IES Abroad Madrid

Report of the
Program Review Committee

April 12 – 16, 2010

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Dear Colleagues,

As the Chair of the IES Abroad Madrid Review Committee, on behalf of the entire committee, I would like to thank IES Chicago and the phenomenal staff of IES Madrid. In particular, I would like to thank John Lucas, Elvira Munoz, Gemma Munoz, Marta Camacho, Yolanda Real, Yolanda Charlan, Angel Lopez, Maria Jose Cacho Polo and Carmen Llinas.

The IES Madrid staff was extremely welcoming and generous with their time which gave our team the opportunity to experience and understand the Madrid program in detail. Indeed, the excellence and experience of the IES Madrid staff made the visit a pleasure.

All of the US based committee members contributed significantly to this report. The final draft was circulated and approved by each member.

Sincerely,

Susan M. Popko

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Introduction and Summary

The program review was conducted on behalf of the IES Academic Council. Prior to this review, IES Madrid was last reviewed in 1999. At that time, the program had undergone significant academic and curricular changes involving: the Internship Program, the Program for Bilingual/Heritage Students and the Language Curriculum. The IES Program Dean at that time had charged the 1999 Review Committee with assessing the implementation of the changes related to those aspects of the program, in particular, and with making recommendations for their further development. Since 1999, IES Madrid has fully integrated these recommendations into the program, largely due to the superb leadership of Elvira Munoz who assumed responsibilities of Madrid Center Director in 2005.

The 2010 Madrid Review Committee was charged with reviewing the following:

- The Internship Program
- The Program for Bilingual/Heritage Students
- The Language Curriculum
- The student experience of students of color
- The student experience of Latin American Spanish heritage speakers
- Critical areas of assessment in the IES Abroad MAP specifically designated for the Madrid program with some areas for assessment augmented, as articulated throughout the report

The Review Committee was especially impressed by the following aspects of IES Madrid:

- The Director is superb
- The faculty and staff are outstanding
- The abundance of opportunities for students to engage with Madrid is staggering
- The engagement of faculty and sensitivity toward American students is remarkable

With these phenomenal resources in place, IES Madrid has the potential to provide a first rate academic experience and promote deep cultural engagement. While significant learning is evident, a culture of travel has permeated the program in a way that makes it impossible for students to engage with local culture since they are not physically present to participate in it much of the time. Students spend the majority of their time with other American students, speaking English and traveling around Europe. As a result, a deep understanding of Spanish culture evaded the students with whom we spoke and, indeed, the shift from a US-focused experience to one of broad curiosity and intellectual engagement in the host culture seemed missing. Again, the excellence and deep engagement of the IES Madrid staff and faculty must be mentioned. They are highly accessible to students and constantly strive to promote an environment that is reflective for students.

Director, Elvira Munoz comments that, indeed, students come to Madrid with diverse motivations beyond learning Spanish language and culture, and she notes that the impact of social media from Skype to Facebook and cell phones has been significant in
that students seem to virtually inhabit the US even while they are abroad. She suggests that this is a compelling topic for the IES annual Director’s Retreat, commenting that the current generation of students socializes in a very different way; they are able to be in Madrid and interact with their friends on campus as if they were there because a significant part of the interaction is “e-interaction” through chats, messenger, Facebook, etc. The students, she notes, will keep their routines abroad, interacting in the same way with the same people because it is possible. Elvira puts forth the compelling idea that she would like to develop strategies to use the possibilities for “e-interaction” with Spaniards to see if this might lead to better in-person engagement with locals.

With this in mind, the Review Committee offers the following summary of major recommendations for the further development of IES Madrid:

► Enhance on-site orientation related to diversity in the local context
► Increase academic expectations for student work throughout IES area studies courses, e.g., reading, writing, and research, including the academic internship
► Frame the expectations of the different pedagogical styles and learning outcomes used by the Complutense and IES courses in IES pre-departure and on-site orientations
► Develop curricular initiatives to offer courses that reflect the variety of cultures (regions) in Spain and contemporary issues such as immigration
► Clarify and adhere to expectations for using Spanish language in the classroom, especially in written assignments.
► Clarify objectives and expectations of the heritage classes which may differ from heritage programs in the US. Consider incorporating discussion of different Spanish-speaking cultures in addition to language.
► Expand the curriculum to include Friday classes
► In keeping with the recommendation of Elvira Muñoz, survey students to better understand their motivations for studying abroad
Report of the Review Committee

I. Student Learning Environment

A. Pre-departure Information

IES Madrid fulfills the following aspects of the IES Map related to Pre-departure Information:

- Information presented to students includes practical information about academic program requirements, living and travel arrangements, and expectations about expenses.
- Information begins to prepare students for the challenge of crossing cultures.

The following goal articulated by the IES Map could be enhanced:

- Adequate information about the Universidad Complutense de Madrid courses is available for students.

The pre-departure information, including the IES Get Set! Guide and visa mailing presents students with practical information about academic program requirements, living and travel arrangements, and expectations about expenses as well as information that begins to prepare students for the challenge of crossing cultures. While the pre-departure information fulfills these basic expectations of the IES Map, students commented repeatedly on a few points that might benefit from clarification in the Get Set! Guide including: 1) the expectation that students are to vacate their accommodation during Semana Santa, (see Health and Safety) and 2) incorporating a discussion and resources for students of color and LGBT students.

As well, IES intends that adequate information about the Universidad Complutense de Madrid (UCM) courses is available for students prior to arriving on-site. While IES coordinates and provides much information, students are challenged in interpreting the information in the new cultural context since all they know is the system in the US. Many students taking Complutense courses commented about confusion related to logistics of taking courses such as departure dates and how they should purchase their plane ticket. As well, students taking Complutense courses are challenged by the highly independent university system and more information about pedagogical differences may help students succeed in this environment. Marta Camacho serves as the UCM Advisor and holds walk-in advising hours for students throughout each semester. As well, IES asks all students to visit the academic departments at the UCM at the start of the semester. While some students with whom we spoke made use of these resources, they sometimes remained confused. Or, perhaps, in true American fashion, they were uncomfortable that they had to experience confusion at all. In any case, IES should be aware of the confusion expressed by students to continue to respond them in effective ways.

Although the review committee did not visit Spanish universities other than the Complutense, it should be noted that IES also has relationships with Universidad Francisco de Vitoria and Carlos III. All three institutions are accessible to students on the program.
Finally, it is important to begin to frame the expectation for students to develop an individualized plan for engaging with the local culture. The Get Set! Guide is the perfect place for this.

**Recommendations:**

- In the Get Set! Guide or other appropriate pre-departure materials, emphasize to students that they are expected to vacate their accommodation during Semana Santa.
- In the Get Set! Guide or other appropriate pre-departure materials, incorporate information and resources for students of color and LBGT students.
- In the Get Set! Guide or other appropriate pre-departure materials advise students how to set their departure dates related to whether or not they plan to take Complutense courses.
- In the Get Set! Guide or other appropriate pre-departure materials include a detailed explanation of how to find a course at the Complutense and how to locate departmental/program information at the Complutense.
- In the Get Set! Guide or other appropriate pre-departure materials, clarify IES meal stipend recommendations related to whether students take Complutense exams – departing up to one month later than IES courses.
- In the Get Set! Guide create a template or table for students to write-in their personal plan for engaging with Spaniards when they get to Madrid, for example, “What is your plan for how you will meet and engage with Spaniards?”

**Further Suggestions to Consider:**

- Incorporate more web-based pre-departure information, for example, videotape (or collect video) from current participants sharing their perspective such as, “One piece of advice I have for future students is…..”; “One challenging thing for me was…..”, “I loved my internship and here is why you should do one too…..”, and add this to the web for accepted students to access in the pre-departure process.
- Create an online video about a typical day for a Spanish university student to help students taking Complutense courses understand the Spanish student experience and how this will differ from the US study abroad student experience.

**B. Cultural Orientation**

IES Madrid fulfills the following aspects of the IES Map related to Cultural Orientation:

- Staff and guest speakers are knowledgeable about the local culture conduct the orientation.
- Under appropriate supervision, students are given immediate opportunities to explore and function in the local setting, (e.g., travel, eating, attendance at local cultural events).
- Center provides on-going opportunities to discuss cultural adaptation.

The following goal articulated by the IES Map could be enhanced:

- The Center conducts an extensive initial orientation program for its students that includes information on gender and race relations in the host country and on developing skills in intercultural competence.
The staff, Angel and Yolanda, have expertise, maturity and a welcoming demeanor with students. The on-site orientation is extensive and thorough related to aspects of health and safety. Orientation activities include city walks/tours, tapas, visits to sites such as museums, Palacio Real, Templo Debd, and a tour of Universidad Complutense. The excellence of IES staff should be lauded in this arena.

IES Madrid aims to conduct an extensive initial orientation program for its students that includes information on gender and race relations in the host country and on developing skills in intercultural competence. While this is included, particularly in regard to gender and race, IES should consider enhancing aspects of the orientation that deal with gender, sexuality and race relations, both in the cross-cultural context of American students in Spain and in the local Spanish context. Students of color expressed that they sometimes faced challenges in the local culture and it may be time for IES Madrid to build on the excellent foundation that they have established in guiding all students on the program toward a deeper understanding of diversity in the local context.

Recommendations:

● Incorporate student local Spanish students of color, immigrant and LGBT students into on-site orientation
● Incorporate local resources for students of color and LGBT students in the Get Set! Guide such as Spanish university student clubs, local organizations in Madrid which support diversity, frame internships that deal with immigrants and diversity, e.g., Puerta Abierta, in that context. Tour of Chueca and Lavapies with all students. Bring in local experts
● IES may want to consider ice breaker within orientation groups
● Pep talk on taking initiative and what does that mean, e.g., programs provide a framework for accomplishing goals, but students must do the work
● Meet with Spaniards right away to establish this connection as essential. Some possibilities include cultural groups in Madrid, staff from practices, NGOs, etc.
● Consider hiring a diversity coordinator

C. Instructional Quality

IES Madrid fulfills the following aspects of the IES Map related to Instructional Quality:
  o Faculty are evaluated by student surveys for each course they teach and Center directors review evaluations
  o Faculty participate in orientation programs on learning styles and expectations of US students and appropriate teaching strategies
  o Faculty utilize instructional technology when appropriate in their teaching
  o Faculty are encouraged to meet formally and informally to discuss pedagogy, course content, and student progress
  o Class experiences make effective use of location through field study and local cultural institutions

The following goal articulated by the IES Map could be enhanced:
  o Faculty expectations of student work are rigorous

In keeping with the IES Map, the Madrid Center provides course evaluations to the students and the evaluations are reviewed by the Center Director and the instructors. The unintended consequence of these evaluations is that they seem to contribute to a
lack of academic rigor as well as flexibility about attendance on the part of faculty, rather than to bolster the program, academically.

Elvira Munoz does an outstanding job of orienting her faculty, many of whom teach international students in their classes at the Complutense or on other study abroad programs in Madrid. Among the language instructors there are formal and informal opportunities to discuss pedagogy, course content and student progress under the leadership of the language coordinator. These courses are carefully conceived with clear goals and methodologies. Many IES faculty have studied or taught in the US, as well. Faculty do participate in orientation programs on learning styles and expectations of US students and appropriate teaching strategies and they strive to incorporate more discussion and interactive learning in their classes. The use of the resources of Madrid through field study in most or all courses is a particular strength of the program. Not only art classes and the history of Madrid course, which integrate significant field study, but many other language and area studies courses incorporate experiences outside of the classroom.

The contrast between the more independent Spanish style of higher education and that of the guided/continuous assessment style of US higher education is sharp. Nevertheless, faculty demonstrate successful strategies for class discussion, group work and other pedagogically effective tools. Sometimes these efforts are hampered by simple things like the challenge of holding small-group discussions in a classroom with extremely live acoustics, (See the “Facilities” section). Some instructors effectively incorporate the overhead projector, music and power point presentations, however, white boards are primarily used. Occasionally it seems too time-consuming to write sentences, names etc. on the white board. But truly, the teaching strategies employed by IES faculty were excellent. That being said, the effective teaching is stunted by the fact that many students complain on an on-going basis about courses which require homework, assignments and examinations that would be considered minimally adequate in the US. These student complaints seem to influence the faculty to “go light”, particularly because faculty are actively concerned about their course evaluations from students. As a result, students seeking academic rigor are not likely to find it in the Madrid curriculum even though the faculty are more than capable of providing such stellar instruction.

The faculty expectations of student work are minimally adequate, but not rigorous. The amount of reading and writing assigned in the IES area studies courses is significantly less than what is expected in a university course in the US. This includes expectations for workload that students would encounter in Spanish Language and Cultures courses in the States. The workload is approximately one half as much or even less than that. More can and should be required of the students so that they improve their reading and writing proficiency in Spanish, throughout the disciplines. Enhancing academic rigor could include additional readings, longer written assignments, group presentations and, certainly, the addition of Friday classes, the lack of which contributes to perpetuating the notion that “study abroad is not academic”. Increased coordination between the language classes and the area studies classes could enhance learning in the following ways: 1) language classes could target vocabulary that is specific to upcoming field study; and 2) area studies courses could incorporate some explicit attention to language proficiency. Throughout many classes that we attended we observed that:
Students speak a lot of English during the classroom, particularly during group work when the instructor is not directly overseeing their work. While the instructor emphasizes the importance of group work to establish rapport and interaction between the students, the students take advantage of their individual discussions to engage in small talk in English.

While attendance was taken, a few students arrive late, and several leave while class is in session to utilize the restroom. Class also ended five minutes early on several occasions.

Guidelines for attendance are clearly stated in the course syllabi and are enforced. The attendance policy, three absences/course, before the grade is lowered, is necessary, and it is taken seriously at the Center. However, the lack of Friday classes means that students travel on most weekends and most students with whom we spoke talked of planning their three absences carefully to make certain all three were well-utilized. Faculty commented that students routinely ask for exceptions to the attendance policy and that they feel pressure from students in this regard, again, mindful of the student evaluations. One member of the Review Committee spoke with students who attended universities that accepted grades on a “credit/no credit” basis, only, meaning that students merely needed to obtain a “C” grade to pass. This contributed to students’ lax attitudes about class attendance given that, hypothetically, to obtain a “C” grade, a student who would otherwise earn an “A” might have eighteen absences and still receive a “C+” grade.

Finally, the instructional style of the courses taught at IES Madrid achieves a balance of presentation/lecture by the instructor and student participation in class discussions. This mirrors the students’ experience in their home institutions and encourages their active use of the Spanish language in all courses. The class size limit that the Center maintains is excellent and it is a critical factor in implementing an interactive pedagogy. However, for the students to experience the Spanish learning environment, attendance at a minimum of one course at a Spanish university is ideal and should be strongly encouraged, if not required. Whenever possible, the goal should be to have students experience the Spanish education system, even if the coursework at the Complutense is not always perceived as the richest experience in terms of content. The US institutions that are sending students to Madrid should be involved in pre-departure advising regarding the importance of direct enrollment, because not all of them encourage or require their students to study at local universities.

Elvira Munoz describes the challenges she faces in this regard. She notes that some students take courses at the UCM only because their universities require enrollment at a local university while they do not want to do so. As well, some students enroll at UCM during the spring because they want a “free extended stay” in Madrid. She thinks requiring students to enroll in courses at UCM is unrealistic because many students are simply not ready for the experience due to their level of Spanish or their academic maturity. Instead, to promote engagement with local institutions Elvira favors requiring students to either take an integrated university class, volunteer, take an academic internship or engage in some other activity with Spanish students such as singing in a choral group or playing on a soccer team. IES is in the process of considering what form such a requirement might take, including a required element for all students who would have the option of choosing from a partner university course, an academic internship or a sort of service learning program. While these exciting ideas are still in process they
are exactly in keeping with the sort of steps the Review Committee aims to encourage and IES should be applauded for their swift response to the challenge of local cultural engagement.

Recommendations:
● Encourage all capable students to enroll in a minimum of one course at a Spanish university; an academic internship and/or a community based learning experience in keeping with new ideas being developed for the program
● Consider ways to mitigate the unintended consequence that student evaluations have on faculty, acting as a disincentive to increase academic rigor and adhere to the attendance policy
● Significantly enhance the expectations for reading, writing and other class assignments throughout the curriculum
● Incorporate classes taught on Fridays

D. Curricular Design

IES Madrid fulfills the following aspects of the IES Map related to Curricular Design:
- Academic programs are designed to enhance student engagement in the intellectual, political, cultural, and social institutions of the host country
- Information begins to prepare students for the challenge of crossing cultures
- Out of classroom activities are integrated with in-class coursework
- Sequence of courses and learning experiences are consistent with the student’s academic programs in the US
- The curriculum meets the interests of current and potential IES students
- Courses require the appropriate academic pre-requisites

The following goals articulated by the IES Map could be enhanced:
- Academic programs are designed in keeping with the character of local academic practice to promote students’ academic and cultural integration
- Academic programs are designed to encourage independent learning
- Course content and curriculum reflects the variety of culture of the host country
- The heritage courses are appropriate for the needs of bilingual IES Abroad students

As mentioned in the Pre-departure section, IES Madrid is affiliated with the Universidad Complutense, Carlos III and Universidad Francisco de Vitoria. Although the Review Committee did not visit Spanish universities other than the Complutense, all three institutions are accessible to students on the program. These relationships provide the resources to promote a curriculum which includes aspects of local academic practice, as well as academic and cultural engagement with Spanish students. During spring 2010, just under fifty percent of the total program participants enrolled in a Spanish university course and, of those students, another half took more than one university course. The remainder of students on the program took classes solely at the IES Madrid Center attended solely by IES students. Encouraging or requiring all students to enroll in at least one Spanish university course would promote IES’ goal of student academic and cultural integration. At the Spanish institution, IES students are immersed into the Spanish educational system, are assessed as degree-seeking students at the local university, and are in contact with Spanish students, who are the majority of their classmates, facilitating cultural integration. Taking classes at the Universidad
Complutense or any other Spanish university gives students a good sense of what the real local academic practice is. This means that fully half of the students participating in the IES program are not getting a complete sense of what the local academic practice is for a Spanish student.

The IES Center encourages independent learning, however, the Review Committee would have like to have seen evidence of students being more involved in Spanish culture and politics, for example, reading newspapers, watching the news or looking at Spanish magazines. While the IES language instructors employed these resources in their courses, and some area studies faculty incorporated a modicum of these resources, IES should consider ways to formally assess students on their ability to interact with these aspects of Spanish culture, ultimately contributing to IES’ goals for the curriculum. The area studies courses, in particular, are designed to engage students with a diverse range of Spanish institutions from visits to museums and attendance at plays, field study is a fundamental component of each course. (See “Field Trips” section). To build on this strength of the program, IES may wish to consider promoting projects throughout the curriculum that require students to engage in independent research on intellectual, political, cultural, and social institutions of Spain. The academic internship, in particular, does a fine job of making students aware of a variety of cultures and work environments in Spain and is one stellar example of integrating in-class and out-of-classroom work. Another example is the field trips offered through IES courses. The faculty are impressive in their deft ability to link in-class and out-of-classroom knowledge and experiences.

In order to promote a fuller understanding of Spain, IES Madrid should offer a course on regional literatures and film, or a workshop on the idea of Spanish identity, including how recent immigration from North Africa, Latin America, and Eastern Europe has affected the idea of Spain. Integrating such courses in the curriculum would also provide a platform for students to consider diversity within the global context in contrast to US domestic multiculturalism.

IES area courses do not require academic pre-requisites; the students are not required to have background/disciplinary knowledge in any subject. For the local university courses students are expected to have a certain background in Spanish culture. However, it is unlikely that this background will be equivalent to the basic historical and cultural framework that a Spanish student would have acquired through his/her schooling prior to university. This does not mean that an IES student who does not have this knowledge will not be able to take a university course, but rather that the student should be aware that s/he is going to be unacquainted with some aspects of university courses because of this lack of knowledge. This is especially notable since the local universities do not allow IES students to take first-year courses. IES offers academic support for students in university courses to help them with this inevitable gap and enable them to get full benefit from the university classes.

Recommendations:

- Encourage or require all students to take at least one class at a Spanish university.
- Require students to be more involved in Spanish culture by incorporating class assignments that rely in independent inquiry and investigation, including personal interviews with locals
- Encourage faculty to incorporate independent research projects in their courses
• Enhance the curriculum to include courses on regional identities in Spain and local diversity

**Special Focus: Diversity**

The following aspects of the IES Map apply, specifically to the needs of Heritage/Bilingual Students, Students of Color and LGBT Students and are addressed in detail, below:

- In language development courses, students gain a perspective of the host country’s values, history, culture and current status
- Sequence of courses and learning experiences are consistent with the student’s academic programs in the US
- Heritage courses are appropriate for the needs of bilingual IES Abroad students
- Sufficient and appropriate orientation is provided for students of color and for heritage students
- Faculty are sensitive to gender and cultural differences among students

In the charges to the Review Committee it was noted that students of color sometimes find integration in Madrid challenging and the Committee was tasked, specifically, in reviewing students affairs orientation and counseling on these matters. Additionally, the Committee was asked to speak with heritage students specifically about their experience as speakers of Latin American Spanish and how effectively the staff prepares them for their unique experience.

Traditional heritage/bilingual students are first to fourth generation Latinos who have been exposed to Spanish in familial and cultural settings, but who lack formal training in reading and writing Spanish. Heritage speakers are challenged by the discrepancy between their oral proficiency and their and low reading and writing skills. As well, heritage speakers often grapple with using different speech for different situations, for example Mexican Spanish at home with their grandmother in contrast to academic Spanish in the Madrid classroom. IES Madrid should be applauded for recognizing the special needs of heritage/bilingual students and for seeking to accommodate them in the context of study abroad. With this in mind, the Center introduced two courses in 1997-1998 along with a recommended bilingual curriculum that includes an internship placement and courses at Universidad Complutense de Madrid (UCM). Heritage speakers prepare for qualifying exams for the Certificate of Spanish as a Foreign Language and the Certificate in Spanish for Business Students. The Program Review Committee observed two heritage speaker Spanish courses, spoke with IES instructors, and interviewed several heritage students.

It is clear that the IES Madrid program for bilingual/heritage students differs significantly from Spanish for Native Speakers programs in the United States. The Review Committee differed about the significance of this. Some members of the Review Committee noted that this difference in the curriculum is rooted in cultural differences between Spain and the US and could be an opportunity to educate students in Madrid about the Spanish perspective – emphasizing global diversity. Other members of the Review Committee felt that since IES is a US based organization that services American students that it ought to align its heritage/bilingual program with goals established by
heritage/bilingual programs in the US – emphasizing perspectives on US domestic multiculturalism.

It was noted by Committee members with the US multiculturalism view that incorporating this perspective would create a consistency in pre-departure curricula for these students. The Committee members who preferred IES to promote a perspective emphasizing global diversity felt that there was significant potential for negative impact of imposing US cultural perspectives on Spanish norms. So, while the difference in heritage/bilingual courses is not necessarily negative, there was confusion on the part of students about the expectations within the heritage/bilingual courses since they did not follow the students’ assumptions based upon taking heritage/native speaker courses in the US. It is paramount that IES clarify to the students in the heritage/bilingual classes that the goals are different from what they would experience in the US and be prepared to compare and contrast their expectations for the course in a Spanish context. Alternatively, IES could adopt the curriculum of US heritage speaker courses and train language faculty to perpetuate US domestic multiculturalism in this way. In either case, emphasizing appropriate language use in context is key to a successful program. Many heritage speakers, in particular, benefit from reinforcing that the spoken Spanish of their home environment is not wrong, but rather different, when learning to function in the linguistic context that is different in Madrid.

Some of the students in the heritage/bilingual course did not apprehend the structure of the course prior to enrolling in it. The class assumed a strong command of Spanish grammar which these students did not have. Another student commented that the IES course seemed to be structured as a remedial Spanish language learning course for students who do not grammatically fit into the regular language courses. Elvira Munoz notes that all students are required to take a Spanish language course and she surmises that these comments came from students who felt “forced” to take the heritage speakers course. She emphasizes that the heritage/bilingual course is, in fact, in no way conceived as a remedial course nor is it a course for students who do not fit other courses.

Some students in the heritage/bilingual class commented that, had they understood the content of the course more clearly, they might have elected to take a grammar class instead. This subtle task of determining which Spanish language courses are most appropriate for heritage/bilingual students requires significant advising. While IES employs excellent advising and is fully accessible to students, some of the students with whom we spoke found themselves in the wrong place. They had not taken advantage of the advising IES offers. We see students who do not avail themselves of advising resources on US campuses, as well, of course. Being aware of this may help IES Madrid consider ways to more effectively reach this cohort of students.

In considering the experience of students of color in Madrid, like all students, students of color sometimes find integration in the local culture to be challenging. In the Orientation section we discussed specific recommendations for incorporating engagement with local diversity including people of color, immigrants as well as LGBT students during orientation, and throughout the semester. We reiterate that recommendation again, here. Also, as was suggested previously, IES Madrid might find it useful to consider hiring a diversity coordinator on staff.
Elvira Munoz comments that she is considering creating a workshop on diversity which could include a for-credit workshop where the student could develop research projects and field study. She is in the process of consulting with faculty and considering an appropriate person to engage in such a workshop.

It must be noted that, as a result of the conversation that took place about the heritage/bilingual program IES has taken strides to grapple with this issue further. John Lucas and Lee L’Hote in IES Chicago have submitted a proposal to NAFSA to present a session on Heritage programs in May 2011. As well, IES has plans to develop a special Interculturalist edition specifically on Heritage students.

Recommendations:

● The IES Madrid staff should interview heritage students about their experiences as speakers of Latin American Spanish to better understand this very unique experience.
● IES should decide whether it wishes to engage in a heritage/bilingual program with similar philosophical and pedagogical underpinnings as such programs in the US, or whether it wishes to articulate the program within the local cultural context. Whatever the decision, this should be communicated to students.
● Because students may not be mature enough to contextualize their experience in the language class within a cultural context, it would be helpful to acquaint IES instructors with the pedagogical framework for heritage/bilingual speakers in the US. This is not to say that the philosophical underpinning must be the same, but rather, it would be helpful to the students and, likely to the professor as well, if s/he was able to offer a comparison for students confused by expectations which differ significantly from those in the US.

E. Language Development Opportunities

IES Madrid fulfills the following aspects of the IES Map related to Language Development Opportunities:

- Language instruction, when appropriate, is integrated in all courses and IES activities
- In language development courses, students gain a perspective of the host country’s values, history, culture and current status
- Tutoring and/or other forms of academic assistance for language students is/are provided to assist them in taking courses in the target language

The following goal articulated by the IES Map could be enhanced:

- Students are provided out-of-classroom opportunities to develop oral, listening and writing skills in the language of the host country

The integration of language instruction into all courses and IES activities is being achieved both through the consistent use of Spanish by IES instructors and staff, and also by using questions that come up in the course of discussions to review a point of grammar or vocabulary. However, students are frequently observed speaking to each other in English in the classroom before and after the class hour, and, more seriously, when working in small groups during the lessons. The expectation to use Spanish exclusively in the classroom should be rigorously enforced.
The course syllabi for SP376, 476, 477, 478 do not make explicit how host country values, history, culture and current status will be addressed, but each language class has a required “Field Study Group Project”. Enrique Santamaría provided detailed information on the project that demonstrates its role in engaging the students with a significant aspect of Spanish culture, society, daily life, and/or customs. The project, conducted in groups of two, three or four students, requires them to choose a topic and have it approved and then to carry out research using the internet and print materials, and most importantly a series of interviews and surveys performed on Spanish natives. From five to ten interviews are required. The interview questions are reviewed by the professors beforehand. The project encourages cross-cultural analysis and it culminates in group oral presentations to the class. A few examples of recent topics: Fashion in Spain and the US, Semana Santa in Spain and the Dominican Republic, the Jews in Spain, the image of North Americans in Spain.

Based on class observations there are spontaneous opportunities that the language instructors utilize to explain and discuss aspects of Spanish culture and daily life. The books *Avance* and *¿Qué me quieres, amor?* and *Como lo oyes* and *El otro barrio*, (SP476 and 477 respectively, are no longer used. Each instructor chooses to structure the class around materials of their own design and selection such as grammar and vocabulary exercises, newspaper articles, videos, short stories, for example, or to use a Spanish language manual published in Spain that includes the teaching of the four skills and cultural materials that treat the Spanish-speaking world. Students are provided with out-of-classroom opportunities to develop language skills through the field study group project and through field trips that are integrated into the language classes and introduce the students to various aspects of Spanish society and culture.

Instructors provide both tutoring and individual help for students.

Please note discussion of heritage/bilingual student language development considerations in the section, above.

**Recommendations:**
No new recommendations, but we reiterate the recommendations proffered in the *Curricular Design* section, above:

- Encourage/require all students to take at least one class at a Spanish university.
- Require students to be more involved in Spanish culture by incorporating class assignments that rely in independent inquiry and investigation, including personal interviews with locals
- Encourage faculty to incorporate independent research projects in their courses

**F. Internships**

IES Madrid fulfills the following aspects of the IES Map related to Internships:

- Internships give IES students the opportunity to participate in and to critically observe a segment of the work force in the host country
- Internships make effective use of location, local talent, and local resources
- Internships include an academic component that follows the IES guidelines
- Internships help develop intercultural cognitive and interpersonal skills
- Internship sites meet IES Abroad workplace standards
The following goal articulated by the IES Map could be enhanced:

- Internships are conceived as community-based learning and require students to synthesize the practical and theoretical aspects of their work site

The Madrid academic internship was established in 1994-05. By 1999, at the time of the last IES Madrid review, the program was able to place twenty to twenty-five students in internships each semester. Since 1999, the internship has become a distinguishing aspect of the academic program. Indeed, the academic internship is the aspect of the program which requires students to both engage with the local culture and analyze it in a critical manner in an ideal manner. The academic internships promote independent learning, in keeping with IES’ goals for curricular design, to a greater extent than the seminars. This is truly an outstanding feature of the program and all students should be encouraged to pursue this wonderful opportunity.

The academic internship consists of two components: the Internship Seminar and the Internship Practicum. The seminar meets once each week for an hour and fifteen minutes. Students participate in their practicum for a required minimum of eight hours each week and some students on the spring 2010 semester chose to work at their practicum ten to twelve hours each week.

The seminar is taught by Francisco Seijo, a political scientist who specializes in the politics of fire management. Dr. Seijo has significant background in the US at Middlebury as an undergraduate and Columbia as a doctoral student. Currently, Dr. Seijo teaches on a plethora of US study abroad programs based in Madrid. This is no surprise given his specialized experience as an international student in the US and impressive academic background.

Dr. Seijo begins each seminar with a brief discussion period to ask students about their practica. In this way he attempts to connect the theoretical work with the practical. Students read brief articles. While this background reading could be significantly enhanced, in keeping with comments in the “Instructional Quality” and “Curricular Design” sections of this report, the overall experience for students in the academic internship is strong. The academic internships fulfill the following aspects of the IES MAP: 1) Internships give IES students the opportunity to participate in and to critically observe a segment of the work force in the host country, 2) Internships make effective use of location, local talent, and local resources, 3) Internships include an academic component that follows the IES guidelines, 4) Internships help develop intercultural cognitive and interpersonal skills, 6) Internship sites meet IES Abroad workplace standards.

IES intends that “internships are conceived as community-based learning and require students to synthesize the practical and theoretical aspects of their work site”. This aspect of the internship could be enhanced by a closer relationship between the seminar practicum as recommended, below.

**Recommendations:**

- The evaluation for the practicum should be include an “overall assessment of the student based upon the criteria above"
The seminar could include more rigorous expectation such as: requiring students to present newspaper articles each week (in keeping with expectations that they read a paper)

The seminar could include more required reading and written responses from the students.

While the expertise of the faculty is utilized through the presentation of the current political and economic situation in Spain, the seminar could be made more relevant to the practicum by including guest speakers to discuss sociology, ethnography of the workplace addressing such issues as: hours of the work week; the impact of the EU on the working culture of Spain, vacation hours, medical leave, maternity leave, gender, race, immigration, diversity, etc.

IES may wish to consider whether increasing the hours of the practicum somewhat would help in accomplishing goals for the internship related to a more integrated and therefore more critical understanding of their practicum.

G. Field Study and Trips

IES Madrid fulfills the following aspects of the IES Map related to Field Study and Trips:

- Supervised field study is integrated into the academic program
- Staff guides are qualified to lead field trips
- Field trips meet IES Abroad safety standards for supervised travel
- Guided field trips help students take advantage of the region and result in more learning than if students attempt to travel on their own
- Adequate spaces are available on field trips
- The overall offering of field trips is appropriate and complete

The following goal articulated by the IES Map could be enhanced:

- Field studies reinforce Center’s academic goals and/or development of the intercultural competency skills

Field study is adeptly incorporated into most academic courses, particularly in the humanities in courses related to: Architecture, Spanish Language, Theater and Art. Examples of field study include: Visit to the European Union Documentation Center, Visit to a seminar of International Politics and Economics, theater performances, museum visits including the Thysen, Prado, Museum of Archeology, etc., visit to television studios, movies, congreso diputados, city tours and casa de las flores. IES Madrid may wish to examine whether it is possible to incorporate more field study in other areas in the social sciences namely Literature, Political Science and Economics.

Spanish “monitores” are used as field trip guides. They have a long-standing relationship with IES Madrid and have established rapport with IES students. The staff to student ratio on field trips is fifteen students per coordinator. The student affairs staff organizes this by sending one coordinator per trip while the second coordinator stays in Madrid to handle student emergencies that arise.

Guided field trips help students take advantage of the region and result in more learning than when students travel on their own. The itineraries during the trips provide a good balance between guided tours and free time. The Center provides four to five trips each semester. For spring 2010 the trips included:
Segovia, (January/1 day)
Salamanca: (February/2 days) Centro historico, cathedral, torre jeronimus, casa lys, Universidad, tiempo libre with suggested places of interest, dinner, breakfast
Marruecos, (March/3 days)
Toledo: (April/1 day) Plaza de Zocodover, Catedral, sinagoga de transito, torres de la iglesia de san Ildefonso, meals on own
Aranguez/Chincon, (April/1day)

All 115 students attended the trips to Segovia and Salamanca. Eighty students attended the Toledo trip. IES Madrid staff note that the trips are competing with independent student weekend travel.

In addition, the Center organizes a trip to Morocco. This spring 2010 only fifteen IES students attended thought the trip could have accommodated more. The IES Madrid staff speculated that attendance was low because the full itinerary was not provided beforehand and consumer-conscious American students need to know in advance what they are paying for therefore many students deemed the trip too costly.

Each trip includes a detailed pre/post evaluation to document student feedback and garner suggestions and is reviewed by IES staff. Each trip has a pre-departure orientation regarding health and safety, for example, food allergies. During the trip orientation IES staff to a good job encouraging personal responsibility and they establish guidelines and expectations for behavior and attendance up front. Students who miss trip or who are late must talk with an IES staff member. The IES staff maintain a friendly but firm demeanor with students which makes them approachable, but also strict when necessary.

Finally, IES Madrid organizes additional excursions and activities as follows:

- Weekend activities: San Jose, Botanico, Museo del Traje
- Cooking classes: Mondays; approximately 12-15 students attend; costs 5 euros; excellent feedback
- Talleres de Sevillanas: Tuesdays and Thursdays; approximately 10-15 students attend; free; good feedback
- Futbol: Approximately 5-10 students interested, IES reserves spaces to practice
- Bi Monthly Boletin: provide dates/deadlines, activities and suggestions such as museum exhibits, conferences, etc.

Recommendations:

- Require students who sign-up for field study and trips to pay a small non-refundable deposit to confirm their place
- Incorporate activities similar to those included in orientation throughout the semester, in particular with participation from Spaniards
- IES Madrid should develop more critical engagement, less “touristy” experiences on trips by incorporating elements from IES classes and strive to present diverse views of Spanish culture
H. Engagement in IES-Sponsored Cultural and Social Activities

IES Madrid fulfills all aspects of the IES Map related to Engagement in IES sponsored cultural and social activities:

- The Center organizes activities that facilitate student engagement in the local culture

While IES Madrid introduces students to a discussion of intercultural competence in orientation, few students succeed in making friends with Spaniards and in living, for a time, like a local. IES Madrid organizes activities that facilitate student engagement in the local culture and, in particular, the Center encourages students to engage in intercambios with Spanish conversational partners. However, given how much time the IES students spend with other Americans, traveling outside of Madrid and outside of Spain, the intercambios are not successful. Most IES students do not show up to meet their intercambio partners. The IES Madrid staff comment that this is the most difficult program/activity to organize. For example, in the past semester with over 100 students on the program only ten IES students indicated interest in the intercambios and only four of those students actually showed-up at the time they had confirmed.

IES students are living and studying alongside Spanish students in the residencias and yet the two groups of students do not mingle at all. This seems to be because: 1) US students travel every weekend when Spanish students have time to relax and be with friends and therefore US students isolate themselves from the Spanish student experience, 2) US students feel that they are short-term guests (and they are correct in this,) and they are intimidated to talk with Spanish students or make an effort to meet them, 3) US students do not show up for intercambios because of “peer pressure” to do things with the other Americans on the program instead. This should be addressed very strongly during orientation.

Engagement with the local culture is minimal, except for those students doing academic internships.

Recommendations:
- Make some of the weekend field trips mandatory to prevent students from traveling abroad and missing the opportunity to know more about Spain.
- Consider having mixers in the residencia.
- Consider creating a contact list or alternate system that would allow IES students and Spanish students to contact each other individually to arrange a time that works for them to chat outside of formal intercambio meetings.
- Consider creating an intercambio sign-up sheet with a place for students to list their interests in addition to their schedule

I. Involvement in Other Academic, Political, Economic and Cultural Institutions

IES Madrid fulfills the following aspects of the IES Map related to Involvement in Other Academic, Political, Economic and Cultural Institutions:

- Students are given guidance and directions for involvement
Representatives of local institutions are members of the faculty
Requirements for minimal student participation are a part of the course work
The Center provides assistance to students who enroll in courses at the local university

The following goal articulated by the IES Map could be enhanced:

Sufficient and appropriate orientation is provided for students of color and heritage students

IES Madrid staff send students regular emails about local happenings in Madrid, and also produce a publication called “Boletín” to notify students of local events. Students commented that these endeavors were helpful. At the same time students commented that they did not make use of the many of the opportunities to engage with local culture because they preferred to travel. Indeed, while IES could continue to encourage students to engage in these activities during orientation and throughout the semester, the single most significant detriment to students engaging with local culture is the student/program culture of persistent travel.

Again, as we have commented many times throughout this report, IES faculty are outstanding and provide many opportunities as part of academic excursions for students to become involved with institutions in Madrid. The expectations of how students were to engage with institutions varied in the level of critical engagement. For some classes, participation in the form of attendance was sufficient while for other classes, there was more of an expectation that students would engage critically, for example, an art historian teaching in situ about frescos would expect students to include a critical analysis of the artwork in an exam or paper.

While IES Madrid provides advising for students enrolling in classes at the local universities, as mentioned in other sections of this report, students seem to require further assistance or perhaps assistance of a different kind to thrive in the local university environment. Please refer to the sections on “Curricular Design” for more detail.

IES aims, in the IES Map to provide “sufficient and appropriate orientation for students of color and for heritage students”. As discussed extensively in the section on “Cultural Orientation”, the Review Committee believes this to be an area that would benefit from significant enhancements in the Get Set! Guide, prior to arrival in Madrid, on-site, and throughout the semester.

Recommendations:

- Enhance advising and check-in opportunities for students taking classes at the local universities
- Require all students to take a minimum of one course at one of the local universities
- Enhance pre-departure orientation materials related to students of color, heritage students and LGBT students
- Enhance on-site orientation exercises and presentations related to students of color, heritage students and LGBT students

J. Re-entry into Home Culture and Home Institution
IES Madrid fulfills all aspects of the IES Map related to Re-entry into Home Culture and Home Institution:

- The Center offers reentry programs to students about possible difficulties and learning opportunities related to the re-adjustment to their home campus
- The Center encourages students to be ambassadors for the country where they studied
- The Center provides an environment for reflecting on and sharing the cognitive and intrapersonal aspects of their experience

At the end of the semester, IES Madrid provides a series of events that promote reflection and celebration of the semester abroad and begin to prepare students for the transition of returning home. These events include:

- An informal “working lunch” in which students split into small groups and reflect and discuss their experience in Madrid. The students are invited to share their personal experiences and IES Madrid staff discuss the different phases of re-entry adjustment and offer students tips on how to face them.

- There is an end of semester Celebration which include: Theater performance, Concert, Dance, Creative Writing, exposition of the work in the Ceramics class. IES Madrid also projects a movie made by the students about their semester experience and what they feel at departure during the Celebration.

- There is a Farewell Dinner with awards and recognition for the students’ efforts throughout the semester in a variety of ways such as the photo contest, volunteering etc.

Finally and importantly, IES Madrid extends a personalized invitation to students to hold a private meeting with IES Staff members to discuss any issue and/or seek for professional counselors if needed.

IES offers an Ambassador Program for returned students to serve as an informal advisor to students preparing to study abroad. This program is as much an asset for returned students to articulate and process their experience as it is a communication strategy for IES. The Ambassador Program is prominently accessible on the IES website: https://www.iesabroad.org/IES/Students/Ask_a_Student/ambassadorsSelect.jsp.

Again, the excellence and deep engagement of the IES Madrid staff and faculty must be mentioned. They are highly accessible to students and constantly strive to promote an environment that is reflective for students. During our visit to the program we heard staff and faculty engage with students, asking them about perceptions of local cultural experiences. The framework is in place. However, a culture of travel has permeated this program. Students spend the majority of their time with other American students, speaking English and traveling around Spain and Europe. As a result, a deep understanding of Spanish culture evaded the students with whom we spoke. The students seem unwilling to seek out experiences which might make them uncomfortable, but which might offer the greatest opportunities for them to engage and reflect on Spanish culture. Because many students seem to have adjusted their experience as an American very little while in Spain, there is little re-adjustment for many students.
returning to the US. Nevertheless, IES Madrid has a framework in place for those students who need it.

Recommendations:

None

III. Resources for Academic and Student Support

A. Faculty Qualifications

IES Madrid fulfills all aspects of the IES Map related to Faculty Qualifications:

- Faculty have academic credibility and appropriate credentials in their host country
- Faculty who are language instructors are qualified to teach at a local language institute or university preparatory institution
- Academic faculty generally are currently engaged in scholarship
- Faculty are selected to teach IES courses based on their ability to teach and their commitment to the IES goals
- Faculty are involved in developing new courses according to the Center’s curriculum design for approval by the Curriculum Committee
- Faculty are sensitive to gender and cultural differences among students
- Professionals who teach professional classes have relevant experiences in their field of expertise

IES Madrid fulfills all aspects of the IES Map regarding faculty qualifications including: Faculty have academic credibility and appropriate credentials in their host country; Faculty who are language instructors are qualified to teach at a local language institute or university preparatory institutions; Academic faculty generally are currently engaged in scholarship; Faculty are selected to teach IES courses based on their ability to teach and their commitment to the IES goals; Faculty are involved in developing new courses according to the Center’s curriculum design for approval by the Curriculum Committee; Faculty are sensitive to gender and cultural differences among students; Professionals who teach professional classes have relevant experiences in their field of expertise.

Fifty percent of the IES faculty teach at a local institution, Universidad Complutense. All the Universidad Complutense professors have an extensive range of publications. This is a magnificent plus for the program. Elvira Munoz provides extensive guidance on the American educational system and IES’ goals and the students seem very happy with this. As well, students are especially happy with the language instruction. These classes offer a very comfortable learning environment and the students report that they learn a lot. Faculty are sensitive to gender and cultural differences and this is encouraged by both IES and the Spanish educational system. See “Diversity” sections.

Recommendation:

None
B. Administrative Staff Qualifications

IES Madrid fulfills all aspects of the IES Map related to Administrative Staff Qualifications:

- Center director and staff are collaborative and mutually reinforcing in meeting student needs
- Center director and staff are courteous, sensitive, and accommodating to student needs
- Center director and staff are committed to study abroad and the development of intercultural competence skills
- Center director and staff are interested in and able to work with US undergraduates
- Center director and staff members participate in annual performance evaluations
- Center director and staff have appropriate administrative experience and appropriate academic experience
- Center director has credibility at local universities
- Center director has an appropriate knowledge of the academic expectations of US colleges and universities and plans and administers the center program in that context
- Persons under contract who are responsible for accounting, internship supervision, and/or housing arrangements are sufficiently qualified

The center director and staff are, simply, superb; they exceed qualifications and basic expectations in all capacities.

Recommendation:

- IES Chicago may wish to consider augmenting on-site support related to accounting and technology for IES Madrid. The center director spends considerable time managing these issues and her immense experience and expertise could be better utilized related to the academic and cultural aspects of the program such as cultivating faculty and supervising her (stellar) staff.

C. Academic Advising and Counseling

IES Madrid fulfills the following aspects of the IES Map related to Academic Advising and Counseling:

- Advisors to students on course requirement have the necessary academic qualifications.
- Advisors to students are knowledgeable about IES courses and requirements
- Advisors to students on university enrollment are knowledgeable about local university rules and requirements and the local academic culture
- Advisors are familiar with the IES Academic Policy Guidelines
- Advisors are readily available to students
- Center staff are sufficiently knowledgeable about the local academic requirements to appropriately assist students

The following goal articulated by the IES Map could be enhanced:
Adequate pre-departure and on-site academic advising is offered, especially regarding the host university and the appropriate ways for students to function within the Complutense system.

One of the things that almost all of the students mentioned is how available and helpful the advisors are. The IES staff, in general, received uniformly high praise for being easy to talk to, welcoming in their demeanor, genuinely concerned about student welfare and highly available. The excellence of the staff should be noted and applauded. Perhaps no amount of preparation can alleviate the problem of schedule conflicts, which is a common source of frustration in Madrid, as on the home campus.

From our perspective as a professional team, there is perhaps too much protection offered to the students who are not expected to stretch themselves beyond their comfort levels. The majority of students manage to have a fairly American cultural experience during their semester in Madrid. However, the students themselves do not complain about this. Certainly, advising and counseling must be available to students who need it. Our hope is that this stellar advising will take place, for the most part during pre-departure and on-site orientation and, after that, students will proceed with maturity and independence; an idealized notion, perhaps.

IES Madrid makes a significant effort to maintain adequate pre-departure and on-site academic advising, especially regarding the host university and the appropriate ways for students to function within the Complutense system. However, this remains a point of some difficulty. While, indeed, advisors are knowledgeable about local university rules, the logistics of enrollment in Complutense classes seems to be a source of frustration for students. Students do not know what they can take at the Complutense before arriving in Madrid, and the scheduling of final exams is a challenge for them. The students find it hard to deal with the uncertainty about what courses will be available and when final exams will be scheduled. “What can I expect?” seems to be a particularly American trait as American study abroad students struggle with ambiguity in its various forms in countries around the world. Helping students contextualize their source of frustration as a very American trait may be one strategy for putting them at ease during this period of uncertainty.

In addition, as mentioned many times throughout this report, the students are not fully prepared for how very different the Spanish university instructional method and academic expectations are. Far more initiative and independent learning is required at the Complutense than the students have experienced previously. This is an obstacle to integration into Complutense courses. The orientation schedule includes a one-hour session on taking Complutense courses. This does not seem adequate to the task of preparing them. It could be very useful to have a Spanish university student come to make a presentation on their system and on a student perspective of faculty expectations and strategies for academic success. Alternatively, a video presentation in which several Spanish students speak about the Complutense might be very useful.

**Recommendations:**

- In pre-departure advising related to the Complutense system students need a guide to navigating the university website to which they are referred for courses. The website is confusing.
● Gemma may wish to consider holding “Open Advising” walk-in advising hours at the beginning of the semester to lower the barrier for students who have questions about the Complutense but cannot yet articulate what those questions are.
● Gemma may find it helpful to organize a “check-in” meeting perhaps two weeks into the courses at the Complutense to go over the grading system again which may make more sense for students after Complu courses have started.
● An overview of the Spanish educational system could help students contextualize how they are fitting into the Spanish university system.

D. Center Staff Size

IES Madrid fulfills all aspects of the IES Map related to Center Staff Size:
  o The ratio of staff-to-students is in the range of one to twenty, allowing for economies of scale
  o The size of the staff is appropriate for the types of programs offered, e.g., internships

Unless some semesters enroll significantly more than 140 students, the size of the Center staff meets the ratio of one staff member to twenty students. There are currently seven staff members at the Center. The areas of responsibility of each staff member are clearly and logically defined.

Recommendations:

None

E. Center Facilities

IES Madrid fulfills all aspects of the IES Map related to Center Facilities:
  o A private office is available to the director and staff for consultation and counseling students
  o Faculty have a desk in a private room for advising students
  o Students have a place where they can gather and meet informally
  o Classrooms are adequate for the IES courses
  o The IES Abroad Academic Center is well located for student access to the local culture
  o The Center follows a written plan for routine, preventative and deferred maintenance of facilities, equipment and grounds

The Center rents its space from and is located within the Colegio Mayor San Agustin, “San Agus”. San Agus is centrally located on the campus of the Complutense, IES’ partner university. Unusual among many European universities, the Complutense has a campus in a park-like setting and so the IES Center is particularly well-located for students wishing to take Complutense courses or participate in student activities. Metro and bus lines serve the campus. Madrid public transit is modern and comprehensive so IES students have ready access to the rest of Madrid, although distances and traffic add to travel times. Students may choose to live in San Agus or another colegio mayor, adjacent. IES student apartments are a short-walk from the Center.
San Agus has a well-equipped fitness center to which IES students have access though the fitness center hours are more limited than what US students expect. (As we know well, the expectations students have for library and fitness center hours can be an issue on US campuses too). IES students have full access to the colegio’s lounge and café area which contains a snack bar offering beverages and light food. There are tables and chairs, as well as comfortable sofas. Students use the San Agus café as the central place to gather and meet informally. San Agus has a large outdoor patio with benches that students use in warm weather as well as a swimming pool that is available from May to September.

We observed the facilities to be clean and well-maintained. San Agus, rather than IES, is responsible for all maintenance. Elvira Munoz, the IES Madrid Center Director, says that the ongoing level of maintenance is very high – in fact as high as she has ever experienced in an academic building.

Elvira Munoz, has a private office in the main building where the Center is located. Six other staff members double-up in three other good-sized office. Elvira volunteered that she is willing to make her office available should a staff member need to meet privately with a student, but added that the situation has not arisen. The Assistant Director, Yolanda Real, whose role is that of a business manager, also has a private office in a satellite building on the opposite side of a courtyard where the Center library and classrooms are located. Yolanda makes her office available for such purposes requiring privacy, as well.

Faculty can meet privately with students in classrooms in the brief time before and after class and the Center library and café can be used for staff and faculty to meet with students, as well.

There are four IES classrooms at San Agus plus IES rents additional classroom space in two nearby buildings of other colegios/residencias. The classrooms are well-maintained, well-lighted and of good size. They are furnished with students seats with fold-down writing surfaces which are in excellent condition. Classrooms are equipped with white boards and many, perhaps all, have screens for projecting art slides and power point presentations. Each San Agus classroom has an air conditional unit for summer use.

All members of the Review Committee found the San Agus classroom acoustics a bit troublesome. With tiled floors and lots of hard surfaces there can be ambient noise that makes it difficult to hear the instructor; especially challenging for students contending with a non-native language. Perhaps IES could request that San Agus try to improve the acoustics with sound deadening features. We were told that existing soundproofing in the buildings is sufficient to prevent distracting noise from the patio and swimming pool from entering the San Agus classrooms. While this sort of live acoustic is very common throughout universities in many parts of the world, it is nonetheless, a challenge to an effective and engaging classroom environment.

In 2008, Bill Hoye, IES Executive Vice President, and an independent risk assessment team visited and conducted a risk assessment audit of the Madrid Center. The product of the audit was a list of recommendations for the Center which were furnished in writing and discussed with Elvira Munoz. Bill Hoye is satisfied that in 2008 the Madrid Center implemented the recommendations and has been in substantial compliance with IES policies and protocols for student services, health, safety, and employment procedures.
Ongoing compliance/oversight for the Madrid Center is the responsibility of an IES staff member in London.

Accommodations for students with physical disabilities can be a challenge everywhere in the world. Many locations in Spain, especially historic sites, are not accessible to wheelchairs so a student’s participation in field trips and field study would be limited. Madrid’s public transport is only partially handicapped accessible.

In the past IES Madrid has accommodated a legally blind student and more than one student with significant hearing loss. Elvira Munoz believes these accommodations were successful. Both Angel and Yolanda have been trained by IES Chicago in measures to accommodate students with physical disabilities and demonstrate a high degree of sensitivity to these issues.

Currently, it would not be possible to fully accommodate a student in a wheelchair or one who could not otherwise navigate stairs. There is a handicapped accessible residence hall room at San Agus, however, all but one classroom at San Agus require climbing or descending a flight of stairs. This includes the public restrooms, the student lounge and other public areas at San Agus.

Recommendations:

None

F. Access to Local Educational and Cultural Institutions

IES Madrid fulfills all aspects of the IES Map related to Academic Advising and Counseling:

- IES Center has written agreements with universities for course enrollment and credit
- IES Center has agreements with universities for access to sponsored activities and student clubs
- IES Center has agreements with universities or other agencies for access to sponsored sports activities
- IES provides information regarding cultural opportunities

IES has written agreements with universities for course enrollment and credit which provides the option for students to take the various university campuses. No IES students were studying at the Francisco de Victoria campus. Students noted that travel between campuses can be time consuming and course scheduling/course conflicts at the universities and with the IES Center can be complicated.

IES has agreements with universities for access to sponsored activities and student clubs and some IES students have participated in Complutense non academic activities. It must be noted that the academic calendar of the Complutense differs from the IES calendar.

IES has agreements with universities or other agencies for access to sponsored sports activities. However, because of the differing academic calendar, noted above, the reality...
of this is a challenge. The benefit of this agreement is that IES students can request practice space on the athletic field through the IES office. As well, it should be noted that the IES team play soccer with a team in Granada.

As mentioned previously, IES provides information regarding cultural opportunities with regular updates through El Boletin.

**Recommendations:**

None

**G - H. Library Resources and Instructional Technology**

IES Madrid fulfills the following aspects of the IES Map related to Library Resources and Instructional Technology:

- Library contains up to date reference books
- Students have access to one or more libraries at local universities and relevant research centers
- Students have access to specific collections necessary for class assignments
- Library hours are convenient for students, within bounds of building security
- Books and periodicals are adequate for students to complete the course requirements
- Students have access to computers in a quiet working area
- Students have access to email, audio-visual materials, the Internet, database and other digital resources
- Instructional technology is available for faculty use
- Faculty have use of photocopy machine for coursework
- The classrooms are equipped with adequate instructional technology

The following goal articulated by the IES Map could be enhanced:

- Students are adequately informed and encouraged by IES to take advantage of research resources available to them

The IES Madrid Center library is located across a courtyard from the main building in a building that also contains classrooms and an office for the Business Manager. As is the case on US campuses, students tend to rely on online resources to a greater extent than print resources. Nevertheless, the IES Madrid Center library contains up-to-date references, books and periodicals which are more than adequate for completing class assignments, and it is accessible to students during reasonable hours. Students are informed and encouraged by IES Madrid staff to take advantage of resources available to them and, in addition to the resources available in the Madrid Center library at San Agustin, students have access to several libraries including: Nuestra Señora de Guadalupe Residence Hall, Universidad Complutense, and public libraries in Madrid, among others. All students may access the Madrid Public Library system and IES encourages them to do so. Maria Jose Cacho helps students obtain a card to use the public library. As well, the IES staff has personally obtained books for students that were difficult to locate through the UCM faculty for students not enrolled at UCM. Elvira Munoz comments that, while IES offers activities during orientation to help students learn to use local libraries, many students seem not to show interest in accessing these resources until the day before an exam.
It must be noted, however, that the libraries of the Universidad Complutense and Nuestra Señora de Guadalupe Residence Hall are only accessible to students registered at the Complutense and Nuestra Señora de Guadalupe respectively. Given the current numbers of IES students enrolled in a university course, this means that more than fifty percent of the students on the program do not have access to the libraries at the Universidad Complutense and Nuestra Senora. Several students with whom the Review Committee spoke seemed to not avail themselves of the abundance resources for a variety of reasons – reluctance to spend time on public transit to access various library, preference for travel over academic work, among other reasons. Despite the hard work of the IES Madrid staff encouraging students to utilize the resources this does not happen to the extent that might be expected of a stellar academic program. This was of concern to the Review Committee and some members felt that students should be required to make better use of the resources available to them. Of course, such a requirement could be a challenge to enforce. One suggestion for helping students to make use of the abundant resources is to create an activity during orientation, such as a scavenger hunt, to compel students to access the resources at the beginning of the semester in order to do so more readily throughout their time in Madrid.

Both students and faculty have access to desktop computers in a quiet working area in the Center’s computer room and the Center is equipped with Wi-Fi for laptops. The Center, following the trend at many US university campuses, is in the process of implementing a new system in which they will require students to have laptops and will lend laptop computers to students who do not bring them. The Center is in the process of installing lockers which will allow students to leave their laptops in the Center alleviating the necessity for students to carry computers all day while allowing easy access to their computers when necessary.

As mentioned in the “Center Facilities” section, above, classrooms are adequately equipped with appropriate instructional technology. This includes, for example, an auditorium for the film courses so the students can watch and discuss the movies shown on a large screen.

Language faculty, in particular, expressed their preference not to make excessive use of technology in the language classes, and prefer, instead, to facilitate the focus on the professor-student interaction.

The Center has a photocopy machine. Faculty make use of the machine for coursework and students may use the copy machine, as well.

Recommendations:

● Consider alternatives for the fifty percent plus students who do not have access to the Complutense libraries. Is there a way to obtain some sort of access to university libraries for those students?

● Consider activities to encourage students to familiarize themselves with the university libraries and to analyze the particular cultural character of Spanish libraries in contrast to libraries in the US.

● Consider activities to encourage students to familiarize themselves with some of the
numerous Madrid public libraries and to analyze the particular cultural character of Spanish libraries in contrast to libraries in the US.

- Consider excursions or activities which would enable or encourage students to visit the National Library and the National Film Library, for film students.

I. Housing and Home Stays

IES Madrid fulfills the following aspects of the IES Map related Housing and Home Stays:

- Students have a safe place to live that meets the IES Abroad standards of safety
- Public transportation is readily available
- Contracts with housing providers adhere to laws of host country
- Housing is well located for student access to local culture
- Housing is evaluated and inspected regularly
- Host families and apartment mates meet IES Abroad criteria

The following goal articulated by the IES Map could be enhanced:

- Housing arrangements are based on the opportunity for a high level of interaction with the host culture

IES Madrid offers three types of housing for students: 1) home stays, 2) student residences which are part of the Complutense, and 3) apartments. This spring 2010, IES maintained eight apartments with four IES students living alongside one Spanish student per apartment for a total of thirty-two IES students in apartments. Twenty-five students were placed in one of the colegio mayores. The remainder of students lived in home stays. Of the three types of accommodation the student residences at the Colegio Mayor San Agustin, Colegio Mayor Nuestra Senora de Guadalupe and Colegio Mayor Nuestra Señora de Africa offer the greatest opportunity to engage with local culture.

At the Colegio Mayor San Agustin, where the IES Abroad center is based, IES students live among Spanish university students from the Complutense. There is a dining hall and a café lounge in which IES students eat among Spanish students. There are flyers for clubs that make IES students aware of local student events. Despite this proximity to local culture, no IES students with whom we spoke had made friends with Spanish students living in their residence hall. IES Abroad students are reticent to approach Spanish students in the dining hall or café lounge.

The host families were generally well-located and all students with whom we spoke appreciated the flexibility of this arrangements. Some students who lived in home stays far from campus, near the park of El Retiro, commented that they felt challenged by an hour-long commute which is not unusual for Madrilenos, but for US students accustomed to rolling out of bed and into class this can be an adjustment. For students with these longer commutes they had to choose whether to commute home again, an hour each way, to join their host family for lunch, or to miss their lunch at home to stay on campus.

The host families were warm and generous with the students, but the students with whom we spoke all maintained very cordial, but not familiar, relationships, much like a boarder. Elvira Munoz commented on the trade-off between safety concerns and being
able to engaging the country in relation specifically to the prohibition of students riding in the personal cars of their home stay families which is a relatively new policy. Angel and Yolanda also mentioned that the prohibition makes it difficult, if not impossible, for a student to be included in some aspects of family life, for example, being taken to a family’s home village outside of Madrid. The unintended consequence of this policy is that students remain detached from the local culture. The assessment team is interested in the risk versus benefit analysis that IES made. Would proof of automobile inspection and insurance, plus a student waiver, be an alternative? Please note that this is mentioned in the Safety and Risk Management section, as well.

While all varieties of housing fulfill IES goals as articulated in the MAP of offering accommodation that provides students with the opportunity to engage with the local culture, the students fail to take advantage of this great opportunity and we were unanimously perplexed and dismayed to see students living with Spanish students and failing to interact with them. This seemed to be a failure of both initiative and competing personal priorities on the part of US students. Every student with whom we spoke said that they had had a goal of meeting Spaniards and very few – if any -- students with whom we spoke had managed to make Spanish friends. Again, the pervasive culture of European travel seems to have taken precedence for students to the extent that students with whom we spoke who did not travel every weekend said that they felt like they were not “doing study abroad” the way that they should. When asked why they did not travel more, in that case, they replied that it was simply the limits of finances.

This culture of travel on the IES Madrid program has been discussed throughout this report. While the IES Madrid staff and faculty are exemplary, the rigorous learning and cultural engagement that the program seeks is unlikely to happen within the current culture-of-travel environment.

**Recommendations:**

- Revisit the policy which prohibits students from riding in personal vehicles of their host families and consider implementing measures, such as proof of automobile inspection and insurance and a student waiver to allow students in home stays to ride in family vehicles.
- Consider hosting “language tables” for US and Spanish students to speak together once a week in the colegios, for example, one day they could speak in Spanish and another day in English, to promote engagement.
- Ask instructors to consider incorporating assignments that require US students to interact with Spaniards such as personal interviews, etc., that engage the Spanish student living in the apartment, the home stay family or peers in the residencias.

**J. Student Qualifications**

IES Madrid fulfills all aspects of the IES Map related Student Qualifications:

- Students have sufficient knowledge of the language of the host country before enrolling
- Students meet minimal GPA as specified by IES
- Students have sufficient academic preparation at the home institution before enrolling at an IES Center
- Admissions processes do not discriminate against students with disabilities
Students are required to have an intermediate level of Spanish, equivalent to four semesters of college-level Spanish, to participate in the IES Madrid. On-site in Madrid, the IES language section does a notably excellent job identifying the level of the students’ Spanish language proficiency during the first two weeks of the program. This is discussed more in the “Language Instruction” section of this report. While students are required to have intermediate Spanish as a minimum prerequisite, many students have five or six semesters of Spanish background and are at an advanced level. As is common on programs where students differ in abilities, there seemed to be some bifurcation in the experience of students who were more proficient in Spanish from those who were true intermediate speakers both in the curricula that they chose to undertake and in their ability to function independently on-site.

Students must meet the minimum GPA as specified by IES. The IES admission process does not discriminate against students with disabilities.

The IES Map articulates that students should have sufficient academic preparation at the home institution before enrolling at an IES Center. This could be interpreted as a successful academic record demonstrating the minimum GPA and adequate language preparation indicating at least an intermediate level of Spanish language proficiency, as well as a student record without probation. In this instance IES fulfills this in keeping with their aims. In another instance, one might interpret sufficient academic preparation as possessing the disciplinary and cultural background to function equally well as Spanish students in the university classroom. This is more challenging to articulate and assess. This is discussed more in the “Curricular Design” section of this report. While the Review Committee has no formal recommendation to make regarding student qualifications for university-based courses, in particular, it is worth noting that the disciplinary and cultural background of US students will differ from Spanish students and contending with this difference is of the challenges with which IES Chicago and the Madrid Center must grapple.

Recommendations:

None

K. Health

IES Madrid fulfills all aspects of the IES Map related Health:
- Students have adequate health insurance
- Center staff provide students with appropriate access to high quality care for accidents, illness and mental health
- Center staff is sufficiently trained to determine when students require professional assistance for mental health issues, drug use, and alcohol abuse
- Students with individual health concerns are provided pre-departure guidance and assistance
- Center staff members follow IES guidelines on health

IES administers mandatory international health insurance for all students and this fee is incorporated in the program fees. This is the first year with a new insurer through which there are pre-approved doctors and hospitals. Elvira Munoz indicates that the
experience so far with the insurer is satisfactory and that the medical providers are of a high quality. The Madrid Center on-site orientation guide contains contact information on pre-approved medical providers and procedures for notifying the insurer. Also, the student services staff is available 24/7 through an emergency number provided to students at on-site orientation. As mentioned numerous times throughout this report, the student services staff appear to be highly capable, experienced and committed related to managing health issues. Both Yolanda Charlan and Angel Lopez have more than five years at IES. They seem very aware of mental and physical health issues including alcohol and drugs, and Elvira Munoz confirms this. It is probably useful that there is both a man and a women available to work with students on issues of health. Feedback from students on the staff and the support provided is extremely positive. The IES Get Set! Guide refers to the detailed IES medical form to be submitted by students in advance of participation and indicates that the Dean of Students may follow-up with a student based upon health issues described in his/her medical report. IES assigns an advisor to each admitted student and encourages students to contact the advisor with questions of any kind, including health-related queries. The Madrid student services staff receive regular briefings from IES Chicago. In turn, Chicago staff members are available to respond to questions and provide support. Elvira Munoz indicates that the staff feel well-supported.

Recommendations:

None

L. Safety and Risk Management

IES Madrid fulfills all aspects of the IES Map related to Safety and Risk Management:
- Students have sufficient knowledge of the language of the host country before Center staff enforces IES Abroad Code of Student Responsibility on sexual harassment and all IES policies
- IES Abroad provides 24/7 coverage at all centers
- Safety and risk management issues are reviewed and evaluated regularly by appropriate administrative staff and local legal counsel
- Safety and risk management standards are in place for insurance and indemnification, local educational and cultural institutions with which the IES Abroad Center holds agreements, outside service providers, emergencies, staff training, facilities, events and activities, field trips, housing and accommodation, workplace environment, student and staff behavior and information technology
- IES Abroad Center administrative and teaching staff members are informed of all safety and emergency procedures
- IES Abroad Center administrative staff members inform students about local safety concerns
- IES Abroad Center administrative and teaching staff members follow IES Abroad safety guidelines and emergency procedures
- Each IES Abroad Center assigns responsibility for safety issues to appropriate staff

The following goal articulated by the IES Map could be re-engaged regarding particular issues as articulated, below:
- Safety and risk management issues are reviewed and evaluated regularly by appropriate administrative staff and local legal counsel
All students are required to agree in writing to comply with the IES Abroad Code of Student Responsibility on sexual harassment and all IES policies. During Elvira Munoz’s tenure as Director, the Center has not had occasion to enforce the sexual harassment or drug use elements of the IES Abroad Code, but it has enforced it as to alcohol abuse. IES provides 24/7 coverage at the Center and students receive an emergency call number at orientation. In addition, Madrid municipal authorities do twice-yearly safety inspections of San Agues Elvira Munoz confirmed that the administrative and teaching staff are informed of IES safety emergency procedures and the student affairs staff members with whom we spoke seemed highly aware. We did not confirm the awareness of teaching staff. Information as to local safety concerns is part of orientation and student services staff use role play demonstrations to get the students’ attention and emphasize the importance of safety issues. The administrative staff seems highly aware of the need to comply with IES guidelines. For example, the staff provide each home stay household with a smoke detector.

As mentioned in the Housing and Home Stays section, Elvira Munoz commented on the trade-off between safety concerns and the opportunity to engage with the local culture in relation to the prohibition of students riding in the personal cars of their home stay families, a relatively new policy. Elvira Munoz comments, “Many families are from Madrid and do not have “a village”; some others are from a village outside Madrid and need to take their car to go there; we do not allow the families to drive the students in their cars, which make more difficult these kind of activities. However, there are thousands of activities the students can do with the families without a car”. The unintended consequence of this policy is that students may remain detached from the local culture. The assessment team is interested in the risk versus benefit analysis that IES made. Would proof of automobile inspection and insurance, plus a student waiver, be an alternative? Please note that this is mentioned in the Housing and Home Stays section, as well.

Recommendations:

● Was the unavailability of 24/7 coverage during Semana Santa (Holy Week) the reason students were required to vacate housing or was this based on host family preferences? If the former, the risks versus benefits analysis may be appropriate to reconsider. In any event, after speaking with students, the committee felt that better notice should be given in pre-departure and on-site orientation about this requirement. Elvira Munoz comments that not only is this information printed in the Get Set! Guide, but it is also discussed at orientation. For whatever reason, students are missing this information. Although most students plan to travel during Semana Santa, we met some who were inconvenienced. Elvira notes that, ironically, during the fall semester students request incorporating a fall break or Thanksgiving break to accommodate personal travel. Given the amount of travel students undertake during the semester, it is surprising to hear students voice frustrating with the expectation that they will travel during Semana Santa.

● Revisit the policy which prohibits students from riding in personal vehicles of their host families and consider implementing measures, such as proof of automobile inspection and insurance and a student waiver to allow students in home stays to ride in family vehicles.