Report of the Program Review of IES Abroad Milan

March 25-31, 2012
May 2012

Dear Colleagues:

On behalf of the IES Milan Review Committee, I am very pleased to offer the attached report and recommendations for the IES Milan Center.

It was a privilege and a pleasure to participate in the review process and to chair such an illustrious and hard-working committee which consisted of both Stateside faculty and administrators as well as on-site representatives (faculty and students) associated with the program. The entire committee took a serious focus on the mission of the review and made the most of the observation opportunities – both formal and informal. The committee worked well together as a team, especially considering that we had not met each other prior to our arrival in Milan. Many of the committee members actually recorded and submitted their personal observations in written form before we even left Italy! The report produced is thoughtful, insightful, and well-intentioned.

I would like to send a tremendous round of thanks specifically to our generous hosts in Milan, Roberto Andreoni and his staff: Irene Baldoni, Anna Salandini, Walter Muto, Manuela Nigrelli, Luca Blumer, and Laura Carrera. The entire Center was very welcoming to the committee, and we immediately felt like part of the family there. The staff and faculty went above and beyond the call of duty to meet our needs and to accommodate our requests for more information. The schedule of activities was extremely comprehensive and encompassed all aspects of the program, including a delightful homemade meal in the apartment of seven male students and their Italian Community Assistant. The Milan staff and faculty were all extremely open and receptive to our feedback, and our recommendations are meant to enhance an already well-functioning and quality-minded program.

I would also like to publicly thank Megan Leff for her leadership and insight into the review process in general and for her extensive knowledge of IES and Milan specifically.

Sincerely,

Kristy Hubbard
Director, Center for International Programs Abroad (CIPA)
Emory University
Executive Summary

This review was conducted on behalf of the Academic Council of IES Abroad. The members of the Review Committee were asked to respond to charges taken from the IES Abroad Model Assessment Practice (MAP) found in Attachment A. The list of charges was submitted to and approved by the IES Abroad Academic Council prior to the review.

Since the last program review took place in 2003, the program has made many improvements and has developed considerably, both in terms of enrollments and programming. While the Committee felt that IES Milan is a first-rate program in general, it identified the following areas to be particularly strong:

- The program is staffed by an extremely gifted and dedicated team that not only is passionate about its work but also committed to providing students with the best academic and extra-curricular options available. The team is constantly re-evaluating its programming and proposing new areas for development and innovation.
- The program’s location in the heart of Milan facilitates students’ interaction with local students and their ability to take full advantage of the urban environment.
- The range and quality of outside enrollment options for novice and advanced-level speakers is impressive and unparalleled with other programs in Italy.
- The Milan faculty is eager to use Milan as the classroom, making history, art history, language, music, political science, business, etc. come alive through guided field studies in the city.

In preparation for the review, the Committee received a comprehensive set of program materials that included:

- Program Review Schedule
- List of Full Committee Members
- Charges to the Review Committee
- 5-Year Enrollment Trends
- End-of-term program evaluations from previous 2 years
- Current Curricular Design
- Faculty Profiles
- Program Syllabi and Instructor Bios
- IES Abroad Course Evaluations
- Student Enrollments and Grades in IES Abroad Courses
- Overview of Partner Universities
- Outside Enrollment Data
- Student Internship Placements
- IES Abroad Milan Field Studies
- IES Abroad Milan Field Trips
- Housing Overview
- Overview of Milan Music Program
- Milan Center Staff Job Descriptions
- List of Milan Customized Programs
- Copy of 2003 Milan Program Review Report
- IES Abroad Italy Catalog
- IES Abroad Academic Brochure
- IES Abroad MAP
- IES Abroad Milan Fall 2012 Get Set! Guide
- IES Abroad Academic Policy Guidelines

Upon arrival in Milan, the Committee received another set of program materials that included:

- On-site orientation schedule
- Student handbook
- Final program calendar for the current semester
- Current class schedule
- Student enrollments for the current semester
- Field study information for the current semester
- Internship placements for the current semester
- Housing information

The full Committee included:

U.S. Committee Members:
- Abra K. Bush, Assistant Dean of Academic Affairs and Director of Assessment, Eastman School of Music, University of Rochester (IES Abroad School of Record Representative)
- P. Roberto Garcia, Clinical Professor of International Business, Co-Director, Supply Chain & Global Management Academy, Kelley School of Business, Indiana University
- Kristi Hubbard, Director, Center for International Programs Abroad, Emory University (Chair, IES Abroad Academic Council Representative)
- Megan Leff, Program Dean, IES Abroad Chicago (Secretary)
- Kathryn Moore, Professor, College of Education, North Carolina State University (Chair, IES Abroad Board of Directors)
- Paola Servino, Senior Lecturer in Italian Studies, Brandeis University

IES Abroad Milan Center Committee Members:
- Maya Artis, student, Kenyon College, Major in Music
- Emily Friesen, student, Purdue University, Major in Computer Science
- Sharon Hecker, Academic Dean and Instructor of Art History, IES Abroad Milan
- Renata Palermo, Instructor of Italian, IES Abroad Milan

The formal schedule of events for the week included:

- Tour of the IES Abroad center
- Tour of the Università Cattolica facilities
- Visits to the Civica Scuola di Musica, the Università Bocconi, the Istituto di Moda Burgo and the Conservatorio G. Verdi
- Attendance at all IES classes by at least one member of the U.S. Committee
- Visits to two internship placements, observation of the internship seminar, and interview with the internship coordinator
- Presentation by IES Abroad staff on the music program, academic offerings, student services, housing, and health and safety
- Meetings with IES Abroad Milan faculty members
- Meetings with IES Abroad Milan students
- Observation of select courses at the Università Cattolica, Università Bocconi, and Civica Scuola di Musica
Visits to student apartments, one homestay, the Collegio di Milano honors residence hall, and the new Camplus Turro residence

The schedule also allowed the Committee members to meet individually with IES Abroad staff, faculty, and students as needed so as to gather more specific feedback about various aspects of the program.

Before departing Milan, the Committee presented their initial findings to the director of the Center, Roberto Andreoni, who was very appreciative of the hard work of the Committee and agreed with the recommendations being proposed.

The secretary of the Committee worked with the Committee chair to draft a report that was then sent to the full Committee for review and approval. This report represents the final and approved observations and recommendations of the full Committee.

Overview of the IES Milan Program

Since the last program review was held in March 2003, the IES Abroad Milan program has experienced steady growth that has enabled it to broaden its academic offerings and develop additional outside enrollment opportunities. Over the past several years, IES has introduced new courses in the fields of Art History, Cinema, History, Literature, Music, Psychology, and Sociology and has hired a number of new faculty members. In addition to the standard charges taken from the IES Abroad MAP, the Committee was asked to focus on whether the program’s current offerings are meeting the needs of its students, particularly in the areas of Business and Music.

In 2007 the Università Cattolica, IES Abroad Milan’s primary partner university, introduced its own English-taught business courses, available to IES Abroad students and international students as well. While IES Abroad students continue to take Italian-taught courses at the Cattolica, the majority are enrolling in the English-taught business courses. Students with business-related backgrounds can now take courses at the Università Bocconi, the Università Cattolica, and IES. For this reason, perhaps, the number of business students has grown considerably and today represents the largest sector of students on the program.

Students taking other courses also have a variety of outside enrollment options. Music students continue to have the option to take instruction at the Civica Scuola di Music, as well as the Conservatorio G. Verdi, and they can supplement their instruction with ensemble work and courses in music history and theory. Students in fashion and design can take courses at the Istituto di Moda Burgo. Finally, biology and chemistry students have the option of taking lab assistantships at the Università Bicocca, a branch of the state University.

While the program prides itself in being able to customize an academic program for a wide variety of students, the top majors are clearly in business and business-related majors, with music being the second most popular discipline in Milan.

The program has ironed out several rough spots over the past years and today gets very strong evaluations in the areas of housing, orientation, field trips, and extracurricular opportunities. The staff and faculty are very well liked by students, and in general students seem pleased with their academic options. Despite the
program’s strengths in these key areas, however, enrollments dropped significantly in Fall 2010 and have remained low for three consecutive semesters.

At the beginning of the week, the Committee attended the IES guest lecture series, which featured Tomaso Galli, spokesman for Versace. He opened his talk by offering advice to students on how to be successful and build a strong brand, saying “You need to know what you do well, know what you don’t do well, and understand your DNA.” This theme stayed with the Committee throughout the week as it conducted the in-depth review and sought to identify ways in which the program could further improve its programming and create a more solid identity. With these aforementioned points in mind, the observations and recommendations of the Milan Review Committee are as follows.

I. Student Learning Environment

A. Pre-departure Information

Observations

The students receive ample information from IES Abroad prior to departure, including pre-departure emails from IES, the Get Set! Guide specific to IES Milan, and access to Stateside advising. According to the students informally interviewed in Milan during the review, they felt their questions were answered and enough information was available to them prior to arriving in Italy – if they read it! Students generally work directly with an advisor from IES Chicago prior to arrival in Milan, and while they do not have direct access to the staff in Milan, they should have no problem getting their questions answered through their Stateside IES representative. While a couple of students said they wish they had more information about the actual on-site orientation schedule, it was generally felt by the Review Committee, including the two student representatives, that having increased level of detail was not really going to have a meaningful impact one way or the other.

Given the complexity of the outside enrollment options, the Committee felt that it would be beneficial to list in IES’ marketing materials courses that have been taken in past semesters. This not only would encourage students to consider outside enrollment, but it also would help set expectations.

It was noted that on a few occasions, the students or parents contacted the Milan director to ask questions during the pre-departure and on-site phase. In order to discourage direct contact with the director, it is recommended that his personal phone number be removed from the Get Set! Guide.

Recommendations:

1. Make available a list of outside institution courses that students have taken in previous semesters to help prospective students know what to expect.
2. Remove the director’s personal phone number from the Get Set! Guide.
B. On-Site Cultural and Academic Orientation

Observations

Based on the written materials provided as well as the presentation by the student affairs staff who conduct the on-site orientation, students are well-oriented to all aspects of the IES Milan Center as well as to Italian culture and Italian language.

In past years the orientation was held at an agriturismo several hours outside of Milan. For budgetary reasons the off-site portion was cancelled, and the entire orientation has been held in Milan ever since. The staff reported that this change was positive and that the on-site orientation program allows students to settle into their housing immediately and to interact more closely with their Italian Community Assistants. The on-site program also facilitates plans when students arrive late.

Also during the orientation period, the program conducts a three-week language-intensive program, during which a number of cultural events and activities are planned as well. Despite the length of the program, students are satisfied and feel that it provides them with the much-needed skills to function in Milan. Advanced students work on skills that they will need if enrolling in Italian-taught courses, and this, too, is appreciated.

The Committee applauded the idea of the faculty course fair where each faculty member has one to two PowerPoint slides and just a few minutes to “sell” his or her course to students. This event could be a best practice to share with other IES Centers. The Committee suggested that students also could prepare videos to highlight the best features of each course that could be posted on the IES Abroad website.

Recommendations

3. Share the idea of the faculty course fair with other Centers.
4. Consider having students prepare short clips on their favorite features of each course for use in IES Abroad marketing materials.

C. Instructional Quality

Observations

Faculty who teach at IES Milan are drawn from the full range of academic institutions throughout the city. They appear pleased to be working with IES students and staff and willing to incorporate the American style approaches to syllabi, class interaction, and evaluation, but they are also encouraged to be rigorous and creative. They have all incorporated Moodle classroom management software as well, some to a greater or lesser extent thus far. The professional team of instructors is clearly one of the program’s greatest strengths, and the faculty is well prepared to face old and new curriculum challenges. Regular course observations by the Center director and academic dean have been instrumental in providing on-going feedback about how to make the courses more effective, and many instructors have revised their syllabi in recent years to make them more interactive.

Students repeatedly indicated that their courses have strong academic merit and are challenging and not as "easy" as they had thought they would be. The Milan program should be commended for its vigilance in ensuring that IES' high standards are met.
and exceeded on a consistent basis. Conversely, however, it is an ongoing concern of faculty that they are sometimes teaching to the lowest common denominator. It is recommended that courses with large enrollments be divided into two sections: one for those with no previous experience and one for those with significant background in the subject matter.

IES courses are offered Monday through Thursday with additional language sections held every other Friday. This academic schedule was proposed by the Student Council and adopted one year ago and has been a very successful compromise to having classes each Friday or to having no classes at all on Fridays. The result is that there is less absenteeism, and students can plan their travel accordingly knowing that they have class every other Friday.

Whereas many of the courses are closely adhering to their approved syllabi, some were identified by the Committee as being inconsistent and not conforming to the IES standard: courses not following the updated syllabus template, reading lists of unequal quality and quantity, student learner outcomes inconsistently stated, etc. Continued vigilance on the part of the program administration is required to ensure academic rigor and consistency in these areas.

In the materials provided to the Committee, not all courses had clear and discernible student learner outcome objectives. Throughout conversations with faculty, it is clear that this has been a topic of significant focus for the program. As a result of this inconsistency, it is sometimes difficult for students to transfer some courses back to their home institution, as student learner outcomes have become the gold standard for the evaluation of skills or knowledge the student has developed in any given course. Student learner goals should be clear, measurable, and a realistic indication of the material covered in the course. The Committee recommends that student learner outcome objectives be identified for every course and informed by key resources on this topic, such as Bloom's Taxonomy of Learning Domains. Further, it may be necessary in the future to provide training to faculty on how to write learning outcomes and how to evaluate these objectives in either quantitative or qualitative terms.

Several students were enrolled in “independent studies” this semester since the standard course was cancelled due to insufficient enrollment. The Committee realized, however, that the independent studies did not consist of one-on-one instruction, but rather groups of two to four students with the instructor. The Committee recommends that these be renamed “seminars” to assist the professor in better setting the expectations for the academic experience and to better manage the expectations of the students.

**Recommendations**

5. When enrollments allow, divide large classes into two smaller classes and separate students by level of knowledge of the particular subject.
6. Review each course syllabus to ensure that learning outcomes are clearly defined and measurable, either in quantitative or qualitative terms.
7. Provide faculty training as necessary on learning outcomes.
8. If a course is cancelled due to low enrollment but a decision is made to offer an alternative, “Independent Studies” should be renamed “Seminars” unless there is just one student receiving independent instruction.
D. Curricular Design and Integration

Observations

The IES Abroad curriculum provides a broad range of strong offerings in the humanities and social sciences emphasizing distinctly Italian and specifically Milanese topics. In addition, students have the opportunity to supplement their enrollment at a wide variety of strong Milanese universities and other specialized institutions including the Università Cattolica, Università Bocconi, the Civica Scuola Musica, the Istituto di Moda Burgo, and the Conservatorio G. Verdi. The variety and quality of courses offered both in Italian and English is one of the program's defining features that sets it apart from other programs in Italy.

The staff has indicated that this is a time of uncertainty for the program’s curriculum and partnerships. The Cattolica has used IES' best practices in order to begin its own English language courses and, at the same time, doubled the cost of their courses for IES students. As a result, there is a concern that students may no longer be able to take significant course offerings at the Cattolica. The staff has been proactive in its approach to remedy the situation by seeking greater partnership opportunities at the Università degli Studi di Milano and the Libera Università di Lingue e Comunicazione (IULM). Due to the potential volatility of the situation, no significant recommendations can be made in this area at this time. Instead, during this period of uncertainty, the Milan staff is encouraged to continue to seek opportunities for students to enroll in the courses within the finest institutions Milan has to offer.

In addition, the primary U.S. feeder institution of business students is in the process of its own curriculum revision, and as a result, there is uncertainty on the part of the program regarding how to continue to attract business students. It is recommended that the program discontinue its practice of patterning the business curriculum on that one business school and instead, develop and offer business courses that could be applicable to students at a variety of institutions.

The program is commended for its integration of various local universities, music schools, and technical institutes of merit into the potential course selections of the IES students. This should not be underestimated as a marketing tool. That being said, the range of options available is somewhat overwhelming to both the students and their home school advisors. It is recommended that with the assistance of IES Chicago, the program redefine its offerings with partner institutions in the marketing materials according to the primary area of study. E.g., Humanities: Cattolica (in English and Italian); Business: Cattolica (in English) and Bocconi (in Italian); Fashion: Istituto di Moda Burgo; Science: Università degli Studi di Milano-Bicocca; Music: Milano Civica Scuola di Musica, Conservatorio di G. Verdi, and the Accademia teatro alla Scala.

It is acknowledged that significant efforts have been made to develop a stronger connection with the Università Bocconi; however, the institution has been disinterested in the relationship. It is suggested that IES Milan continue to actively pursue a more synergistic relationship with Bocconi (similar to the Cattolica relationship) in order to ease the student’s access to courses in this world-class institution. This enhanced partnership may permit students to register for classes more easily and possibly permit for a shorter spring semester program schedule which may make these external enrollment options more attractive.
IES recognizes that with the addition of the Rome and Siena programs in recent years a need has developed to make each program distinctive. The curricular emphasis of modern Italy ("Italy Today") for the Milan program is a fine choice; however, such a focus is not clearly defined or is as prominent in the current course offerings. IES courses in Business, Art History, Design, Fashion, Film, History, Music History, Politics, Psychology, and Sociology emphasize this focus; however, additional courses in areas such as contemporary Italian literature, film studies, futurism, immigration, fascism, the history of modern design, and regional architecture would be significant additions to the curricular offerings and further enhance the focus of the program. IES Chicago should work closely with Milan staff to better differentiate the three Italy programs with respect to prospective student materials, the IES web site, and other marketing documents.

While Milanese topics are very pertinent and an essential element of the program, many students will never explore other regions; therefore, it is appropriate to explore some traditions, issues, characteristics, etc., from other regions in different classes from a comparative point of view.

**Recommendations**

9. Continue to seek opportunities for students to enroll in the courses within the finest institutions Milan has to offer.

10. Discontinue the practice of patterning the business curriculum on that of one business school, and instead, develop and offer business courses that could be applicable to students at multiple institutions.

11. In order to ease student registration at the Università Bocconi, continue to pursue a more synergistic relationship.

12. With the assistance of IES Chicago, redefine the program’s offerings in marketing materials according to the primary area of study.

13. As enrollment permits, consider adding courses in areas such as futurism, fascism, the history of modern design, and regional architecture to emphasize the theme of “Italy Today.”

14. Work to better differentiate the three Italy programs with respect to prospective student materials, the IES web site, and other marketing documents.

**E. Language Development Opportunities**

**Observations**

The Committee observed multiple language classes at all levels and was impressed with the superb faculty, who is clearly dedicated to students’ learning and to developing the most effective language program possible. Most instructors have teaching experience in Italy and abroad, and all are very open to pedagogical recommendations.

All faculty members showed a very friendly yet respectful interaction with students, and most of them started classes stating daily goals and expectations by placing a list of these goals on the boards. The course material was pertinent to the syllabi’s general objectives and authentic in nature. Italian sources such as original songs, literary readings, cultural references, and movies were used to simulate real life situations and to engage students in their work.
The Committee observed effective preparation on the part of the language instructors, and in all cases the material used was very strong and pertinent to students’ linguistic and intercultural development. The Committee noted that there was no use of traditional repetitions, but instead there was an effort to solicit language output in real context. Most language instructors were very natural and at ease in soliciting conversation and responding to questions about the homework and/or new material presented in class (such as reading poetry or reporting on a cultural article). The use of technology was thoroughly implemented, and all the material placed on Moodle was clear and accessible to the students.

Most students interviewed were very happy about their language classes and their instructors. All students agreed that the three-week language intensive program at the beginning of the term is appropriate and effective and that it provides strong skills to absolute beginners and helps prepare the more advanced students for outside university enrollment. While the beginning and intermediate-level students praised their instructors for the dynamic and interactive classes, some advanced students were a bit frustrated about long silences in their classes. It seemed that the type of questions they received did not stimulate adequate responses or elicited only limited ones. In these instances, the proficiency level of the student was not fully explored, developed, or encouraged by the instructors.

It is recommended that all instructors be encouraged to orchestrate a student-centered classroom more consistently. More interactive activities are suggested to avoid long silences when only one person is talking to the instructor. It is also advised that all students get the same attention, not only the most fluent ones. It is effective to encourage warm-up activities at all times to promote participation at the beginning of class. Participation should be stressed more and graded as an essential part of the final evaluation.

There are a number and variety of opportunities available to students that encourage and enhance language development outside of the classroom. Starting Spring 2012, students were placed in apartments according to their language ability. It remains to be seen if this is a positive practice that has the intended consequence of encouraging students to practice Italian while there.

IES has in place a number of Italian Community Assistants (CAs) who live with students in their apartments and assist with everything from cultural adaptation to linguistic development. The program also has created a language exchange with Italian students at the Università Cattolica (approximately 50% of IES students take advantage of this offering). Both of these initiatives are effective opportunities to foster practice of Italian outside the classroom.

It would be helpful if students could pledge to speak in Italian in order to integrate the interactive content into the language curriculum. A final festival with student skits, student performances, and videos could be an additional task activity to enhance participation in Italian at all times. The Committee is very enthusiastic about the creation of the IES Language MAP as a special and innovative reference that will bring consistency across the language offerings in Milan. This is sure to be a valuable resource that will help place students in the appropriate level at the beginning of the term and help monitor their progress during the term.
Based on feedback from instructors, it seems that the language faculty would benefit from additional developmental opportunities. One recommendation is to organize a professional development day, such as a sharing day once a month in workshop format. Such a program would feature hands-on activities, where each faculty member presents one activity which promotes one language skill at the time - speaking, writing, reading, listening, culture, and effective use of technology with concrete examples. Language instructors could take turns coordinating language workshops and also course preparation by level. Possible themes could include how to promote a stronger interaction among all students, how to choose the right material for each level, and how to make consistent choices in assessment.

A language coordinator would be instrumental in fostering exchange among faculty and in working on the implementation of the Language MAP. The Committee is aware that there have been challenges in retaining language coordinators in the past, but it encourages the program to explore new ways to appoint language coordinators, especially given the impending implementation of the Language MAP.

Recommendations

15. Continue to encourage a student-centered classroom rather than a teacher-centered classroom.
16. Encourage warm-up activities at all times to promote participation at the beginning of class.
17. As per a best practice seen in several classes, it is recommended that all instructors place daily goals on the board and give time to students to print the material due for the day by placing homework on Moodle.
18. Encourage students to watch movies outside of class while watching only specific clips during class time, so as to use class time more efficiently.
19. Explore ways to use the classroom space more creatively to encourage more movement during class activities.
20. Promote more writing-intensive short assignments in all language classes and at all levels.
21. Consider organizing a festival at the end of the year with student skits, student performances, and videos that would encourage students’ use of Italian outside the classroom.
22. Organize a professional development day, such as a sharing day once a month in workshop format.
23. Explore ways to assign a language coordinator each year.

F. Internships

Observations

In Spring 2012, IES received 28 internship applications, and 11 students were placed successfully in local firms. Some students withdrew before the interview process and at various stages of the program. Five student interviews were not successful. The Committee observed the internship seminar course required of all student interns, met with small and large groups of current students, visited two internship firms with the student interns and supervisors, and met with the IES Milan internship coordinator. An internship student was interviewed outside her internship seminar course as well.

It is clear that the internship program is a very valuable part of the IES Milan experience, especially for those students who are particularly focused on augmenting
their resume and pursuing a job search upon their return home. However, the internship placement function is extremely relationship-oriented and labor-intensive. The reality is that offering an internship possibility as part of the IES study abroad package is very attractive to potential students, parents, and the home institutions. However, it is burdensome for an internship firm to host and supervise a student intern for several months. The critical ingredient is that the intern be able to add value to the internship firm, on the way to learning a great deal from the experience, to compensate for the time and effort expended by the firm to supervise them. It is clear that one successful IES intern will pave the way for the firm to renew their internship offer for the following year. However, a strongly negative internship experience may cause the firm to withdraw from the internship program entirely.

The main roles of the IES internship coordinator are to identify appropriate internship partners and to help match the right internship candidate with the internship firm and position. The following issues tend to make this task difficult:

- Students who do not have adequate Italian language capability when required for the position (the majority of firms).
- Students who are not clear on why they want an internship and how they might be able to add value to a local firm.
- Students who have unrealistic expectations of the internship firm and experience (amount of personal effort required, degree of supervision, amount of work structure day to day, degree of persistence in finding ways to add value, etc.) or who insist on interning in highly competitive fields (fashion and design).
- Firms who have unrealistic expectations of the student intern (ability to work without structure and oversight, student willingness to sacrifice course work in favor of internship tasks, expecting “Italian” personality traits, etc.).
- Understanding and finding the right balance between time and effort required of coursework and the internship position.
- Matching the firm’s working office hours with the student’s course schedule.

In order to further strengthen and develop what is already a very strong feature of the Milan program, the Committee proposes the following recommendations:

**Recommendations**

24. Review and adjust the promotional materials to ensure that students, parents, and home institutions understand that the internship program is highly selective and a valuable opportunity for student versus a right.

25. Ensure that the needs and past satisfaction of each internship firm are assessed in order to anticipate the requirements of future interns.

26. Continue efforts to identify prospective firms and to make matches based on the students’ major areas of study (business, music, performing arts, fine arts, fashion, languages, social and hard sciences, etc.).

27. Continue efforts to search for U.S. firms doing business in Italy. They should be highly receptive to hosting U.S. students and may be more patient when things do not go according to expectations.

28. Consider including a video overview (with student testimonials) of each placement in order to prepare future internship candidates.
29. Conduct an exit interview with outgoing interns to improve IES marketing and orientation materials. Provide volunteer activities for students who decide early on they may not want a structured internship but yet may want a local organization engagement experience.

G. Field Study and Field Trips and Engagement in IES Sponsored Cultural and Social Activities

Observations

In terms of academic field studies, the Committee commends the program for integrating the city’s resources into its coursework. Although there is no specific field study requirement, most (if not all) of the courses integrate field study into the curriculum.

The Committee observed consistent development of language through the study of culture and was struck by the multitude of ways in which students study the culture, history, and resources of the city of Milan and Lombardy. This situation promotes the students’ academic cultural integration and augments all courses in the curriculum. Examples observed included a trip to the museum of La Scala for MS 352: History of Italian Vocal Music, a visit to an urban farm within the city of Milan for SO/ES 330: Social Innovation, and the Museo del Novecento for AH 325: State of Art. Field studies are well integrated into all coursework, and academic programs are designed to enhance student engagement in the intellectual, political, cultural, and social institutions of the host country. Students were engaged during their visits and reported that they find the field studies to be one of the best features of the academic program. Field studies should be supported and encouraged when possible.

Each semester IES Milan organizes a guest lecture series, with a wide variety of topics ranging from contemporary music, fashion management, Italian culture and history, sustainability, etc. The lectures appear to be well-attended by students, most likely in part due to the theme-based “aperitivo” organized by the staff afterwards, which aims to introduce students to the various culinary regions of Italy. To help ensure an ample audience, IES instructors require students to attend lectures relevant to their classes.

The IES Community Assistants (CAs) also organize cultural events throughout the semester that they affectionately call “Tutti Frutti.” Sample outings include a museum exhibit, a concert, an aperitivo at a local establishment, a soccer game, etc. Although attendance at these events is inconsistent, those who do go appreciate the contact with the CAs and the opportunity to further discover Milan.

In terms of cultural field trips, it is the philosophy of the student affairs staff to organize field trips and excursions to places the students would not normally go on their own travels. Students cover a portion of the cost for most trips, and the IES-sponsored excursions range from day trips to four-day trips. Based on informal interviews with students during the review, there seemed to be no complaints about these opportunities offered by the IES Milan center.

H. Engagement in Other Academic, Political, Economic Activities

Observations
Currently there are three main forms of involvement: 1) partnerships with academic institutions in Milan; 2) lectures and other activities that expand students’ experiences, and 3) field studies, including those offered to all IES students and those field studies offered within the academic classes (see above).

IES Milan has developed a rich set of partnerships with academic institutions, primarily with respect to direct enrollment courses, but in other ways as well, depending on the institution. The longest and most comprehensive is with the Università Cattolica, which is located directly adjacent to the IES Center. IES has access to classrooms, courses, and faculty on a routine basis, and these resources have proven to be invaluable to IES. In addition, IES students take full advantage of the English- and Italian-taught course offerings at the Cattolica, and the Cattolica continues to be the main institution for outside enrollment with IES Milan. As part of the exchange, Cattolica students, especially those in the international unit, can take IES courses. Some of these students, however, are not as proficient in English as is advisable. Moreover, the Cattolica is seeking to expand its international unit through direct enrollment of students, including American students, and appears to be copying IES in worrisome ways. Further, it has proposed a sharp increase in charges which, if not revised, could make their classes too expensive. The Milan director and others are aware of these issues and are working with IES Chicago to address them. On the whole, the relationship remains cordial and collaborative.

Partnerships with other academic institutions such as the Università Bocconi, the Istituto di Moda Burgo, the Civica Scuola di Musica, etc. are being carefully nurtured, and new opportunities are being explored for content of offerings, cost, accessibility, quality of faculty etc. The Committee is impressed with the careful but persistent way that the director, the academic dean, and the academic adviser are working to keep the current partnerships vibrant and productive and to identify different institutions whom to approach for relationships in the future. While this approach is admirable, the Committee suggests that IES weigh returns on investments in terms of staff time since some enrollment options, such as the hard sciences at Università Bicocca, require a great deal of staff time and attention for just one or two student enrollments each term.

**Recommendations**

30. Carefully monitor the partnership with Cattolica, but begin to consider contingencies and alternative scenarios.

31. Continue to nurture partnerships with other institutions, but weigh returns on investments of staff time against serving only one or two students at a particular institution.

32. Provide students with clear guidance well in advance if they are interested in institutions with complex, expensive, or barely workable (e.g., poor calendar overlap) options.

**J. Re-entry into Home Culture and Home Institution**

**Observations**

While most re-entry activities are generally handled at students’ home institutions upon their return to campus, the IES Milan Center does try to engage students in the discussion through its Comprehensive Orientation and Re-Entry (CORE) program, which consists of small-group discussions throughout the entire semester. To prepare
students for re-entry, the staff shows them a video produced by the Chicago office on the re-entry process, and then they open discussion. Students are encouraged by both IES Milan and IES Chicago staff to apply for the IES Student Ambassador program which consists of working with prospective students to answer their specific questions about the program. This Ambassador program is a productive and mutually beneficial way for students to remain involved and to have outlets for discussing their own experiences, something that they always are eager to do upon their return home.

K. IES Milan Music Program

Observations

Music has been part of the fabric of Milan from the earliest recorded Ambrosian Chant to the bel canto operas of Rossini, Bellini, and Donizetti, to the Verismo opera of Giacomo Puccini and Giuseppe Verdi, to the futurist music of the early 20th century, and to today's active, vibrant musical community. In Milan, music is an essential part of the tapestry of daily life, work, and culture.

The IES Milan music program is designed for students seeking a strong musical performance experience coupled with a diverse music academic curriculum. Opportunities may include ensembles, chamber music, opera, music theory, and music history, combined with coursework in the humanities; Italian language is required of all students.

The Committee knows of no other programs, including exchange programs, that exist between Italian conservatories and high level music schools in the U.S. Thanks to the director’s expertise, knowledge of the music community in Milan, and capacity to directly engage the students, extremely unique and much requested opportunities for music study exist in Milan. Unfortunately, however, much of what the program has to offer is not highlighted in IES’ marketing or recruiting materials to students or schools of music in the U.S.

To continue to grow this aspect of the curriculum and this facet of the program, IES Chicago needs to assist Milan in re-branding a stand-alone music program alongside the program in the humanities and social sciences. The opportunities for study at various institutions are not articulated in any of the materials (e.g., the opportunity to study at the Conservatorio G. Verdi or with other local musicians on a case-by-case basis and with the permission of the Center director), and as a result it is unclear to U.S. music school advisors whether or not the students will receive the opportunities required for music students (lessons, large ensemble, chamber music, and a course in theory or music history in addition to language instruction). This initiative will require the assistance of IES Chicago in the development of marketing materials and web site development support. Without more synergistic support, this potentially profitable opportunity would be missed.

The Committee suggests that a list of potential applied faculty be made available to students, faculty, or music departments as needed. Music faculty in the applied areas are ultimately responsible for the growth and development of a student's musical and technical development on their instrument, and as a result, are often reticent to permit their students to be away from their instruction for one to two critical semesters of musical maturation. However, U.S. faculty are likely to support a music student’s abroad experience if they feel comfortable with the music instructor’s
background. As a result, the Committee recommends that a list of potential faculty at the Civica Scuola and the Conservatorio G. Verdi be developed along with a basic biography of each indicating their credentials as a tool for U.S. faculty to be more knowledgeable of the possibilities.

The trend in music higher education is to incorporate entrepreneurial thinking and course work into the program of study, including arts management internships. This trend is as a result of the radical change in the ways musicians earn a living (for example, they increasingly need to be creative in their marketing, collaboration, and performing in order to attract an audience and/or grant funding), as well as the realization that not all students will have careers as performing artists yet wish to remain in the musical milieu. As a result, the Committee recommends that internship opportunities for these students be developed and marketed as a possibility for the appropriate student.

It was reported that an extremely strict grading schema used particularly in some outside IES music courses can result in students receiving a grade that would be considered failing in some U.S. schools, yet the students received praise from the local music instructor. Due to the Italian music faculty tradition of inconsistent and very rigid grading, it is recommended that the director develop a grading rubric for applied study in collaboration with his musician colleagues in Italy and the U.S. to better define the grade that a student has earned during the course of their musical study in Milan.

Recommendations
33. With the assistance of IES Chicago, re-brand a stand-alone music program alongside the program in the humanities and social sciences.
34. Develop and incorporate into the curriculum internships for students in the performing arts as a way of developing their arts management and entrepreneurial skills.
35. Make available to students, music faculty, and music departments a list of potential applied faculty.
36. Consider direct mail materials to the U.S. music departments to promote the Milan program.
37. Develop a grading rubric for applied study in order to better “translate” the grade that a student has earned during the course of their musical study in Milan into the U.S./IES grading scheme.

II. Resources for Academic and Student Support

A. Faculty Qualifications

Observations

The faculty teaching for IES appear well qualified for the courses they are teaching. They are bi- or multi-lingual and have both the appropriate credentials and attitudes to work effectively with IES students. To their credit, they have adopted Moodle for each of their —courses — some to a greater or lesser extent — but this adoption has been accomplished in less than one academic year. The students appreciate the accessibility of course materials.
Concerns were raised regarding the faculty's access to teaching and learning workshops or ongoing professional development. In addition to promote more effectively the IES centrally-sponsored development opportunities, the Committee recommends that IES Milan specifically begin a regular series of meetings for faculty covering current best practices in language acquisition pedagogy, the use of technology and integrating Moodle into the pedagogy, teaching the American student, current trends in assessment, writing syllabi, student learner outcomes, etc. It is clear that some of this "training" occurs informally; however, IES should consider making this continuing education more regularly scheduled, even if that occurs one to two times per semester. In order to assist faculty during this developmental phase, the program could consider using student assistants to support faculty needs.

Recommendations
38. Promote more effectively the IES-sponsored faculty development opportunities, such as research fellowships, participation in faculty seminars, etc.
39. Schedule a regular series of meetings for faculty covering current best practices in language acquisition pedagogy, teaching the American student, current trends in assessment, writing syllabi, student learner outcomes, etc.
40. Continue to offer special sessions with faculty on Moodle and make use of a student Moodle assistant to help faculty move beyond the syllabus to other tools.

B. Administrative Staff Qualifications

Observations

This is a very talented staff who have the appropriate background and qualifications for their work, as well as some excellent connections within the Milan community. The director has a distinguished national reputation as a composer that brings credit and respect to IES. As the Center director, he has identified and prepared the individuals on staff to perform their jobs exceptionally well both individually and as a team. He has been flexible in shifting assignments, honoring parental leaves, and encouraging staff to try new approaches in their areas and for their own personal development. Both students and faculty give high praise to the director and the staff. They are known to be friendly, caring, and professional. They go the extra mile for students, back each other up, and convey a deep love of and pride in their city and their country.

As mentioned in previous sections of the report, IES Milan will be facing a number of key decisions in the coming year, including redesigning and developing the program offerings in Business and Music. As the quality and scope of IES Milan continues to flourish, the director should be able to assign increasing responsibility and authority to his staff so that he is freer to attend to the strategic issues ahead. It is recommended, therefore, that the director delegate projects to his staff so that he can focus on these strategic issues.

Recommendations
41. Encourage the director to delegate more projects to his staff so that he can focus on more strategic and pressing issues.

C. Academic Advising and Counseling
The IES Milan academic advisor prepared a detailed presentation on the myriad enrollment options in Milan and his process for advising students. While Milan benefits from a rich variety of offerings and is able to satisfy most needs, the scope of options poses a unique challenge when advising students. Not only does the advising staff need to be familiar with the course offerings, university policies, semester schedules, and final exam schedules, but they also need to be sensitive to the student’s home university requirements as well. All students have a chance to meet with an advisor one-on-one before the registration period closes, and some will meet with an advisor multiple times during the week to finalize enrollments. The Committee is impressed with the level of customized support that IES provides to students and commends the academic advising team on its knowledge of both the Italian university options and the American university system.

Students enrolled at local universities are encouraged to seek additional academic advising during the semester to ensure that they are keeping up with the course material and are aware of their exam requirements.

The Committee learned about a new initiative where the academic dean contacts advanced students during the pre-departure phase to assess their language abilities, discuss their academic needs and motivations, and ensure that they are appropriately challenged during their semester in Milan. This tailored approach for advanced students was reportedly very successful in that students arrived with a strong idea of the courses they would take, and they were motivated to enroll in outside courses. The Committee recommends continuing this practice in future semesters.

**Recommendations**

42. Continue to reach out to advanced students during the pre-departure phase to advise them on their outside enrollment options.

**E. Center Facilities**

**Observations**

In 2004 the IES Milan program moved from its location at the Cattolica to a private building directly next door. The current space includes administrative offices on the lower level, several classrooms, a library and student lounge, and a desk area for the Community Assistants on the second floor. Two classrooms are located in the garden level of the building, with some natural light coming from the street. The staff reported that the space was refreshed several years ago to make the classrooms brighter, and most recently the library was moved and expanded and rooms were designated for computer use or studying. If this year’s budget allows, the administrative offices may also be refreshed to make them more inviting for conducting business with students.

Thanks to the close relationship with the Università Cattolica, IES is able to use some of the university’s lecture halls for the guest lecture series or large classrooms when IES courses have more than 20 students. If the relationship between IES and the Cattolica should change in coming years, IES will have to consider alternate arrangements for these purposes.

The garden-level classrooms are used for standard courses as well as for music instruction. The Committee attended a music lesson where the sound was resonating
and it was so loud that it was difficult to listen to the music. If these spaces continue to be used for music, it is recommended that IES invest in sound insulation.

Finally, if the Music or Business program results in higher enrollments at the Center, it may be necessary to acquire additional space or additional practice rooms. The Committee recommends that IES monitor this situation closely in coming years.

**Recommendations**

43. Insulate the garden-level classrooms to provide better audio quality.
44. Monitor program growth and needs closely, particularly in the area of Music.

**G. Library Resources**

**Observations**

Facility visits by the Committee included the IES library resources sections, the Università Cattolica library, and the Università Bocconi library. Interviews with several faculty, IES administrators, and students uncovered no significant issues with research sources. It appears that students are able to locate hard-copy sources provided by IES and the local universities. In addition, the Università Cattolica provides access to electronic databases. In general, most students reported that they are able to access and use their home university’s electronic sources while in Milan. Therefore, use of research sources is not a significant problem at this time. However, for future semesters, it is recommended that IES sponsor a student internship to identify all current research sources available and in use by current students. The aim is to document all available sources, including those from home university electronic libraries. In this way, these sources can be easily located by students and faculty for future use. The final list could be posted on Moodle so that all students have easy access to this information.

**Recommendations**

45. Sponsor a student internship to identify all current research options available, and post these on the Moodle page.

**H. Instructional Technology**

**Observations**

In the main IES Center there is a wireless computer network which can be easily accessed by staff, faculty, students, and visitors with an IES provided user-ID and password. Many students use their laptops and hand-held electronic devices around the IES classroom areas or computer stations. The Committee identified several PC stations where individual students were seen working on homework, reports, or course research projects. The level of connectivity, the ability to use electronic sources, and the ability to print documents as needed (under a standard printing quota system) all seem to be excellent, and students did not report any issues when prompted.

Each main classroom is equipped with a stationary projector with sound system and operated from a classroom control panel. Instructors are able to easily connect their PC or Mac units to the projection system to deliver their material, with sound as needed. In some classrooms there is even a flat screen television monitor that can be used as a screen projector. The quality of projection and lighting controls in the
classrooms are adequate for the class size and room layouts. The IES staff related that the classroom technology is now very stable and there are few issues requiring technical intervention for instructors on an ongoing basis. No student technology issues were reported or found.

At present there are varying levels of technological tools in use by individual faculty. It is clear that faculty are generally willing to experiment with technology if they understand the benefits to their teaching effectiveness (see Moodle use increase). Instructors tended to make wide and varied use of the computer technology and software available. Some instructors used PowerPoint lectures to deliver content and graphics for illustration and discussion, combined with short changes to display web pages and interactive videos. Others used primarily PowerPoint slides to cover main points for student reference. Yet others did not use the classroom technology at all during the period observed, preferring instead to use discussion circles and interactive exercises.

IES program and class-related information is mainly delivered and accessed via Moodle. A successful initiative undertaken by the Moodle Champion was to create and deliver a self-paced tutorial for all instructors on the use of Moodle. This tutorial was created by combining types of shareware software to create a video file with audio. While the Moodle tutorials seem to be well-received and effective with IES faculty, it is recommended that a professional software package (e.g., Camtasia Studio) be purchased in order to create and deliver electronic tutorials for other faculty instructional technology improvements. A side benefit is that this tool can be used to create a variety of self-paced student and staff tutorials.

Interviews with various groups revealed that all instructors have their syllabus and basic course information posted on Moodle. It was also reported by the instructional support staff that, as of Spring 2012, 87% of faculty now use Moodle in an intensive manner to distribute/coll ect student materials and to stimulate higher-level research and discussion opportunities. It was reported that a major success in dramatically increasing the faculty use of Moodle was the recent effort to create a self-guided video tutorial delivered to all faculty. The students reported overwhelmingly positive feedback to the IES staff and faculty use of Moodle and no problems were conveyed. One ongoing challenge is the difficulty of gathering all faculty at one time for instructional workshops. One strength of IES is the technological capabilities of the Academic Advisor for Outside Institutions and the Moodle Champion. To supplement the previous recommendation above, it is suggested that a Pedagogical Champion be identified to work closely with the Moodle Champion. The Pedagogical and Moodle Champions could then consult with individual faculty to assess their pedagogical strategies and to suggest the use of various instructional technologies to increase teaching effectiveness.

An additional role of the Pedagogical Champion would be to work with IES Chicago to identify cutting edge pedagogical tools and techniques in use by various IES Centers in the global network and to explore the sharing of best practices. Perhaps a global wide competition could be held to identify best practices with the obligation to share the winning techniques with the global network centers. This type of partnering might also lead to opportunities for securing free pedagogical resources world-wide or to identify sources of funding for innovative solutions.

In summary, several points of observation indicated that IES is state of the art in terms of classroom technology, course management system, and internet connectivity.
when compared to other U.S. institutions and other higher educational institutions outside the U.S.

Recommendations

46. Consider purchasing a software package that facilitates developing training tutorials.

47. Identify a Pedagogical Champion to work with faculty and recommend best practices in pedagogical strategies to increase teaching effectiveness.

Housing

Observations

The IES Milan housing coordinator gave a presentation in which she stated her three goals for student housing in Milan:

• Locate more homestays, and thereby reduce the number of apartments.
• Monitor changes in the city and consider new housing options as they become available.
• Budget permitting, invest in more Italian Community Assistants so that eventually there is one for every student apartment (currently 50% of apartments have a CA).

The Housing Coordinator’s presentation and the visits to a sample of each housing option (student apartments, homestays, the Collegio honors residence hall and Camplus residence hall) illustrated the “revolution” that has occurred in student housing since the last program review. Some examples of the progress include:

• Student apartments were once scattered across the city and in more remote neighborhoods, but today they are within a 30 minute commute to the IES Center and are clustered together.
• IES has discontinued working with a housing agency so as to have more control over the quality and safety of its apartments and to take care of apartment repairs in a more efficient way. Today, all apartments are found by the housing coordinator, house up to seven students, and have quality furnishings, consistent amenities, and are compliant with IES’ standards for fire safety.
• IES’ management of the properties has allowed it to select Italian roommates and to make this a competitive process, whereas before IES had no control over which Italian students lived with IES students. The result is that the Italian Community Assistants (CAs) have a genuine interest in sharing the Italian language and culture with IES students.
• Over the years, IES has increased the number of CAs from five to eleven, which has improved the arrival and orientation process and the overall experience for the IES students and has reduced significantly the number of problems in IES apartments.
• The CAs (previously called RAs in Milan), not only serve to greet students upon their arrival, but they also serve as an invaluable resource during the semester, helping students with everything from writing papers in Italian, to cooking Italian recipes, to learning how to drink responsibly.

The Committee was extremely impressed with the variety of IES housing available. Students can choose from shared apartments with or without a CA, an honors residence hall to which they must apply and be accepted, homestays, and a new
residence hall called Camplus. These options seem to meet the needs and interests of all students, according to their specific motivations for the semester.

Starting in Spring 2012, students were placed in apartments according to language level, with the idea that this practice would encourage and facilitate students’ use of Italian. More advanced students reported that they were pleased with this arrangement and that they felt motivated to practice Italian at home (although they could always do more), while some lower-level Italian users found it difficult to use Italian at home since they all were beginners. The Committee recommends monitoring this placement strategy to ensure that students are satisfied with their placements according to language level and are taking advantage of their Italian-speaking roommates, if relevant.

With regards to the residence hall options, the Committee greatly prefers the Collegio, which houses eight IES students who are selected on merit and motivation. The residence has a large proportion of Italian to international students (90%/10%), which optimizes IES students’ opportunities to meet local students. Students have the opportunity to interact in the cafeteria during meals, and there are a variety of social and educational activities organized both by the Collegio and by the students in the common areas.

The Collegio Camplus is a new residence hall that IES began using in Spring 2012 in an effort to offer an alternative to students who were not selected by the Collegio. While the facility is new, modern, and very well designed, it is lacking in the social activities provided at the Collegio. Located in a more residential area, the setting feels a bit remote and isolated. Only three students were housed there during the Spring 2012 term, but they had reported a number of minor issues and were not fully satisfied with their housing choice. It is possible that more services will be available to students in the future, but in the meantime the Committee recommends no longer using Camplus.

Finally, in Fall 2011, the housing coordinator introduced the first homestay opportunity in Milan, and since then she has found several additional placements. Homestays are not customary in Milan, and consequently it is challenging to find potential hosts that are located in the central area of Milan. However, the current host families have been very pleased with their experience and are encouraging other families to get involved in the homestay program. The Committee commends the housing coordinator for her perseverance in this area and feels that the homestay option could attract more students (in particular those from schools that require a homestay experience) and that it provides students with a foray into Italian culture, language, and cuisine that would not be easy to find otherwise.

Recommendations
48. Budget permitting, work towards having one CA in each student apartment.
49. Monitor the results of housing students according to language level and determine whether this practice should be continued.
50. Discontinue using Camplus for future semesters but with the option to reconsider if Camplus develops its activities for students.
51. As the demand for homestays is likely to grow, focus on finding additional homestay placements.
J. Student Qualifications

Observations

Milan staff report that students generally come to the program well prepared. It appears as though the bulk of students are of similar academic abilities; however, their success really depends on their goals for study abroad and on their school’s grade/credit transfer policies. Approximately 60-70% of students come to Milan with no previous study of Italian, and the remaining students are placed at the intermediate and advanced levels. The disproportionate number of beginning-level students poses a challenge to the program in that these students typically require more staff and faculty support.

In general, the Committee recognizes that some students view study abroad as an opportunity to do less work than on their home campus. IES does an excellent job at enforcing strict policies that reinforce its focus on and commitment to academic quality. Students report that courses were surprisingly more difficult than they had anticipated. In this way, the consequences of inadequate study and accomplishment are clear from the outset.

In addition, IES staff closely monitor the students, approaching students who are not attending class or who are struggling with their coursework to either remind them of the attendance policy or to suggest ways in which students can improve their performance in class, i.e., seek tutoring, consult with the professor, etc. The safety net is strong in Milan as the staff and faculty have formed a family away from home for the students.

Some international students from the Cattolica who were enrolled in IES courses had very low levels of English, and as a result were unable to engage in the course and were a distraction to the other students and the instructor. The Committee questioned whether a minimum level of competency as demonstrated on the TOEFL exam is a requirement. If not, it is recommended that this requirement be developed in association with Cattolica.

Recommendation:

52. It is recommended that a TOEFL requirement be developed by IES in association with Cattolica for those English as a second language students coming from Cattolica to take English language courses.

K. Health

Observations

Both the IES Get Set! Guide and the IES Health and Wellness While Studying Abroad document address issues of health and safety abroad and are readily available to students. Health issues are also discussed during the on-site orientation program. Students are required to purchase international student health insurance. The student medical center at the Cattolica is located very close to IES and offers students low-cost, rapid medics attention, and basic examinations. In addition, the students
have access to support services augmented by those at Cattolica, international medical centers, and psychological support services.

Dr. Caterina Zaiontz, who teaches PS 360 *Transcultural Psychology*, is available to provide students with referrals for mental health services. Students enrolled in her class are referred to other mental health providers in order to eliminate any conflict of interest.

The program regularly accommodates students with learning disabilities with specialized, confidential assistance on a case-by-case basis. It is unclear how the program may accommodate students with a physical disability, but the Committee understands that these situations are discussed on a case-by-case basis.

Given the uncertainty of IES’ agreement with the Cattolica, it is recommended that IES staff begin to search for any other potential provider of a low-cost student health center with English speaking staff. This should be considered a contingency plan in the event the Cattolica partnership is no longer viable.

**Recommendation**

53. Based on possible potential problems with the Cattolica agreement, it is recommended that IES staff begin to search for any other potential provider of a low-cost student health center with English speaking staff.

**L. Safety and Risk Management**

**Observations**

Congratulations to the center student support staff for their attention to detail and concern for the Milan student population. Students report that the staff makes them feel like part of an Italian family while they are on the program. There are well-experienced, long-term staff members, leading to stability and significant collective knowledge of the Student Services area and its relation to the safety of the students.

Interviewed students reported that they generally felt very safe in the city and had been well prepared by Center staff to know what to anticipate and what may be unsafe. The Milan staff has developed numerous materials to assist students with safety and risk management, including the Get SET! Guide and the comprehensive Student Guide that students receive once on-site. In addition, each student apartment has complete safety information for that specific unit, including operation manuals for the appliances and special instructions on the gas furnaces and stoves. Fire safety inspections are scheduled on a regular basis to ensure that all furnaces and burners are properly working, and each apartment, residence hall room, and homestay includes a fire extinguisher, carbon monoxide detector, and smoke alarm.

Center Staff and the CAs appear to be vigilant in enforcing the student Code of Conduct, maintaining 24-hour response coverage, and generally concerning themselves with the health and welfare of all students on the program. Relevant staff are trained in CPR, basic first aid, and mental health triage as they are frequently first responders in emergency situations. Students receive e-mail reminders throughout the semester reminding them to be safe and responsible during their time in Milan. As the CAs play an important role in monitoring student health and safety, it is recommended that they receive basic training on first aid, mental health triage, and CPR as well.
A key component of the safety and risk management mitigation is the IES requirement of students required to purchase mobile phones within the first week of their stay. Further, through an electronic program, safety and security texts can be sent via the Internet to students in real time in the event of an emergency. Drills are conducted on an ongoing basis to ensure the reliability of this process.

At present, there are four on-call staff members at any time. Although the Committee applauds their desire to remain closely connected to the students, it is recommended that the staff consider taking turns with the on-call responsibility. If an on-call phone is purchased, students, CAs, and IES staff would have one phone number to call to reach the on-call staff member. The Program director should be removed from his on-call status and his phone number removed for the materials the students and their parents receive as a means of shielding him from the basic day-to-day student affairs situations. Instead, he should be considered a point of escalation in the event of a significant emergency situation.

Recommendations
54. Provide all CAs with basic first aid, CPR, and mental health triage training.
55. Develop an on-call staff member schedule and purchase an on-call phone to facilitate this plan.
56. Remove the director’s name from materials so he does not receive phone calls in the middle of the night for benign issues.
Summary of Recommendations

1. Make available a list of outside institution courses that students have taken in previous semesters to help prospective students know what to expect.

2. Remove the director’s personal phone number from the Get Set! Guide.

3. Share the idea of the faculty course fair with other Centers.

4. Consider having students prepare short clips on their favorite features of each course for use in IES Abroad marketing materials.

5. When enrollments allow, divide large classes into two smaller classes and separate students by level of knowledge of the particular subject.

6. Review each course syllabus to ensure that learning outcomes are clearly defined and measureable, either in quantitative or qualitative terms.

7. Provide faculty training as necessary on learning outcomes.

8. If a course is cancelled due to low enrollment but a decision is made to offer an alternative, “Independent Studies” should be renamed “Seminars” unless there is just one student receiving independent instruction.

9. Continue to seek opportunities for students to enroll in the courses within the finest institutions Milan has to offer.

10. Discontinue the practice of patterning the business curriculum on that of one business school, and instead, develop and offer business courses that could be applicable to students at multiple institutions.

11. In order to ease student registration at the Università Bocconi, continue to pursue a more synergistic relationship.

12. With the assistance of IES Chicago, redefine the program’s offerings in marketing materials according to the primary area of study.

13. As enrollment permits, consider adding courses in areas such as futurism, fascism, the history of modern design, and regional architecture to emphasize the theme of “Italy Today.”

14. Work to better differentiate the three Italy programs with respect to prospective student materials, the IES web site, and other marketing documents.

15. Continue to encourage a student-centered classroom rather than a teacher-centered classroom.

16. Encourage warm-up activities at all times to promote participation at the beginning of class.
17. As per a best practice seen in several classes, it is recommended that all instructors place daily goals on the board and give time to students to print the material due for the day by placing homework on Moodle.

18. Encourage students to watch movies outside of class while watching only specific clips during class time, so as to use class time more efficiently.

19. Explore ways to use the classroom space more creatively to encourage more movement during class activities.

20. Promote more writing-intensive short assignments in all language classes and at all levels.

21. Consider organizing a festival at the end of the year with student skits, student performances, and videos that would encourage students’ use of Italian outside the classroom.

22. Organize a professional development day, such as a sharing day once a month in workshop format.

23. Explore ways to assign a language coordinator each year.

24. Review and adjust the promotional materials to ensure that students, parents, and home institutions understand that the internship program is highly selective and a valuable opportunity for student versus a right.

25. Ensure that the needs and past satisfaction of each internship firm are assessed in order to anticipate the requirements of future interns.

26. Continue efforts to identify prospective firms and to make matches based on the students’ major areas of study (business, music, performing arts, fine arts, fashion, languages, social and hard sciences, etc.).

27. Continue efforts to search for U.S. firms doing business in Italy. They should be highly receptive to hosting U.S. students and may be more patient when things do not go according to expectations.

28. Consider including a video overview (with student testimonials) of each placement in order to prepare future internship candidates.

29. Conduct an exit interview with outgoing interns to improve IES marketing and orientation materials. Provide volunteer activities for students who decide early on they may not want a structured internship but yet may want a local organization engagement experience.

30. Carefully monitor the partnership with Cattolica, but begin to consider contingencies and alternative scenarios.

31. Continue to nurture partnerships with other institutions, but weigh returns on investments of staff time against serving only one or two students at a particular institution.
32. Provide students with clear guidance well in advance if they are interested in institutions with complex, expensive, or barely workable (e.g., poor calendar overlap) options.

33. With the assistance of IES Chicago, re-brand a stand-alone music program alongside the program in the humanities and social sciences.

34. Develop and incorporate into the curriculum internships for students in the performing arts as a way of developing their arts management and entrepreneurial skills.

35. Make available to students, music faculty, and music departments a list of potential applied faculty.

36. Consider direct mail materials to the U.S. music departments to promote the Milan program.

37. Develop a grading rubric for applied study in order to better “translate” the grade that a student has earned during the course of their musical study in Milan into the U.S./IES grading scheme.

38. Promote more effectively the IES-sponsored faculty development opportunities, such as research fellowships, participation in faculty seminars, etc.

39. Schedule a regular series of meetings for faculty covering current best practices in language acquisition pedagogy, teaching the American student, current trends in assessment, writing syllabi, student learner outcomes, etc.

40. Continue to offer special sessions with faculty on Moodle and make use of a student Moodle assistant to help faculty move beyond the syllabus to other tools.

41. Encourage the director to delegate more projects to his staff so that he can focus on more strategic and pressing issues.

42. Continue to reach out to advanced students during the pre-departure phase to advise them on their outside enrollment options.

43. Insulate the garden-level classrooms to provide better audio quality.

44. Monitor program growth and needs closely, particularly in the area of Music.

45. Sponsor a student internship to identify all current research options available, and post these on the Moodle page.

46. Consider purchasing a software package that facilitates developing training tutorials.

47. Identify a Pedagogical Champion to work with faculty and recommend best practices in pedagogical strategies to increase teaching effectiveness.
48. Budget permitting, work towards having one CA in each student apartment.

49. Monitor the results of housing students according to language level and determine whether this practice should be continued.

50. Discontinue using Camplus for future semesters but with the option to reconsider if Camplus develops its activities for students.

51. As the demand for homestays is likely to grow, focus on finding additional homestay placements.

52. It is recommended that a TOEFL requirement be developed by IES in association with Cattolica for those English as a second language students coming from Cattolica to take English language courses.

53. Based on possible potential problems with the Cattolica agreement, it is recommended that IES staff begin to search for any other potential provider of a low-cost student health center with English speaking staff.

54. Provide all CAs with basic first aid, CPR, and mental health triage training.

55. Develop an on-call staff member schedule and purchase an on-call phone to facilitate this plan.

56. Remove the director’s name from materials so he does not receive phone calls in the middle of the night for benign issues.
Charges to the Review Committee  
Approved by the IES Abroad Academic Council, October 2011

The following charges are taken directly from the IES Abroad Model Assessment Practice (IES MAP©). Charges highlighted in italics are areas that are of special consideration to the Milan program.

I. Student Learning Environment

A. Pre-departure Information
   1. Information presented to students includes practical information about academic program requirements, living and travel arrangements, safety and health considerations, and expectations about expenses.
   2. IES Abroad information begins to prepare students for the challenge of crossing cultures.

B. On-site Cultural and Academic Orientation
   1. IES Abroad Center conducts an extensive initial orientation program that includes information on gender and race relations in the host country, emergency protocols, health services, safety measures, local laws, independent travel, and skills in intercultural development.
   2. Staff and guest speakers knowledgeable about the local culture conduct the orientation.
   3. 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).
   4. The intensive language program is appropriate for students at all levels of proficiency.

C. Instructional Quality
   1. Faculty are evaluated by student surveys for each course they teach and Center directors review evaluations.
   2. Faculty expectations of student work are rigorous.
   3. Faculty participate in orientation programs on learning styles and expectations of American students and appropriate teaching strategies.
   4. Faculty utilize instructional technology when appropriate in their teaching.
   5. Faculty are encouraged to meet formally and informally to discuss pedagogy, course content, and student progress.
   6. Class experiences make effective use of location through field study and local cultural institutions.

D. Curricular Design
   1. Academic programs are designed in keeping with the character of local academic practice to promote students’ academic cultural integration.
   2. Academic programs are designed to encourage independent learning.
   3. Academic programs are designed to enhance student engagement in the intellectual, political, cultural, and social institutions of the host country.
   4. Course content and curriculum reflect the political, social, and cultural diversity of the host country.
   5. Out of classroom activities are integrated with in-class course work.
   6. Sequence of courses and learning experiences are designed for academic credit at IES Abroad member and affiliate member schools and other U.S. institutions.
7. The curriculum meets the needs and interests of current and potential IES Abroad students.

E. Language Development Opportunities
   1. Language instruction, when appropriate, is integrated into all courses and IES Abroad activities.
   2. In language development courses, students gain a perspective of the host country’s values, history, culture, and current status.
   3. Students are provided out-of-classroom opportunities to develop oral, listening, and writing skills in the language of the host country.
   4. IES Abroad environment strongly encourages use of host country language through a student pledge.
   5. Tutoring and/or other forms of academic assistance are available.

F. Internships
   1. Internships give IES Abroad 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 and local resources.
   3. Internships include an academic component that follows IES Abroad guidelines.
   4. Internships help develop intercultural, cognitive and interpersonal skills.
   5. Internships are conceived as community-based learning and require students to synthesize the practical and theoretical aspects of their work site.
   6. Internship sites meet IES Abroad workplace standards.

G. Field Study and Trips
   1. Field studies reinforce the IES Abroad Academic Center’s academic goals and students’ intercultural development.
   2. Supervised field study is integrated into the academic program.
   3. Staff guides are qualified to lead field trips.
   4. Field trips meet IES Abroad safety standards for supervised travel.
   5. Guided field trips help students take advantage of the region and result in more learning than if students attempt to travel on their own.

H. Engagement in IES Abroad-Sponsored Cultural and Social Activities
   1. The IES Abroad Academic Center organizes activities that facilitate student engagement in the local culture and meet IES Abroad safety standards.

I. Involvement in Other Academic, Political, Economic and Cultural Institutions
   1. Students are given guidance and directions for involvement.
   2. Representatives of local institutions are members of the faculty.
   3. Requirements for minimal student participation are a part of the course work.

J. Re-entry into Home Culture and Home Institution
   1. IES Abroad Center offers reentry programs to students about possible difficulties and learning opportunities related to the re-adjustment to their home campus.
   2. IES Abroad staff encourages students to be ambassadors for the country where they studied.
   3. IES Abroad staff provides an environment for students to reflect on and share the cognitive and intrapersonal aspects of their experience.

II. Student Learning: Assessment and Intercultural Development
A. Intellectual Development
1. Students demonstrate that they have acquired substantial knowledge and understanding of course material in IES Abroad courses and courses at local universities.
2. Students are guided in developing their skills in critical thinking through programmed exposure to political, cultural and social institutions of the host country.
3. Students are guided in developing different learning strategies necessary to integrate into the host academic culture.
4. Students are guided in developing their ability to understand and critique their own value system and ways of knowing that are culturally shaped through programmed contact with a variety of cultural perspectives in the host country.

B. Development of Language and Communication Skills
1. Students systematically report on how and what they have learned about the host country’s language.
2. Students report their interactions with members of the host culture to IES Abroad staff.
3. Students engage in periodic self-evaluation of their communication skills in the language of the host culture during their course of study.
4. IES Abroad sponsors periodic oral proficiency interviews to measure oral skills according to American Council of Teachers of Foreign Languages or similar guidelines.
5. IES Abroad language faculty prepare students at highest language levels for appropriate in-country exams that demonstrate mastery.
6. Affiliate advisors have access to the information gathered by IES Abroad regarding the language assessment studies conducted at certain IES Abroad centers.

C. Cognitive Growth
1. Programmed opportunities for students to analyze their experiences contribute to their cultural learning, specifically, an increased ability to recognize cultural difference.
2. Academic studies, support services, and integrative activities contribute to students’ greater appreciation and respect for persons with differing cultural values.
3. Assessment of students’ cultural learning is used to enhance the curriculum, student services, and integrative activities.

D. Interpersonal Growth
1. On-site orientation and integrative activities are designed to assist students in adapting to the culture of the host country and becoming more comfortable in such interactions with persons of different backgrounds.
2. Integrative activities are designed to assist students in acquiring general adaptive skills that prepare them to live in a variety of foreign cultures.
3. Reports of students’ ability to live comfortably in a different culture are gathered routinely as part of semester-end, general program evaluations.

E. Intrapersonal Growth
1. Curricular and extracurricular activities support students in taking responsibility for their own decisions.
2. Curricular and extracurricular activities support students in gaining a better understanding and acceptance of their unique values and capacities.
3. Curricular and extracurricular activities support students in their personal development.
4. Curricular and extracurricular activities support the development of students’ attitudes and skills that facilitate lifelong learning.

III. Resources for Academic and Student Support

A. Faculty Qualifications
   1. Faculty, including language instructors, have academic credibility and appropriate credentials in their host country.
   2. The scholarly achievements of academic faculty meet local university or equivalent standards.
   3. Academic faculty generally are currently engaged in scholarship.
   4. Faculty are selected to teach IES Abroad courses based on their ability to teach and their commitment to the IES Abroad goals and standards.
   5. Faculty are involved in developing new courses according to the IES Abroad Academic Center’s curriculum design for approval by the Curriculum Committee.
   6. Faculty are sensitive to gender and cultural differences among students.
   7. Professionals who teach a practicum have relevant experience in their field of expertise.

B. Administrative Staff Qualifications
   1. The IES Abroad Academic Center director and staff are collaborative and mutually reinforcing in meeting student needs.
   2. Center director and staff are courteous, sensitive, and accommodating to student needs and demonstrate a commitment to student welfare.
   3. Center director and staff are committed to study abroad and the development of intercultural competence skills.
   4. Center director and staff are interested in and able to work with undergraduates from the U.S. and are committed to IES Abroad goals and standards.
   5. Center director and staff members participate in annual performance evaluations.
   6. Center director has appropriate administrative experience and appropriate academic experience.
   7. Center director has credibility at local universities.
   8. Center director is proficient in the English language and the language of the host country.
   9. Center director has an appropriate knowledge of the academic expectations of American colleges and universities and plans and administers the IES Abroad Academic Center program in that context.
   10. Persons under contract who are responsible for accounting, legal counsel, internship supervision, and/or housing arrangements are qualified to work in the local venue.

C. Academic Advising
   1. The IES Abroad Academic Center advisors to students on course requirements have the necessary academic qualifications.
   2. Advisors to students are knowledgeable about IES Abroad courses and requirements.
3. Advisors to students on university enrollment are knowledgeable about local university rules and requirements and the local academic culture.
4. Advisors are familiar with the IES Abroad Academic Policy Guidelines.
5. Advisors are readily available to students.
6. Center staff are sufficiently knowledgeable about the local academic requirements to appropriately assist students.

D. IES Abroad Academic Center Staff Size
1. The ratio of staff-to-students is in the range of 1 to 20, allowing for economies of scale.
2. The size of the staff is appropriate for the types of programs offered.

E. IES Abroad Academic Center Facilities
1. A private office is available to the IES Abroad Academic Center director and staff for consultation and advising students.
2. Faculty have a desk in a private room for advising students.
3. Students have a place where they can gather and meet informally.
4. Classrooms are adequate for IES Abroad courses.
5. The IES Abroad Academic Center is well located for student access to the local culture.
6. Center follows a written plan for routine, preventative, and deferred maintenance of facilities, equipment, and grounds.
7. Center facilities meet IES Abroad safety standards.
8. Reasonable accommodation will be attempted to meet the needs of students with physical disabilities.

F. Access to Local Educational and Cultural Institutions
1. IES Abroad has written agreements with universities for course enrollment and credit.
2. IES Abroad has agreements (preferably written) with universities for access to sponsored activities and student clubs.
3. IES Abroad has agreements (preferably written) with universities or other agencies for access to sponsored sports activities.
4. IES Abroad provides information regarding cultural opportunities.

G. Research Resources
1. Resource Center contains up-to-date reference books.
2. Students have access to one or more libraries at local universities and relevant research centers.
3. Students are adequately informed and encouraged by IES Abroad to take advantage of research resources available to them.
4. Students have access to specific collections necessary for class assignments.
5. Resource Center hours are convenient for students, within bounds of building security.
6. Books and periodicals are adequate for students to complete the course requirements.

H. Instructional Technology
1. Students have access to computers in a quiet working area.
2. Students have access to e-mail, audio-visual materials, the Internet, databases, and other digital resources.
3. Instructional technology is available for faculty use.
4. Faculty have use of photocopy machine for coursework.
I. Housing and Home Stays
   1. Students have a place to live that meets the IES Abroad standards of safety.
   2. Public transportation is readily available.
   3. Housing arrangements offer the opportunity for international exchange.
   4. Contracts with housing providers adhere to laws of host country.
   5. Housing is well located for student access to local culture.
   6. Housing is evaluated and inspected regularly.
   7. Host families and apartment-mates meet IES Abroad criteria.

J. Student Qualifications
   1. Students have sufficient knowledge of the language of the host country before enrolling.
   2. Students meet minimal GPA as specified by IES Abroad.
   3. Students have sufficient academic preparation at the home institution before enrolling.
   4. Admissions process follows the IES Abroad policy of non-discrimination on the basis of race, sex, sexual orientation, religion, or national and ethnic origin.
   5. Students are in good standing at their home institutions.

K. Health
   1. Students have adequate health insurance.
   2. IES Abroad Center staff provides students with appropriate access to high quality care for accidents, illness and mental health.
   3. IES Abroad Center staff is sufficiently trained to determine when students require professional assistance for mental health issues, drug use and alcohol abuse.
   4. Students with individual health concerns are provided pre-departure guidance and assistance.
   5. IES Abroad Center staff follows IES Abroad guidelines on health.

L. Safety and Risk Management
   1. IES Abroad Center staff enforces IES Abroad Code of Student Responsibility on sexual harassment and all IES Abroad policies.
   2. IES Abroad provides 24/7 coverage at all Centers.
   3. Safety and risk management issues are reviewed and evaluated regularly by appropriate administrative staff and local legal counsel.
   4. 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.
   5. IES Abroad Center administrative and teaching staff members are informed of all safety and emergency procedures.
   6. IES Abroad Center administrative staff members inform students about local safety concerns.
   7. IES Abroad Center administrative and teaching staff members follow IES Abroad safety guidelines and emergency procedures.
   8. Each IES Abroad Center assigns responsibility for safety issues to appropriate staff.