

**Evaluation Executive Summary
CIEE Amsterdam Study Center
March 7 – March 8, 2016**

CIEE Study Center reviews are conducted every ten years by a two- to three-person team led by a member of the CIEE Academic Consortium Board. The following is an executive summary of the evaluation report.

I. Evaluation site visit team members

- Ana Maria Wiseman, DML, Professor Emerita at Wofford College, Team Leader
- Scott Pentzer, PhD, Associate Dean for Global Education, Newcomb-Tulane College, Tulane University

The two members of the site visit team each reviewed the history and evaluation of the program produced by CIEE. They studied the course offerings, 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 as well as the student evaluation summaries and all the evaluations covering the CIEE Amsterdam Program. They contacted the top sending institutions 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 to the Resident Director inviting her to give comments either in writing or orally during the visit. A similar memo went to all students.

During the four-day site visit, team members

- Met with Center Director Renée Spruit
- Were introduced to CIEE Netherlands by Renée Spruit
- Visited the CIEE study center.
- Met CIEE staff & received a run through of program
- Met with Judith de Lange & Renée Spruit to discuss activities, student life, student services and interest groups
- Met with Jonathan Key and Cato van Hees to discuss Social Sciences & Business and Culture
- Met with Richard van der Wurff (Director of College of Social Sciences) and Heleen Straesser (Internationalization Liaison School of Social Sciences)

- Toured student residences – Plantage Muidersgracht (PMG), Prins Hendrikkade (PHK), Prinsengracht (PG), and The Student Hotel with Judith de Lange and a De Key staff member
- Discussed summer programs with Renée Spruit
- Had a meeting with students
- Met with Peter van Baalen (Director of College of Economics & Business)
- Met with all staff and all CIEE teachers
- Joined the CIEE historical daytrip to Delft with spring 2016 students

CIEE Staff with whom the Evaluation Team met:

- Renée Spruit, Resident Director
- Jonathan Key, Program Coordinator Social Sciences
- Cato van Hees, Program Coordinator Business and Culture
- Judith de Lange, Student Services Coordinator

II. Last Evaluation

The Amsterdam program was evaluated 10 years ago. Many structural changes have taken place in the intervening years. The current evaluation is a good opportunity for the evaluation team to report to the Academic Consortium on how the new academic structure is being implemented and what can still be done to facilitate the transition.

Several recommendations of the 2006 review are related to the Dutch language courses. Those recommendations seem less relevant and would be better addressed by thinking of the Dutch course as a tool to learn about the culture. The design of this course could be tied to a stronger mission statement and a more coherent co-curricular program.

The 2006 report included recommendations about the scarcity of spots in certain UvA courses. The current evaluation would reiterate that it will be important for CIEE staff to continue to remain in close communication with their contacts at the UvA in order to develop innovative ways to address the availability of appropriate courses for CIEE students, especially in light of recent growth in enrollment at CIEE.

Other recommendations address course selection and advising. Ten years on some students still seem to be mystified by the course selection and registration procedures. Anything that can be done to make those clear and transparent in the program selection phase (in all materials that students use to inform themselves about the program).

III. Program Background/History

The CIEE program at the University of Amsterdam was inaugurated in Fall of 1993 as a “fall only” program in association with the CIEE program in Brussels. Beginning Spring 1999 it was considered an independent two semester program, no longer related to Brussels. In 2000 the University of Amsterdam went to a semester format, adopted a Direct Enrollment structure and the three CIEE core courses were eliminated. As the program developed its own character and became more integrated into the University of Amsterdam, the nature of the offerings became more focused on Social Sciences – the main focus of the International School. Eventually the University of Amsterdam disbanded the International School and internationalization became a more decentralized endeavor. The original link with the Social Sciences Department was held more firmly and the link with Humanities has become secondary. The Business and Culture program was approved in 2011, but initially did not attract large numbers of students. In the last few years CIEE has added CIEE-taught classes to address a variety of needs, including the now urgent need for spots in classes when the University of Amsterdam has run out of space for international students. Maymester, J-term and a variety of summer short-term options as well as Faculty Led and Customized options have made the program a more complex operation.

IV. Focus of the Evaluation

Prior to the program evaluation, CIEE staff noted several areas upon which they wished the evaluation team to focus: registration difficulties (both due to lack of capacity in University courses – severe in the case of Humanities - and because students do not necessarily understand the Dutch educational system); appropriateness of preparation for the Business and Economics program; issues related to scarcity of housing; and growth management issues.

V. Key Discussions/Findings

The team was very positively impressed by the findings. We encountered a robust program that has solid academic underpinnings which provides excellent opportunities for students to meet their academic goals, learn about The Netherlands and have meaningful intercultural interactions with their hosts. The program is a high quality, rigorous academic offering, with good extra-curricular components that could benefit from a slightly tighter focus on mission to develop into an excellent co-curricular program.

VI. Priority Recommendations

- 1) (Recommendation 1) Develop a more detailed mission statement for the Netherlands programs which will provide a better foundation for a coherent curricular and co-curricular program. A program of activities and excursions in combination with the CIEE course offerings can provide a bridge to help students take better advantage of the excellent

course offerings at the UvA. In addition, a more developed mission statement can provide a rationale with learning outcomes for a robust co-curricular program.

- 2) (Recommendation 6) Address the limited course offerings in Humanities with a multi-faceted approach: continue the dialogue with UvA about the need to offer more slots to CIEE students; explore the possibility of other partners, expand disciplines and strengthen the selection of CIEE course offerings by focusing on the areas where there is student interest (the arts, intercultural studies, film and gender studies, etc)

- 3) (Recommendation 8) Co-curricular learning outcomes should be articulated for students in SS and BC programs. Once this occurs, it will be relatively straightforward to structure activities are most beneficial to the programs intercultural learning goals.

VII. Action Plan/Program Update

ACB Recommendation

Develop a more detailed mission statement for the Netherlands programs which will provide a better foundation for a coherent curricular and co-curricular program. A program of activities and excursions in combination with the CIEE course offerings can provide a bridge to help students take better advantage of the excellent course offerings at the UvA. In addition, a more developed mission statement can provide a rationale with learning outcomes for a robust co-curricular program.

Action

- Please see the new mission statement (appendix A).

- When implementing this new mission statement, the co-curricular program will be re-evaluated to make sure it reflects the core principals of the mission statement. While doing so the existing curriculum (with special focus on CIEE course offerings) can serve as an inspiration for further development of the co-curricular offerings. The embedded component will provide continuity throughout the semester.

- In summer 2017, we will re-evaluate the implementation of the new mission statement, by reviewing the FA16 and SP17 student program evaluations, evaluating the implementation of the embedded component and comparing co-curricular offerings with the year before.

- Staff will review the website, program handbooks and catalogues to reflect the changes resulting from the implementation of the mission statement; the mission statement should also be mentioned in these materials.

ACB Recommendation

Address the limited course offerings in Humanities with a multi-faceted approach: continue the dialogue with UvA about the need to offer more slots to CIEE students; explore the possibility of other partners, expand disciplines and strengthen the selection of CIEE course offerings by focusing on the areas where there is student interest (the arts, intercultural studies, film and gender studies, etc).

Action

- Please see appendix B for a detailed explanation of the complexities that go along with this recommendation.
- Based on this document the following steps will be taken:
 1. Review whether the Faculty of Humanities has met their own promises to offer more courses/spots for our students (August 2016)
 - Update: 61 spots out of 90 requested spots have been honored (68%). Also, CIEE Amsterdam is now able to offer more different courses to our students – e.g., 51 courses this fall semester, compared to 21 courses in the spring semester. This is an encouraging development.
 2. Set up a meeting with both the Faculty of Humanities and College of Social Sciences to discuss possible future directions to take (November 2016):
 - Option 1: Fully integrate Humanities courses into the existing program, and change the program title to Liberal Arts to accurately capture the expanded list of course offerings.
 - Option 2: Within the newly created Liberal Arts program, separate and classify students either as Social Sciences or Humanities students. Students who sign up as Humanities students will have limited access to Social Sciences courses, and vice versa.
 - Option 3: Keep the situation as is; offer one program called Social Sciences, while meanwhile maintaining the dialogue with the Faculty of Humanities to make sure we can keep offering a selection of Humanities courses. Drawbacks:
 - Growth is close to impossible in this situation (our contract allows us to enroll a maximum of 100 students at the College of Social Sciences)

- Not having separate agreements with the Humanities Faculty will continue to present us with uncertainties in the future, including the fact that we will never be able to guarantee our students' enrollment in humanities courses
 - From a marketing perspective we will remain unable to reach out to students in the Humanities disciplines as our program does not directly appeal to them (in addition to the fact that, as it stands, there are only limited possibilities in terms of course enrollment.)
3. Once we have discussed the feasibility of these three options with the UvA, we will present the outcome to Portland (January 2017), including whether the proposed name change would be possible, or explore alternatives.
 4. If we move forward with changing/expanding on the program title, we will deliberate internally as to the most appropriate new program name to use (January 2017). Within the Amsterdam Study Center, we will further explore what needs to be done in terms of revising or updating certain processes, so we can create a clear timeline.
 5. An official proposal for the ACB needs to be drafted for their review process in spring 2017 (March 2017).

Continuously:

- Keep our materials up to date (website, handbooks, course selection docs, pre-departure info etc); we can gradually begin re-promoting humanities courses
- Keep close track of whether the Humanities Faculty delivers on its promise of opening up more courses for our students
- Keep a dialogue with both faculties about any progress or other updates

ACB Recommendation

Co-curricular learning outcomes should be articulated for students in SS and BC programs. Once this occurs, it will be relatively straightforward to structure activities that are most beneficial to the programs' intercultural learning goals.

Action

- New co-curricular learning outcomes have been formulated in the new mission statement (please see attached)

Submitted by:

Caroline Maas, CIEE Regional Director of Operations, Northern Europe

Reneé Spruit, Resident Director, CIEE Amsterdam Study Center

Date: June 27, 2016

Appendix A

CIEE Netherlands Mission Statement

Through this mission, all CIEE programs in the Netherlands aim to have students:

- Develop their intercultural awareness, cultural literacy and cultural bridging, while gaining an understanding of Dutch Culture in a comparative context.
- Enhance their expertise in the chosen subject area of studies in the Netherlands.
- Demonstrate their growing independence when living in the Netherlands.

The mission expands into our academic and co-curricular programming below, specific to each program that CIEE the Netherlands is currently offering;

Academics

Amsterdam Social Sciences

- Students will critically investigate the major social, political, and cultural problems and questions that are currently faced by social scientists, both in a Dutch, European, and international context -- in an international classroom setting (direct enrollment).
- Students will hone their skills as junior social scientists by learning how to employ and evaluate theoretical frames drawn from a variety of social sciences disciplines, while at the same time tracing the connections between these disciplines and their own academic backgrounds and interests (i.e. practicing interdisciplinary thinking) (direct enrollment).
- Students will gain an understanding of the ways in which Dutch society (and/or the city of Amsterdam) is shaped by specific ways of thinking about social policy, the role of government, and the well-being of its citizens, and will compare and assess these vis-à-vis US-American society and US-American cultural values (direct enrollment and CIEE courses).
- Students will expand and sharpen transferrable academic skills such as independent critical thinking, evaluating and using sources, and articulating and presenting arguments both in a written and oral fashion (direct enrollment and CIEE courses).

Amsterdam Business and Culture

- Through their courses, students are equipped with a strong set of leadership skills that is indispensable for the field of international business and/or international economics (direct enrollment).

- Students are stimulated and required to think critically and act independently in their academic surroundings, enhancing their aptitude to succeed both in their future career and life (direct enrollment).
- Students will gain an understanding of the Dutch business culture (and/or other domains of Dutch culture) and thus ready their intercultural skills for a career in a globalized world (CIEE courses).

Groningen Urban Planning

- Interpret complex case studies within the fields of human geography, planning, and environmental sustainability (direct enrollment)
- Understand how the Dutch deal with economic, environmental, and settlement challenges within the context of increasing levels of globalization (direct enrollment)
- Analyze the complexities of contemporary life in the Netherlands (direct enrollment)

Co-Curricular Programming

Amsterdam Social Sciences

- Co-curricular activities are designed to allow students to directly experience how current debates in Dutch society (and/or the city of Amsterdam) about social, political, and cultural issues shape the lived reality of a variety of state and non-state actors, including interest groups, political organizations and activists, volunteering organizations, etc.
- Co-curricular activities will expose students to a range of viewpoints and arguments on the leading questions that inform these debates, will then allow them to weigh these against each other, and will ultimately lead them to formulate (and defend) their own position(s).
- Co-curricular activities give students a deeper understanding of the Netherlands as a whole, by acquainting students with different aspects of Dutch culture.

Amsterdam Business and Culture

- Co-curricular activities are emphasized by and organized around current themes in business and economics taking place in the Netherlands and the rest of the world.
- Co-curricular activities give students a deeper understanding of the Netherlands as a whole, by making students become acquainted with different aspects of Dutch culture.

Groningen Urban Planning

- Co-curricular activities are emphasized by and organized around current themes in human geography, planning and environmental taking place in the Netherlands and the rest of the world.
- Co-curricular activities give students a deeper understanding of the Netherlands as a whole, by making students become acquainted with different aspects of Dutch culture.

Student Services

- Provide students with the security and support that students need to explore the world and immerse themselves in new cultures, during their time abroad now and in the future
- Provide safe housing options that allow students to be independent, experience Dutch reality and meet other (international) students
- Provide students with the right information to find their way around, help them integrate in the Dutch culture and feel at home while abroad.
- Provide students with the right tools to set goals for their experience, help them fulfill these goals while abroad, and reflect on their experience prior to departure.

Appendix B

RECOMMENDATION 6

Address the limited course offerings in Humanities with a multi-faceted approach: continue the dialogue with UvA about the need to offer more slots to CIEE students; explore the possibility of other partners, expand disciplines and strengthen the selection of CIEE course offerings by focusing on the areas where there is student interest (the arts, intercultural studies, film and gender studies, etc)

RESPONSE TO THE INDIVIDUAL RECOMMENDATIONS

(1) Continue the dialogue with the UvA: the dialogue has already resulted in a vast increase in course offerings, although the capacity in each of these courses (and the eventual placement of CIEE students in them) can only be evaluated later this summer.

(2) Explore the possibility of other partners: Given the Faculty of Humanities' pronounced willingness to offer more spots in Humanities courses to CIEE students, this course of action is not advised at this point in time. Since the Faculty of Humanities is fully invested in expanding its relationship with CIEE Amsterdam, and given CIEE's longstanding (and productive) relationship with both this Faculty and the College of Social Sciences, further collaboration with the UvA is the best course of action.

(3) Expand the roster of CIEE courses: given the pronounced increase in the number of Humanities courses that are now open to CIEE students (and the wide range of disciplines they represent), there is -- at this point in time -- no clear need for a new CIEE course to be added to the existing roster of CIEE courses.

ADDITIONAL RESPONSE

(1) If the Faculty of Humanities' increased course offerings translate into more spots granted to CIEE students -- which would in effect broaden the scope of the Social Sciences program to fully include Humanities courses -- then the question of whether the program should still be called a Social Sciences program becomes a salient one. If the Faculty of Humanities can guarantee that CIEE students will be placed in Humanities courses in significant numbers and if, as a result, Humanities and Social Sciences courses will achieve the same status, then renaming the program as a Liberal Arts program is worth carefully considering.

At the same time, CIEE Amsterdam might explore -- in close consultation with the Faculty of Humanities -- whether this partnership would entail a formal re-composition of the program and course pre-selection procedures (e.g. reserving a set number of courses for all CIEE students, or even creating different course schedules for Social Sciences and Humanities students) or

whether course enrollment requests would be evaluated on a case by case basis, without meaningfully impacting the formal composition of the program, the status of CIEE Amsterdam's students, or program admission and course pre-selection procedures.

This proposal can best be re-evaluated after the Fall 2016 semester, when CIEE will be able to determine whether the number of CIEE students in Humanities courses has meaningfully increased (although even this will not allow for a clear-cut evaluation, since the program has still been promoted as a Social Sciences program, not a Humanities program).