

**Academic Consortium Board
CIEE London Site Evaluation Executive Summary
April 2019**

Evaluation Team members:

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I. Program Background/History:

CIEE has operated in London since 1986, with the establishment of the CIEE Global Institute London in 2014. At that time a Resident Director and other full-time staff were appointed and premises acquired to establish a more substantial presence in London. The first students studying directly at the Center were recruited in the summer of 2015.

The London Global Institute offers a range of programs under its own management and direction. CIEE offers the Open Campus curricular option through which US students can study in different international locations in 6 week blocks. The Institute offers programs both of semester length (up to 18 weeks) and summer-based (up to 12 weeks).

Students select a specific study track combination of courses to follow. Academic study tours, excursions and special activities are built around the relevant academic study track. CIEE offered study tracks in the following areas in 2015-2016: Business; Communication, Journalism and New Media; Community and Public Health; International Relations and Political Science; Literature and Culture. In 2016 a new track was added, Sustainability and Environmental Sciences (SES). From Fall 2019 a larger overarching STEM track will be included which will incorporate the SES track.

CIEE also continues to offer a number of short-term programs of between 2.5 and 4 weeks. CIEE London runs both January and summer programs drawing on the same syllabus areas as the semester program.

CIEE London developed Direct Enroll options through partnership arrangements with London-based university institutions (University College London (UCL), Goldsmiths, SOAS, and Westminster) to provide semester or one-year study abroad programs delivered by the UK institutions. The London Global Institute continues to offer a direct enrollment semester option at three institutions in London: Goldsmiths, Westminster, and UCL.

During the year 2018-2019, 12 students direct enrolled at Goldsmiths, 57 enrolled in UCL courses, and 23 enrolled at Westminster.

University College London: UCL adds prestige and academic rigor to the CIEE London program. UCL ranks in the top twenty universities worldwide and 10th in the QS World

University Rankings (2019) as well as 3rd in Europe in the Shanghai Jiao Tong Academic World Rankings (2018).

At **Westminster University**, students can select courses from an array of disciplines, including architecture, science and technology, media, arts, and design, social sciences and humanities, and business. Westminster staff provides study abroad students with one-on-one mentoring and advising, and offers excellent support. They offer at least ten courses that are directly focused on London culture, history, and economics.

Goldsmiths University of London has the reputation of being preeminent in the arts, but students have many other academic options, and are not limited to a particular area of study. Goldsmith's is dedicated to an interdisciplinary approach and values community outreach. There are over 10,000 students at Goldsmiths so it is large enough to offer many curricular options, yet is still small enough to offer personalized attention.

II. Key Discussions/Findings:

While many of the observations and recommendations from 2002 are irrelevant, it is important to note the longevity of the relationship between CIEE and Goldsmiths and Westminster. It is a sign of the strength of CIEE's current staff and administration that these are still healthy and on-going programs 17 years later

The one recommendation or problem area cited by the 2002 evaluation team was "that many of the issues seem to be regarding communication between sending schools, the New York office and London. The timely arrival of forms, finalized registration data, the availability of syllabi, the early notification of housing and course options are all cited." Although many of these issues have been resolved, we still see signs of frustration among DE students about timely notification of admission and course registration

We did note a divide between the experiences of the OC and the DE students. The DE students felt more isolated from the CIEE Center, which is understandable since they are living and studying away from the Global Institute. We have recommended that the DE students be allowed to go on at least two excursions during the semester if their schedules allow.

I.AC members

Academic Consortium sending institutions surveys were overall positive:

- Sending institutions are pleased with the CIEE London program overall.
- CIEE staff is supportive, knowledgeable, and helpful and are a highlight of the OC
- There could be increased availability of course offerings at varying levels, including higher level STEM courses
- Sending institutions are very pleased with the funding amounts offered to mobility students and Global Scholars who participate in the Open Campus program.
- Some advisors are concerned about the attendance policy, and the number of warning letters that they receive.
- For Direct Enroll, there is feedback about the limited interaction between DE students and CIEE staff, as well as limited interaction between DE and OC students.

II. Students

Prior to the site evaluation, our team read student evaluations, and while onsite we met with at least 50 students. We accompanied OC students on a walking tour of London during their History of Theatre class; we observed two OC classes; we accompanied students on two extra-curricular events, including a group who had signed up for the Food Glorious Food event to have a traditional English breakfast. Two members of our team also met direct enrollment students on their respective campuses. Finally, we spoke with several students in the common areas of Chapter housing.

Overall, students were very satisfied and pleased with the support they received from the CIEE London staff, with their classes, with the Open Campus model, and with the excursions. Global Scholars repeatedly told us how happy they were with their decision to participate in three different blocks at three different locations. No one we spoke with regretted this decision, and they often told us that they had chosen CIEE because of the opportunity to experience living in three different major capital cities (usually all in Europe.)

During this block the Student Representative Council was quite active, and had provided feedback about classes, excursions, etc. that the CIEE staff was quickly able to act upon (if needed.) We hope that the SRC is being used at other Global Institutes because it is so valuable, and gives students a voice during their program.

III. Staff

Overall the staff job satisfaction seems positive and the team has a good camaraderie. Each person on the staff is relatively new to the CIEE Global Institute in London (brought in within the last 3 years). Lizzie has made key hires and created positions to make the best use of differing skills and talents. She will benefit a great deal once she hires an administrator who will provide additional support, which seems to be a hire-in-progress. The recent hire of a facilities director has helped the staff manage issues in the building. The front desk is now manned by a staff member during the hours that the building is open. We also applaud the hire of two RAs who live in the student housing and provide support there, and who are also available to help with excursions and extra-curricular activities. They also help during work surges when customized groups, high schoolers, and interns arrive, especially in the summer.

IV. Host institutions

Due to the timing of the visit in April (Easter break for faculty/staff and spring break for students), we did not have the opportunity to meet with faculty from any of the host institutions. Additionally, we did not meet with administrators from UCL or Goldsmith's. Those administrators whom we met at Westminster provided a tour of classroom space and facilities. They seemed pleased with the partnership with CIEE and did not share any concerns.

A. Open Campus Primary Recommendations

1. In terms of academics on the Open Campus model, we recommend

- a. That the majority of courses continue to include a British component, linking the learning to location.
- b. That the pool of qualified faculty be expanded.

2. Attendance Policy Issues: We encourage CIEE to promote consistent application of the attendance policy across all of its Global Institutes, to conform with the practices used in London. We encourage CIEE to be more proactive in its work with U.S.-based stakeholders on

explaining this policy to students before arrival, as well as working with home institutions to alleviate concerns stemming from a plethora of warning letters.

3. Writing Support: CIEE could offer additional office hours for writing support and/or a writing workshop mid-way through the program. During orientation CIEE staff can emphasize the advantages of seeking writing support in terms of British education, which requires a particular approach to writing, methodologies, and framing, so that students will not feel stigmatized if they attend. The workshop could also be offered to DE students.

B. Direct Enroll Primary Recommendations

1. New Direct Enrollment Option: We recommend CIEE add new direct enrollment options at either Queen Mary University, or University of the Arts London.

2. UCL registration: Continue to work with UCL to make the registration process as smooth as possible for DE students.

3. Direct Enroll Excursions. Offer DE students either an excursion of their own as a cohort or a second excursion with the Open Campus students.

4. Academic Orientation Event: Develop an academic orientation for DE students that will move students from simple stereotyping to nuanced observation and revelation under the rubric of cross-cultural awareness. A model for this could be the Imagining Communities course.

C. Internship Primary Recommendations

1. Improvements to internships: Re-evaluate the academic course and the overall summer internship experience, where improvements are in CIEE's control:

- Communication
- Course alignment with the internship
- Consistency in the number of hours worked and credits granted
- Checking in with students early and often in the internship to address problems

2. Integration of AIC and CIEE: Continue to integrate AIC and CIEE, organizationally and culturally.

D. Housing Primary Recommendations

1. Chapter housing recommendations:

- Explore options for students to pay extra for a single room.
- Explore options to include laundry expenses into the program fee.
- In pre-departure materials, provide clear information about the size of the rooms in Chapter by providing a drawing of the room layout, with measurements

2. Alternative housing: Prioritize identification of dedicated CIEE apartment housing closer to the Global Institute.

III. **Action Plan/Program Update:** *Added once developed*

PRIMARY RECOMMENDATIONS

A. Open Campus Primary Recommendations

1. **Regarding academics on the Open Campus model**, we recommend
 - a. That the majority or even all of the courses continue to include a British component, linking the learning to location.
 - b. We recommend that the pool of qualified faculty be expanded to support the continued expansion of the breadth and depth of course offerings.

CIEE Action Plan: a. All Open Campus courses already include a British component. b. Through networking, inviting potential faculty to events and advertising on diverse platforms, the academic team will aim to expand the number of faculty working at the GI.

2. **Attendance Policy Issues:** We encourage CIEE to promote consistent application of the attendance policy across all of its Global Institutes, to conform with the practices used in London. We encourage CIEE to be more proactive in its work with U.S.-based stakeholders on explaining this policy to students before arrival, as well as working with home institutions to alleviate concerns stemming from warning letters.

CIEE Action Plan: Attendance Policy is the same across all Global Institutes. Details of the attendance policy are provided in academic orientation and in the academic manual ensures consistency across locations

3. **Writing Support:** We recommend that CIEE offer office hours for writing support and/or that they offer a writing workshop mid-way through the program. During orientation CIEE staff can emphasize the advantages of seeking writing support in terms of British education, which requires a particular approach to writing, methodologies, and framing.

CIEE Action Plan: The recent addition of an Academic Assistant (AA) will provide the Academic Director (AD) with more time to develop writing support services. The London AD, along with the new AA, will continue to offer regular office hours, where academic support can be sought. In Addition, the London academics team will offer a writing workshop for direct enroll students mid-way through the semester.

B. Direct Enroll Primary Recommendations

1. **New Direct Enrollment Option:** Investigate opportunities to add new direct enrollment options at Queen Mary University. If Queen Mary is not viable, our

second recommendation is to add University of the Arts London. (See pgs 23-4 of full report for the full discussion.)

CIEE Action Plan: The Academic Director and Centre Director will approach Queen Mary and the University of the Arts and provide a report to the RDO, outlining potential partnerships and how they might improve upon current provision.

2. **UCL registration:** Continue to work with UCL to improve the admissions and registration process for direct enroll students.

CIEE Action Plan: The academic assistant is meeting the enrolment team at UCL to clarify the process for class registration. This will become a core part of the academic orientation and the academic assistant will be available to provide ongoing support through the registration process.

3. **Direct Enroll Excursions.** Offer direct enroll students either an excursion of their own as a cohort or include a second excursion with the Open Campus students.

CIEE Action Plan: The Direct Enroll student overnight excursion is combined with Open Campus students but with tailored elements so they can both bond as a cohort and mix with the rest of the student body. The Direct Enroll students have a separate schedule, for example, departing later on Fridays to enable to attend and not miss class.

4. **Academic Orientation Event:** Develop an academic orientation event for direct enrollment students that will move students from simple stereotyping to nuanced observation and revelation under the rubric of cross-cultural awareness. A model for this could be the Imagining Communities course that is already being taught.

CIEE Action Plan: CIEE London will discuss the possibility of a two-day workshop on intercultural communication, to be included in future orientations, with Academic Affairs.

C. Internship Primary Recommendations

1. **Improvements to internships:** Evaluate the academic course and the overall summer internship experience in the following areas where improvements are in CIEE's control:
 - Communication
 - Course alignment with the internship
 - Consistency in the number of hours worked and credits granted
 - Checking in with students early and often in the internship to address problems

CIEE Action Plan: Following changes to the course for the summer 2019 Global Internship students, the program is now more aligned with the internship experience. Student meetings have been formalized to ensure that every student has opportunities to express questions or concerns about their internship. This has been implemented across all sites.

2. **Integration of AIC and CIEE:** The program should continue to integrate AIC and CIEE, organizationally and culturally.

CIEE Action Plan: Through weekly meetings and regular updates, the London AIC and CIEE teams are communicating well and are aware of the need to collaborate more closely.

D. Housing Primary Recommendations

1. Chapter housing recommendations:

- Explore options for students to pay extra for a single room.
- Explore options to include laundry expenses into the program fee.
- In pre-departure materials, provide clear information about the size of the rooms in Chapter by providing a drawing of the room layout, with measurements

CIEE Response: The feedback from the ACB on housing improvements is appreciated, and we are always looking for ways to better serve our students in this area. We will review and determine the feasibility of these suggestions. Because these recommendations largely impact the finances of the students' program, and are not clearly linked to the site academics, we have not included action items here.

2. **Alternative housing:** Continue to work with partners in London to identify dedicated CIEE apartment housing closer to the Global Institute.

CIEE Action Plan: While appropriate and affordable student housing is always a challenge to identify in London, CIEE will work with housing providers to secure new sites as they become available.

SECONDARY RECOMMENDATIONS for ALL PROGRAMS

1. KBYG pre-departure orientation and on-site orientation:

- Invite former participants on the program to speak to the new students during the live session. Record the sessions. Make participation in either the live or recorded session a "required" pre-departure to do list in Canvas.

CIEE Action Plan: In response to the first aspect of this recommendation, referring to former students joining the live session, we have tried similar things in the past and it is operationally a larger challenge than it may seem. Adding identification of an alumnus and the coordination of this student's schedule to the already difficult task of coordinating these calls can be prohibitive. However, we certainly understand the goal of this recommendation, which is connecting incoming students

with program alums, as we know students are interested to hear the feedback and advice of their peers. We are working to incorporate more student perspectives in KBYG, and will continue to look into ways to connect alumni and incoming students.

In response to the second part of this recommendation, related to recording the live call and making the call or recording 'required': We currently record these calls, and the recording is made available to students. However, we hesitate to 'require' something that we have no ability to truly enforce compliance with. We have found when students see no consequences for not completing 'required' items this leads to the perception that truly crucial required items are optional as well. However, in response to the goal of this recommendation, we will work to better encourage students to review the call and to reach out to alumni through their education abroad offices.

2. Recommendation for the program handbooks:

- See above on including more details on Chapter rooms in the handbook
- Spell out academic policies in the handbook, rather than directing students to a link.

CIEE Action Plan:

While program handbooks are updated often, the contents of these are largely specific to the sites they are for, whereas the academic policies are applied across CIEE programs, and reviewed in-depth yearly. Because of this, we feel it is immensely more efficient to edit the policies in a document that is linked to the handbook, rather than transfer the updated policies into each program handbook, yearly. In addition to this link, students going to a site with a Community Course have access to the policies in this course, and those at a site without this course will receive it directly, by email.

3. Course recommendations which could apply to the Open Campus model in general:

- That CIEE continue to benchmark their overall course learning objectives to those of U.S. institutions and to ensure that student learning is generally equivalent across courses. Learning objectives in upper division courses should better align with Bloom's taxonomy.

CIEE Action Plan: This, and all GI CIEE sites, continue to work to alignment with US institution paradigm-informed objectives, as per the norms of US higher Education. In regard to alignment with Blooms Taxonomy, All learning objectives (LOs) that have been created and reviewed since the advent of the Academic Director of Global Institute's position align. There is a possibility of deviation from this alignment should the faculty member teaching the course add additional LOs in their local syllabus. However, our new syllabi system will ensure LOs from term to term maintain consistency and are approved, in new cases, by Academic Affairs, ensuring consistency with Blooms revised taxonomy.

- CIEE should be particularly attentive to the enrollment in the new lower division STEM + Society offerings, and to consider offering STEM courses at the upper division level that could be connected in meaningful ways to the location and context of each institute.

CIEE Action Plan: CIEE will continue to develop the STEM portfolio in relation to enrollments and research, as has been done for the lower-level STEM courses. We look forward to continued consultation with our sending institutions, and their STEM-related departments, to accomplish this.

4. Diversity and Inclusion Orientation cross-cultural component

- Continue to focus on access and inclusion for students of color, first generation, and low income students.

CIEE Action Plan: Working with the Strategic Initiatives teams, CIEE will continue to ensure staff and faculty are aware of challenges facing students and ensure an inclusive environment. An Unconscious Bias training as of summer 2019 is one of many trainings the staff and faculty have and will have afforded to them.

- Change the labeling of toilets/water closets to “All Gender,” “Gender Inclusive,” or simply Toilet.

CIEE Action Plan: This will be considered when we review London signage. This recommendation will also be incorporated into a proposal being put forth in Global Ops related to review for equitable signage across CIEE sites.