly as the program grows larger. The current situation is quite unacceptable.

B. Library

UCM library facilities are state-of-the art. There are two main libraries on campus—one for Social Sciences and one for Humanities. The humanities space is architecturally designed in an open circular plan that allows for student work areas that are perched in such a way that the surfaces around them accommodate bookshelves in an aesthetically pleasing way. The catalog is electronic as are many of the materials. Students are also able to request books and journals through an interlibrary loan involving all the Spanish universities. Conversations with the CIEE students gave the team the impression that students use the facilities more as a studying space rather than a research space since most of their courses do not require research.

C. Computer and e-mail facilities

There are a number of computer labs scattered throughout the campus of UCM which have high speed Internet connections. Students are able to use the terminals available when they're on campus. These facilities tend to be full on a regular basis. The program office in downtown Madrid has wireless access but students do not congregate there for e-mail purposes.

D. Language Lab

UCM has a language lab designed to give UCM students the resources necessary to improve their language skills since they are all required to show proficiency in a second language in order to graduate. CIEE students are also able to take advantage of these labs and are invited to meet with students studying English in order to be their language partners. These 'encuentros' are arranged at least once or twice a semester with the understanding that students will seek out their language partners on their own, as long as each of them is interested.

Tutoring services are available to students through UCM, as long as they make an arrangement ahead of time to meet with a tutor.

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

The Team agrees that the future changes motivated by the European Union, the "Proceso de Bolonia," and UCM's priorities in internationalization and research will make it easier for US students to engage in study at the UCM. Specific changes include the new calendar, as well as reciprocity agreements with US universities, summer courses, and a common agreement about the skills that undergraduate students will possess when they graduate. We also believe that Eero and Senzeni are rightly positioned and able to initiate changes in the program to adjust to these future developments at the UCM.

The team found Eero and Senzeni to be excellent administrators of this program, not only because of their dedication and expertise, but also because of their ideas for future changes and adjustments. Eero would like to promote legal studies, journalism, and ESL. The team agrees with the focus on legal studies as a natural outgrowth of UCM's concentration in this area. The team met with Professor Helena Soletto Muñoz, CIEE Academic Advisor for Legal

Studies, and was impressed with her dedication to UCM's relationship with CIEE. She recognized the fact that since most US institutions do not offer undergraduate degrees in law, a variety of US students would benefit from the track in Legal Studies, such as majors in Business, International Relations, and Political Science.

In both Legal Studies and Journalism, the Team recognizes terrific opportunities for students with potential internships or "prácticas," such as the one currently underway at Telefónica. Because of Senzeni's many roles with CIEE, it appears that students sometimes have difficulty considering her an academic supervisor for internships. For this reason, she is currently training a future CIEE employee to assume responsibility for duties related to housing.

The Team does not believe that the ESL track should be pursued, since neither the UCM, CIEE, or CEH offers such an academic program.

Eero is also interested in building CIEE's volunteer program, which the team supports. We visited Plan España, an NGO that provides services to children around the world, and met with CIEE's current student volunteer. Eero expressed interest in arranging a student retreat in order to create more collaboration and unity among the group, but the team is unsure about whether or not such an effort would meet students' needs. Many students communicated a desire for more independence, rather than more contact with the program. Eero also recognized this dilemma.

VI. Relationship with the Host University

The CIEE staff seems to have an outstanding relationship with UCM. According to Eero, after visiting several institutions, CIEE chose the UCM because it is an excellent public university that offers not only academic quality, but also provides a variety of curricular and extra-curricular programs. In addition, the GETAFE is a brand new campus with modern facilities and it is viewed as one of the best universities in Europe.

During their visit, the team met with Leonor Prado Díaz, the administrative coordinator of CEH. She explained the variety of courses as well as the different components and requirements of the curriculum. She also commented on the students' absences due to their traveling and the changes in the new scheduling for next year.

The team also met with several representatives of the International Relations Dept. at UCM: Dr. Carlos Delgado Kloos, Dr. Carlos López Terradas Díaz, Antonio Luís Sánchez and David Gil Pérez. They expressed their interest in developing closer connections with European and American institutions, as the UC administration intends to follow the academic and the international focus of US universities. Programs like CIEE not only solidify UCM's prestige abroad, but also enhance the academic and cultural exchange of students and faculty. They mentioned that the UCM is the only Spanish university already committed to developing the initiatives set forth by the Proceso de Bologna.

In addition, the team met with Dr. Montserrat Iglesias Santos. She reinforced the points made by the international relation representatives, and also mentioned that UCM will soon be offering a wide range of summer courses.

Finally, the team had lunch with Dr. Helena Soletó Muñoz, CIEE Academic Advisor for Legal Studies. She explained the legal studies track and her interest in promoting the program to our

students. She was a visiting scholar at Harvard last year and found the experience to be enlightening on many levels. She understands U.S. undergraduates very well.

VII. Perceived Satisfaction of the Consortium Member Institutions

Team members contacted ten consortium member institutions because each of them had sent at least two former students on the program. The member institutions that responded included: Saint Mary's College of California, Tulane University, University of Colorado at Boulder, Albion College, Hope College, Wellesley College and Eastern Michigan University. All respondents were effusive with their reactions to the on-site staff in Madrid, using words such as 'wonderful,' 'awesome,' 'very engaged,' 'efficient,' and 'very helpful.' There was also a very positive reaction to the orientation students received, including pre-departure materials as well as the on-site orientation in the hotel.

While there seemed to be consensus among sending schools about the positive experiences of their students, there were some comments about students not fully understanding their academic options prior to their departure as well as placement issues once they arrived. In a few cases, their language placement—which impacted enrollment in courses on site—significantly changed the profile of what they were planning to take. While some applauded CIEE and UCM for maintaining high academic standards, others were concerned that some of the classes were not rigorous enough, particularly the courses offered just for U.S. students. The fall calendar created confusion for a few students who had expected to take a direct enrollment course. The upcoming changes in the UCM calendar should eliminate these concerns. There was some concern that transcripts tend to take awhile, since they have to be processed by CIEE in Portland before reaching the home institution.

VIII. Perceived Satisfaction of the Student Participants

Students were largely satisfied with the CIEE program. Many positively described their experiences with their internships, volunteer experiences, language classes, CR, SHS, and housing. Exceptions have been noted in other parts of this report. Students' criticisms mainly confirmed those of past semesters and centered on the introductory level of the CEH courses. Some said that they thought they would be able to enroll in courses with international or Spanish students to fulfill their majors in Spanish, but realized after arriving that they would have to take some classes with CEH. Calendar and housing complaints have been noted elsewhere.

RECOMMENDATION: In order to minimize student dissatisfaction, students who plan to study on this program should either be Spanish minors, beginning Spanish majors, double majors in Spanish and another discipline, or non-Spanish majors. Students must be advised not to expect to enroll in upper-level courses that are transferable to their Spanish major.

IX. Safety and Security Issues

Although Madrid is one of the most popular tourist cities of the world, there are still a series of safety and security issues students are likely to face here. The staff focuses on a number of health and safety issues during orientation and through the Student Manual which they receive on site during orientation. They receive instructions about what to do in case of an extreme emergency, with emergency phone numbers (police, fire department, medical services, CIEE staff—in Madrid, in Seville and in Portland) and the types of incidents that warrant emergency contact (overnight hospital stay, unexpected surgery, victim of crime or physical abuse, police arrest, traffic accident, detention by immigration officials at the airport, accidents at the homestay). They also receive detailed information about hospitals, clinics, drug and alcohol

treatment centers, psychological and psychiatric services. They are informed about campus security at Carlos III and also learn about terrorism in Spain, both related to the longstanding violence caused by ETA and the 2004 bombings by Islamic extremists. Students learn that petty crime takes place in the cities of Spain and foreigners can be the targets of thievery. Students receive written information about carbon monoxide poisoning, given the common use of gas in Spanish households. Students are asked to complete an independent travel release form where they promise to inform the CIEE staff about their plans to be outside of the Madrid province overnight. Each student receives a laminated emergency card to carry with them at all times which includes a series of important emergency numbers, including Radio Taxi.

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

The program is in compliance with CIEE policies.

XI. The Quality of Administration and Management of the Program

A. Resident Director

Eero Jesurun has been the director of this program since its inception and is responsible for the creation of the program since he was looking for a second-semester experience in Madrid for students who participated in the CIEE program in Alcalá. Consequently, he has worked through all of the complications in setting up a program from scratch. His previous position at CIEE, as the program director for Latin America, means he is well known by CIEE members and he is very knowledgeable about the expectations of CIEE institutions. Eero is highly respected by the students who recognize that he is there for whatever they might need and that he is very knowledgeable about Spanish culture, having lived in the area for seven years in addition to having lived in a variety of cultures his entire life. His program philosophy clearly is to empower the students to be as independent as possible while also enabling them to engage in the host culture to the maximum possible. At times these efforts compete with each other since students seeking independence tend to reject overt efforts to get them more integrated into the culture. Eero is very respected by the host institution faculty and administrators which was quite evident during our visit. He is also writing his doctoral thesis and will earn his Ph.D. from UCM so he is also recognized for his intellectual knowledge in addition to his administrative expertise. He is a very calm and collected individual, able to handle stress and frustration with no sign of visible distress, a true advantage for anyone running a study abroad program.

B. Resident Coordinator

Senzeni Steingruber also has a multicultural background that makes her an ideal resident coordinator. She is very passionate about her work with the students and has been with the Madrid program since its inception. She enjoys working one-on-one with students and tries to tailor the program to the various needs and interests of the students. It is clear that she and Eero have an excellent working relationship. Senzeni has invested a lot of time and thought in the various housing options (mentioned earlier) and continues to work closely with all the hosts whom she knows very well. She held a meeting for them recently which lasted three hours instead of the one hour that was planned, mostly because of the frustration some of the hosts were feeling because of millennial student behaviors that took them by surprise. Senzeni is able to mediate between the hosts and the students with exceptional competence. The team could sense how she takes to heart each transgression committed by the students, as if she blamed herself for not being able to get through to them regarding appropriate behaviors in Spain. She knows they only have one semester to maximize their integration into the culture and tries to do everything imaginable to impact their stay. She has also invested a great deal of thought and energy in the internship program, the volunteer opportunities and the Teaching

Development Course, always looking for avenues through which the students can immerse themselves in meaningful ways into Spanish society. Students feel too comfortable resisting her pedagogical efforts, perhaps because they have developed a close relationship to her as a result of her housing responsibilities. If the latter were handled by someone else, the students might respond more respectfully to her status as the official instructor of their internship course.

XII. Future Prospects and Plans

The future plans for the program have been listed above as part of the program's plans for improving its teaching and services. The only recommendation is listed below, related to future evaluations at this site or at other CIEE programs.

Recommendation: ACB evaluations should not be scheduled for a program site that is already scheduled for a familiarization trip around the same time.

XIII. Relationship with previous evaluation

This is the first evaluation of this program.

ACKNOWLEDGEMENTS

The members of the evaluation team benefited greatly from the care and concern for this process by the staff of CIEE and of UCM. The resident director, Eero Jesurun, and the resident coordinator, Senzeni Steingruber, were very generous with their time, particularly given the significant commuting involved and with their patient responses to the team's many questions.

We are also grateful for the assistance provided by Portland staff, Catharine Scruggs, Program Director, in preparation for the evaluation. And we appreciated the time that the various faculty members and administrators on site dedicated to the team, particularly during a very busy time of the year. It was clear that the faculty and administrators valued our visit and respected the goals of our joint efforts.

We are also appreciative of the time the students on site dedicated to our visit, both individually and as a group. The majority of the students followed the team's encouragement to keep all interactions in Spanish, displaying strong language skills and impressive control of grammar and vocabulary. It is obvious that they have progressed a great deal, depending on their individual goals and diverse backgrounds. As always, seeing how students have matured and grown in programs like these makes the arduous task of an evaluation team well worth the efforts.

SUMMARY OF RECOMMENDATIONS

1. Change the catalogue and the Web to reflect the English-speaking makeup of the student body in CEH.
2. CIEE should work with UCM to ensure that all of the CEH syllabi should be made available to students, and they should more accurately describe the content of the courses.
3. CIEE should discuss with UCM the idea that the classes in CEH should require more analytical written work, or the UCM administration should devise another complete track of CEH courses for more advanced students (400 level in the US).
4. Correct the catalogue to reflect the variety of language courses and their corresponding titles.
5. CIEE transcripts should indicate the type of course (CEH, UCM and the SHS) for which students receive a grade.
6. Students should be informed that if they are Spanish majors they will not be able to fulfill the requirements from their home institution with UCM cursos regulares courses due to the lack of offerings in Hispanic literature and culture. CIEE must clarify this point in its literature, on its Website, and on its advising sheet.
7. CIEE must clearly inform students about the nature and purpose of this course, since it is designed for private tutoring or teaching in an English academy while students are abroad.
8. CIEE should do some research about best practices with internship courses across a number of institutions and providers to ensure that each CIEE site is offering a sufficient academic component in conjunction with the internship work experience. Likewise the internship hours should also be compared with best practices in the field.
9. CIEE should carefully study whether committing to a relationship with Telefónica in Madrid is in the best interests of the students on this program, given its other aspects, which include living and studying in the southeastern zone of Madrid.
10. In the section in the handbook about commuting to UCM, add a few lines to explain the monthly abono transporte arrangement which comes with a discount for students of a certain age. Many seemed not to understand this for awhile although it ends up not being the solution for the few who benefit more from the 10-trip metro tickets that are also available.
11. Add a paragraph to the handbook that explains, at least in general terms, what schedule the students can expect in the first few weeks of the program.
12. Revise the course selection form to include references to the content and requirements of the categories of courses that match a student's particular academic background and language preparation.
13. Simplify the meal options if the staff finds that the options continue to cause confusion with the hosts.

14. Revise the housing form to include all essential questions so staff can make optimum housing assignments.
15. Clarify in all program materials the program's policy regarding the date by when students must leave their housing and what arrangements can be made if their flight plans have already been made for later in the month of their departure.
16. The CIEE program should continue to push for expanded space at UCM, particularly as the program grows larger.
17. ACB evaluations should not be scheduled for a program site that is already scheduled for a familiarization trip around the same time.



**FINAL
ACB Evaluation
CIEE Study Center at Universidad Carlos III de Madrid**

Evaluation Dates

Monday, April 21 – Thursday, April 24, 2008 (detailed schedule at end of document)]

Sunday, April 20

- 18:30 Team Planning Meeting Hotel Lobby (there is a lobby bar that is quiet and appropriate for meeting)
- 20:00 Welcome Dinner with the RD, Eero Jesurun
Meet at Hotel Lobby of Hotel Paseo del Arte at 20:00h
- 20:30 Restaurante Cornucopia

Monday, April 21

- 9:00 Meet Eero in Hotel Lobby
- 9:15 Visit CIEE downtown Office.
Office address: Calle Sánchez Bustillo, N° 5 Unit: 3-C
(across from the Hotel at the Museo Reina Sofia)
- 9:30-10:45 Overview of Orientation, Program Goals and Safety Procedures with Eero.
- 10:45 Travel to Universidad Carlos III-Getafe campus
- 11:15-12:00 Visit to CIEE Office and Meeting with Leonor Prado Díaz, Coordinadora, Cursos Estudios Hispánicos
Location: 15.1.51
- 12:00-12:50 Coffee Meeting with CIEE students for campus tour.
CIEE student, Barbra Rubio- Hope College with Professor André and other CIEE students with other ACB members
- 13:00-13:30 Meeting with Representatives Oficina de Relaciones Internacionales

- **Dr. Carlos Delgado Kloos**, Vicerrector Adjunto de Relaciones Internacionales y Cooperación y Catedrático de Economía Aplicada.
- **Dr. Carlos López Terradas Díaz**, Director, Servicio de Relaciones Internacionales
- **Dr. Antonio Luís Sánchez**, Vicerrector Adjunto de Grado
- **David Gil**, Coordinador, Servicio de Relaciones Internacionales

Location: Edificio 8b.1.23

- 13:30 Return to Atocha Train Station.
- 14:00-15:30 Lunch at Restaurante Pinocchio (at CIEE Office Atocha)
- 15:30-16:30 Free time
- 16:30-17:30 Meet with Senzeni Steingruber on Housing program and housing development consultant: Melody Nichols.
Location: CIEE Office Atocha
- 17:30- 18:15 Visit housing of host Edith Sierra with Senzeni Steingruber near CIEE Office Atocha and meet with CIEE student in housing, Anna Benhamou
- 18:30-19:30 Team Meeting Summary (location: Hotel)

Evening free. CIEE staff can make restaurant recommendations.

Tuesday, April 22

- 9:15 Meet Eero at Hotel Lobby. Travel to Getafe campus.
- 10:00-11:00 Class observation Cursos estudios hispánicos” Cuento” with **Profesor Domingo Sanchez-Mesa** (Ph.D, Departamento de Humanidades- Literatura comparada)
- 11:15-12:00 Meeting with Language faculty of Cursos estudios hispánicos Location: 11.0.2
Profesora Fátima Iglesias, Advanced Spanish Language & Grammar and Español coloquial
Profesora Mónica Corral, Advanced Spanish Language & Español profesional
- 12:15-12:45 Meet with **Dra.Montserrat (Montse) Iglesias Santos**, Vicerrectora de Comunicación, Cultura y Deporte y Extensión Universitaria, y Profesora Titular de Teoría de la Literatura y Literatura Comparada She is also the academic coordinator for Cursos Estudios Hispánicos. Meet in Edificio: 8b.1.18 Rectorado
- 13:00-14:00 Lunch meeting with CIEE **Professor Sarah Dague** & program assessment
Location: Faculty Lunch Club in Cafeteria Grande

- 14:15-15:00 Optional: Meet with Eero for coffee or arrange private meetings
- 15:00-17:00 Visit to Direct Enrol University course: “Historia del Cine” with **Professor Daniel Andreas Verdú** (Ph.D., Departamento de Humanidades- Arte y esética)
Location: Edificio 17.0.02 - Two CIEE students are in this class.
- 17:05-18:05 Group Meeting with CIEE students at Getafe Campus
Location: Edificio 15 Aula 15.0.15
- 18:15 Invite student for tapas & drinks in Getafe bar- next to campus
- 18:45 Return to Atocha
- 19:15-20:15 Team Meeting Summary (location: Hotel)

Evening free. CIEE staff can make restaurant recommendations.

Wednesday, April 23

- 9:00 Meet Senzeni in Hotel Lobby.
- 9:15-10:15 Meet with Senzeni Steingruber, Overview of Internship Course
Location: CIEE office Atocha.
- 10:15 Travel to campus
- 11:15-11:45 Visit to University Language Lab, Language Lab and Student Activities Center:
Overview by **Professor Nori Hutchinson** and **Professor Ann Mery**
Location: Edificio 7.1.02
- 11:50-13:00 Classroom observation, CIEE Professional Teach Development Course with
Professor Sarah Dague with three CIEE students in class.
Location: 7.1.18
- 13:00-13:30 Debrief CIEE Professional Teach Development Course
- 13:30-15:30 Lunch with Eero and **Dra. Helena Soletto Muñoz**, CIEE Academic Advisor for
Legal Studies and **Dr. Thelma Butts**, Visiting Law Professor, Universidad Carlos
III de Madrid.
Location: Faculty Club in Cafeteria Grande
- 15:30-16:15 Meet with CIEE student Megan Briggs for coffee. Explain her volunteer
involvement with Plan España activities
- 16:15 Depart Campus Getafe campus with taxi to visit Plan España with Senzeni.

- 17:00-17:30 Visit to NGO - Plan España with Senzeni
- 17:30 Return to Hotel
- 17:45-18:45 Team Meeting Summary (location: Hotel)
- 20:45 Meet in Hotel Lobby.
- 21:00-23:00 Wrap Up Dinner with CIEE Staff (Eero & Senzeni)
Location: Restaurante Casa Lucío, Calle Cava Baja, 37

Thursday, April 24

- 8:30 Meet in Hotel Lobby with Senzeni
- 9:00 Visit Telefónica internship site with Senzeni
Meet with CIEE student Alizae Charania doing internship in Internet Marketing.
- 9:45 Return to Atocha
- 10:15-14:00 Write up of ACB report.
Meet in CIEE office Atocha.
Access to telephone, internet, computer, printer, office supplies, etc.
- 14:00-15:00 Lunch.
- 15:00-20:00 Continue write up of ACB report as necessary.
Evening free. CIEE staff can make restaurant recommendations