IES Abroad Amsterdam
Program Assessment April 15-21, 2018
August 2018

Dear IES Abroad Colleagues,

The IES Abroad Amsterdam Program Assessment Committee successfully completed the review in a weeklong process, on-site, culminating in this comprehensive report.

Program assessment is a critical activity in that it helps to ensure the highest quality of IES Abroad through such thorough reviews of a given IES Abroad Center’s full operations. As the leading study abroad non-profit organization supported by the contributions of consortium members, the Amsterdam Assessment Committee is extremely satisfied by the results of this report. We feel it accurately reflects the current state of affairs at the Amsterdam Center. This includes our consensus on the overall strength of Amsterdam leadership, staff, and the programs included in our charge. We also firmly believe that the recommendations and observations that we provide can lead to further improvements in the Center. As representatives of the consortium who have a vested interest in IES Abroad, the committee members are extremely grateful for having had the opportunity to contribute to maintaining the highest quality of Center operations and programs.

We found the staff lead by Center Director, Chantal Omloo, to be genuinely committed to program quality and student development and success. Chantal along with her Center colleagues offered a most welcome reception to the committee. They provided information on their areas of responsibility through presentations and dialogue and liberally gave of their time. They arranged an in-depth itinerary that afforded us a holistic view of the work of the Center, arranged observation of local university courses, student housing, excursions, and visits with a number of current students in distinct moments and situations.

Committee members also had occasion to visit a majority of IES Abroad Center courses and speak with all the IES Abroad faculty. They made themselves available on their personal time in order for us to have the opportunity to ask questions and better learn of their courses, academic backgrounds and interests, and experiences with IES.

Finally, the committee would not have been able to complete this report without the adept orchestration of Nicole LeBlanc, Program Dean for Amsterdam. Nicole’s organization and foresight provided the committee with all that we required - exhaustive Center documentation for review in the lead up to our visit and establishment of a clear procedural framework and calendar of assignments.

The Assessment committee submits the attached proposal for your review and consideration.

Sincerely,

[Signature]

Leo Rowland
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IES Abroad Amsterdam Assessment 2018 Executive Summary

This Center Assessment was the first for the IES Abroad Amsterdam location, which first started to offer programs in 2003. The charges to the committee were comprehensive and covered the full breadth of operations in Amsterdam though encompassed only four of the Center’s programs: Social Sciences & Humanities, Psychology and Sciences, Law & Criminology, and Business & Economics, the latter of which is new to Amsterdam as of the Fall 2018 semester. The charges were based on the IES Abroad MAP, submitted to and approved during the Academic Council’s Fall 2017 meeting.

IES Abroad Amsterdam is unique in that it was the first IES Abroad non-English language location where only English-language courses have been offered since it opened. This has provided both opportunities and challenges. One core benefit is that students are able to take a wide variety of English-taught courses in a breadth of disciplines at both the University of Amsterdam (UvA) and the Vrije Universiteit Amsterdam (VU). Yet, as immersion and cultural exploration through language study has not been a program focus, unlike at other IES Abroad non-English language locations, different challenges to cultural learning exist.

The IES Abroad Amsterdam Center was first based at UvA, in rented office and classroom space. Limitations of space in conjunction with a new partnership with VU led to Center relocation. The Center now contains office space, a student lounge and a single classroom. It is a comfortable and open floor plan, well appointed, and provides excellent natural lighting. It is in closer proximity to UvA than the VU, which appears to partly limit visits from students who study at the VU and live in closer proximity to that campus. It also does have limits in disability access as from the entry-level student lounge area there is a short flight of stairs up to office space and a separate short staircase down to the classroom. There is no physical capacity to expand staff or classroom space in what is a growing program.

The select IES Abroad courses are targeted to serve the various Amsterdam programs with a focus on art, psychology, sexuality and gender, and law. A Dutch Language and Culture course has consistently had among the highest enrollment levels of the IES courses. The committee found that the mixed focus on culture vs language might be rectified by developing separate Dutch Culture and Dutch language courses based on the IES Abroad Language MAP principles thereby enriching student cultural knowledge of the city and country through deeper learning in both areas. With higher education in the Netherlands offering increased English language courses across the curriculum, the IES Abroad programs under the committee’s charge offer a tremendous range of courses students can take to satisfy major and minor requirements as well as opt for elective courses of interest. It seems that course opportunities will only continue to grow. The development of the new Business & Economics program reflects this diversification of opportunities. There is ongoing opportunity for creative and strategic program development and growth in Amsterdam as a result.

This benefit of expansive English language courses at UvA and VU also presents one of the Center’s most demanding challenges as host university course selection and registration is a complex task. It requires significant staff time and in a very compressed and early timeframe. The staff has worked admirably in this area and has developed strong relationships with pertinent university officials. One example of this is the development of Track Preference Forms that aid IES Abroad staff in assisting students with the course selection process.

The committee was impressed by the quality of the Center staff as well as their commitment and dedication to student development and support. With Amsterdam program designs where students undertake all or the majority of their coursework at the VU and UvA, and live in one of the three available housing assignments
that are all in closer proximity to the universities than to the IES Abroad Center, providing students with sustained opportunity for culture knowledge, engagement and experience is difficult to accomplish. The absence of language courses and immersion amplifies this challenge. In addition, the difficulty many students have in entering social relationships with local students within their university programs also serves to compound this deficit.

One positive response to this challenge has been the Center’s active engagement in and promotion of CORE activity. The staff also fosters cultural learning and active self-reflection through IES Abroad courses such as Dialogues on Difference, Cross-Culture Psychology, and Dutch Language & Culture. They press students to be pro-active through joining local sports teams or community groups. They also offer IES Abroad-led activities, both curricular and extracurricular, that have proven positive, popular and successful. The committee encourages the staff to continue to search for structural ways to increase participation in the cultural and social life of the city and its citizens.

The committee’s recommendations do not call for major changes and are primarily centered on finding ways to mitigate a number, though not all, of the challenges mentioned in this summary. We ask for the consideration of increased staff and staff training, development of stronger and clarifying pre-departure materials for students and IES Abroad Chicago advisors, more cultural learning through adding targeted Center courses, more frequent and robust staff and faculty training and development opportunities and stronger promotion of IES Abroad peer and staff support for university courses and study skills. We also strongly encourage seeking the benefits from more frequent engagement with regional colleagues for knowledge sharing and training as well as more fluid lines of communication with Chicago to better align objectives, anticipate change, and fill knowledge gaps. Finally, the committee calls for augmenting resources and training for Amsterdam Center staff regarding diversity and mental health issues given the growing challenge of working with an increasingly diverse student body that requires increased support in mental health services.

This report documents the IES Abroad Amsterdam Assessment Committee’s procedures, findings, and recommendations. Appendix A contains the original charges; Appendix B lists the IES Abroad Amsterdam Global Learning Objectives; and Appendix C summarizes the committee’s recommendations.

Review Process

The members of the Assessment Committee received the following materials prior to arrival in Amsterdam:

- Amsterdam Arrival Instructions
- Charges to the Committee
- Amsterdam Committee Biographies
- IES Abroad Assessment Overview Sheet
- IES Abroad Academic Governance System Overview
- IES Family Guide (2017-18)
- IES Student Guide (2017-18)
- Amsterdam Center Staff Resumes and Bios
- Amsterdam CORE materials
- Program End-of-Term Evaluations (Fall 2014 – Spring 2017)
- Amsterdam Program Enrollment Data (by Ethnicity, Gender, Home School, Major/Minor)
- IES Faculty Resumes and Biographies
All information was copied on thumb drives and sent to committee members. We arranged a conference call for committee members in advance of departure to become familiar with one and other as well as discuss pertinent materials and the process of our visit. We also began to consider individual assessment charges, a process finalized with the guidance of the Program Dean.

The schedule for the Assessment Committee was developed to maximize their knowledge about the IES Abroad Amsterdam programs under our charge as well as the IES Abroad Amsterdam staff, community, and extended partners. All IES Abroad Amsterdam staff and faculty were involved in some form. Committee members observed a variety of classes at the VU and UvA and had various meetings with university faculty and staff, visited housing, and experienced excursions commonly offered to students on the programs.

Each assessment committee member had a separate schedule so that all program and operational elements could be observed, visited, or analyzed by one or more committee members. We had frequent visits and meetings throughout the week including daily breakfast planning meetings to review the status of our assessment, to revisit the day’s schedule, and to make any needed adjustments.

The Committee held final discussions to finalize recommendations in order to present to the Center Director. Upon return to the US and into the summer months, committee members clarified a master document with recommendations and expanded on observations through notes they had taken while in Amsterdam.

The Executive Summary does not highlight or re-hash recommendations that we provide in the body of the report other than the brief paragraph above characterizing these recommendations. This is due to the belief that we find all recommendations of strong weight and merit and so find that all should duly be considered for incorporation.
Guidelines for IES Abroad Standard Programs

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.
   3. IES Abroad information articulates program goals for student learning and development in the local setting.

Observations:
The Family Guide, Student Handbook, and Pre-Departure Guide cover all the key pieces of practical information that students will want to know while they are planning for their study abroad experience, with the Pre-Departure Guide offering the highest level of detail. While all the information is there, however, it may be even more helpful with the addition of new materials in strategic locations both about IES Abroad goals for students and about the challenges and opportunities of crossing cultures.

Recommendations:
• Add a student version of the Family Guide section on Crossing Cultures to the Student Handbook and the Pre-Departure Guide.
• Prepare a side-by-side chart that compares Dutch and American norms and expectations for different dimensions of university life and culture: housing, course organization, academic expectations, drop/add periods, transportation, alcohol/drug dependency, gender/sexuality norms, etc. Add this chart as an appendix to the Pre-Departure Guide, Family Guide, and Student Handbook to encourage students to start thinking about these before they arrive.
• Provide a statement of IES Abroad goals at the start of the Family Guide publication.
• Provide a reminder of IES Abroad goals at the start of the Pre-Departure guide.

B. On-site Cultural and Academic Orientation
   1. The IES Abroad Center conducts an extensive initial orientation program on policies and protocols governing academics, emergencies, health and safety, housing, independent travel, and the student code of conduct.
   2. The IES Abroad Center orientation introduces students to the local culture and local laws.
   3. Staff and guest speakers knowledgeable about the locale conduct the orientation.
   4. The IES Abroad Center introduces students to a process for reflecting on their experience abroad through CORE™, Comprehensive Orientation and Re-entry.
   5. The IES Abroad Center addresses diversity issues including gender, race, and religious practice in the host country.
6. Under appropriate supervision, students are given immediate opportunities to explore and function in the local setting (e.g., using local transportation, eating, attending cultural events).

Observations:
IES Abroad Amsterdam plans a full week-end orientation program to cover all the relevant policies and protocols with new IES Abroad students at the start of each semester. Both this orientation and the associated CORE program introduce students to local culture and local laws.
The CORE program itself is very impressive, and the IES Abroad staff have done a great job integrating it into a series of three programs at the beginning, middle, and end of each student’s semester in Amsterdam.
Other orientation activities include a tour of the neighborhood, a canal boat tour of the city, trips to immigration services and city hall, stops at a grocery store and a bank, and an overnight field trip to Rotterdam and Delft.

Recommendations:
• While the inclusion of the special section on diversity in the pre-departure materials, orientation activities, and CORE are beneficial, the committee would like to see the IES Abroad Center mainstream the discussion of diversity issues throughout the pre-departure, CORE, and orientation materials.
• Consider a “training” activity the Center offers that teaches students Amsterdam biking protocol and key safety practices, given the prevalence of biking in the city. This can be one of the first activities offered and can serve to orient students to the city. In order to increase attendance, it should be offered early in the semester and again part-way into the semester. Students who were too busy to participate in the initial training or who decided later that they would like to bike, could then take advantage of this repeat training.

C. Instructional Quality
1. Faculty are committed to student-centered pedagogy.
2. Faculty use the location as a learning resource through experiential learning such as field study and student engagement with the community.
3. Faculty communicate high expectations of student performance through student learning outcomes that are linked to appropriate and rigorous assignments.
4. Faculty use pedagogically sound educational technology both inside and outside the classroom, when appropriate, to enhance student learning.
5. Faculty integrate the classroom and study outside the classroom by effectively employing the IES Abroad learning management system (Moodle).
6. Faculty are evaluated by student surveys for each course they teach and Center directors review evaluations.

Observations:
Assignments are clearly defined and appear to indicate high standards. Course readings draw from a variety of sources including scholarly journals and source documents. This range appears to make the courses accessible to students who are new to the topic while also challenging those who may have already completed foundational work in the field.
Student evaluations are completed for IES courses each semester. The Center director reviews the evaluations and responds to the students’ feedback regarding course quality and relevance.

Center staff have worked with course instructors to develop courses that support students’ experiences in Amsterdam with teaching methods that resemble the practices in small liberal arts colleges in the United States. IES Abroad classes are seminar-size, for example, faculty enhance student learning with power point presentations inside the classroom and Moodle materials outside the classroom, and students often have the opportunity to complete independent class projects on related topics of their own choosing.

Many faculty invite Dutch guest speakers and/or include class, independent, or small-group visits to locations in and around Amsterdam. These activities facilitate students’ recognition of cultural differences and engagement with dimensions of Dutch society in Amsterdam that are relevant to their academic interests.

Recommendations:

- Review and enforce guidelines regarding in-class use of technology, by faculty, within their classes. Review guidelines on disruptive behaviors to discourage secondary conversations and behaviors that direct energy away from the class (e.g. eating in class, checking email and Facebook, texting, etc).
  - Course instructors might consider walking around the room in order to make classes more engaging and as a way to reduce distracting use of media.
  - Course instructors should pay closer attention to the dynamics in the classroom – and whenever possible encourage student interaction. More group assignments and more purposeful pairing between students could engender a more energetic and productive class dynamic.
  - Whenever discussing data - distribute handouts with accompanying data so that students can process information – or make this information available online before class so that a student can access this information.

- Encourage faculty development. The center can provide books on effective teaching – such as What the Best College Teachers Do, by Ken Bain, and Make It Stick: The Science of Successful Learning, by Peter C. Brown, Henry L. Roediger III, and Mark A. McDaniel (Harvard, 2014).

- Consider having faculty sit in on each other’s classes to share ideas about how to improve their teaching.

- Consider increasing the number of required faculty meetings so that instructors can use these opportunities to check in, share information about pedagogy and discuss what techniques work in their classrooms.

- Given the effectiveness of guest speakers and site visits in connecting students to Dutch culture and society, the Committee recommends enhanced focus on this dimension of courses. Such activities optimize the unique opportunities for intellectual growth in studying particular subjects in Amsterdam. Site visits in particular might be an effective way to awaken curiosity and build confidence for independent discovery among students who need additional support in these areas.

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. Curriculum and co-curriculum are integrated to reflect the Center’s mission and goals for student learning and development.

5. Curriculum and course content reflect the political, social, and cultural diversity of the host country.

6. The curriculum identifies research opportunities in the community.

7. Sequence of courses and learning experiences are designed for academic credit principally at the undergraduate level in the U.S., with potential application to institutions of higher education abroad and at the graduate level.

8. Courses use discipline-specific methodology at the appropriate level.

Observations:
The curriculum and co-curriculum do an excellent job of supporting students and encouraging their understanding of cultural differences. IES Abroad courses consistently focus on topics that relate to the Dutch context: Dutch Art, Gender and Sexuality in Amsterdam, Dialogues on Difference, Cross-Cultural Psychology, Studio Art in Amsterdam, Comparative Law and Society. Many IES courses also offer sustained attention to questions of diversity in gender, sexuality, race, and socioeconomic circumstances. Many students seem to flourish with little or no support from the Center once they settle in to their programs. For students who need more help embracing the opportunities in Amsterdam, transitional steps that encourage independent discovery might be built into the curriculum as described above in Section C/Instructional Quality.

Recommendations:
• Extend existing efforts to mainstream issues of diversity across the curriculum.
• Consider adding more academic content to process oriented courses.
• Expand course offerings to complement existing courses with the opportunity to pursue topics not already offered at Dutch universities. Some examples of these courses can include
  • Americans in the Netherlands
  • Site specific courses – such as one on waterways, architecture, or mass transit
  • A survival crash course in Dutch
  • A course on the history of the Netherlands, including colonial and postcolonial history
  • Café culture in the Netherlands
  • Cultural Trauma – especially since the psychology classes at the VU are more biologically oriented, students appear more interested in more culturally and clinically oriented courses
  • Global Health - this course could serve as a bridge for those interested in the both social sciences and the natural sciences

E. Language Development Opportunities
1. Course content, textbooks, materials, and goals for student learning correspond to the IES Abroad language development standards.

2. Language classes articulate goals to advance students’ oral, listening, reading, and writing skills at the appropriate level.
3. In language courses, students gain a perspective of the host country’s values, history, culture, and contemporary issues.
4. Language instruction, when appropriate, is integrated into all courses and co-curricular activities.
5. Students are provided out-of-classroom opportunities to develop oral, listening, reading, and writing skills.
6. The IES Abroad Center environment strongly encourages use of host country language through a student pledge.
7. Tutoring and/or other forms of academic assistance are available to students.

**Observations:**
Every IES Abroad student in Amsterdam must register for at least one course at the VU or the UvA, but it is not always easy for them to meet and make friends with their new Dutch classmates.

**Recommendations:**
• **Pursue more structural ways to reinforce contact with local people and culture, such as hosting IES Abroad-sponsored buddy events at the IES Center.**
• **Consider dividing the existing Dutch Language and Culture Course into two separate courses:**
  • A Dutch Culture and Society course would provide an in-depth look at aspects of Dutch culture and society. It could be experiential in design, balancing class activities and field outings to social and cultural institutions. A synthesis of academic and experiential frameworks would enhance students’ learning about the city and the country and fully develop the potential of study abroad in undergraduate education.
  • A Dutch Language Course could be designed for more rigorous study of the Dutch language on the MAP Language principals and immersion in Dutch only.
  • Additionally, consider developing a Dutch Language Crash course for all students - potentially during orientation - with a total of 6 to 10 hours of course time. A basic introduction to Dutch that orients students to the structure and sounds of the language and equips them with common words and expressions could build interest and confidence in further study and/or ambient learning.

F. Internships, Field Placements, and Community-Based Learning

NA

G. Field Study and Trips
1. Field studies and field trips reinforce the IES Abroad Center’s goals for student learning and intercultural development.
2. Supervised field study and field trips are integrated into the academic program.
3. Qualified guides lead field trips.
4. Field study and field trips meet IES Abroad’s standards of safety and risk management.
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.
**Observations:**
IES courses regularly engage students in the community through class field trips and/or independent study projects that require community engagement. Recent field trip locations, for example, have included everything from local art museums to local agencies for homelessness, drug rehabilitation, and other social issues.
The IES Abroad Center also offers over half a dozen different free-standing field trips over the course of the semester to familiarize students with different areas of the Netherlands, different periods of Dutch history, and different aspects of Dutch culture: everything from sporting events to classical music concerts to out-of-town trips to cities and regions with special historical and architectural interest.

**Recommendations:**
• *Faculty should help students prepare for site visits that deal with particularly difficult and sensitive topics – and allow time for debriefing afterwards.*

**H. Engagement in IES Abroad-Sponsored Cultural and Social Activities**
1. The IES Abroad Center organizes activities that facilitate student engagement in the local culture.
2. The IES Abroad Center conducts CORE™, Comprehensive Orientation and Re-entry, to guide students’ progress toward personal goals for cultural immersion and intercultural learning.

**No Recommendations**

**I. Involvement in Other Academic, Political, Economic and Cultural Institutions**
1. The IES Abroad Center offers guidance to students on local opportunities.
2. Representatives of local institutions are members of the faculty.
3. Requirements for minimal student participation are a part of the course work.

**Observations:**
The IES Abroad staff are encouraging and very available to students in helping students to connect to Dutch people through cultural and community activities. The staff advise students that studying abroad in a direct enrollment program does not automatically lead to engagement with Dutch students in order to help students to set realistic expectations for their semester abroad. The staff works individually with students to identify activities that they might pursue during their time in Amsterdam on the basis of their interests and affiliations (e.g. sports clubs, political organizations). The care and consideration of students’ needs that the Amsterdam staff directs toward this issue is impressive. Students are often hesitant to heed the staff’s advice and end up frustrated with the consequences of their own lack of initiative.

**No Recommendations**

**J. Re-entry into Home Culture and Home Institution**
1. The IES Abroad Center offers a reentry program to students related to the re-adjustment to their home campus.
2. Students are able to identify academic, career, and personal skills gained in studying abroad through CORE™ re-entry programming.
3. The IES Abroad Center informs students about opportunities to return to the host country, post-graduation.

Observations:
Students appear to be making progress with regards to personal and cultural skill development.

Recommendations:
- Update the re-entry video. This video was created in 2010 and past students have remarked that the video seemed dated. Students have reported that the existing videos could be more helpful for those who are engaged in a language immersion program.
- Tailor several versions of the video for specific programming. For example, one for direct enrollment programs, one for programs that are primarily conducted in English. Endeavor to make the re-entry videos site-specific and tailored to the experiences of students in those specific locations.

II. Student Learning; Assessment and Intercultural Development

A. Intellectual Development
1. Students demonstrate that they have met learning outcomes in IES courses.
2. Students develop their skills in critical thinking through reflection and research.
3. Students develop different learning strategies necessary to integrate into the academic culture at local universities.
4. Students develop their ability to understand and critique a variety of perspectives.

Recommendations:
- Review course evaluations more systematically
- Consider adding a mid-semester check in to measure degree of intellectual challenge and identify hidden problems
- Consider computer free classrooms to heighten student attention, interaction and critical engagement with the material.

B. Development of Language and Communication Skills
1. Language instruction follows the guidelines of the IES Abroad MAP for Language and Intercultural Communication.
2. Students are engaged in setting goals for their language learning.
3. IES Abroad sponsors appropriate tests of students’ language skills to document their achievement.
4. IES Abroad language faculty prepare students at highest language levels for appropriate in-country exams that demonstrate mastery.

Recommendations:
- Guide instructors to spend more deliberate time explaining incorrect answers so that students can learn from mistakes on assignments
- Whenever possible, the use of English in the language course classroom should be kept to a minimum so that students can have the most immersive language experience possible.
C. Cognitive Growth
1. Structured opportunities for students to analyze and reflect on their experiences contribute to their awareness of cultural difference.
2. Academic studies, support services, and integrative activities contribute to students’ communication skills across cultures.
3. Assessment of students’ cultural learning is used to enhance the curriculum and co-curriculum.

Recommendations:
• Consider adding more sections to CORE about the impact of study abroad on post-college career plans, to help students conceptualize how study abroad has advanced their skills and capabilities and how it might contribute to their post-college career plans
• Consider surveying IES students to see what types of cultural learning experiences they would like to see in the IES programming to foster cognitive growth.

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 in becoming more comfortable in interacting with persons of different cultural backgrounds.
2. Integrative activities are designed to assist students in acquiring general adaptive skills that prepare them to live in a different culture.
3. Students are offered opportunities to explore their leadership potential in the IES Abroad community.
4. Students’ self-reports on their intercultural development are gathered in end-of-term student evaluations.

Recommendations:
• Integrate research on best practices for intercultural and interpersonal growth into CORE programming. In particular, students should be exposed to the research on how temperament and language anxiety can affect intercultural adjustment and satisfaction.
• Help students make realistic goals for their experience abroad and provide more opportunities for check-ins. In particular, help students understand that complete fluency in either Dutch language and Dutch culture will most likely not occur in the brief four months that they are in the Netherlands – but that instead they can make active efforts to learn and practice more survival Dutch.
• In order to encourage students to use the IES Abroad Amsterdam Center even more as a space for relaxation, recreation, and community building, consider having games and puzzles available for students in the main lounge. Can also get beanbag chairs for students to lounge at the site. There may even be a game night where students come to share snacks and play games at the site. The Center also can provide cultural resources (i.e. books) and support for students (i.e. staff, peers) who might want or need these features.
• Consider having a bulletin board where students can post their pics – or have a book made of their photos (e.g. chatbook).
E. Intrapersonal Growth
   1. Curricular and co-curricular activities support students in taking responsibility for their own decisions.
   2. Curricular and co-curricular activities support students in gaining a better understanding of their values and beliefs.
   3. Curricular and co-curricular activities support students in developing self-awareness in a cultural context.

Observations:
The IES Abroad curriculum and CORE exercises effectively promote student reflection on their intercultural development and provide students with practical experiences that can support their academic work. The curricular and co-curricular activities provide information and foster intellectual and emotional reflection that empower students to take responsibility for behavioral choices that align with their goals while they are in Amsterdam. The various dimensions of the program appear to work synergistically to cultivate students’ awareness of their attitudes and beliefs as well as to observe themselves as they change and how those changes impact their relationships with their peers and their academic work. One semester is a relatively short time for students to experience and develop through cultural immersion. The staff are thoughtful about seeking ways to encourage student involvement in Dutch culture and encourage their development within the window available to the students (such as clubs and sports teams). However, students’ adjustment to their new surroundings and the different academic culture appear to consume much of their energy at the time when they might be joining clubs and sports teams. As students get situated in new network of friendships, the ease of connecting to American IES Abroad students seems to set habits that are contrary to the potential goal of connections in the Netherlands. Students’ efforts to make connections with aspects of the university community or people and institutions in Amsterdam before their arrival might support their intentions to do so, if such connections are part of their goals for the program.

No Recommendations

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, their disciplinary expertise, and their commitment to the IES Abroad goals and standards.
   5. Faculty are involved in developing new courses according to the IES Abroad Center’s curriculum design for approval by the Curriculum Committee.
   6. Faculty are sensitive to gender and cultural differences among students.
   7. New faculty participate in an IES Abroad Orientation and existing faculty participate in IES Abroad training on teaching strategies, innovations, and program learning goals.
   8. Professionals who teach a practicum have relevant experience in their field of expertise.
9. Faculty are evaluated by student surveys for each course they teach and Center Director or Academic Director reviews evaluations.

**Observations:**
IES Abroad Center staff choose IES Abroad faculty in consultation with qualified Amsterdam university faculty. They place a premium on the selection of faculty members who are not only academically qualified but also especially likely to work well with international students in the IES setting.
IES Abroad Center Director generally proposes new courses in consultation with Program Dean and seeks faculty to teach them based on experienced insights into what IES Abroad students might find especially interesting or important. IES Abroad faculty also sometimes propose new courses based on their experience of working with IES Abroad students in existing classes. All courses go to the IES Abroad Curriculum Committee for approval.

**Recommendations:**
- Ensure faculty experience and training is suitable to courses they will teach.
- Create more opportunities for faculty development— instructors would benefit particularly from training regarding how to translate their life experiences to the classroom.

B. Administrative Staff Qualifications
1. The IES Abroad 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 knowledge and 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 represents the IES Abroad mission and student interests creditably 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 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.
11. Center Director and staff participate in training and development sponsored by IES Abroad to assist students in their overall success in IES Abroad programs.

**Recommendations:**
- Leverage in-person training opportunities provided in Chicago or at other Centers, and advocate for targeted trainings where most needed, as a way both to build staff capacity and to continuously build relationships between the Amsterdam Center, Chicago staff, and colleagues at other Centers.
• **Provide new training and resources in the areas of mental health and diversity and inclusion to Center support staff. These are increasingly important aspects of study abroad work that take knowledge, training, and great skill to navigate successfully. The Amsterdam Center is in need of support in this area.**

• **Consider how to augment staff hours during peak periods related to enrollment and registration, as this is a complex task that happens in a compressed timeframe and places a considerable burden on the Center staff.**

C. **Academic Advising**

1. The IES Abroad Center advisors have the necessary training to assist students with registration requirements.
2. Advisors are knowledgeable about IES Abroad courses and requirements.
3. Advisors are knowledgeable about local university rules and requirements and the local academic culture to assist students.
4. Advisors follow the IES Abroad Academic Policy Guidelines.
5. Advisors are readily available to students.

**Observations:**
The IES Abroad staff have excellent knowledge of the programs and complicated scheduling process in all programs. The advisors understand the expectations of students’ home universities and students’ different needs with regard to achievement in their courses. The advisors are effective advocates for the students and support students’ navigation of their universities in Amsterdam in multiple ways, including by providing them with emotional support, facilitating exam retakes and helping students find tutors. The advisors also help to keep students on track throughout the program with periodic check-ins and provide additional support to help students manage the stress of high stakes exams. The quality and style of courses at the UvA and VU varied considerably, with some courses matching the teaching style and assignment distribution of American universities and others following the more traditional Dutch style of a few high stakes assignments.

**Recommendations:**
• **Provide access to a website with evaluations of UvA and VU courses which would help students better navigate course options best supporting their choice of courses and that are compatible with their needs.**
• **Seek to make a selection of syllabi and feedback from previous students available to students at a reasonably early pre-departure stage.**

D. **IES Abroad Academic Center Staff Size**

1. The size of the staff is appropriate for the types of programs offered (e.g., internships, mobile learning).

**Observations:**
They are a talented and committed group of people who appear to be at the limit of their capacity to respond to the growth of the program and increasingly particularized student needs.
Recommendations:
• Addition to the staff would allow for advanced planning and organization/reorganization of staff responsibilities, provide time for training requirements for any shifts in work assignments, as well as best prioritization of resources against multiple needs of a growing program.

E. IES Abroad Center Facilities
1. A private office is available to the IES Abroad Center Director and staff for consultation and advising students.
2. Faculty have access to 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 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 is attempted to meet the needs of students with learning and physical disabilities.
9. IES Abroad Center facilities are operated according to environmentally responsible and sustainable practices.

Recommendations:
• Reconfigure office space to provide full privacy for student to staff/faculty interactions that might be sensitive in nature. Perhaps curtains or a movable partition could be added to either the Center Director’s office or the shared staff office (where currently all the walls are made of transparent glass) to provide this privacy.
• Seek to relocate a new Center, in the event of a move, to an area of Amsterdam equidistant from the VU and UvA and in a space that eliminates the physical disability access problem in the current center. Ideally, any new space would also accommodate an expansion of office staff.

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

No Recommendations

G. Research and Learning Resources
1. Resource Center contains up-to-date references.
2. Students have access to one or more libraries at local universities and relevant research centers.
3. Students have access to specific collections including on-line and digital resources, and audio and video materials to complete class assignments.
4. Students are adequately informed and encouraged by IES Abroad to take advantage of research resources available to them.
5. Resource Center hours are convenient for students, within bounds of building security.
6. Students have access to a reliable high-speed Internet network and a comfortable and a quiet area in which to work.
7. Learning resources are made available to students according to best practices in sustainability.

**Observations:**
The Center provides students with printing support, Wi-Fi and space to work, all of which appears to be appreciated by students. Tours of each university are scheduled during orientation, including library spaces. The Center staff reinforce the information shared early in the semester via reminders as needed.

**No Recommendations**

H. Housing
1. Students have a place to live that meets the IES Abroad standards of health and safety.
2. Public transportation is readily available near the housing unit.
3. Housing arrangements are based on the opportunity for a high level of interaction with the host culture.
4. Contracts with housing providers adhere to laws of host country.
5. Housing is well located for student access to local culture.
6. Housing provides students with sleep and study space.
7. Housing is evaluated and inspected regularly.
8. Roommates meet IES Abroad criteria
9. IES Abroad staff are trained to manage conflicts between a student and roommate or student residence manager that may arise.
10. IES Abroad staff educate students on energy conservations methods in their housing unit.

**Observations:**
The student housing is safe, attractive, well maintained and accessible to the students’ campuses. Students’ living spaces include full kitchens and are well furnished. All three housing centers are in close proximity to medical and dental services, grocery stores, pharmacies and public transportation. Additionally, all of the buildings are equipped with bike storage, laundry facilities and gathering spaces.

The different housing locations provide students with different kinds of opportunities for social interaction and access to local culture. Funenpark is located within a residential complex and surrounded by a park where students share space with permanent residents of Amsterdam. The Boolelan provides students with fewer opportunities to observe and interact with people of various ages and pursuits but it has the benefit of proximity to the university. The Boolelan also provides students with private space within small communities of international students. Similarly, The Student Hotel provides students with a balance between private space and communal engagement with other IES Abroad students. The additional amenities of The Student Hotel avails students of broader opportunities to connect with students outside of IES and with nonstudents. Since this location houses predominantly international students, the location does not facilitate
relationships with Dutch students. Nonetheless, the students living in The Student Hotel appear to enjoy it and appreciate the opportunities that it does provide for personal development and social interaction.

No Recommendations

I. Student Qualifications
   1. Students meet minimum GPA and student conduct requirements as specified by IES Abroad.
   2. Students meet requirements for academic standing as specified by certain IES Abroad programs.
   3. Admissions process follows the IES Abroad policy of non-discrimination on the basis of race, sex, sexual orientation, religion, or national and ethnic origin.

   Observations:
   Students are screened by their home universities and by IES to ensure that they meet the host university requirements.

No Recommendations

J. Health
   1. Students have appropriate health insurance for the country in which they are studying.
   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. Center staff follows IES Abroad and in-country guidelines on providing assistance to student health issues.

   Observations:
   The Center staff has done excellent work with limited resources and increasing demand for health and mental health related support. The staff is caring and committed, as well as knowledgeable about the differences between mental health treatment and support in the United States and the Netherlands and the kinds of challenges students will face in the context of those differences. They are pro-active in communicating with students and developing strategies to ensure students’ well being while studying in Amsterdam. The staff’s efforts in this regard are often hampered by late medical form submission deadlines and delayed or non-disclosure of students’ needs in advance of their arrival because of the time lag in scheduling appointments. The Center has relationships with medical and mental health practitioners to work around these problems. However, due to the general scarcity of such services relative to demand in the Netherlands late notification or non-disclosure of pre-existing problems can significantly impact students’ access to support.
Recommendations:
- Seek to develop a process through which the Center would receive students’ medical forms earlier in order to provide students with the best access to medical care. The deadline for submission of medical records should be moved up and a process of incentives/penalties should be established to promote student compliance.
- IES Abroad should ensure flyers about issues and resources related to mental health and studying abroad are made clearly available to all students.
- Provide staff with more training on mental health issues in light of increasing mental health issues on campus. Specifically, while the staff is NOT encouraged to engage in counseling, staff members should be provided with more training so that they can help steer students in the appropriate direction when needed.
- Provide greater staff training regarding how to deal with troubled students, with an emphasis on the multiple dimensions of crisis management, including the staff members’ legal responsibilities during times of crisis.
- Emphasize, to a greater degree, questions of prevention and overall wellness. The Center is a very beautiful and welcoming environment. It could be used to do more programming around wellness (e.g. having yoga and/or meditation sessions throughout the semester).

K. Safety and Risk Management
1. Center staff enforces IES Abroad Code of Student Responsibility
2. An IES Abroad Harassment Policy exists for students, faculty, and staff and all parties are educated on the policy.
3. IES Abroad provides 24-hour response coverage to crises at all Centers when programs are in session.
4. Safety and risk management issues are reviewed and evaluated regularly by appropriate administrative staff and local legal counsel.
5. 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.
6. IES Abroad Center administrative and teaching staff members are informed of safety and emergency procedures.
7. IES Abroad Center administrative staff members inform students about local safety concerns.
8. Center administrative and teaching staff members follow IES Abroad safety guidelines and emergency procedures.
9. Each IES Abroad Center assigns responsibility for safety issues to appropriate staff.

Recommendations:
- Discuss and role-play with students appropriate procedures regarding natural disasters.
- Incentivize students to enroll in Trip Tracker for all travel away from the Center.
- Spend some internal time on staff training and development – apart from students – such as in the form of a retreat. During these particular times, though the staff are well versed in emergency procedures, they can enact “real life” scenarios and discuss how they would (and should) respond to student crises. These types of trainings
should be run by a psychologist (ideally a forensic psychologist) who can inform the staff of the dos/don’ts in dealing with these issues.

- Rotate IES Abroad staff, in an effort to be available, by taking turns in keeping the office open. Whenever possible, the site should be staffed by more than one person as this protects both the IES Abroad Center and the students.
- Consider installing emergency call buttons [i.e. a panic button] at the site in case an emergency should arise.

IV. Program Administration and Development

A. Quality of Communications
1. IES Abroad Chicago Office and Center staff share timely information on resource demands and allocation.
2. IES Abroad Chicago Office facilitates interaction and sharing of information among the Centers.
3. IES Abroad Center Director and Chicago Office collaborate on reaching timely decisions regarding staff and faculty employment.
4. Both IES Abroad Chicago and Center staff participate in short- and long-term planning.

Recommendations:
- Advocate to Chicago HQ’s via the Amsterdam Program Dean for a variety of requests the Center Director deems important including but not limited to such areas as Center resource needs, specific training requests, timely clarification of Chicago initiatives and planning decisions, and professional development opportunities.

Guidelines for IES Abroad Direct Enrollment Programs

I. Host Country Standards and Practice for Higher Education

A. Educational Status
1. The University offers degrees recognized by the appropriate accreditation body for institutions of higher education in the host country.
2. A non-degree granting institution in a specialized field such as the arts or language is ranked by experts in the field as offering a high level of education on the basis of students, faculty, curriculum, and resources.

No Recommendations

B. Academic and Student Life Policies
1. The University publishes written policies for its application process and notification of admissions decisions, or those policies are specified in a written agreement with IES.
2. The school or University publishes written policies related to matriculation, including course registration, course availability, and credit transfer for international students, or those policies are specified in a written agreement with IES.
3. The school or University publishes its grading scale, or specifies the grading scale in a written agreement with IES.
4. The school or university follows a fair and consistently-applied procedure to meet the needs of students with learning disabilities, according to appropriate host country practice.
5. The school has clear student life policies that are congruent with IES Abroad student life policies.

Recommendations:
• Given the challenging aspect of direct enrollment university policies and procedures in Amsterdam, provide IES Abroad Chicago staff with timely information about any future changes in order to provide awareness for study abroad offices and students about these very challenges in order to anticipate and successfully prepare for them.

II. Student Learning Environment

A. Pre-departure Information
1. The university cooperates with IES Abroad in application, admissions, registration, housing, and other processes in a timely fashion.
2. The university facilitates students’ visa applications with confirmation of enrollment, as applicable for international students.
3. IES Abroad information begins to prepare students for the challenge of crossing cultures.

Recommendations:
• Given that it is unlikely that the partner universities will change their schedules to accommodate IES Abroad, review workloads to ensure adequate staffing support for peak enrollment times. The staff clearly work as hard as they can to advise students through the registration process in the short window of time that VU and UvA deadlines allow.

B. On-site Cultural and Academic Orientation
1. IES Abroad staff in conjunction with the University 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 and academic culture.
2. IES Abroad staff in conjunction with the University prepares students for academic success through academic advising, assistance with registration, orientation to library services, and information on university culture.
3. Staff and guest speakers knowledgeable about the local culture and university procedures participate in the IES Abroad orientation.
4. Information presented to students includes practical information about academic program requirements, living and travel arrangements, safety and health considerations, and expectations about expenses.
5. IES Abroad staff introduces students to a process for reflecting on their experience abroad through CORE, Comprehensive Orientation and Re-entry.

No Recommendations

C. Instructional Quality
1. The University meets the best practices of pedagogical practice at the location.
Observations:
The course instruction at the university partners was of very high quality and it was clear that students were exposed to the latest developments in research. However, there were issues in class delivery that could be addressed to increase greater comprehension and engagement. While IES Abroad has no control over these issues, the staff can expand support services for students in the partner university courses.

Recommendations:
• Encourage IES Abroad students to meet after class with each other or with other students to summarize the main points of the class discussion. Share information on study groups. Expand sessions on test-taking, report writing, and study skills for students over the term.
• Work with IES Abroad students to improve their note taking skills.

D. Curricular Design and International Students
1. IES Abroad students are enrolled in courses at the appropriate level that count toward an undergraduate degree at a degree-granting institution or in courses that advance the student’s mastery of the subject at a non-degree granting institution in the arts or language, viz. IA2.
2. Undergraduate courses are open to qualified IES Abroad students and there are normally sufficient places in classes in which IES Abroad students are interested.

Observations:
IES Abroad does an exemplary job working with the university sites to support students in the context of the constraints of university policies. Pre-advising is a particularly important component of correct placement for courses at the VU, which does not have a drop-add period during which a student can remedy an overly challenging or otherwise inappropriate placement.

No Recommendations

E. Field Trips
1. The school or university follows its own guidelines with regard to qualifications for staff guides and safety.

Recommendations:
• Undertake an annual review, carried out by IES Abroad staff, of their partner institutions’ safety guidelines for field trips and field trip staff.

F. Engagement in Cultural and Social Activities
1. Cultural and social activities organized by the University follow University and IES safety and risk management guidelines.
2. University activities are open to and welcome IES Abroad students.
3. IES Abroad staff conducts CORE, Comprehensive Orientation and Re-entry, to guide students’ progress toward personal goals for cultural immersion and intercultural learning.

No Recommendations
III. Student Learning Assessment and Intercultural Development

A. Intellectual Development

1. Students demonstrate that they have acquired substantial knowledge and understanding of course material in courses according to standard evaluation methods of host University.
2. Students develop different learning strategies necessary to integrate into the host academic culture.
3. Students develop their ability to understand and critique a variety of perspectives.

Observations:
The teaching and assessment styles in course at partner universities varies considerably. Some courses resemble courses taught at liberal arts colleges in the United States, with a high level of active learning and multiple, varied assessments. Others follow the traditional Dutch style of lecture with one or two, high stakes assessments. This variation is beyond IES Abroad control so the best that IES Abroad can do is support students for whom the traditional Dutch pedagogy is challenging. The Amsterdam Center staff provide this support in multiple ways, including orientation and continual reminders/discussions about the differences in Dutch grading standards, advice about self-pacing and stress management, and help in accessing learning support. The staff also helps students to recognize that the cultural difference in education is an important part of the cross cultural experience of studying abroad and find ways to grow personally through the challenges the differences present.

The partner universities for the Amsterdam program, the VU and UvA, each feature international education as part of their strategic plans. They express a commitment to international engagement in their classes and an interest in pedagogical practices that make that ideal a reality. Both universities appear to regard IES Abroad Amsterdam as a valuable partner in this mission. The Amsterdam Center’s close work with the International Student offices at both universities appears to be an effective channel to advocate for IES Abroad students and advise the partner universities regarding how to set their international students up for success in their programs.

Recommendations:
• More and deliberate focus should be put on pushing students to actively engage more in the course content. This could be done by encouraging and expecting students to take more ownership of the material.
• Consider offering workshops on special study skills that will help students make the transition from American classroom and homework expectations to Dutch classroom and homework expectations.

B. Cognitive Growth

1. IES Abroad support services contribute to students’ cultural learning.
2. Assessment of students’ cultural learning is used to enhance IES Abroad programming.

No Recommendations

C. Interpersonal Growth

1. IES Abroad staff assist students in adapting to the culture of the host country.
2. Students’ self-reports on their social and intercultural development are gathered in end-of-
term student evaluations.

**No Recommendations**

D. Intrapersonal Growth

1. IES Abroad supports students in taking responsibility for their own decisions.
2. IES Abroad supports students in gaining a better understanding of their values and beliefs.
3. IES Abroad supports students in developing self-awareness in a cultural context.

**Observations:**
Students have opportunities for intercultural development within the host universities through group projects and in class dialogue. Students have the opportunity for intercultural development through clubs and particularly for intercultural development with the community of international students through ISN and ESN. The Center Staff does an excellent job of highlighting opportunities for students and encouraging them to pursue those opportunities.

**No Recommendations**

IV. Resources for Academic and Student Support

A. Administrative Staff

1. IES Abroad staff is defined as that person or persons who are employed by IES or are contracted representatives of the University.
2. IES Abroad staff is collaborative and mutually reinforcing in meeting student needs.
3. IES Abroad staff is courteous, sensitive, and accommodating to student needs and demonstrate a commitment to student welfare.
4. IES Abroad staff is committed to study abroad and the development of intercultural competence skills.
5. IES Abroad staff is interested in and able to work with undergraduates from the U.S. and are committed to IES goals and standards.
6. IES Abroad staff participates in annual performance evaluations.
7. IES Abroad staff has appropriate administrative experience and appropriate academic experience.
8. IES Abroad staff represents the IES Abroad mission and student interests creditably at local universities.
9. IES Abroad staff is proficient in the English language and the language of the host country.
10. IES Abroad staff has an appropriate knowledge of the academic expectations of American colleges and universities and plans and administers the IES Abroad program in that context.
11. Persons under contract who are responsible for accounting, legal counsel, internship supervision, and/or housing arrangements are qualified to work in the local venue.

**Observations:**
The administrative staff negotiates the registration process with the host university and supports student integration into the campus through tours, including showing them where to find their classes. The administrative staff appears to work closely and effectively with the host universities. Students recognize the staff as a resource for
managing conflicts with the university and helping them to manage their academic needs.

No Recommendations

B. Academic Advising
1. IES Abroad staff advisors on University enrollment inform students about University rules and requirements and the local academic culture.
2. IES Abroad staff advisors are readily available to students.
3. IES Abroad staff advisors direct students to enroll in courses at the appropriate level.
4. IES Abroad staff facilitates the translation of academic credit for courses.

No Recommendations

C. IES Abroad and University Facilities
1. Meeting space is available to the IES Abroad staff for consultation and advising students.
2. Reasonable accommodation will be attempted to meet the needs of students with learning and physical disabilities.

No Recommendations

D. Access to Local Educational and Cultural Institutions
1. IES Abroad has written agreements with the University for course enrollment and credit.
2. IES Abroad has agreements (preferably written) with the University for access to sponsored activities and student clubs.
3. IES Abroad has agreements (preferably written) with the University or other agencies for access to sponsored sports activities.

No Recommendations

E. Research and Library Facilities
1. IES Abroad facilitates student access to the University library or other collections in order to complete coursework.
2. IES Abroad advises students in advance of University policy regarding access to laboratories to conduct research related to coursework.

Recommendations:
• Remind students of library training opportunities – encourage them to visit with a librarian during their first month on campus to help them with their end of term papers.
• Remind students that they may reserve rooms in the library and that they may download an app that will let them know how busy the library will be ahead of time.
• Inquire whether students from UVA or VU have borrowing privileges at each other’s universities as well as the public library.
• Remind students about their IES-provided access to EBSCO.

F. Instructional Technology
1. IES Abroad students have the same access to computers, e-mail, audio-visual material, the Internet, databases, and other digital resources as resident students.

No Recommendations

G. Student Housing
1. IES Abroad facilitates the process of locating housing for students.
2. Students have a place to live that meets the University and IES Abroad standards of health and safety.
3. Contracts with housing providers adhere to laws of host country.

No Recommendations

H. IES Abroad Student Qualifications
1. Students meet GPA requirement as specified by IES Abroad and the University.
2. Students meet prerequisites as specified by the University.
3. Admissions process follows the IES Abroad policy of non-discrimination on the basis of race, sex, sexual orientation, religion, or national and ethnic origin.
4. Students’ disciplinary records have been reviewed and approved for study abroad by appropriate officers as specified in a written agreement with IES Abroad.

No Recommendations

I. Health
1. IES Abroad students have comparable access to health care for accidents, illness and mental health as resident students.

No Recommendations

J. Safety and Risk Management
1. University and IES Abroad staff inform students about local safety concerns.
2. IES Abroad staff follows University and IES safety guidelines and emergency procedures.
3. University is in a safe location and student safety on the campus is protected.
4. University is prepared for potential natural disasters.
5. University has fire prevention standards that meet IES guidelines.

Recommendations:
• Collaborate with the universities to develop and finalize their natural disaster plans.

K. Student Behavior
1. University cooperates with IES Abroad on disciplinary issues.
2. University disciplinary policy allows due process.
3. University disciplinary policy is designed to enforce a safe environment.

No Recommendations
The IES Abroad Amsterdam program started in 2003. It was a new direction in programming in the sense that students were able to take only English-taught courses while living in a country where English is not the first language. The program then offered a hybrid academic option in conjunction with the University of Amsterdam (UvA) as well as two Direct-Enroll (DE) programs with the Conservatory of Amsterdam (CvA - for music majors) and the Gerrit Rietveld Academy (GRA - for studio art majors). The hybrid program catered primarily for students with a background in the Social Sciences and the Humanities.

IES Abroad Amsterdam initially offered two courses: a service learning course and a Dutch language and Culture course. In 2006, IES Abroad added the Pre-Law program. Due to a decrease in the number of Law-related courses at the UvA, IES Abroad initiated a new partnership with the Vrije Universiteit Amsterdam (VUA). Since the VUA was in a process of internationalizing its campus, IES Abroad expanded its partnership to provide a Psychology and Sciences program. Beginning in Fall 2018, IES Abroad will also offer a Business and Economics program at the VUA. Over the years, IES Abroad Amsterdam has increased its course offerings to complement the offerings at the UvA, especially in the field of Sexuality & Gender and Art & Art History, now offering 6 courses per semester.

At present, IES Abroad Amsterdam offers five programs at semester- or academic year - length:

1. **Study in Amsterdam**: students take at least one course with the UvA but fill their academic requirements by taking courses taught by either the UvA or IES Abroad. From 2018-2019, Study in Amsterdam will be renamed Social Sciences & Humanities.

2. **Psychology and Sciences (P&S)**: students may take one IES course and the remainder of their courses at the VUA or they can take all of their courses at the VUA.

3. **Law and Criminology (L&C)**: students take the mandatory course *on Major Issues in Law and Society: A Comparative Context* (taught by IES Abroad) as well as three (Law-related) courses at the VUA.

4. **Gerrit Rietveld Academy** (DE): art students at the GRA create individualized course schedules in cooperation with their instructors at these institutions and IES Abroad Amsterdam staff.

5. **Conservatory of Amsterdam** (DE): music students at the CvA create individualized course schedules in cooperation with their instructors at these institutions and IES Abroad Amsterdam staff.

The IES Abroad program originally used an office in an UvA building and classrooms were rented from the UvA. Gradual student growth, lack of space at the UvA, and a new partnership with the VUA prompted the search for a center with its own classroom space. In early 2014, the IES Abroad Amsterdam center relocated to a centrally-located space in what was a former army barracks. The center provides classroom space, student space, and staff offices.

IES Abroad students live in shared studio apartments in the city center, a single room in The Student Hotel just outside the city center, or in a single room in shared apartments in the south side of the city, depending on their program. All housing options are conveniently located and close to public
transportation, though about 80% percent of the IES Abroad Amsterdam student population opts for a bicycle as their main means of transportation.

IES Abroad Amsterdam also hosts a 6-week summer program (Society, Culture, and Gender in Amsterdam) and several customized programs with a variety of academic foci each year.

The IES Abroad Amsterdam Center manages a great deal of complexity in its program offerings. This makes it an attractive location for students looking to take both upper-level courses in their majors that will count for major credit as well as interesting elective courses and opportunity to engage in a university setting that may be very different to their own. While students are not immersing themselves in the Dutch language, IES Abroad Amsterdam strongly promotes the IES Dutch Language and Culture class. Some member schools require students to take a Dutch language course.

As this is the first Program Assessment for the Amsterdam Center, the Program Assessment Committee will review the programs at the UvA and the VUA in Spring 2018. We anticipate this assessment will provide an excellent opportunity to assess overall strengths and weaknesses as well as recommend directions for future growth.

The charges are taken directly from the IES Abroad Model Assessment Practice (IES MAP) revised in Fall 2011.
IES Amsterdam: Centre Learning Outcomes

All students coming to Amsterdam will be involved in all kinds of learning, this being inherent to study abroad.

There are a number of factors that we would like to take into consideration:

- Most students will come to the Netherlands without any Dutch language skills. Whilst we encourage and some schools make it mandatory that students take the Dutch language, students can never achieve a level of language immersion so that they can closely follow Dutch news and current affairs. It is also true that the Netherlands do not often make the headlines in global news (which is really a good sign). On the other hand, there is additional work for the centre to ensure that students are aware of local developments and that they do not live in a ‘Dutch free zone.’
- Amsterdam draws an above usual percentage of LGBTQ students. These students come to Amsterdam with a perception about the Dutch LGBTQ setting that is often somewhat outdated. As part of their cultural experience, we have to inform students about this.

We took a number of the Forum’s global learning goals and adapted these to the IES Amsterdam centre.

<table>
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<th>Goals</th>
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<td>1. Global Self-Awareness</td>
<td><strong>- To have a broader sense of self in the global context, and that they apply all of their academic and personal learning back home.</strong> During orientation we highlight the some of the differences in the local setting that they will encounter and promote that they embrace this as a personal goal. During their classes, field study, fieldtrip, Core sessions they can further work towards fulfilling this goal.</td>
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<td>2. Perspective Taking</td>
<td><strong>- To appreciate differences in educational styles, and understand why there are differences, and to work with these differences to their best ability.</strong> We highlight this during the Pre-departure webinar, orientation; Academic 1:1 sessions, CORE.</td>
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| 3. Cultural Diversity        | **- To promote an effective immersion in another culture** During the pre-departure webinar, orientation, 1:1 and CORE we talk and promote the opportunities that lie ahead for students – even if they speak no Dutch. We highlight the best opportunities to do so: 1. Join a sport club 2. Join an extracurricular activities club or a study related club 3. Join the International Student Network. This network hosts activities for international students hosted by Dutch students 4. Volunteering 5. Explore the Netherlands through IES fieldtrips to get different views and perspectives.  

|                                | **- To encourage students to leave their comfort zone** Encourage students to explore the city, that it is ok to get lost (e.g. exploring the city in a more literal sense) Counselling session: ‘Who am I’ during orientation. Volunteering. |
|                                | **- To encourage students to take a Dutch class while in Amsterdam as this increases cultural awareness and appreciation of a different culture.** We promote this during the Pre-departure information webinar as well as during the on-site orientation. |
|                                | **- To encourage to mingle with students outside of the IES programme; both students** We look at this during orientation as well as during the CORE session when we talk about Goal setting. We explain students that this can be difficult and that |
from the host country as well as international students. they should compare this to their context back home. How often do they mingle with the International/exchange students? We discuss best practices e.g. join a sports team etc.

- To make students understand the different LGBTQ environment. We do this during Orientation, Core, one-on-one sessions between staff & students.

  - To understand how diversity is approached in the Netherlands and to understand the differences in this approach compared to the US. As our student population diversifies, we spend more time on this important topic during Orientation (explaining the Dutch diversity context from an American perspective)/CORE, IES classes (Dialogues on Difference class, Introduction to the Study of Sexuality and Gender in the Context of Amsterdam, Cross Cultural Psychology)

4. **Personal and Social Responsibility**

- To be open-minded and respectful of different cultures and appreciate that there are differences Orientation/CORE, volunteering

- To deal with day to day situations and to take responsibility for their actions (every action has a consequence). Orientation/CORE, (IES) classes

- To encourage the use of off-line (academic) resources as to fully appreciate all resources that are available to students. Promote library skills workshops at our partner institutions

5. **Understanding Global Systems**

- To gain an understanding where and how the Netherlands (and Europe) operate in a global context. Courses at IES and partner institutions, field study trip to The Hague; Dutch language class, encourage reading of Dutchnews.nl, newsletters, Netherlands 101 lecture during orientation

6. **Applying Knowledge to Contemporary Global Contexts**

- To encourage awareness and understanding of national and international aspects of the Netherlands and to apply this (even if students have not mastered the language) Promote Dutch language class. IES courses and their field study components.

- To effectively use all of their travel experiences whilst abroad and translate this in a broader global context Goal setting during orientation, CORE

- To encourage to learn more about the Netherlands (to move beyond stereotypes) Dutch language course, field (study) trip, Lecture Netherlands 101 during orientation, Volunteering, Encourage travel in the Netherlands

- To use their skills when they go back home At the beginning of the programme, we already talk about the end of the programme in the sense that just being abroad is not necessarily a booster for their resume but that they work through a fruitful semester learning new skills and a different global context that they can apply when back home. By warning them for different schedules on-site, more ambiguity than that they used to back home etc, they learn to be more resilient and independent.
APPENDIX C:
IES ABROAD AMSTERDAM CENTER ASSESSMENT 2018 SUMMARY OF RECOMMENDATIONS

1. Student Learning Environment

Pre-departure Information
- Add a student version of the Family Guide section on Crossing Cultures to the Student Handbook and the Pre-Departure Guide.
- Prepare a side-by-side chart that compares Dutch and American norms and expectations for different dimensions of university life and culture: housing, course organization, academic expectations, drop/add periods, transportation, alcohol/drug dependency, gender/sexuality norms, etc. Add this chart as an appendix to the Pre-Departure Guide, Family Guide, and Student Handbook to encourage students to start thinking about these before they arrive.
- Provide a statement of IES Abroad goals at the start of the Family Guide publication.
- Provide a reminder of IES Abroad goals at the start of the Pre-Departure guide.

Orientation
- While the inclusion of the special section on diversity in the pre-departure materials, orientation activities, and CORE are beneficial, the committee would like to see the IES Abroad Center mainstream the discussion of diversity issues throughout the pre-departure, CORE, and orientation materials.
- Consider a “training” activity the Center offers that teaches students Amsterdam biking protocol and key safety practices, given the prevalence of biking in the city. Offer in orientation and repeat later in the semester.

Instructional Quality
- Review and enforce guidelines regarding in-class use of technology, by faculty, within their classes. Review guidelines on disruptive behaviors to discourage secondary conversations and behaviors that direct energy away from the class.
- Encourage faculty development. The center can provide books on effective teaching.
- Consider having faculty sit in on each other’s classes to share ideas about how to improve their teaching.
- Consider increasing the number of required faculty meetings so that instructors can use these opportunities to check in, share information about pedagogy and discuss what techniques work in their classrooms.
- Given the effectiveness of guest speakers and site visits in connecting students to Dutch culture and society, the Committee recommends enhanced focus on this dimension of courses. Such activities optimize the unique opportunities for intellectual growth in studying particular subjects in Amsterdam. Site visits in particular might be an effective way to awaken curiosity and build confidence for independent discovery among students who need additional support in these areas.

Curricular Design
- Extend existing efforts to mainstream issues of diversity across the curriculum.
- Consider adding more academic content to process oriented courses.
• Expand course offerings to complement existing courses with the opportunity to pursue topics not already offered at Dutch universities.

**Language Development Opportunities**

• Pursue more structural ways to reinforce contact with local people and culture, such as hosting IES Abroad-sponsored buddy events at the IES Center.
• Consider dividing the existing Dutch Language and Culture Course into two separate courses:
  • A Dutch Culture and Society course would provide an in-depth look at aspects of Dutch culture and society.
  • A Dutch Language Course could be designed for more rigorous study of the Dutch language on the MAP Language principals and immersion in Dutch only.
• Additionally, consider developing a Dutch Language Crash course for all students - potentially during orientation - with a total of 6 to 10 hours of course time.

**Field Study and Trips**

**IES Abroad specific**
• Faculty should help students prepare for site visits that deal with particularly difficult and sensitive topics – and allow time for debriefing afterwards.

**Direct enrollment specific**
• Undertake an annual review, carried out by IES Abroad staff, of their partner institutions’ safety guidelines for field trips and field trip staff.

**Re-Entry**

• Update the re-entry video. This video was created in 2010 and past students have remarked that the video seemed dated. Students have reported that the existing videos could be more helpful for those who are engaged in a language immersion program.
• Tailor several versions of the video for specific programming. For example, one for direct enrollment programs, one for programs that are primarily conducted in English. Endeavor to make the re-entry videos site-specific and tailored to the experiences of students in those specific locations.

**Academic and Student Life**

**Direct enrollment specific**
• Given the challenging aspect of direct enrollment university policies and procedures in Amsterdam, provide IES Abroad Chicago staff with timely information about any future changes in order to provide awareness for study abroad offices and students about these very challenges in order to anticipate and successfully prepare for them.

**Program Administration and Development**

• Advocate to Chicago HQ’s via the Amsterdam Program Dean for a variety of requests the Center Director deems important including but not limited to such areas as Center resource needs, specific training requests, timely clarification of Chicago initiatives and planning decisions, and professional development opportunities.
2. Student Learning: Assessment and Intercultural Development

**Intellectual Development**

*IES Abroad specific*

- Review course evaluations more systematically
- Consider adding a mid-semester check in to measure degree of intellectual challenge and identify hidden problems
- Consider computer-free classrooms to heighten student attention, interaction and critical engagement with the material.

*Direct Enrollment specific*

- More and deliberate focus should be put on pushing students to actively engage more in the host university course content. This could be done by encouraging and expecting students to take more ownership of the material.
- Consider offering workshops on special study skills that will help students make the transition from American classroom and homework expectations to Dutch classroom and homework expectations.

**Development of Language & Communication Skills**

- Guide Instructors to spend more deliberate time explaining incorrect answers so that students can learn from mistakes on assignments
- Whenever possible, the use of English in the language course classroom should be kept to a minimum so that students can have the most immersive language experience possible.

**Cognitive Growth**

- Consider adding more sections to CORE about the impact of study abroad on post-college career plans, to help students conceptualize how study abroad has advanced their skills and capabilities and how it might contribute to their post-college career plans
- Consider surveying IES Abroad students to see what types of cultural learning experiences they would like to see in the IES programming to foster cognitive growth.

**Interpersonal Growth**

- Integrate research on best practices for intercultural and interpersonal growth into CORE programming. In particular, students should be exposed to the research on how temperament and language anxiety can affect intercultural adjustment and satisfaction.
- Help students make realistic goals for their experience abroad and provide more opportunities for check-ins. In particular, help students understand that complete fluency in either Dutch language and Dutch culture will most likely not occur in the brief four months that they are in the Netherlands – but that instead they can make active efforts to learn and practice more survival Dutch.
- In order to encourage students to use the IES Abroad Amsterdam Center even more as a space for relaxation, recreation, and community building, consider having games and puzzles available for students in the main lounge. Can also get beanbag chairs for students to lounge at the site. There may even be a game night where students come to share snacks and play games at the site. The Center also can provide cultural resources (i.e. books) and support for students (i.e. staff, peers) who might want or need these features.
• Consider having a bulletin board where students can post their pics – or have a book made of their photos (e.g. chatbook).

3. Resources for Academic and Student Support

Faculty
• Ensure IES Abroad faculty experience and training is suitable to courses they will teach.
• Create more opportunities for faculty development – instructors would benefit particularly from training regarding how to translate their life experiences to the classroom.

Administrative Staff
IES Abroad specific
• Leverage in-person training opportunities provided in Chicago or at other Centers, and advocate for targeted trainings where most needed, as a way both to build staff capacity and to continuously build relationships between the Amsterdam Center, Chicago staff, and colleagues at other Centers.
• Provide new training and resources in the areas of mental health and diversity and inclusion to Center support staff. These are increasingly important aspects of study abroad work that take knowledge, training, and great skill to navigate successfully. The Amsterdam Center is in need of support in this area.
• Consider how to augment staff hours during peak periods related to enrollment and registration, as this is a complex task that happens in a compressed timeframe and places a considerable burden on the Center staff.
• Addition to the staff would allow for advanced planning and organization/re-organization of staff responsibilities, provide time for training requirements for any shifts in work assignments, as well as best prioritization of resources against multiple needs of a growing program.

Direct Enrollment specific
• Given that it is unlikely that the partner universities will change their schedules to accommodate IES Abroad, review workloads to ensure adequate staffing support for peak enrollment times. The staff clearly work as hard as they can to advise students through the registration process in the short window of time that VU and UvA deadlines allow.

Academic Advising
IES Abroad specific
• Provide access to a website with evaluations of UvA and VU courses which would help students better navigate course options best supporting their choice of courses and that are compatible with their needs.
• Seek to make a selection of syllabi and feedback from previous students available to students at a reasonably early pre-departure stage.

Direct Enrollment specific
• Encourage IES Abroad students to meet after class with each other or with other students to summarize the main points of the class discussion. Share information on study groups. Expand sessions on test-taking, report writing, and study skills for students over the term.
• Work with IES Abroad students to improve their note taking skills.
• Remind students of library training opportunities – encourage them to visit with a librarian during their first month on campus to help them with their end of term papers.
• Remind students that they may reserve rooms in the library, and there is an app that will let them know how busy the library will be ahead of time.
• Inquire whether students from UVA or VU have borrowing privileges at each other’s universities as well as the public library.
• Remind students about their IES-provided access to EBSCO.

Facilities
• Reconfigure office space to provide full privacy for student to staff/faculty interactions that might be sensitive in nature. Perhaps curtains or a movable partition could be added to either the Center Director’s office or the shared staff office (where currently all the walls are made of transparent glass) to provide this privacy.
• Seek to relocate a new Center, in the event of a move, to an area of Amsterdam equidistant from the VU and UvA and in a space that eliminates the physical disability access problem in the current center. Ideally, any new space would also accommodate an expansion of office staff.

Housing
No Recommendations

Health
• Seek to develop a process through which the Center would receive students’ medical forms earlier in order to provide students with the best access to medical care. The deadline for submission of medical records should be moved up and a process of incentives/penalties should be established to promote student compliance.
• IES Abroad should ensure flyers about issues and resources related to mental health and studying abroad are made clearly available to all students.
• Provide staff with more training on mental health issues in light of increasing mental health issues on campus. Specifically, while the staff is NOT encouraged to engage in counseling, staff members should be provided with more training so that they can help steer students in the appropriate direction when needed.
• Provide greater staff training regarding how to deal with troubled students, with an emphasis on the multiple dimensions of crisis management, including the staff members’ legal responsibilities during times of crisis.
• Emphasize, to a greater degree, questions of prevention and overall wellness. The Center is a very beautiful and welcoming environment. It could be used to do more programming around wellness (e.g. having yoga and/or meditation sessions throughout the semester).

Safety and Risk Management
IES Abroad specific
• Discuss and role-play with students appropriate procedures regarding natural disasters.
• Incentivize students to enroll in Trip Tracker for all travel away from the Center.
• Spend some internal time on staff training and development – apart from students – such as in the form of a retreat. During these particular times, though the staff are well versed in emergency procedures, they can enact “real life” scenarios and discuss how they would (and should) respond to student crises. These types of trainings should be run by a psychologist.
(ideally a forensic psychologist) who can inform the staff of the dos/don’ts in dealing with these issues.

• **Rotate IES Abroad staff, in an effort to be available, by taking turns in keeping the office open. Whenever possible, the site should be staffed by more than one person as this protects both the IES Abroad Center and the students.**

• **Consider installing emergency call buttons [i.e. a panic button] at the site in case an emergency should arise.**

**Host University specific**

• **Collaborate with the universities to develop and finalize their natural disaster plans.**