

Liberal Arts and Sciences

**Faculty of Humanities
Utrecht University**

Quality Assurance Netherlands Universities (QANU)
Catharijnesingel 56
PO Box 8035
3503 RA Utrecht
The Netherlands

Phone: +31 (0) 30 230 3100
Telefax: +31 (0) 30 230 3129
E-mail: info@qanu.nl
Internet: www.qanu.nl

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CONTENTS

Report on the bachelor's programme Liberal Arts and Sciences of the Faculty of Humanities, Utrecht University.....	5
Administrative data regarding the programmes.....	5
Administrative data regarding the institution.....	5
Quantitative data regarding the programmes.....	5
Composition of the assessment committee	5
Working method of the assessment committee	6
Summary judgement.....	8
Description of the standards from the Assessment framework for limited programme assessments	11
Appendices.....	25
Appendix 1: Curricula vitae of the members of the assessment committee.....	27
Appendix 2: Domain-specific framework of reference.....	29
Appendix 3: Intended learning outcomes	31
Appendix 4: Overview of the curriculum.....	35
Appendix 5: Quantitative data regarding the programmes.....	37
Appendix 6: Programme of the site visit	41
Appendix 7: Theses and documents studied by the committee.....	43
Appendix 8: Declarations of independence	45

This report was finalized on 12-12-2012

Report on the bachelor's programme Liberal Arts and Sciences of the Faculty of Humanities, Utrecht University

This report takes the NVAO's Assessment framework for limited programme assessments as a starting point.

Administrative data regarding the programmes

Bachelor's programme Liberal Arts and Sciences

Name of the programme:	Liberal Arts and Sciences
CROHO number:	50393
Level of the programme:	bachelor's
Orientation of the programme:	academic
Number of credits:	180 EC
Specializations or tracks:	
Location(s):	Utrecht
Mode(s) of study:	full time residential only
Expiration of accreditation:	31-12-2013

The visit of the assessment committee Liberal Arts and Sciences to the Faculty of Humanities, Utrecht University took place on 7 September 2012.

Administrative data regarding the institution

Name of the institution:	the Faculty of Humanities, Utrecht University
Status of the institution:	publicly funded institution
Result institutional quality assurance assessment:	positive

Quantitative data regarding the programmes

The required quantitative data regarding the programmes are included in Appendix 5.

Composition of the assessment committee

The committee that assessed the bachelor's programme Liberal Arts and Sciences consisted of:

- prof. dr. D. Breimer (chair), full professor Pharmacology and former Rector Magnificus and President, Leiden University, the Netherlands;
- prof. dr. S. Abraham, lecturer at and rector of Bratislava International School of Liberal Arts, Slovakia;
- prof. dr. J.-P. De Greve, full professor department of Physics and vice-rector International Policy, Vrije Universiteit Brussel, Belgium;
- prof. dr. B. Kaplan, dean-emerita, Sarah Lawrence College, New York, US;

- prof. dr. H. Van den Bosch, professor in Management Education, Open Universiteit, Netherlands;
- Katherine Woolbright, bachelor student in International Politics and History at Jacobs University in Bremen, Germany.

The committee was supported by dr. J. De Groof, who acted as secretary.

Appendix 1 contains the curricula vitae of the members of the committee.

Working method of the assessment committee

Preparation

The assessment of the Liberal Arts and Sciences programme of the Faculty of Humanities of Utrecht University (LAS) is part of a cluster assessment of four Liberal Arts and Sciences degree programmes offered by two universities. The cluster committee consists of six members. The kick off meeting for the cluster assessment was scheduled on 4 September 2012. During this meeting the committee members received an introduction into the assessment framework and evaluation procedures and the committee agreed upon its general working method. Furthermore the domain specific requirements and the most recent developments concerning the Liberal Arts and Sciences domain were discussed. These domain specific requirements and the actual context form the starting point for the evaluation of the quality of the degree programmes.

In preparation of the assessment of the programme, the programme management prepared a self-assessment report. This report was sent to QANU and, after a check by the secretary of the committee to ensure that the information provided was complete, it was forwarded to the committee members. The committee prepared for the site visit by studying the self-assessment report and a number of final projects by the students, including bachelor theses and capstones. The secretary of the committee selected ten students out of a list of all graduates of the last two years of the programme. From the selected students, the committee members read both the bachelor thesis and the capstone. QANU asked the programmes to send the final projects including the assessment by the supervisor and examiner and divided them among the committee members. Each committee member, therefore, assessed two bachelor theses and two capstones.

For the assessment of the theses by the committee members, the rule was that if a thesis was assessed as questionable or unsatisfactory by a committee member, a reassessment was done by another committee member. If more than 10% of the theses are assessed as questionable or unsatisfactory by two committee members, the selection of theses for the programme is extended to 25.

Site visit

The committee members formulated questions raised by studying the self-assessment report in advance. The secretary distributed these questions to all committee members.

The committee visited the programme on 6 September 2012. The programme of the site visit was developed by the committee's secretary in consultation with the programme management and the chair of the committee. The committee interviewed students, teachers, alumni, the programme management, the Examination Board and the student and teacher members of the Education Committee. An open office hour was scheduled and announced (but not used).

Appendix 7 gives a complete overview of all documents available during the site visit. The last hours of the site visit were used by the committee to establish the assessments of the programme and to prepare the presentation of the findings of the committee to the representatives of the programme.

Report

The secretary wrote a draft report on the basis of the findings of the committee. The draft report has been amended and detailed by the committee members. After approval of the draft report by the committee it was sent to the programme for a check on facts. The comments by the programme were discussed in the committee, this discussion resulted in some changes in the report. Subsequently, the committee established the final report.

The assessment was performed according to the NVAO (Accreditation Organization of the Netherlands and Flanders) framework for limited programme assessment (as of 20 November 2011). In this framework a four-point scale is prescribed for both the general assessment and the assessment of each of the three standards. The committee used the following definitions for the assessment of both the standards and the programme as a whole:

Generic quality

The quality that can reasonably be expected in an international perspective from a higher education bachelor's or master's programme.

Unsatisfactory

The programme does not meet the current generic quality standards and shows serious shortcomings in several areas.

Satisfactory

The programme meets the current generic quality standards and shows an acceptable level across its entire spectrum.

Good

The programme systematically surpasses the current generic quality standards across its entire spectrum.

Excellent

The programme systematically well surpasses the current generic quality standards across its entire spectrum and is regarded as an (inter)national example.

Summary judgement

Intended learning outcomes

The committee has a positive impression of the learning outcomes of the programme. They are well described in terms of level and orientation and comply with the domain specific framework and international requirements. The learning outcomes are moreover well framed. The committee appreciates that LAS uses lines of learning to work towards the learning outcomes throughout the three years of the bachelor's programme.

The committee lauds that the programme aims to enable students to explore their talents and develop their academic interests and critical thinking. In this process, disciplinary, interdisciplinary, and research skills are aimed at, all of which are addressed sufficiently and balanced in the learning outcomes.

The committee values that the programme has formulated learning outcomes that are feasible. It likes the interdisciplinary concept of the programme, which is well worked-out and thought-through. The committee appreciates that the concept of the programme has been developed following the example of Liberal Arts Colleges inside the research universities in the US.

Teaching-learning environment

The committee finds the curriculum an adequate translation of the learning outcomes. The concept of the core curriculum is very much applauded by the committee as it helps students throughout their study path to think in an integrated, interdisciplinary way.

The committee has some concerns regarding the sequencing of events in the curriculum. First of all, the committee is of the opinion that the interdisciplinary line of learning should be carried through throughout the programme. This means that the interdisciplinary research project should be made obligatory as a capstone. Secondly, the committee thinks the writing of the thesis should precede the writing of the capstone interdisciplinary research project. Only this way the capstone really can be a final, integrating experience.

The committee appreciates that an atmosphere of active learning is created in the courses of the core curriculum and advises the LAS-programme not to increase its current student body any further. The committee has some concern about the community building in the programme and asks the LAS-programme to keep on providing opportunities for students to meet each other and reflect on each other's experiences, also in periods when no core courses are scheduled.

The committee has noted that there are some issues with the guidance of the students during the second and third year, as the programme then becomes very dependent on specialization supervisors within the discipline. According to the committee, a more continued monitoring from the home base of LAS is necessary, also in the specializations, as this will help students in eventually reaching the typical LAS-learning outcomes (see also 'assessment and achieved learning outcomes').

During the site visit, the committee has become convinced that the LAS-programme management is in control of the programme. Still, being in control of the programme, and monitoring the typical LAS-learning outcomes, with around 400 students spending a large

amount of time in other faculties, is a challenge, especially with the very limited core staff. Against this background, the committee is concerned about the sustainable academic embeddedness of the programme. Although student numbers have grown, the programme is based on a small, albeit very enthusiastic, core faculty. The committee feels the programme deserves a more sustainable faculty, including a research programme and professorship, especially for the interdisciplinary aspect that is associated with the programme.

The committee appreciates the way the portfolio is handled in the programme and likes that students are challenged to reflect on the stage of the study and the extent to which the courses have helped them in achieving the current state.

The committee thinks the programme has an adequate admission procedure and appreciates that the programme works with interviews in order to raise the awareness of candidates and check their suitability. The committee however has some concerns about the extended study duration and the completion rates. Although the committee noted that many reasons can be at the basis of this, the committee also feels the programme should look for ways to tighten rules and improve monitoring.

Assessment and achieved learning outcome

The committee has established that, in general, the programme has an adequate assessment system. The evaluation system is transparent, valid and reliable. The committee finds the assessment of the core courses to be organized in a good way. The committee noted that the LAS-programme is for a large part of the curriculum dependent on the assessment system that is in place in other programmes. The committee has, however, become convinced that the system of delegated trust is adequate and that ultimately, the LAS-Examination Board is in control.

The committee is of the opinion that the learning outcomes of the programme are reached. In a more general sense, the committee has become positively impressed with the outcome of the programme in terms of its students and alumni. The committee read a selection of theses and capstones. The committee is convinced that all graduates of LAS at UU meet the requirement of being able to do original research. The final projects meet the requirements with regards to level and orientation.

Still, the committee has identified some issues that require continued attention. First, the committee found that the interdisciplinary integration, which is typical for the Repko-method, was not apparent in all capstones. Although the committee learnt that this is a consequence of the recent implementation of this method in the programme, the committee believes LAS should monitor the capstones to ensure that the Repko-method plays a crucial role in all of them. Secondly, when it comes to specific LAS-issues, like interdisciplinarity, the committee is somewhat concerned whether the current system of delegated trust can ensure to a sufficient degree that students ultimately deserve the LAS-label. At the moment, LAS has no possibility to interfere when a programme or supervisor does not accept that a LAS-student adds an interdisciplinary point of view. The committee thinks LAS should look for ways to ultimately ensure that the balance between interdisciplinary and disciplinary competencies is kept. The committee considers the possibility to add an interdisciplinary point of view especially important for those students not doing an interdisciplinary research project as a capstone (see also ‘teaching-learning environment’).

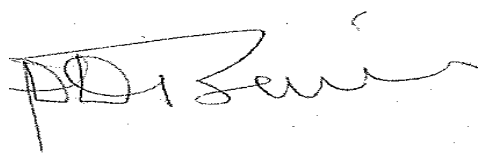
Bachelor's programme Liberal Arts and Sciences:

Standard 1: Intended learning outcomes	good
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment and achieved learning outcomes	satisfactory

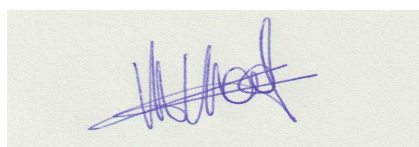
General conclusion satisfactory

The chair and the secretary of the committee hereby declare that all members of the committee have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 12-12-2012



Prof. dr. D.D. Breimer



dr. J. De Groof

Description of the standards from the Assessment framework for limited programme assessments

Standard 1: Intended learning outcomes

The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.

Explanation:

As for level and orientation (bachelor's or master's; professional or academic), the intended learning outcomes fit into the Dutch qualifications framework. In addition, they tie in with the international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme.

Findings

Throughout the report, the findings have been extracted from the critical reflection, unless mentioned otherwise.

The Liberal Arts and Sciences-programme (LAS) is a multidisciplinary bachelor's degree programme, which aims to

- provide students with the opportunity to develop their talents and explore their academic interests;
- develop critical thinking abilities, disciplinary and interdisciplinary research skills and civic engagement;
- prepare students for their continued (academic) studies by means of a (multi)disciplinary specialization.

These general programme objectives result in a set of intended learning outcomes as formulated in appendix 3.

The programme management told the committee during the site visit that interdisciplinarity should be well-grounded in academic disciplines, which is why students are required to study one discipline in depth. This also enables students to continue their graduate studies without major gaps in their education. The parallel focus on interdisciplinarity and integrative learning stimulates students to integrate knowledge and skills, which is a basis for creativity and innovation. Students mentioned during the site visit that this focus on interdisciplinarity was an important element in choosing for the LAS-programme at Utrecht University (UU). The alumni remarked that they appreciated the fact that the programme aims at developing personal leadership by making students in charge of the choices they make.

The programme works with 'lines of learning' (see appendix 3). Each line of learning describes the development of the student's competencies in one particular aspect of his/her academic education. There are lines of learning concerning methodology, interdisciplinarity, disciplinary content, communicative skills, information processing and management. Within one line of learning, different learning outcomes come together.

The committee learnt that LAS considers interdisciplinary competencies to be multifaceted in the sense that elements are present in the different lines of learning: connective thinking; knowledge of methodological and epistemological principles of the relevant disciplines; communicative skills; the ability to find, understand, and assess publications from various sources; and the ability to carry out a project with fellow students.

The programme objectives and learning outcomes reflect the liberal education philosophy. During the site visit, the programme management mentioned that some of the Liberal Arts and Sciences-programmes inside research-universities in the US served as an example for the LAS-programme at UU. With regards to the interdisciplinarity of the programme, organizations such as the International Network for Interdisciplinarity and Transdisciplinarity (INIT) and the Association for Integrative Studies (AIS) are important sources of inspiration. In the Netherlands, the Bèta-Gamma-programme at the University of Amsterdam shares LAS' interdisciplinary ambitions.

Considerations

The committee has a positive impression of the learning outcomes of the programme. They are well described in terms of level and orientation and comply with the domain specific framework and international requirements. The learning outcomes are moreover well framed. The committee appreciates that LAS uses lines of learning to work towards the learning outcomes throughout the three years of the bachelor's programme.

The committee lauds that the programme aims to enable students to explore their talents and develop their academic interests and critical thinking. In this process, disciplinary, interdisciplinary, and research skills are aimed at, all of which are addressed sufficiently and balanced in the learning outcomes.

The committee values that the programme has formulated learning outcomes that are feasible. It likes the interdisciplinary concept of the programme, which is well worked-out and thought-through. The committee appreciates that the concept of the programme has been developed following the example of Liberal Arts Colleges inside the research universities in the US.

Conclusion

Bachelor's programme Liberal Arts and Sciences: the committee assesses Standard 1 as **good**.

Standard 2: Teaching-learning environment

The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes.

Explanation:

The contents and structure of the curriculum enable the students admitted to achieve the intended learning outcomes. The quality of the staff and of the programme-specific services and facilities is essential to that end. Curriculum, staff, services and facilities constitute a coherent teaching-learning environment for the students.

Findings

Curriculum

LAS-students compose a personal study programme (180 EC) that stays as close as possible to their academic interests and capabilities. The programme is a combination of breadth, depth and integration:

- Breadth: General education electives: 37.5 EC

- Depth: Specialization: 60-105 EC
- Integration: Compulsory interdisciplinary core curriculum: 33.75 EC
- Free electives: Extent depends on the size of the specialization

In the critical self-study, the LAS-programme has included an overview of the relation of the intended learning outcomes with the three components of the curriculum, specialization, general education and interdisciplinary core (see appendix 4). The matrix reveals the relative importance of the integrative core courses in order to reach the learning outcomes.

On being asked, both students and alumni agreed that breadth, depth and integration are well-balanced in the programme. Although they would welcome the idea of more core courses, this would make finishing the bachelor's programme in three years time even harder than it already is (see also 'student admission and study duration'). Also, they would not want more core courses to come at the cost of the general education or specialization.

Breadth

The LAS-programme is part of the School Liberal Arts of the Faculty of Humanities. The general education requirement includes five courses to be chosen from around 120 courses offered and coordinated by other schools of UU, sometimes situated in other faculties. As these courses have to contribute to the achievement of one or more of the LAS-learning outcomes, the LAS-programme management selects them. The general education courses are classified in four groups: humanities, sciences, social sciences and quantitative reasoning. Students have to select two courses from each group to which their specialization does not belong, and one course in quantitative reasoning (provided such a course is not already required in the (prospective) specialization).

Depth

The general education courses are followed mostly during the first year, providing students with an orientation towards a possible specialization. LAS offers almost fifty specializations and as a rule, students declare their specialization at the end of the first year. The size of the specialization is at least 60 EC, but depends on the academic field and the students' ambition. It typically contains required courses, electives and a bachelor thesis or project. When the specialization is not too large, there is room for some free electives. This allows students to take a minor or a second specialization. Other students do an internship and some apply to study abroad. Many LAS students combine these elements and end up earning more credits than strictly necessary.

Integration

The interdisciplinary core programme consists of four courses and a portfolio (see also 'portfolio') and aims to promote integrative and interdisciplinary learning. The committee saw that the programme works with 'lines of learning' to organize the curriculum towards attaining the learning outcomes. The committee talked at length during the site visit about the line of learning regarding interdisciplinarity. During the site visit, the programme management explained that it works with the Repko-method to develop integrative thinking and an interdisciplinary approach with students. The Repko-model for interdisciplinary research makes the process of integration explicit and transparent by breaking it down into discrete steps. This makes interdisciplinary teaching to undergraduates feasible. The committee learnt from the programme management that the use of the Repko-method began in 2009-2010.

The Repko-model is used as a basis to develop the line of learning of interdisciplinarity in the core curriculum. In the first year core course, 'The Writing Academy' (first year, first semester), students are confronted with interdisciplinary thinking, as they learn to think in different perspectives. In the second core course, 'A Multidisciplinary Project: Globalization' (first year, second semester), students become acquainted with disciplines and their specific ways of 'knowing'. This is done in a multidisciplinary environment, as experts from various disciplines are invited to give their perspective on the phenomenon of globalization. Students then reflect on the methodologies of the disciplines involved. During the site visit, the lecturers mentioned that although combination of disciplines is the goal of this course, students start integrating during the final presentation they have to do for this course.

For the third core course, 'Introduction to Interdisciplinary Research: The Think-Academy' (second year, second semester), students assume the role of expert in the field of their specialization in a small-scale interdisciplinary research project. In this course, the different steps of the Repko-model are introduced. The focus is on creating common ground between disciplines.

The capstone, which is the fourth core course, can be fulfilled in two ways: either students conduct an interdisciplinary research project on an advanced level (see also 'bachelor thesis and capstone project') or they opt for the 'Leadership'-course. The latter was developed following the recommendation of the former assessment committee to include more interdisciplinary courses in the programme. In the 'Leadership'-course, students learn how to use their academic knowledge and skills in a project for a non-profit organization. In this course, the concept of 'transdisciplinarity' is introduced. The committee read in the minutes of the Education Committee that this course has evoked some discussion, as it introduces yet another concept, transdisciplinarity, whereas interdisciplinarity is already difficult to grasp for students within three years.

The committee asked why the core curriculum does not foresee a core course in the first semester of the second year. The committee heard from the programme management that students start their specialization in that semester, and they need some disciplinary knowledge before the interdisciplinary track can proceed. In this way, the interdisciplinary education offered in the core courses helps students to look with a more interdisciplinary attitude at their specializations. Students stressed during the site visit that they found the vertical cohesion as well as the division over the semesters of the core curriculum to be well built-up. They mentioned that they appreciated the constant exchange between disciplinary and interdisciplinary education and that they considered the portfolio to provide a central motive throughout (see also 'portfolio').

Teaching concept

In the LAS-core courses, interdisciplinary teaching and learning is applied, with the aim to make students active learners. An important feature is the orientation in the classroom towards discussion. Small classes of maximum 25 students and 60 to 70 face-to-face contact hours per course are the essential features. Participation of all students is required and stimulated by the lecturers. Each student's progression is monitored. LAS-lectures function as motivators and coaches of the integrative learning process. A variety of teaching and assessment methods is used. Students mentioned during the site visit that they appreciated the small scale of the classes of the core curriculum, which created a community atmosphere. They explained that the core courses are very demanding and stimulate to explore subjects in depth. Students are motivated to have an active attitude.

A core element in the teaching-learning environment of Liberal Arts and Sciences-programmes is the academic community. The further development of this academic community was a recommendation of the former assessment committee in 2007. In 2008, a School Liberal Arts was established, which has, according to the programme management, enhanced community building. The programme is housed in the city centre, and LAS-lecturers, tutors and study advisors have their offices there. This also makes it easier for students to meet. The committee read in the critical reflection that there is evidence from surveys that LAS-students see themselves as members of a community, and that students feel at home. Still, the committee also read that contacts between LAS-lecturers and students mostly do not exceed the teaching hours in the core courses, email correspondence and the virtual LAS-Community in Blackboard. The student association ATLAS is successful in bringing students together by organizing all kinds of activities. During the site visit, students mentioned that the small classes and the different student committees helped them to enter into the community, which they did feel part of.

The LAS-programme follows the university-wide Teaching and Learning Directive. The Utrecht educational model has some defining features, like the flexibility and choice in the programmes and the personal and activating teaching methods. Flexibility in the programme is supported university wide by uniform course lengths, an academic year calendar, the grouping of courses in time slots, and student supervision by tutors. Programmes are moreover expected to offer a personal, activating and, if possible, small-group learning experience as well as good supervision and support. In return, students are asked to engage in their studies.

The university-wide directive is especially important for the LAS-programme, as LAS-students spend most of their time in courses which are coordinated by other faculties and schools within the university. LAS-students do have to deal with a variety of rules and teaching methods, but the directive provides a framework that limits the variability of teaching concepts within the university.

Bachelor thesis and capstone project

LAS-students do two final projects: an interdisciplinary capstone project and an undergraduate research project in the field of their specialization, resulting in a bachelor thesis. As stated, students can fulfil the capstone in two ways: either they do an interdisciplinary research project on an advanced level, following the Repko-model, or they take the Leadership-course (see also ‘curriculum – integration’).

For the interdisciplinary research project, students work in groups of two or three on a research question. They start from their respective specializations and work towards creating common ground and integration. During the site visit, the lecturers made clear that one LAS-supervisor supervises the whole research process. Also, two disciplinary supervisors are engaged in supervising. They give feedback at the stage of the research proposal, and also at the moment of the evaluation (see standard 3).

For the bachelor thesis, LAS-students have to fulfil the same requirements as the regular students in the corresponding major have to. The supervision of the bachelor’s thesis is done according to the rules of the school/department of the specialization. The committee heard from the students that not all supervisors in the specializations are open to the possibility to add an interdisciplinary perspective to the disciplinary bachelor’s thesis. Although some students mentioned they felt no need to add this point of view in the bachelor thesis, others did find this a point of concern, as by then they have been trained to incorporate an

interdisciplinary attitude. Students also told the committee that this situation might be a consequence of the fact that not all lecturers are equally well informed on the specificity of the LAS-programme.

The programme management explained to the committee that most students do their thesis in the very last semester they are at university, whereas the capstone is done the semester before. Although the LAS-programme management would prefer the bachelor thesis to precede the capstone, doing the bachelor's thesis at the end of the sixth semester is a requirement in many specializations.

Portfolio

The portfolio is an essential part of the LAS-programme at UU. It is the opinion of the programme management that good reflection assignments invite students to bring cohesion into their programme, to connect academic and non-academic experiences and to demonstrate personal growth and intellectual maturity. Students are therefore asked to write four reflective essays during their study. By including assignments and reflection, the portfolio shows the LAS-staff how far students have progressed in interdisciplinary learning (see also standard 3). It also serves as a way of communicating with the tutor, the study advisor and other relevant persons inside or outside the university (see also 'programme-specific services and facilities').

The lecturers explained that the emphasis in the portfolio is on integration. The committee consulted several portfolios during the site visit and saw that students have to reflect on four roles, namely researcher, specialist, intellectual and professional. Students told the committee they saw a clear added value in the portfolio, as it makes them think of interdisciplinarity. Instead of saying, they need to show how they are linking up subjects. The assignments are submitted to the core teachers and a mark is given.

Teaching staff

Utrecht University has university-wide rules in place for teacher training and qualifications. All tenured positions with more than a marginal teaching task are required to have the Basic Teaching Certification (BKO) for assistant professors and the Senior Teaching Certification (SKO) for associate/full professors. This is important for LAS, as students will receive many classes from lecturers all around the university.

Next to basic teaching skills, the LAS- teaching staff of the interdisciplinary core courses is required to have special pedagogical qualities for interdisciplinary teaching and learning. This means they need to see themselves as coaches rather than (disciplinary) experts. Also, they have to be interested in the thinking process of the students in various stages of their education.

It is difficult for the LAS-programme to provide a student-staff ratio, as students follow such an important part of the programme in other departments, schools and faculties of the university. During the site visit, the programme management mentioned that the core curriculum of LAS is given by five lecturers. This equals 1,95 fte (including the time of some of the lecturers for tutoring). On being asked, the Education Committee said the core staff of LAS is rather small, especially if you keep in mind that they also have the important task to ensure that they are in control of the programme (see also 'quality control and ownership').

The programme management however told the committee that this task is becoming less heavy, as the LAS-programme and its benefits are becoming more widely known across UU.

Staff members of UU are subject to a yearly assessment and development interview with their superior. Topics like work load are typically addressed during this session. The committee read in the critical reflection that although the teaching load for LAS-lecturers has increased in the past years, LAS-lecturers are still satisfied with their work. During the site visit, the committee received no complaints on the workload.

Programme-specific services and facilities

As LAS-students follow courses all around the university, they make use of the university facilities. For the LAS-core courses, the facilities of the Faculty of Humanities are used. All classrooms have been equipped with internet and audio-visual facilities.

The freedom of students to compose their own curriculum is a key feature of the LAS-programme. Good academic guidance and information are crucial in this process. The LAS-guiding system consists of three components.

The first component is the study advisor, who helps students with general questions regarding study progress. The study advisor is also responsible for the information to actual and prospective students and for the intake procedure.

The first year tutors are the second component. They assist the students in the exploration of intellectual interests, the choice of general education courses, the choice of a specialization, and the implementation of programme requirements. They are lecturers or graduate students who meet at least five times with the students in their first year. They have access to the portfolios and the reflections of the students. A coordinator supervises the tutorial activities, assesses the quality of the tutors, registers the dropout of students during the first year and he takes part in the matching interviews of prospective students.

The specialization supervisors are the third component of the guiding system. They help the students with the composition of the programme of their specialization. They are supervisors or instructors belonging to the respective coordinating departments.

The committee learnt from the programme management that on the one hand, the reason for not extending the tutor services after the first year is financial. On the other hand, the programme management also considers the current guidance system to be adequate. On being asked, students told the committee that the relationship with the tutor often exceeds the first year, as tutors are also lecturers of core courses. They told the committee that they feel happy with the fact that the tutor is only foreseen in the first year, in the second and third year there is less need for guidance. Students mentioned that checks of the composition of the programme are done by the specialization supervisors, and that a formal check happens in the LAS- Board of Examiners (see also 'quality control and ownership').

Student admission and study duration

The intake of LAS-students is not selective, but future students are required to follow an intake procedure. Applicants have to submit an application form and a letter of motivation, after which all candidates are invited for an interview. The aim of this procedure is to determine whether student and programme are compatible. In 2010 and 2011, the programme conducted matching interviews with around 140 prospective students; around 110 of them have entered the program. All applicants with a VWO-diploma can enter the programme. However, there are prerequisites for certain science courses and specializations.

A 2009-investigation into the effectiveness of the matching procedure confirmed that the procedure promotes a sense of purpose in the students.

The figures on study duration and effectiveness show that LAS-students are more likely to take four years to complete their program, or even longer (see appendix 5). The low graduation rates, even after four, five or six years have various explanations. A first explanation is that LAS-graduates more often than not have earned much more than the 180 EC required for the bachelor's programme. Students indicate that three years are often not enough to realize the full potential of the programme. A second explanation is that the LAS-programme attracts an important portion of students who use the first year as an orientation year. Afterwards they continue their studies in a niche degree programme at Utrecht University or elsewhere. During the site visit, the programme management explained to the committee that an estimated ten percent of first-year students goes into another programme. For these students, the main motivator of entering the programme is to get a clearer view on the programme they eventually wish to follow. These students are dropouts for LAS, but for the university or higher education as a whole they are simply transfers. Some of these students also decide to go for a double degree. The committee learnt from the students that this possibility was an important factor in choosing for the LAS-programme at UU.

The LAS-programme has been trying to look for ways to combat the delayed graduation with different measures. First of all, the tutorial system during the first year has been intensified in order to ensure that students choose their specialization at the end of the first year. Secondly, the study advisor invites third-year students who risk a delay of more than one year, and discusses their study plan with them. A third measure is that students who have fulfilled all the requirements, automatically receive their diploma.

Next to the measures taken by LAS, the implementation of the university-wide system of Binding Study Advise (BSA) aims also to improve study duration and graduation rates. From 2011 onwards, students who earn less than 45 EC in their first year are expelled from the programme.

Quality control of the curriculum and ownership

The issue of quality control and ownership of the curriculum is important in the LAS-programme, as such an important portion of the curriculum takes place outside of the school to which the LAS-programme belongs.

During the site visit, it was explained to the committee by the programme management that the LAS-programme is organisationally situated in the Faculty of Humanities. The Director of the School of LAS is a member of the Board of Studies of the Faculty of Humanities. In this way, the programme is fitted in the governance structure of the university as a whole.

The programme has implemented procedures that have to guarantee the academic quality of each individual student's programme in general terms. First of all, the Teaching and examination regulations (OER) specify the degree and study load requirements. Secondly, students receive personal guidance from a tutor, a LAS-study advisor and a specialization supervisor in composing an individual curriculum (see also 'programme-specific facilities and services'). Thirdly, every individual curriculum has to be approved by the Board of Examiners.

Quality control of and in the specialization happens in several ways. The specialization supervisor has to ensure that the specialization has the adequate amount of EC, has at least

three level three-courses, can be completed in three years, and prepares students for graduate study. The tasks of the supervisor are specified in bilateral agreements. Although LAS has no formal control over the execution of this task, the supervisors are contacted every year in April with the question whether any problems have been signalled for the LAS-students. Furthermore, students are required to reach the same level as other students (see standard 3), and of course all the specializations are also part of accredited programmes.

The committee asked the Education Committee if it formally checks whether there is overlap between the courses of the core curriculum and the courses of the general education. The Education Committee confirmed that this is indeed monitored and has in the past led to changes, for instance in the 'Thinking Academy'. The changes however do remain small. The Education Committee moreover mentioned that the LAS-programme has a proactive student body that gathers information from all the students and gives input to the Education Committee when necessary.

Considerations

The committee finds the curriculum an adequate translation of the learning outcomes of the programme and appreciates that LAS works with lines of learning to structure the curriculum. The concept of the core curriculum is very much applauded by students, alumni, as well as the committee as it helps students throughout their study path to think in an integrated, interdisciplinary way.

The committee has some concerns regarding the sequencing of events in the curriculum. First of all, the committee is of the opinion that the interdisciplinary line of learning should be carried through throughout the programme. This means that the interdisciplinary research project should be made obligatory as a capstone. The Leadership course can then be either made into an elective, or be adopted in the core curriculum, next to the interdisciplinary capstone. Secondly, the committee thinks the writing of the thesis should precede the writing of the capstone interdisciplinary research project. Only in this way can the capstone really be a final, integrating experience.

The committee appreciates that an atmosphere of active learning is created in the courses of the core curriculum and advises the LAS-programme not to increase its current student body further. The committee has some concern about the community building in the programme, but also heard that students feel relatively easily accommodated. Nevertheless, the committee asks the LAS-programme to keep on providing opportunities for students to meet each other and reflect on each other's experiences, also in periods when no core courses are scheduled.

The committee has noted that there are some issues with the guidance of the students during the second and third year. Although students and alumni generally are happy with the degree of guidance that is given, there is no direct guidance from the core faculty after the first year. For the guidance, the programme is dependent on study advisors within the disciplines/specializations. Monitoring the progress of students throughout the whole programme is an issue that requires further attention from the home base of LAS. This continued monitoring will help the students in making choices, such as choosing thesis topics, which maybe also include a multi- or interdisciplinary component. It is the opinion of the committee that LAS should ensure that LAS-students should at least be allowed to add a multi-/interdisciplinary perspective to their thesis in their specialization if they want to.

According to the committee, this will be of added value in eventually reaching the typical LAS-learning outcomes (see also standard 3).

During the site visit, the committee discussed at length the issue of control. The committee has become convinced that the LAS-programme management is indeed in control of the programme. The committee noted that the LAS-programme is gaining more respect in other faculties, making the position to be in control easier every year. Still, being in control of the programme, and monitoring the typical LAS-learning outcomes, with around 400 students spending a large amount of time in other faculties, is a challenge, especially with the very limited staff. Against this background, the committee is concerned about the sustainable academic embeddedness of the programme. Although student numbers have grown, the programme is based on a small, albeit very enthusiastic, core faculty. The committee feels the programme deserves a more sustainable faculty, including a research programme and professorship, especially for the interdisciplinarity associated to it.

The committee appreciates the way the portfolio is handled in the programme and likes that students are challenged to reflect on the stage of the study and the extent to which the courses have helped them in achieving the current state.

The committee thinks the programme has an adequate admission procedure and appreciates that the programme works with interviews in order to raise the awareness of candidates and check their suitability. There are indications that it orients prospective students towards the right study choice. The committee however has some concerns about the extended study duration and the completion rates. Although the committee noted that many reasons can be at the basis of this, the committee also feels the programme should look for ways to tighten rules and improve monitoring.

In sum, the committee is of the opinion that the teaching-learning environment offered by the programme enables students to achieve the intended learning outcomes.

Conclusion

Bachelor's programme Liberal Arts and Sciences: the committee assesses Standard 2 as **satisfactory**.

Standard 3: Assessment and achieved learning outcomes

The programme has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved.

Explanation:

The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in post-graduate programmes. The tests and assessments are valid, reliable and transparent to the students.

Findings

The assessment committee has read the programme's education and (final) examinations regulations (OER), has spoken with the members of the Board of Examiners and has evaluated assignments as well as exams of the different years of the programme.

Assessment system

The School Liberal Arts is responsible for the quality of teaching and learning, and consequently, for the assessment of LAS-courses. As more than 80% of the courses followed by LAS-students are designed by other programmes (the general electives and the specialization curricula), the quality of the assessment in these courses is a matter of delegated trust. The direct influence and responsibility is limited to the LAS-courses of the core curriculum.

In the critical reflection, it is pointed out why the delegated trust is possible. An important indicator of the quality of the assessment throughout the university is the positive outcome of the Institutional Quality Assurance Assessment and the fact that every programme at Utrecht University has been accredited. All UU-programmes are judged moreover against the Teaching and Learning Directive, which prescribes continuous assessment in every course. Also, enhancing the feedback and assessments is put high on the agenda at UU as it is considered the most effective instrument to improve graduation rates. Within the Faculty of Humanities, improving assessment is a key goal. Workshops on topics like the quality of evaluation, multiple choice questions, open questions, evaluation matrices and the like are organized. And while the LAS Quality Guide describes quality standards and procedures, expectations towards other schools concerning quality of assessment have been laid down in bilateral agreements with relevant faculties. During the site visit, the committee consulted several examples of such bilateral agreements. Finally, in order to reflect the university-wide character of LAS, the LAS Board of Examiners consists of members with backgrounds in various faculties and departments.

The Board of Examiners supervises the assessment quality in the LAS core courses on the basis of a LAS-assessment framework. During the site visit, the committee consulted the document on the assessment policy of UU. Following the recommendation of the former assessment committee, LAS has developed criteria for the evaluation of interdisciplinary work, based on international standards. Assessment in the interdisciplinary core curriculum has to reflect students' progress along the lines of learning (see appendix 3). As interdisciplinary competencies are multifaceted (see also standard 1), many courses in the core curriculum have multiple learning goals, with different assessment methods, making it a challenge to manage the students' expectations. LAS aims to be clear about criteria, providing rubrics and examples of good student course work as much as possible. Moreover, LAS-teachers closely work together to safeguard that assessment criteria are applied in a similar way.

Assessment of capstone, bachelor thesis and portfolio

The Board of Examiners pays special attention to the assessment of the interdisciplinary capstone products. The assessment criteria of the interdisciplinary capstone have been laid down in an evaluation form, which the committee looked in to. Three persons assess the interdisciplinary capstones: the LAS-teacher and two disciplinary experts. A paper will not receive a passing grade if one of the experts is not satisfied with the quality of the disciplinary foundation. Two persons assess the Leadership projects: the LAS-teacher and the representative of the non-profit organization involved. The committee saw that the assessors external to LAS are given further information by means of a special information sheet. The Board of Examiners supervises the quality of the capstones by evaluating some samples taken at random every three years. On being asked, members of the Board of Examiners mentioned

that in the capstone projects checked so far, the interdisciplinary approach and integration was clearly present.

The quality assurance regarding the bachelor thesis is - by contract - subject to regulations of the school or department that coordinates the specialization.

For the portfolio, LAS works with three independent evaluators in order to make the evaluation as objective as possible. They do the evaluation based on special evaluation criteria. On being asked, the lecturers indicated that the criteria also take the process of the student into account. The students mentioned they found the assessment criteria of the portfolio to be very clear.

Achieved skills

LAS uses four criteria to help evaluate the extent to which the programme succeeds in reaching its learning outcomes. The first one is the quality of the capstone projects, where the random sample taken by the Board of Examiners in 2009 led to positive results. The second one is the bachelor thesis, where students have to fulfil the same requirements as the regular bachelor students. On being asked, the alumni mentioned they had no problems in reaching the requirements of the bachelor's thesis, although they had received less specialization courses than regular students. They told the committee that LAS had helped them to ask the right research questions and put issues in a broader perspective. The Board of Examiners pointed out during the site visit that although LAS-students do a thesis as well as a capstone, more students receive a *cum laude* qualification than in many other programmes, even though this means they have met the same requirements for the bachelor's thesis as their monodisciplinary peers *and* moreover have received a minimum of 8,5 for the capstone.

The third indicator of the level achieved by graduates is the quality of the portfolio. Although occasionally, some students have to rewrite an unsatisfactory final reflection, most portfolios are satisfactory, and some are very good or excellent. During the site visit, the programme management told the committee that the capstone and the portfolio are the two most important elements in showing that a student has reached the interdisciplinary competencies aimed at by the programme.

A fourth indicator of the achieved skills is the performance of LAS-graduates in graduate programmes. Enrolment in one of Utrecht's graduate programmes is guaranteed when the LAS graduate has fulfilled the requirements of the specialization programme. Still, 40% of graduates successfully apply for enrolment in other graduate programmes in the Netherlands or abroad. The alumni surveys show that the alumni are prepared for the graduate programmes, with a majority of students reporting they had sufficient disciplinary knowledge and academic skills at the beginning of the programme.

The alumni survey indicates that a large majority of students would start the LAS-programme again. Results of the alumni surveys and the bachelor exit surveys show that the programme succeeds in realizing its intended learning outcomes. All alumni mentioned they would choose the programme again and were very enthusiastic. They considered the LAS-programme to be of great added value when compared to the regular programmes.

During the site visit, the committee learnt from lecturers that are also active in other programmes that LAS-students are highly valued. They tend to catch up easily with scholarly debate and are often the ones asking critical questions in class.

The association of LAS-alumni (AFLAS) maintains relations with LAS-graduates. During the site visit, the alumni mentioned that LAS could call more on alumni to share their experiences with the current students.

Considerations

The committee has established that, in general, the programme has an adequate assessment system. The evaluation system is transparent, valid and reliable. The committee finds the assessment of the core courses to be organized in a good way. The committee noted that the LAS-programme is dependent for a large part of the curriculum on the assessment system that is in place in other programmes. The committee has, however, become convinced that the system of delegated trust is adequate and that ultimately, the LAS-Examination Board is in control.

The committee is of the opinion that the learning outcomes of the programme are reached. In a more general sense, the committee has become positively impressed with the outcome of the programme in terms of its students and alumni. The committee found it a great pleasure to meet the students, who are excited and motivated, and are highly valued throughout the university. Alumni have an impressive study path and are pursuing interesting careers. The committee found the alumni a very important source of inspiration, which should also be used more as an inspiration for the current students.

The committee read a selection of theses and capstones. The committee is convinced that all graduates of LAS meet the requirement of being able to do original research. The final projects meet the requirements with regards to level and orientation.

Still, the committee has identified some issues that require continued attention. First, the committee found that the interdisciplinary integration, which is typical for the Repko-method, was not apparent in all capstones. Although the committee learnt that this is a consequence of the recent implementation of this method in the programme, the committee believes LAS should monitor the capstones to ensure that the Repko-method plays a crucial role in all of them.

Secondly, when it comes to specific LAS-issues, like interdisciplinarity, the committee is somewhat concerned whether the current system of delegated trust can ensure to a sufficient degree that students ultimately deserve the LAS-label. At the moment, LAS has no possibility to interfere when a programme or supervisor does not accept that a LAS-student adds an interdisciplinary point of view. Although the committee learnt that other programmes are getting to know LAS and are appreciating its approach, the committee thinks LAS should look for ways to ultimately ensure that the balance between disciplinarity and interdisciplinarity is kept. The committee considers the possibility to add an interdisciplinary point of view especially important for those students not doing an interdisciplinary research project as a capstone.

An element that adds to this problem is that, in the absence of an obligation to write an interdisciplinary research project as a capstone, not all students have to prove that they are capable of interdisciplinary research. As mentioned under standard 2, the committee thinks against this background that the interdisciplinary research project should be made obligatory as a capstone.

Conclusion

Bachelor's programme Liberal Arts and Sciences: the committee assesses Standard 3 as **satisfactory**.

General conclusion

The committee has a positive impression of the learning outcomes of the programme and is of the opinion that teaching-learning environment offered by the programme enables students to achieve the intended learning outcomes. The programme has an adequate assessment system. The committee feels the programme deserves a more sustainable core faculty, in order to ensure that students ultimately deserve the LAS-label upon graduation, keeping the balance between interdisciplinarity and disciplinary competencies.

Conclusion

The committee assesses the *bachelor's programme Liberal Arts and Sciences* as **satisfactory**.

Appendix 1: Curricula vitae of the members of the assessment committee

Samuel Abraham obtained his PhD in Political Science at Carlton University, Ottawa (Canada). He is lecturer at and rector of Bratislava International School of Liberal Arts (BISLA), the first liberal arts college in Slovakia, which he founded in 2006. He is co-founder and a member of Executive Board of European Colleges of Liberal Arts and Sciences (ECOLAS). Also, he is the founder, publisher and Editor-in-Chief of book review journal *Kritika & Kontext: A Journal of Critical Thinking* and the Founder and Director of Society for Higher Learning, a liberal arts type of institution providing supplementary education to selected gifted university students from various Slovakia universities.

Douwe D. Breimer was Rector Magnificus of Leiden University from 2001 till 2007 and also President from 2005 till 2007. Since 1975 he is Professor of Pharmacology at Leiden University; he received several scientific distinctions for his scientific research among which are honorary doctorates from Universities in Gent, Uppsala, Budapest, Pamplona, London, Tokyo and Montreal. He is the founder of the Centre for Bio-Pharmaceutical Sciences at Leiden University and also of the Centre for Human Drug Research (CHDR). He was Director of Research of the Leiden/Amsterdam Centre for Drug Research from 1991 till 2000. He is (co)author of more than 500 scientific articles in the areas of (clinical) pharmacokinetics, drug metabolism and biopharmaceutics and he supervised more than 50 PhD students. He has been on the editorial board of numerous scientific journals.

He is, among others, a member of the Royal Netherlands Academy of Sciences, of the Academia Europaea and foreign associate member of the Institute of Medicine of the National Academy of Sciences USA. He served on numerous national and international advisory and evaluation committees, including the national Innovation Platform chaired by the prime minister the Netherlands. He is also one of the founders of the European Federation for Pharmaceutical Sciences (EUFEPS) and served as its president for several years. He currently is a member of the supervisory board of the Technical University Delft, of the Board of KULeuven and of the governing body of University College Cork.

Jean-Pierre De Greve is a full professor at the Vrije Universiteit Brussel (VUB). He currently is the vice-rector International Policy of the VUB. From 2006-2009 he was chair of the department of Physics and the faculty coordinator for international student mobility. From 2000-2006, he was Dean of Vesalius College. He is member of numerous scientific committees, has participated in various expert panels for the accreditation of higher education programmes and has participated in 'Science and Society' evaluation panels of the European Commission.

Barbara Kaplan received a PhD in comparative literature from New York University in 1977. From 1985-2007, she was Dean of the Sarah Lawrence College, a Liberal Arts and Sciences College in New York (US). From 2007 until present, she has been dean-emerita of this college. She is author and co-author of articles on college programmes and policies, is a consultant on college programmes, and panelist American Educational Studies Association, Association Of American Colleges, National Association of College Admissions Counselors.

Herman Van den Bosch received his Master of Science in Geography (with a specialization in economics and environmental planning) at the University of Nijmegen in 1972. His PhD-thesis explored the role of geography in the development of a non-ethnocentric attitude within schoolchildren. In 1988 he was appointed as programme director of the Nijmegen School of Management. He developed the educational programmes and introduced problem based learning and project learning as part of a policy that encouraged inter-disciplinary

collaboration. As from 2001, he is professor in Management education, with emphasis at distance learning in the Open Universiteit Nederland and dean of the School of Management (until his resignation in September 2011). His research and recent publications focus at developing management competences within the framework of lifelong learning and the use of ICT in education. He has frequently acted as peer and coach in faculty development programmes in the Netherlands and abroad. During the last four years he has acted as chair or member in seven peer evaluation teams initiated by QANU, NVAO and EQUIS.

Katherine Woolbright is currently pursuing a BA in International Politics and History at Jacobs University in Bremen, Germany, with particular focus in conflict studies and international relations. She expects to graduate in June 2013. From 2010 to 2012, she was a student-assistant at the School of Humanities and Social Science, assisting in research on peace and democratization. From 2011 to 2012, she was the chair of the Undergraduate Academic Affairs Committee, the main student representative to the Undergraduate Education Committee and a voting member of the Student Parliament of Jacobs University. For the fall semester of 2012, she is taking a leave of absence from Jacobs University as she is participating in a semester exchange programme at the Hebrew University in Jerusalem.

Appendix 2: Domain-specific framework of reference

Graduates can be expected to

1. demonstrate interdisciplinary skills, i.e. can
 - a. evaluate which disciplines are involved in the solution of complex issues,
 - b. assess which research methods are most suitable in a particular situation,
 - c. integrate the contents and research methods from disciplines relevant to the course,
 - d. defend a well-considered viewpoint covering the relevant disciplines.
2. know about and understand the most prominent theories of the chosen specialization;
3. have fundamental experience with the methodology used by researchers in the chosen specialization;
4. know which phenomena are being studied in the different disciplines which are treated in the course and which research methods and theories are used;
5. possess social and communication skills enabling them to work in a team;
6. rapidly learn the specialist vocabulary required for a new discipline;
7. 'translate' scientific vocabulary for lay persons;
8. possess general mental and reasoning skills that enable them to participate in scientific and public debates;
9. express themselves well verbally and in writing at the academic level;
10. work independently and purposefully, critically assess their own actions and can set goals and take decisions;
11. demonstrate the ability to reflect in ethical and social terms on their own position in society and chosen career.

Appendix 3: Intended learning outcomes

The Liberal Arts and Sciences graduate:

1. Has basic experience with interdisciplinary research
2. Has knowledge of and insight into the most prominent theories and methodological foundations of his/her chosen specialization
3. Has knowledge of the scientific approaches (ways of knowing) used in completed courses
4. Demonstrates the ability to socially and ethically reflect on his/her own place in society and chosen profession
5. Is capable of quickly adopting the vocabulary of a new field of study
6. Can assess relevant disciplines from a meta-perspective
7. Has basic experience with the methodology of researchers in the chosen specialization
8. Is able to clearly report findings, both orally and in writing
9. Possesses the thinking and reasoning skills necessary for the adequate practice and application of science
10. Works in an independent and goal-oriented manner, reflects on his/her own performance, is able to set goals and make choices
11. Is able to set up and carry out projects systematically, is able to work in a team and possesses the social and communicative skills to do so

Lines of learning in the bachelor's degree programme Liberal Arts and Sciences				
Line of learning	Year 1 The student	Year 2 The student	Year 3 The student	Relevant learning outcomes
Methodology	<ul style="list-style-type: none"> - is familiar with the fundamental approaches of varying disciplines - can compare the methodologies of various disciplines 	<ul style="list-style-type: none"> - can critically assess the methodology of the chosen discipline - can draft a research plan - can report findings in accordance with the usual conventions 	<ul style="list-style-type: none"> - can evaluate the qualities of methodologies of various disciplines - can specify the value and limitations of a particular methodology in new situations - can independently carry out the scientific process - can report findings in accordance with the norms of an official publication 	<ul style="list-style-type: none"> - has knowledge of the scientific approaches (ways of knowing) used in completed courses (3) - has basic experience with the methodology of researchers in the chosen specialization (7) - possesses the thinking and reasoning skills necessary for the adequate practice and application of science (9)
Interdisciplinarity	<ul style="list-style-type: none"> - is capable of <i>connective thinking</i> - demonstrates insight into relevant questions regarding a certain theme in various disciplines and can put them - in a group setting - in a wider (social and scientific) context 	<ul style="list-style-type: none"> - can critically assess the contribution of the chosen discipline to a certain (current) issue - is capable of formulating an interdisciplinary research question - is able to locate similarities and differences among disciplinary insights, and, if necessary, can overcome said differences by means of discovering or creating <i>common ground</i> 	<ul style="list-style-type: none"> - is capable of planning, carrying out and evaluating inter- or transdisciplinary research, individually or as a team 	<ul style="list-style-type: none"> - possesses interdisciplinary research skills (1) - can assess relevant disciplines from a meta-perspective (6) - is able to set up and carry out projects systematically, is able to work in a team and possesses the social and communicative skills to do so (11) - demonstrates the ability to socially and ethically reflect on his/her own place in society and chosen profession (4)
Disciplinary content	<ul style="list-style-type: none"> - has achieved the learning outcomes of completed general education courses - knows and recognizes the most important concepts, models and theories of the disciplines involved 	<ul style="list-style-type: none"> - can apply transdisciplinary themes and methods such as ethics and philosophy of science to the chosen discipline and compare to another discipline - possesses knowledge of and insight into the most prominent theories and methods of the elected 	<ul style="list-style-type: none"> - can assume and justify a reasoned metaperspective toward the elected discipline and other disciplines - can actively apply disciplinary knowledge to social issues and other disciplines - possesses disciplinary knowledge at the advanced level in the field of the elected specialization 	<ul style="list-style-type: none"> - has knowledge of and insight into the most prominent theories and methodological foundations of his/her chosen specialization (2) - demonstrates the ability to socially and ethically reflect on his/her own place in society and chosen profession (4) - can assess relevant disciplines from a meta-perspective (6)

		specialization (at the intermediate level)		
Communicative skills	<ul style="list-style-type: none"> - can develop an independent perspective on a current social issue convincingly - can provide a monodisciplinary description of a multidisciplinary theme and integrate this into a multidisciplinary report or presentation for an audience of fellow students 	<ul style="list-style-type: none"> - can describe an interdisciplinary subject in a report and present it to a varied audience - can also do the above as part of a team 	<ul style="list-style-type: none"> - can write a publication (bachelor thesis) in the field of the elected specialization, independently and according to guidelines - can set up and carry out an interdisciplinary/transdisciplinary project, independently or with fellow students - can clearly report findings, both orally and in writing 	<ul style="list-style-type: none"> - possesses the thinking and reasoning skills necessary for the adequate practice and application of science (9) - is able to set up and carry out projects systematically, is able to work in a team and possesses the social and communicative skills to do so (11) - is able to clearly report findings, both orally and in writing (8)
Information processing	<ul style="list-style-type: none"> - can gather, select and analyze information relevant to a disciplinary question from various sources - can develop an independent perspective based on (semi) scientific sources 	<ul style="list-style-type: none"> - can apply information from various sources in a new context / other discipline - is aware of differences of interpretation in terminologies of various disciplines 	<ul style="list-style-type: none"> - can quickly become familiar with concepts and terms/ideas from various disciplines - can find, understand, and assess publications from various sources for use in an inter- or transdisciplinary setting 	<ul style="list-style-type: none"> - is capable of quickly adopting the vocabulary of a new field of study(5)
Management	<ul style="list-style-type: none"> - organizes and plans own studies, can handle deadlines, makes realistic schedules - can accomplish the above cooperatively - can assume various roles and responsibilities in a team 	<ul style="list-style-type: none"> - can alternate between assuming the perspective of a disciplinary expert and of an interdisciplinary mediator when working in an interdisciplinary research team 	<ul style="list-style-type: none"> - can assume a leading role in a cooperative effort and evaluate own role in the team - assumes responsibility for own research project 	<ul style="list-style-type: none"> - is able to set up and carry out projects systematically, is able to work in a team and possesses the social and communicative skills to do so (11)

Appendix 4: Overview of the curriculum

Integration: 33.75 ects		Breath: 37.5 ects		Depth: 60 – 105 ects		Breath or depth	
<i>General education</i> required	ects	<i>General education</i> options	ects	Specialization	ects	Free electives	ects
Introductory course: <i>Schrijfacademie</i> (level 1)**	7.5	Optional A or B or C*	7.5	1. Bachelor thesis (required, level 3)	7.5	E.g.: LAS-Internship (level 2)**	15
Multidisciplinary project (level 2)**	7.5	Optional A or B or C*	7.5	2. (level 3 course)		E.g.: Debate and Dialogue (level 2)**	3.75
Interdisciplinary research I: <i>Denkacademie</i> (level 3)**	7.5	Optional A or B or C*	7.5	3. (level 3 course)			
<i>Capstone:</i> Interdisciplinary research II (level 3)** <i>or:</i> Leadership project (level 3)**	7.5	Optional A or B or C*	7.5	4.			
Portfolio (level 3)**	3.75	Optional D (quantitative reasoning)	7.5	5.			
				6.			
				7.			
				8.			

				(9 – 14)			
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Relation of learning outcomes to programme components			
The <i>Liberal arts and sciences</i> graduate	Specialization	General Education	Interdisciplinary core
1. has basic experience with interdisciplinary research;			✓
2. has knowledge of and insight into the most prominent theories and methodological foundations of his/her chosen specialization;	✓		✓
3. has knowledge of the scientific approaches (ways of knowing) used in completed courses;	✓	✓	✓
4. demonstrates the ability to socially and ethically reflect on his/her own place in society and chosen profession;			✓
5. is capable of quickly adopting the vocabulary of a new field of study;		✓	✓
6. can assess relevant disciplines from a meta-perspective;			✓
7. has basic experience with the methodology of researchers in the chosen specialization;	✓		
8. is able to clearly report findings, both orally and in writing;	✓		✓
9. possesses the thinking and reasoning skills necessary for the adequate practice and application of science;	✓		✓
10. works in an independent and goal-oriented manner, reflect on their own performance, are able to set goals and make choices;			✓
11. is able to set up and carry out project systematically, is able to work in a team and possesses the social and communicative skills to do so.			✓

Appendix 5: Quantitative data regarding the programmes

Data on intake, transfers and graduates

Table 1. Enrollments since 2006

year	enrollment	male-female (%)	VWO-profile (humanities-science) (%)
2006	74	42-58	55-45
2007	94	47-53	45-55
2008	93	33-67	57-43
2009	114	45-55	64-46
2010	102	47-53	43-57
2011	110	45-55	51-49

Source: KUO + LAS database

Table 2: BSA and dropout/transfer rates

year	enrollment	negative BSA	after 1 year	after 2 years	after 3 years
2007	94	23%	32% (UU: 30%)	33% (UU: 36%)	33% (UU: 39%)
2008	93	11,5%	29% (UU: 30%)	34% (UU: 37%)	38%
2009	114	13%	28% (UU: 31%)	32%	
2010	102	16%	27%		

Source: KUO + Business Objects

Table 3: graduates (% of enrollment 1st year)

year	enrollment	after 3 years	After 4 years	after 5 years	after 6 years	> 6 years
2004	51	10	29	43	51	55
2005	72	4	31	47	50	
2006	74	14	41	51		
2007	94	13	41			
2008	93	11				

Source: KUO + Business Objects

Table 4: graduates (% of enrollment 2nd year)

year	enrollment 2nd year	% of enrollment first year	after 3 years	after 4 years	after 5 years	after 6 years
2004	39	76 (UU: 73)	13 (UU: 33)	38 (UU: 33)	56 (UU: 70)	67 (UU: 74)
2005	52	72 (UU: 73)	6 (UU: 30)	42 (UU: 58)	65 (UU: 69)	69
2006	55	74 (UU: 71)	18 (UU: 34)	55 (UU: 65)	69	74
2007	64	68 (UU: 70)	19 (UU: 38)	61	79	
2008	66	71 (UU: 70)	15	72		
2009	82	72 (UU: 69)	22			
2010	74	73				

Source: KUO + Business Objects

Appendix 6: Programme of the site visit

08.30 - 09.30: Initial meeting

09.30 – 10.30: Management

- Prof. Dr. Bert van den Brink (vice-dean Humanities)
- Dr. Ria van der Lecq (programme coordinator)
- Prof. Dr. Theo Wubbels (vice-dean Social Sciences)

10.30 – 11.30: Students

- Vera van Gool (cohort 2011)
- Taman Autar (cohort 2011)
- Dion Hartmann (cohort 2010)
- Samantha Maat (cohort 2010)
- Jos Nierop (cohort 2009)
- Lotte Lijnzaad (cohort 2009)
- Kim Deen (cohort 2012)

11.30 – 12.00: Looking at the documents/breaks

12.00 - 12.45: Lunch/walk-in consultation hour

12.45 – 13.30: Lecturers

- Dr. Gerdien Steenbeek (Liberal Arts and Sciences / Cultural Anthropology)
- Drs. Ruben van Doorn (Liberal Arts and Sciences)
- Dr. ir. Melanie Peters (Liberal Arts and Sciences / Studium Generale)
- Dr. Matthieu Segers (History)
- Drs. Joyce Reimus (Interdisciplinary Social Sciences)
- Drs. Thijs Konijnendijk (Human Geography)
- Dr. Ria van der Lecq (Liberal Arts and Sciences)
- Dr. Herman Hendriks (Liberal Arts and Sciences / Philosophy)

13.30 – 14.00: Education committee

- Dr. Gerdien Steenbeek (chair)
- Dr. Herman Hendriks
- Drs. Ruben van Doorn
- Rob Klabbers (student member)
- Marjolein Quist (student member)
- Lianne van Setten (student member)

14.00 – 14.45: Board of Examiners and Study Advisor

- Prof. Dr. Frank Wijnen (chair)
- Dr. Herman Hendriks (Liberal Arts and Sciences / Philosophy)
- Drs. Margreet Kuiper (secretary)
- Drs. Frank de Haas (study advisor)
- Drs. Steven Dijkstra (tutor coordinator)

15.00 - 15.45: Alumni

- Marien Baerveldt (Education innovator)
- Jorika Baarda (MA Religion and Theology UU)
- Terry Verseput (MSc Applied Cognitive Psychology UU)
- Claartje Meddens (SUMMA: Selective Utrecht Medical Master)
- Jasper de Lange (MSc Urban Environmental Management WUR)
- Merit Snoeijer (Research Master Landscape History RUG)
- Gerda Bles (Writer and editor/ Communication skills teacher at Delft University of Technology)
- Laura Hompus

15.45 – 16.15: Preparations for the final meeting

16.15 – 17.00: Final meeting with the management

17.00 – 17.45: Committee establishes findings

17.45 – 19.00: Oral presentation of preliminary findings + informal closure

Appendix 7: Theses and documents studied by the committee

Prior to the site visit, the committee studied the final projects (bachelor thesis and capstone project) of the students with the following student numbers:

3120635
3001377
3213072
3146200
3273067
0139750
3069052
3035719
3281329
3018059

During the site visit, the committee studied, among other things, the following documents (partly as hard copies, partly via the institute's electronic learning environment)

- Course information on core courses (syllabi, course materials, assignments)
- Assessment information;
- Evaluations;
- Information about the Board of Examiners;
- Annual quality assessment reports;
- Syllabi;
- Sample portfolio reflections;
- Minutes of the Education Committee's meetings;
- Information on the student organization.

Appendix 8: Declarations of independence



Q391

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: JEAN-PIERRE DE GREVE

HOME ADDRESS:

ZWIJVEGEMSTRAAT 24

2812 MECHELEN

BELGIË

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

Liberal Arts and Sciences

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

UTRECHT - MIDDELBURG - MAASTRICHT

UU - UCU

RA

UCM

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: BRUSSELS

DATE: 20.06.2012

SIGNATURE:

A large, stylized handwritten signature in black ink, consisting of several loops and a long horizontal stroke.



Q391

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Anne J. BREIMER

HOME ADDRESS: 1 Wyttenbachweg
2341 VX Oegstgeest

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

Roosevelt Academy
Liberal Arts & Sciences

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Utrecht University
Maastricht University

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INsofar AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: *Middelburg*

DATE: *September 4, 2012*

SIGNATURE:



Q391

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

Herman van den Bosch

HOME ADDRESS:

Walem 35

6342 PA Walem

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

Univ. Colleges / LA program Utrecht/machticht

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INsofar AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE:

Middelburg

DATE:

September 4th 2012

SIGNATURE:



Q3G1

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Barbara Kaplan

HOME ADDRESS:

276 Riverside Drive
New York City, NY 10025

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

Roosevelt Academy, University Gleg/Utrecht
Utrecht Liberal Arts + Science, University Gleg, Maastricht

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: *Middelburg*

DATE: *September 4, 2012*

SIGNATURE: *Barbara Kaplan*



Q391

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

Katherine Christine M. Woolbright

HOME ADDRESS:

South Plains Subdivision, Guadalupe

Cebu City, Cebu

Philippines

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

Liberal Arts and Sciences (Roosevelt Academy, University College Utrecht,
Humanities Faculty of Utrecht University)

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Jacobs University Bremen

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;




HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: Middelburg, NL

DATE: September 4, 2012

SIGNATURE: A handwritten signature in black ink, appearing to be 'Arthur W. J. H.', written over the printed word 'SIGNATURE:'.



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Samuel ABRAMAN

HOME ADDRESS: 15 Beskydova
81149 BRATISLAVA
Slavica

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

BISLA /has Q391

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;

NO, I do not

1



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

No, I do not

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INsofar AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE:

Tiddelburg rdh

DATE:

4. Sept 2012

SIGNATURE:

ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

Jetje De Graaf

PRIVÉ ADRES:

Daenerstreat 17, 2600 Berchem
België

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Liberal Arts and Sciences

AANGEVRAAGD DOOR DE INSTELLING:

Universiteit Utrecht
Universiteit Maastricht

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEÏNVLOEDEN;

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS:

Burchem

DATUM: *5/12/2012*

HANDTEKENING:



Liberal Arts and Sciences

**Roosevelt Academy
Utrecht University**

Quality Assurance Netherlands Universities (QANU)
Catharijnesingel 56
PO Box 8035
3503 RA Utrecht
The Netherlands

Phone: +31 (0) 30 230 3100
Telefax: +31 (0) 30 230 3129
E-mail: info@qanu.nl
Internet: www.qanu.nl

Project number: Q0391

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CONTENTS

Report on the bachelor's programme Liberal Arts and Sciences of Roosevelt Academy (Utrecht University)	5
Administrative data regarding the programmes.....	5
Administrative data regarding the institution.....	5
Quantitative data regarding the programmes.....	5
Composition of the assessment committee	5
Working method of the assessment committee	6
Summary judgement.....	8
Description of the standards from the Assessment framework for limited programme assessments	11
Appendices	25
Appendix 1: Curricula vitae of the members of the assessment committee	27
Appendix 2: Domain-specific framework of reference.....	29
Appendix 3: Intended learning outcomes	31
Appendix 4: Overview of the curricula.....	35
Appendix 5: Quantitative data regarding the programmes.....	47
Appendix 6: Programme of the site visit	51
Appendix 7: Theses and documents studied by the committee.....	53
Appendix 8: Declarations of independence	55

This report was finalized on 12-12-2012

Report on the bachelor's programme Liberal Arts and Sciences of Roosevelt Academy (Utrecht University)

This report takes the NVAO's Assessment framework for limited programme assessments as a starting point.

Administrative data regarding the programmes

Bachelor's programme Liberal Arts and Sciences

Name of the programme:	Liberal Arts and Sciences
CROHO number:	50393
Level of the programme:	bachelor's
Orientation of the programme:	academic
Number of credits:	180 EC
Specializations or tracks:	major in Arts & Humanities (resulting in a Ba degree); major in Social Sciences (resulting in a Ba degree); major in Science (resulting in a Bsc degree)
Location(s):	Middelburg
Mode(s) of study:	full time residential only
Expiration of accreditation:	31-12-2013

The visit of the assessment committee Liberal Arts and Sciences to Roosevelt Academy (Utrecht University) took place on 5 September 2012.

Administrative data regarding the institution

Name of the institution:	Roosevelt Academy (Utrecht University)
Status of the institution:	publicly funded institution
Result institutional quality assurance assessment:	positive

Quantitative data regarding the programmes

The required quantitative data regarding the programmes are included in Appendix 5.

Composition of the assessment committee

The committee that assessed the bachelor's programme Liberal Arts and Sciences consisted of:

- prof. dr. D.D. Breimer (chair), full professor Pharmacology and former Rector Magnificus and President, Leiden University, the Netherlands;
- prof. dr. S. Abraham, lecturer at and rector of Bratislava International School of Liberal Arts, Slovakia;

- prof. dr. J.-P. De Greve, full professor department of Physics and vice-rector International Policy, Vrije Universiteit Brussel, Belgium;
- prof. dr. B. Kaplan, dean-emerita, Sarah Lawrence College, New York, United States;
- prof. dr. H. Van den Bosch, professor in Management Education, Open Universiteit, Netherlands;
- Katherine Woolbright, bachelor student in International Politics and History at Jacobs University in Bremen, Germany.

The committee was supported by dr. J. De Groof, who acted as secretary.

Appendix 1 contains the curricula vitae of the members of the committee.

Working method of the assessment committee

Preparation

The assessment of the Liberal Arts and Sciences programme of Roosevelt Academy is part of a cluster assessment of five Liberal Arts and Sciences degree programmes offered by two universities. The cluster committee consists of six members. The kick off meeting for the cluster assessment was scheduled on 4 September 2012. During this meeting the committee members received an introduction into the assessment framework and evaluation procedures and the committee agreed upon its general working method. Furthermore the domain specific requirements and the most recent developments concerning the Liberal Arts and Sciences domain were discussed. These domain specific requirements and the actual context form the starting point for the evaluation of the quality of the degree programmes.

In preparation of the assessment of the programme, the programme management prepared a self-assessment report. This report was sent to QANU and, after a check by the secretary of the committee to ensure that the information provided was complete, it was forwarded to the committee members. The committee prepared for the site visit by studying the self-assessment report and a number of final projects by the students, including their honours theses, individual research projects and portfolios. The secretary of the committee selected ten portfolios and ten independent research projects/honours theses out of a list of all the graduates from the last two years of the programme. QANU asked the programmes to send the portfolios and theses including the assessment by the supervisor and examiner and divided them among the committee members. Each committee member, therefore, assessed two honours theses/independent research projects and two portfolios.

For the assessment of the theses by the committee members, the rule was that if a thesis was assessed as questionable or unsatisfactory by a committee member, a reassessment was done by another committee member. If more than 10% of the theses are assessed as questionable or unsatisfactory by two committee members, the selection of theses for the programme is extended to 25.

Site visit

The committee members formulated questions raised by studying the self-assessment report in advance. The secretary distributed these questions to all committee members.

The committee visited the programme on 5 September 2012. The programme of the site visit was developed by the committee's secretary in consultation with the programme management and the chair of the committee. The committee interviewed students, teachers, alumni, the

programme management, the Examination Board and the student and teacher members of the Education Committee. An open office hour was scheduled and announced (but not used).

On 4 September 2012, the committee had a preliminary meeting and studied the additional material made available by the programme management. Appendix 7 gives a complete overview of all documents available during the site visit. The last hours of the site visit were used by the committee to establish the assessments of the programme and to prepare the presentation of the findings of the committee to the representatives of the programme.

Report

The secretary wrote a draft report on basis of the findings of the committee. The draft report has been amended and detailed by the committee members. After approval of the draft report by the committee it was sent to Roosevelt Academy (RA) for a check on facts. The comments by RA were discussed in the committee, this discussion resulted in some changes in the report. Subsequently, the committee established the final report.

The assessment was performed according to the NVAO (Accreditation Organization of the Netherlands and Flanders) framework for limited programme assessment (as of 20 November 2011). In this framework a four-point scale is prescribed for both the general assessment and the assessment of each of the three standards. The committee used the following definitions for the assessment of both the standards and the programme as a whole:

Generic quality

The quality that can reasonably be expected in an international perspective from a higher education bachelor's or master's programme.

Unsatisfactory

The programme does not meet the current generic quality standards and shows serious shortcomings in several areas.

Satisfactory

The programme meets the current generic quality standards and shows an acceptable level across its entire spectrum.

Good

The programme systematically surpasses the current generic quality standards across its entire spectrum.

Excellent

The programme systematically well surpasses the current generic quality standards across its entire spectrum and is regarded as an (inter)national example.

Summary judgement

Intended learning outcomes

Roosevelt Academy (RA) aims to be a place where undergraduates study broadly and deeply while reflecting on their personal and academic growth. It is RA's ambition that students learn to connect academic to real-world issues. At RA, students strive to prepare for important roles in society, while developing a moral code of what is right, and why. Finally, RA wants to 'hone an investigative mind'. As such, RA wants to actively educate students to acquire a range of research skills.

Starting from its vision of the liberal arts and sciences, RA has formulated a number of learning outcomes. RA has made the above learning outcomes more concrete by specifying the knowledge, skills and attitudes that each learning outcome comprises. Moreover, RA has translated the learning outcomes into twelve programme outcomes in order to make the learning outcomes more operational in the curriculum.

The committee is of the opinion that the intended learning outcomes of the programme are well described in terms of level and orientation. They comply with the domain specific framework and international requirements.

The committee thinks that the learning and programme outcomes at RA represent a well-balanced, well thought-through mixture of the defining elements of Liberal Arts and Sciences-programmes. The committee especially values the strong emphasis that is put on developing scientific skills and a scientific attitude. Also, the committee thinks that RA's aim to provide the students with a multidisciplinary background from the angle of connected disciplinarity is more than adequate for a programme at bachelor's level.

The committee finds the learning outcomes of the programme well-phrased. They are formulated in a general manner, but are made more concrete as RA links each learning outcome to the underlying knowledge, skills and attitudes.

While the committee lauds the intention of RA to formulate programme outcomes, the committee finds the current programme outcomes to be formulated in a less concrete and operational manner than the learning outcomes. The committee therefore suggests that the programme outcomes are reformulated so that they are more relatable, concrete and observational.

Teaching learning environment

The committee considers the teaching-learning environment, as it is shaped at RA, to be an international example of good learning. The programme builds on an outstanding and integrated group of dedicated faculty that is very successful in maintaining an enthusiastic atmosphere. The committee found the dedication to teaching excellence to be apparent throughout the organization.

The committee thinks the programme is an excellent translation of the learning outcomes. The coherence of the programme and the translation of the learning and programme outcomes in the programme are followed up through meticulous track documents, which is important in a programme where so much choice is left to the individual students. In this regard, the tutor system is also of major importance and the committee applauds the current

system of academic tutorship, with a three-year-build-up of the relationship between tutor and student. During the site visit, the committee also consulted the course material provided and found this of very high quality, with a modern approach towards the content and methodology of the courses.

The committee discussed at length the choice of the programme not to implement an obligatory bachelor's thesis. Conversations with students, lecturers and the programme management, as well as the study of the work done by students, convinced the committee however of the fact that the link with research is indeed very prominent throughout the curriculum.

Still, the committee noted that it remains a challenge to improve the opportunities for hands-on laboratory experience for science students. The committee thinks RA has to encourage and facilitate students to use the long summer period to do internships. The committee also noted that this action has already been adopted in RA's new strategic plan.

The committee lauds that the teaching-learning environment helps the students to excel. Although the workload for students is indeed very high, the close knit and active academic community of RA makes it possible for students to actually meet the requirements of the programme and even go beyond it. Although students did not complain about the workload, the committee does ask RA to constantly monitor the workload of the students so as not to overburden them.

The same remark holds true for the staff. The committee was impressed by the extremely enthusiastic and motivated staff and received no complaints about the workload. The committee also appreciated that the staff is engaged in research at a high level. Still, the committee asks the programme management to also closely monitor the staff's workload in order to stimulate the teaching staff to remain active in research.

The committee has seen that the current system of student recruitment works very well and has been convinced that the teaching-learning environment indeed gives students the opportunity to surpass expectations. The study duration and study efficiency, which is well above the Dutch average, seems to support that the teaching-learning environment actually helps the incoming students to achieve the level that is desired.

Assessment and achieved learning outcome

The committee has established that the programme has an adequate assessment system. The committee is very happy with the current system of continuous evaluation, with different and regular evaluation methods, and regular feedback to students. The committee established during the site visit that the evaluation system is transparent, valid and reliable. The committee also saw that an extensive quality control system is in place, which includes internal procedures as well as regular external peer-review, to check the quality of the assessment system.

During the site visit, the committee established that the evaluation criteria for honours theses (HT) and individual research projects (IRP) are in place. Still, the committee asks RA to make these guidelines more explicit for external checks of the quality of evaluation. The committee expects that the new assessment guidelines will contribute to achieving this goal.

The committee is very pleased with the level attained by the graduates. The committee was impressed by the enthusiasm and maturity of the alumni of the programme, and saw that the RA-alumni have no problems getting into the master- and PhD-programmes they desire.

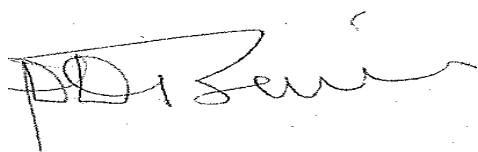
The committee also read a selection of portfolios, independent research projects and honours theses, and was able to look into coursework done in regular courses at RA. The committee is convinced that all graduates of RA, even those not doing an IRP or HT, meet the requirement of being able to do original research. The course work and the assignments adopted in the portfolio meet the requirements with regards to level and orientation. The committee however feels that further reflection is necessary on the portfolio as a capstone. It is also the opinion of the committee that the portfolio has to reflect, in an integrative way, that a specific student has met the different learning and programme outcomes. As such, the portfolio has to be evaluated accordingly. This is especially important in the light of the variability of the students' programmes.

Bachelor's programme Liberal Arts and Sciences:


Standard 1: Intended learning outcomes	good
Standard 2: Teaching-learning environment	excellent
Standard 3: Assessment and achieved learning outcomes	good
General conclusion	good

The chair and the secretary of the committee hereby declare that all members of the committee have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 12-12-2012



Prof. dr. D.D. Breimer



dr. J. De Groof

Description of the standards from the Assessment framework for limited programme assessments

Standard 1: Intended learning outcomes

The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.

Explanation:

As for level and orientation (bachelor's or master's; professional or academic), the intended learning outcomes fit into the Dutch qualifications framework. In addition, they tie in with the international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme.

Findings

Throughout the report, the findings have been extracted from the critical self-reflection, unless mentioned otherwise.

Roosevelt Academy (RA) aims to be a place where undergraduates study broadly and deeply while reflecting on their personal and academic growth. It is RA's ambition that students learn to connect academic to real-world issues. At RA, students strive to prepare for important roles in society, while developing a moral code of what is right, and why this is so. Finally, RA wants to 'hone an investigative mind.' As such, RA aims to actively educate students to acquire a range of research skills.

Starting from its vision of the liberal arts and sciences, RA has formulated a number of learning outcomes. RA expects that an RA graduating/graduated student

1. is broadly educated;
2. has acquired a thorough and systematic understanding (at honours bachelor level) in his/her area of specialization;
3. has strong academic skills;
4. is able to reflect on her/himself and her/his role in work and in life;
5. is an active and responsible member of society;
6. has experience in dealing with multi-faceted problems, dilemmas and ethical issues.

RA has made the above learning outcomes more concrete by specifying the knowledge, skills and attitudes that each learning outcome comprises. This can be found in detail in appendix 3.

Moreover, RA has translated the learning outcomes into twelve programme outcomes in order to make the learning outcomes more operational in the curriculum. RA graduates demonstrates that they have and can

1. acquire knowledge/perspectives in relevant domains;
2. grasp relevant objectives, assumptions and values;
3. understand state-of-the-art knowledge;
4. critically review results, arguments, problem formulations;
5. adopt and exercise relevant academic attitudes;
6. understand/apply domain knowledge in other contexts;
7. grasp interdisciplinary issues within specialization;
8. develop and apply new knowledge, methods, skills and expertise;
9. communicate at scholarly level;

10. reflect on personal/academic growth and development;
11. master with autonomy a range of specialist topics in preparation for further academic or professional training;
12. function effectively in team-based projects or exercises.

During the site visit, the committee asked the Educational Committee as well as the lecturers to comment on how they assure that the programme outcomes, which are formulated in a general manner, are achieved in the courses. It was explained to the committee that the programme outcomes are made more concrete at the level of the individual courses. For every discipline taught at RA, a track document describes how the programme outcomes are met in the different courses of that discipline (see also standard 2). The twelve programme outcomes are linked to the Dublin descriptors (see appendix 3).

The committee also discussed the specific position of RA within the domain-specific framework of (inter)national Liberal Arts and Sciences-programmes. The programme management explained that the focus on undergraduate research, on global citizenship and on students acquiring a broad education, while simultaneously gaining a thorough understanding in a chosen area of specialization, are the salient features of RA.

The committee also specifically discussed the status of interdisciplinarity in the learning and programme outcomes with the programme management. It was convincingly explained that RA prefers to work towards multidisciplinary rather than interdisciplinarity, as RA finds this a more appropriate aim for its bachelor's programme. The ambition is to have students develop a multidisciplinary view by means of first providing a sound disciplinary introduction.

Considerations

The committee is of the opinion that the intended learning outcomes of the programme are well described in terms of level and orientation. They comply with the domain specific framework and international requirements.

The committee thinks that the learning and programme outcomes at RA represent a well-balanced, well thought-through mixture of the defining elements of Liberal Arts and Sciences-programmes. The committee especially values the strong emphasis that is put on developing scientific skills and a scientific attitude. Also, the committee thinks that RA's aim to provide the students with a multidisciplinary background from the angle of connected disciplinarity is more than adequate for a programme at bachelor's level.

The committee finds the learning outcomes of the programme well-phrased. They are formulated in a general manner, but are made more concrete as RA links each learning outcome to the underlying knowledge, skills and attitudes.

While the committee lauds the intention of RA to formulate programme outcomes, the committee finds the current programme outcomes to be formulated in a less concrete and operational manner than the learning outcomes. The committee therefore suggests that the programme outcomes are reformulated, so that they are more relatable, concrete and observational.

Conclusion

Bachelor's programme Liberal Arts and Sciences: the committee assesses Standard 1 as **good**.

Standard 2: Teaching-learning environment

The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes.

Explanation:

The contents and structure of the curriculum enable the students admitted to achieve the intended learning outcomes. The quality of the staff and of the programme-specific services and facilities is essential to that end. Curriculum, staff, services and facilities constitute a coherent teaching-learning environment for the students.

Findings

Curriculum

RA offers approximately 200 different courses every year, covering a wide range of academic disciplines. These courses are grouped in tracks, which are coherent clusters of courses within a certain discipline. On the next level, tracks are grouped in academic departments. RA has four such academic departments, containing different tracks:

1. Academic Core department, with tracks on Research methods & Statistics, Rhetoric & Argumentation, English for Academic Purposes, Foreign languages (Dutch, French, German, Spanish);
2. Arts & Humanities department, with tracks on Art History, Antiquity, Philosophy, Religious Studies, Linguistics, Literature, Theatre and Media Studies, Political History, Cultural History;
3. Social Sciences department, with tracks on Sociology, Psychology, Anthropology, Human Geography/Global Studies, Political Science and International Relations, Economics, Law;
4. Science department, with tracks on Mathematics, Physics, Chemistry, Computer Science, Earth Science, Biology/Ecology, Cognitive Science, Life Science, Biomedical Science.

Courses are offered at three levels: the 100-level, the 200-level, and the 300-level. In principle, the levels build one upon the other and prerequisites for courses are outlined in course outlines and track documents.

During the site visit, the programme management explained that the students have a very high degree of freedom designing their programme. In this process, students are guided by their tutor and by the lecturers (see also 'programme specific services and facilities'). Also, there are some key requirements that every student has to follow in order to ensure that students meet the learning outcomes. Students must complete 24 courses in order to complete the programme. They are required to complete at least two tracks (of at least three courses each) in their major departments. Moreover, students must complete at least three courses at the highest bachelor level (300-level-courses) and they are required to follow six courses in the Academic Core Department (five for all Science-majors). In order to fulfil the breadth-requirement, students must do at least one course in every academic department.

Tracks are designed in such a way that students passing all its courses should be admissible to a range of master programmes in that academic discipline. Within each department, faculty members are appointed as track-coordinators that manage the content of the track, supervising the quality and coherence of the tracks together with the head of the department. Track coordinators have to prove in track documents that the twelve programme outcomes are met within a curriculum. During the site visit, the committee consulted various track

documents. The committee also heard from the Education Committee that it evaluates the consistency of tracks on a regular basis.

Teaching concept

The key organizational principle of the RA-programme is that semesters last for sixteen weeks, with one break week in the middle. Students take four courses per semester, which all meet for four hours per week in two blocks.

RA works with small classes of no more than 25 students. During the site visit, the committee learnt from lecturers, students and alumni that the programme is intensive. Both teachers and students get involved in interactive, active teaching and learning. Student attendance in classes is mandatory. RA-guidelines state that instructors have to engage students and create active learning situations, with concern and respect for students and student learning. Compelling assignments and tests have to be composed, using a variety of assessment-methods. Students are assessed by means of at least four assignments, giving ample space for continuous feedback. Student to teacher feedback is used by means of a variety of strategies, including students handing questions before class, giving 'concept tests' during class, handing in 'muddiest' points after class, and giving feedback on assignments. During the site visit, students and alumni uttered their appreciation of the personal feedback of lecturers. The programme management as well as the lecturers stressed the importance of regular feedback as this helps students to be actively engaged in the learning and to evolve throughout the year.

Lecturers, so the programme management and the lecturers mentioned, have a high degree of autonomy in how they shape their courses. Still, lecturers adhere to international standards as often as possible. Also, RA-course material is evaluated by peers on a regular basis (see also standard 3, 'assessment system'). During the site visit, the committee consulted the course material made available by the programme.

During the site visit, the committee asked the lecturers how they ensure that some of the techniques they use, like peer-teaching, actually lead to high-quality teaching. They explained that firstly these kinds of techniques are only used for a limited amount of time. Secondly, in the social-constructivist approach to teaching, students sometimes have to listen to 'weaker' students, but the important thing is to make all students active contributors. Thirdly, in some courses, lecturers ask students to hand in an outline of their presentation before the actual presentation, so suggestions towards improvement can be made before the actual presentation.

RA attaches great importance on the value of creating an academic community in reaching the learning outcomes. RA is a small, residential college (see also 'facilities'), which helps in creating a cooperative and supporting community. The RA-community is very active – students organize events on a very regular basis. During the site visit, students, alumni and lecturers mentioned that the RA-community is key to the RA-experience.

Contributing to the specificity of the RA-community is the fact that RA is an international college that has received students from 65 nationalities and has academic staff from 15 countries. Classes are in English, and many courses have an explicit international component. Students are required to learn a foreign language, other than English, and all international students are expected to learn Dutch. A number of exchange programmes are in place and about 30 RA-students participate in an exchange yearly. Some courses contain fieldwork abroad and sometimes internships are done abroad.

During the site visit, students, alumni and lecturers expressed their utmost appreciation of the teaching-learning environment that has been established at RA. Students and alumni mentioned that the small-scale setup, the availability of the teachers, and the academic community create an environment that incites students to be active, motivated, and to excel. The lecturers stressed that they thoroughly enjoy working with motivated, involved students that are happy to go beyond what is expected from them.

Relation to research

RA aims to implement undergraduate research in various parts of the programme. All courses at the 300-level contain research-related assignments of at least 3000 to 5000 words. However, during the site visit the programme management explained that research is also an integrative part of many 100- and 200-level courses. The students confirmed that the focus on research is indeed very noticeable in the vast majority of courses. They also mentioned the adequate build-up, with a focus on methods first, before applying them in other courses and getting a real feel of research.

There are possibilities for students to do individual, research-related work on top of the requirements in the 300-courses, but less than 25% of students do so. Options include doing an honours thesis (HT) or an individual research project (IRP), which both are pieces of independent research work under the supervision of an RA-faculty member, and which lead to a written document including literature research as well as the students' own research. Students are eligible to do an HT if they have a grade point average (GPA) of at least 3.7; for the IRP this is 3.3. Whereas the IRP is considered to be a level 300-course, the HT is at the 400-level and bridges the gap between bachelor and master level. Students are responsible for finding a supervisor and they typically meet with their supervisor once a week.

The Education Committee stressed that as an HT is considered to be a 400-level course, only students that have completed 300-level-courses in a good, independent manner, should be eligible. The committee also learnt that the Director of Education of RA has to approve applications of students to do an IRP or an HT. Exceptions to the GPA-requirement are occasionally made if the tutor and supervisor support the application.

During the site visit, not all students were convinced that the opportunity to do an HT or an IRP should be based primarily on the GPA of students. Although students and alumni agreed that the GPA-requirement was implemented to help students cope, they also felt that it should be handled more flexibly. Students mentioned that motivation being such a key factor in the teaching-learning environment at RA, the element of motivation should be a more prominent element in the decision on who is eligible to do an HT or IRP.

Practical experience and internships

RA-students can gain laboratory experience by following the three courses that are offered in the laboratory track in the Science department. Also, RA has a system of academic internships in place, by means of which RA wants to encourage students to do internships during the summer and winter breaks. If the internship contains a project with substantial academic content, if an RA-staff member as well as a professional within the organization supervises the internship, and if a written report is submitted regarding the results of the project, students can receive credits for the internship.

From the programme management, the committee learnt that many science students moreover do hospital internships, or other lab-related internships during the breaks.

During the site visit, students mentioned that they found that the amount of practical, hands-on courses, like laboratory courses, can be extended. The alumni told the committee they found that RA could encourage and facilitate students more to use the summer period to do internships during the summer. The programme management stressed that the lack of internship opportunities and practical skills is a current 'weakness' in the programme that they have identified. They are currently working on finding other university partners to use laboratory facilities (see also 'programme specific services and facilities'). Also, RA aims to find more internship positions in the Zeeland area and wants to involve alumni in internship activities.

Feasibility of the programme

Students take up four courses per semester with a workload of 210 hours (7.5 EC). They are required to work 56 hours per week, 16 out of which are contact hours. On being asked, both students and alumni mentioned the workload of the programme is indeed very high. Still, all students and alumni stressed that as everyone on campus has the same workload, students motivate and help each other. Students like the fact that they are continuously challenged and emphasized that being part of the community helps them to excel. Alumni agreed, but did mention that sometimes the workload can be slightly overwhelming, leading to the fact that students can sometimes not fully engage in all the tasks at hand.

Teaching staff

During the site visit, the committee and the RA-representatives talked at length about the specific position of RA. The programme management explained that due to the distance, RA enjoys a relative autonomy from its 'mother' university, Utrecht University. A positive consequence of this particular situation is that RA is able to recruit the teaching staff to carry out the RA-mission. The programme management pointed out that RA has a dedicated staff and about 80% of this staff lives in the Middelburg area, which enables them to participate in the RA-community. According to the management, this being active in the RA-community is an important factor in the appreciation of students of their teaching staff.

A possible negative consequence of the relative isolation of RA is the increased need and effort to stay connected with the outside world. Still, lecturers explained that although the majority of the staff at RA works full-time at RA, an important portion of lecturers still has a teaching/research appointment elsewhere, a mix that is seen as vital by programme management and lecturers. During the interviews, the programme management mentioned moreover that they want to ensure that the contact with the outside world remains by organizing outgoing faculty mobility, especially for staff that has been at RA for a long time. Also, they want to increase the presence of visiting professors. The programme management moreover aims at strengthening the academic connection to Utrecht University, through research connections and internships, while at the same time increasing the amount of ties with other universities.

All RA faculty members hold a PhD, with the exception of a few teachers who specifically teach language skills. Faculty members conduct research and publish. They are also heavily involved in undergraduate research.

A guest lecture is a standard component of the selection procedure and RA also invests in professional teaching development, with a number of days and events being organized by the RA Teaching and Learning Center. RA and Harvard University offer a summer programme together on teaching excellence. Also, RA follows the Utrecht University framework for teaching qualifications and practically all faculty members have earned the Basic Teaching Qualification (BKO). During the site visit, the Education Committee explained that presentations on excellent teaching are given on a regular basis. Due to the open atmosphere, lecturers continuously give each other feedback and attending a colleague's class is current practice.

The teacher-student ratio at Roosevelt Academy is 1:18. Faculty is involved in teaching courses and tutoring groups of students. Full-time faculty members have a total of six 'tasks' per year, one task being a course or the supervision of one tutor group (17 students). The committee asked the staff about their workload and the possibility to engage in research activities. First of all, lecturers mentioned that the workload is indeed high, and that this is due to the interactive teaching and their involvement in the RA-community. However, as they enjoy teaching, this is not seen as a burden. Lecturers explained that they chose explicitly to be involved in a teaching college and were aware that this has its implications. Also, lecturers mentioned that the semester system of RA ensures a long summer, during which there is ample time for research activities. Some of the teachers however admitted that the intensity of the semester often implies that non-teaching tasks are put on a hold during the semester.

The programme management explained that lecturers finishing a PhD can have a reduced teaching load. The same holds true for lecturers that attract external research funding. Currently, they are debating various mechanisms to stimulate faculty research, among which the possibility of implementing a seventh semester sabbatical.

Student course evaluations indicate that students are very happy with the quality of the teaching staff. Quality control of the teaching is done in every course by the obligatory mid-term and final evaluation. The mid-term evaluation allows instructors to change certain aspects of the course. In the final evaluation, students are required to give their opinion on 21 aspects of the course, on which the instructors subsequently reflect. Input from evaluations and reflections play a central role in the Annual Performance Review faculty members have with their heads of department (see also standard 3, 'assessment system').

Programme-specific services and facilities

RA has three separate teaching halls, with 17 classrooms that can hold 25 students. There are three computer rooms and several spaces for self-study. All instructors and tutors have offices in the teaching halls. Students live at four nearby dormitory locations in the inner-city campus. Academic library functions are provided by the 'Zeeuwse Bibliotheek' and RA has full access to the online library facilities of Utrecht University.

The distance from Utrecht University (see also 'teaching staff') means that for the courses that can include laboratory experience, there are no advanced labs nearby. During the site visit, the committee heard from the programme management that RA uses the lab facilities of the Hogeschool Zeeland. From the lecturers, the committee learnt that for some courses in the Science department, agreements have moreover been made with Utrecht University or Leiden University to do short internships there. For the Life Science track, finding more internship possibilities is an absolute priority. Students mentioned that they have sometimes

missed the opportunity to do more laboratory courses (see also ‘practical experience and internships’).

Very central in the teaching and learning environment of RA is the guidance students receive. Each student is assigned to an individual tutor. This tutor serves as an academic mentor and the student meets him/her three to four times per semester. The tutor stays the same during the three years students spend at RA. The tutor gives students personal advice on the academic programme that may suit best, explains the RA-rules, checks whether students are performing to the best of their abilities and oversees their physical and mental well-being. Tutors are not necessarily from a field of study that the student has chosen to follow, but have an overview of the whole programme. Lecturers as well as students mentioned during the site visit that students in addition find their way to specific lecturers if they have specific questions on a certain discipline. In case of bigger problems, the senior tutor may be involved, who looks for a solution in close co-operation with the Education Committee. Students struggling with the RA-teaching concept can follow workshops on study skills and self-management, a service, so the committee learnt during the site visit, the programme management is seeking to expand. A student counselor is available for student problems that go beyond academics.

Tutors are prepared for their task during a special workshop during the introduction week, during which specialists are invited to speak on specific issues tutors are confronted with. Moreover, the senior tutor is involved in coaching the tutors on a regular basis. During the site visit, students and alumni uttered their appreciation for the tutoring system. They mentioned tutors helped them being reflective and finding out where their passion lies. They motivate students to go outside their comfort zone and act as a facilitator. They help students to maintain their focus and plan their courses.

Student admission and recruitment

Only a limited amount of students can be admitted to RA every year. Admission of students is done on the basis of a written application, which is evaluated by a group of senior faculty members. If basic conditions are met, an interview is scheduled. If conditions are not met, applications are always read by a second evaluator before rejecting a candidate. A different senior faculty member interviews students for 30-40 minutes, checking whether the student fits the RA profile and can be successful in the RA-programme. Having good grades is a point of consideration, but more important is the student’s motivation. The dean then decides whether to invite the student or not, which is done on a ‘first come first served’-basis. This means that once a student is accepted, he/she is sure of his/her place at RA. RA does not wait for potentially ‘better’ candidates to apply. The aim is to complete the whole application procedure within a three-week period.

RA receives about 300-400 applications on a yearly basis, from which 250-300 students are interviewed. Over 90% of interviewed students are invited to join RA and in the end about 180-220 students start their programme each year. During the site visit, the programme management mentioned that the amount of potentially interested is growing every year. Still, the number of students that is able to start every year remains stable, to ensure the small-scale of classes.

Study duration

Taking into account the data of student cohorts starting since the fall of 2004 until the fall of 2009, an average of 81,4% of RA-students have graduated after three years (see also appendix 5). From the student cohort starting in the 'fall' of 2009, 84.5% has graduated (93.2% according to the VSNU graduation rate) after three years. 12 students are projected to still be active.

Of the 182 students starting in the academic year 2010-2011, 14 have transferred to another programme after completing one semester or one year, 5 have departed to an unknown destination within one year, and 1 has transferred to another programme after more than one year. Also, 2 students departed to an unknown destination after more than one year.

During the site visit, the programme management mentioned that students are required to see their tutors for a mid-term evaluation and instructors have to inform the tutor if the student is in the D-range or has motivation problems. If students do not show up for this conversation, contact is taken immediately. If students do poorly during one semester, they are put on probation. Students then have to meet with their tutor on a weekly basis and are obliged to follow study skills courses. If they do poorly again, they are then expelled. The programme management mentioned during the site visit that this happens to 8 to 10 students each year.

Considerations

The committee considers the teaching-learning environment, as it is shaped at RA, to be an international example of good learning. The programme builds on an outstanding and integrated group of dedicated faculty that is very successful in maintaining an enthusiastic atmosphere. The committee found the dedication to teaching excellence to be apparent throughout the organization. The small-scaledness of the institute leads to an organization that is not top-heavy administrative, allowing most of its financial means to flow to primary processes. The possible points of concern the committee noted before the site visit, have already been translated into solutions that work well for all parties involved, illustrating the orientation of RA towards continuous improvement.

The committee thinks the programme is an excellent translation of the learning outcomes. The coherence of the programme and the translation of the learning and programme outcomes in the programme are followed up through meticulous track documents. The committee considers this is important in a programme where so much choice is left to the individual students. In this regard, the tutor system is also of major importance and the committee joins the students in their enthusiasm of the current system of academic tutorship. The committee applauds that there is a build-up of a three-year relationship between tutor and student. Also, the committee appreciates that lecturers are available to students for additional guidance. In sum, students receive high-quality guidance in composing an individual programme. The committee moreover found that the Board of Examiners is in solid control of this whole process.

During the site visit, the committee consulted the course material provided and found this of very high quality, with a modern approach towards the content and methodology of the courses.

During the site visit, the committee discussed at length the choice of the programme not to work with an obligatory bachelor's thesis. Conversations with students, lecturers and the programme management, as well as the study of the work done by students, convinced the committee of the fact that the link with research is indeed very prominent throughout the curriculum. The concept of undergraduate research is apparent in the assignments that all students need to do in 300-level-courses and it builds up nicely from the very start of the programme. Research is not something that stays at a theoretical level, students dig in and develop a research attitude and research skills.

Still, the committee noted that it remains a challenge to improve the opportunities for hands-on laboratory experience for science students. On the one hand, the committee appreciates the way RA is currently handling this specific problem, making use of facilities at the Hogeschool Zeeland, and providing the opportunity for students to do short research internships at Utrecht University as well as at other universities. On the other hand, the committee feels students should also be able to have the opportunity to do internships during a longer period of time. The committee thinks RA has to encourage and facilitate students to use the long summer period to do internships. The committee also noted that this action has already been adopted in RA's new strategic plan.

The committee highly appreciates that the teaching-learning environment helps the students to excel. Although the workload for students is indeed very high, the close knit and active academic community of RA makes it possible for students to actually meet the requirements of the programme and even go beyond. Students did not complain about the workload. Still, the committee does ask RA to constantly monitor the workload. The committee sees it as a possible threat to the enthusiasm of students if they cannot engage in all assignments as much as they would like to due to the high workload.

The same remark holds true for the staff. The committee was impressed by the extremely enthusiastic and motivated staff and received no complaints about the workload. Also, the committee appreciated that the staff is engaged in research at a high level. Still, the committee asks the programme management to also closely monitor the staff's workload. The committee finds this especially important in order to stimulate the teaching staff to remain active in research. Lecturers as well as the programme management mentioned they do their research especially during the summer period, but the committee can imagine that plugging into research after a semester of intensive teaching is not always easy.

The committee agrees with RA that being able to work in relative isolation has the advantage of being able to attract dedicated staff, convinced of the teaching concept, and engaged in the academic community, thus contributing to the atmosphere that makes RA so unique. The committee approves of the current mix of staff exclusively working for RA, and staff with a part-time appointment at RA as well as elsewhere. The committee saw that RA is very much aware of the need to open up to the outside world, and is convinced that RA has taken and will take the necessary steps to keep the exchange of ideas flowing.

During the interviews, it became clear to the committee that although autonomy of lecturers to design their courses is seen as very important, the Education Committee approves all courses in order to ensure the quality of the courses, tracks and ultimately the curriculum. The committee saw that a good-working system of quality control is in place.

The committee has seen that the current system of student recruitment works very well and has been convinced that the teaching-learning environment indeed gives students the

opportunity to surpass expectations. The study duration and study efficiency, which is well above the Dutch average, seems to support that the teaching-learning environment actually helps the incoming students to achieve the level that is desired.

Conclusion

Bachelor's programme Liberal Arts and Sciences: the committee assesses Standard 2 as **excellent**.

Standard 3: Assessment and achieved learning outcomes

The programme has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved.

Explanation:

The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in post-graduate programmes. The tests and assessments are valid, reliable and transparent to the students.

Findings

The assessment committee has read the programme's education and (final) examinations regulations (OER), has spoken with the members of the Examination Board and has evaluated assignments as well as exams of the different years of the programme.

Assessment system

Each course at RA is given a final mark, but each mark is composed of various evaluations as the students' performance in classes at RA is evaluated continuously, based on evaluations such as mid-term and final exams, (group) assignments, presentations, class participation and/or research projects. Course outlines and manuals indicate the method of assessment, a fact that was confirmed by the students during the site visit. No single assessment can count for more than 40% of the final grade.

During the site visit, the students mentioned that this system of continuous assessments is one of the key factors in helping them to excel, as it keeps them continuously challenged. They also expressed their appreciation of the feedback that is given, with teachers being available for feedback at any time, and that they receive a lot of feedback, not all of it is written and graded. Feedback is also given in a timely manner.

The quality of evaluation is ensured by the individual instructors, the heads of departments and the Education Committee. The heads of department are responsible for the quality of courses content, teaching, and evaluation. This is done through departmental meetings, classroom visits and appraisals with faculty members. A group of students, that is elected by their peers, called the Academic Affairs Councils, informs heads of departments of complaints of students. The findings of the heads of department are discussed every semester – and when necessary immediately - by the Education Committee, leading to changes where the latter thinks this is necessary.

Also, RA invites a panel of peer-reviewers on a yearly basis during the summer period. These peer-reviewers review those courses that belong to their field of expertise. They look at course material, course work and review assessments of this work by lecturers.

As for the evaluation of HT's and the IRP's, almost all of the work is assessed by two assessors. A uniform assessment procedure, so the committee learnt, was written in the summer of 2012. Until then, the procedure was set by the head of department and therefore varied from department to department. The Board of Examiners, so the committee heard during the site visit, checks the distribution of the marks given to the HT's and the IRP's. In the past, RA used a second grading method for external quality assurance, where a panel of second markers was asked to look at the quality of student work and its assessment. The programme management mentioned during the site visit that these second-grading initiatives have shown in the past that the grading of HT's and IRP's is actually at an adequate level.

Portfolio as a capstone

From 2012 onwards, RA has made it a formal requirement for every third year student to submit a portfolio. Five to ten items have to be submitted, consisting of any kind of assignment students feel is representative for their best work. At least three have to be from 300-level-courses and the portfolio has to contain works from at least three disciplines. Students are required to comment on why they chose to include the particular items and how it reflects their ambitions, interest and readiness for a graduate programme. During the site visit, the students mentioned that the portfolio still is a new concept, and that the portfolio was not yet used as a tool for reflection. At the moment, all assignments that are added in the portfolio, have already been graded in the course that they are part of and no integrative grading of the portfolio as a whole takes place. Individual work, like the honours thesis or the individual research project, is graded separately, but less than 25% of students engage in this kind of work.

During the site visit, the programme management and the Educational Committee explained to the committee that they are looking at ways to include a capstone in the programme, which can also receive a separate grading. Still, the programme management and the Educational Committee stressed that although they are looking for ways to come to an integrated capstone, they are not heading in the direction of introducing a required bachelor's thesis for all students, as this does not adequately reflect the accomplishments of students in a broad Liberal Arts and Sciences programme.

Alumni confirmed during the interviews that they actually liked the fact that the portfolio allowed them to show their breadth, whereas this would not have been possible with the bachelor's thesis.

Performance of graduates

RA staff helps RA-graduates to find a suitable master's or PhD-programme. They give advice on what programmes might suit students, invite representatives of programmes for information sessions, writing letters of recommendation, and sometimes personal contact with representatives of master's programmes. During the site visit, students and alumni mentioned they were happy about the support offered by RA, they felt the personal encouragement of tutors and instructors was very helpful, next to more general initiatives like a master fair. Students and alumni also mentioned that they are aware of many of the requirements of master's programmes well in advance and can plan their choice of courses accordingly. Also, they feel they have developed the necessary skills at RA to catch up easily if some knowledge is lacking.

RA has done an elaborate alumni survey of its graduates of the classes of 2007 and 2008, which the committee was able to look into during the site visit. Results show that 87.5% of respondents reported to have started at least a master's or PhD-programme; 9.8% reported to have started a PhD-programme. 73.5% of alumni were accepted by their programme of first choice, and 73.2% enrolled at one of the top 200-universities world-wide (Quacquarelli Symonds World Rankings, 2008). 54.6% entered a Dutch programme, whereas 46% entered an international programme. 42% of students received a scholarship for their graduate programme. In summary, students are accepted in a variety of disciplines, in a variety of countries and universities, including some top-universities.

The programme management explained that the access to master programmes has been something they have been working on, as this was a concern of the previous committee. On the one hand, some tracks have added extra courses, so the connection to master classes has been facilitated. On the other hand, the RA programme is getting to be known more and more, through the alumni.

The alumni survey supports that alumni feel well-prepared for their graduate studies. They state they learnt a number of critical academic skills during time here and over 90% would come again. During the site visit, the committee heard during the conversations with alumni that they were very happy with the learning outcomes of the programme. They mentioned that, through the extensive research component of the programme, they felt more prepared to write a master's thesis in the master's programme. They mentioned the critical thinking as a very important learning outcome of the programme. In all, the alumni are very enthusiastic about the programme and were able to get into many different programmes.

Considerations

The committee has established that the programme has an adequate assessment system. The committee appreciates the activities of the Examination Board to improve the quality of the evaluation.

The committee is very happy with the current system of continuous evaluation, with different and regular evaluation methods, and regular feedback to students. This assessment system clearly is in line with the learning outcomes of the programme. The committee established during the site visit that the evaluation system is transparent, valid and reliable. There are extensive guidelines and the Board of Examiners is in solid control. The committee also saw that an extensive quality control system is in place, which includes internal procedures as well as regular external peer-review, to check the quality of the assessment system.

During the site visit, the committee established that the evaluation criteria for HT's and IRP's are in place. Still, the committee asks RA to make these guidelines more explicit for external checks of the quality of evaluation. The committee expects that the new assessment guidelines will contribute to achieving this goal.

The committee is very pleased with the level attained by the graduates. The committee was impressed by the enthusiasm and maturity of the alumni of the programme, and saw that the RA-alumni have no problems getting into the master- and PhD-programmes they desire. The committee considers this to be a proxy for the achieved quality of the RA-graduates.

The committee also read a selection of portfolios, independent research projects and honours theses, and was able to look into coursework done in regular courses at RA. The committee is

convinced that all graduates of RA, even those not doing an IRP or HT, meet the requirement of being able to do original research. The course work and the assignments adopted in the portfolio meet the requirements with regards to level and orientation.

After lengthy discussions on the subject, the committee has become strongly convinced that a portfolio can indeed be a replacement for a bachelor's thesis and is in line with the ambitions and learning outcomes of the programme.

The committee however feels that further reflection is necessary on the portfolio as a capstone. It is the opinion of the committee that the portfolio has to reflect in an integrative way that the different learning and programme outcomes have been met by a specific student. This is especially important in the light of the variability of the students' programmes. In order to achieve this integration, the committee suggests the programme to follow the current line of thought, asking the student to connect the programme outcomes to what is done in the portfolio.

Conclusion

Bachelor's programme Liberal Arts and Sciences: the committee assesses Standard 3 as **good**.

General conclusion

The committee is convinced that the teaching-learning environment at RA, with its dedicated staff, the prominent place for undergraduate research, and its vibrant academic community, is an international example of good learning. The committee was impressed with the level achieved by the RA-graduates.

Conclusion

The committee assesses the *bachelor's programme Liberal Arts and Sciences* as **good**.

Appendix 1: Curricula vitae of the members of the assessment committee

Samuel Abraham obtained his PhD in Political Science at Carlton University, Ottawa (Canada). He is lecturer at and rector of Bratislava International School of Liberal Arts (BISLA), the first liberal arts college in Slovakia, which he founded in 2006. He is co-founder and a member of Executive Board of European Colleges of Liberal Arts and Sciences (ECOLAS). Also, he is the founder, publisher and Editor-in-Chief of book review journal *Kritika & Kontext: A Journal of Critical Thinking* and the Founder and Director of Society for Higher Learning, a liberal arts type of institution providing supplementary education to selected gifted university students from various Slovakia universities.

Douwe D. Breimer was Rector Magnificus of Leiden University from 2001 till 2007 and also President from 2005 till 2007. Since 1975 he is Professor of Pharmacology at Leiden University; he received several scientific distinctions for his scientific research among which are honorary doctorates from Universities in Gent, Uppsala, Budapest, Pamplona, London, Tokyo and Montreal. He is the founder of the Center for Bio-Pharmaceutical Sciences at Leiden University and also of the Centre for Human Drug Research (CHDR). He was Director of Research of the Leiden/Amsterdam Center for Drug Research from 1991 till 2000. He is (co)author of more than 500 scientific articles in the areas of (clinical) pharmacokinetics, drug metabolism and biopharmaceutics and he supervised more than 50 PhD students. He has been on the editorial board of numerous scientific journals.

He is, among others, a member of the Royal Netherlands Academy of Sciences, of the Academia Europaea and foreign associate member of the Institute of Medicine of the National Academy of Sciences USA. He served on numerous national and international advisory and evaluation committees, including the national Innovation Platform chaired by the prime minister the Netherlands. He is also one of the founders of the European Federation for Pharmaceutical Sciences (EUFEPS) and served as its president for several years. He currently is a member of the supervisory board of the Technical University Delft, of the Board of KULeuven and of the governing body of University College Cork.

Jean-Pierre De Greve is a full professor at the Vrije Universiteit Brussel (VUB). He currently is the vice-rector International Policy of the VUB. From 2006-2009 he was chair of the department of Physics and the faculty coordinator for international student mobility. From 2000-2006, he was Dean of Vesalius College. He is member of numerous scientific committees, has participated in various expert panels for the accreditation of higher education programmes and has participated in 'Science and Society' evaluation panels of the European Commission.

Barbara Kaplan received a PhD in comparative literature from New York University in 1977. From 1985-2007, she was Dean of Sarah Lawrence College, a Liberal Arts and Sciences College in New York (US). From 2007 until present, she has been dean-emerita of this college. She is author and co-author of articles on college programmes and policies, is a consultant on college programmes, and panelist American Educational Studies Association, Association Of American Colleges, National Association of College Admissions Counselors.

Herman Van den Bosch received his Master of Science in Geography (with a specialization in economics and environmental planning) at the University of Nijmegen in 1972. His PhD-thesis explored the role of geography in the development of a non-ethnocentric attitude within schoolchildren. In 1988 he was appointed as programme director of the Nijmegen School of Management. He developed the educational programmes and introduced problem based learning and project learning as part of a policy that encouraged inter-disciplinary

collaboration. As from 2001, he is professor in Management education, with emphasis at distance learning in the Open Universiteit Nederland and dean of the School of Management (until his resignation in September 2011). His research and recent publications focus at developing management competences within the framework of lifelong learning and the use of ICT in education. He has frequently acted as peer and coach in faculty development programmes in the Netherlands and abroad. During the last four years he has acted as chair or member in seven peer evaluation teams initiated by QANU, NVAO and EQUIS.

Katherine Woolbright is currently pursuing a BA in International Politics and History at Jacobs University in Bremen, Germany, with particular focus in conflict studies and international relations. She expects to graduate in June 2013. From 2010 to 2012, she was a student-assistant at the School of Humanities and Social Science, assisting in research on peace and democratization. From 2011 to 2012, she was the chair of the Undergraduate Academic Affairs Committee, the main student representative to the Undergraduate Education Committee and a voting member of the Student Parliament of Jacobs University. For the fall semester of 2012, she is taking a leave of absence from Jacobs University as she is participating in a semester exchange programme at the Hebrew University in Jerusalem.

Appendix 2: Domain-specific framework of reference

Graduates can be expected to

1. demonstrate interdisciplinary skills, i.e. can
 - a. evaluate which disciplines are involved in the solution of complex issues,
 - b. assess which research methods are most suitable in a particular situation,
 - c. integrate the contents and research methods from disciplines relevant to the course,
 - d. defend a well-considered viewpoint covering the relevant disciplines.
2. know about and understand the most prominent theories of the chosen specialization;
3. have fundamental experience with the methodology used by researchers in the chosen specialization;
4. know which phenomena are being studied in the different disciplines which are treated in the course and which research methods and theories are used;
5. possess social and communication skills enabling them to work in a team;
6. rapidly learn the specialist vocabulary required for a new discipline;
7. 'translate' scientific vocabulary for lay persons;
8. possess general mental and reasoning skills that enable them to participate in scientific and public debates;
9. express themselves well verbally and in writing at the academic level;
10. work independently and purposefully, critically assess their own actions and can set goals and take decisions;
11. demonstrate the ability to reflect in ethical and social terms on their own position in society and chosen career.

Appendix 3: Intended learning outcomes

1. Liberal Arts and Sciences learning outcomes

From its vision of the liberal arts and sciences, RA has formulated a number of student learning outcomes. Specifically, we expect the following from our graduates:

1. An RA graduating/graduated student is broadly educated:
Students have studied a variety of academic disciplines in the classroom. They are familiar with different methodologies, perspectives and theories and have learned to combine and value these, depending on the question and context. Students are able to consider issues and problems from different perspectives and come to a well-balanced and critical appraisal of the situation at hand.
2. An RA graduating/graduated student has acquired a thorough and systematic understanding (at honors bachelor level) in his/her area of specialization:
Students choose a specialization in a related and coherent set of academic disciplines. Students are prepared for excellent graduate programs worldwide in a wide variety of disciplines in the humanities, sciences and social sciences.
3. An RA graduating/graduated student has strong academic skills:
Students have acquired robust skills in critical thinking, communication and doing research, facilitated through classes in English for academic purposes, rhetoric and argumentation practice and theory (including debating and public speaking), qualitative and quantitative reasoning (i.e., methods and statistics), and communicating effectively in a foreign second foreign language.
4. An RA graduating/graduated student is able to reflect on her/himself and her/his role in work and in life:
Inside and outside the classrooms, students reflect on their progress and ambitions, both academically and socially. Students are encouraged and supported to develop a coherent view on their academic programme and their personal goals in life, and to engage in dialogue and debate with their peers and their instructors on what they want to achieve and why.
5. An RA graduating/graduated student is an active and responsible member of society:
Students understand and work toward their mutual advantage with those from different cultural backgrounds. They take initiatives to support their own academic community, but also get involved in various community projects to enhance the relationship between the university college and Middelburg, Zeeland, Europe and the wider world.
6. An RA graduating/graduated student has experience in dealing with multi-faceted problems, dilemmas and ethical issues:
Students place results of research and knowledge in context of other disciplines and society. Students apply critical thinking and research methodologies from different academic disciplines to question the validity and significance of findings, and analyze the value of results in different societal contexts. Students have respect for others, are open to learn from people with different perspectives, and are willing and able to contribute to a better world for all.

2. Programme outcomes

These learning outcomes are made operational in the RA curriculum by translating them into 12 programme outcomes. For every academic discipline taught at RA, a so-called *track document* describes how the learning outcomes are met in the different courses in that discipline. Also each individual course outline describes specific learning outcomes for that course. Because of the design of the RA curriculum and the graduation requirements, every student is guaranteed to cover every programme outcome in at least two (but often many more) courses.

The programme outcomes specify what a graduate of RA must be able to do at a proper academic level. We identify the following 12 programme outcomes. RA graduates demonstrate that they have and can:

1. Acquire knowledge/perspectives in relevant domains
2. Grasp relevant objectives, assumptions and values
3. Understand state-of-the-art knowledge
4. Critically review results, arguments, problem formulations
5. Adopt and exercise relevant academic attitudes.
6. Understand/apply domain knowledge in other contexts
7. Grasp interdisciplinary issues within specialization
8. Develop and apply new knowledge, methods, skills and expertise.
9. Communicate at scholarly level
10. Reflect on personal/academic growth and development
11. Master with autonomy a range of specialist topics in preparation for further academic or professional training.
12. Function effectively in team-based projects or exercises

These 12 programme outcomes are linked to Bachelor Dublin descriptors. These links are shown in the following table:

Dublin Descriptor	Qualifications for Bachelor	RA Programme Outcome
Knowledge and understanding	Have demonstrated knowledge and understanding in a field of study that builds upon and supercedes their general secondary education, and are typically at a level that, while supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study.	1. Acquire knowledge/perspectives in relevant domains 2. Grasp relevant objectives, assumptions and values 3. Understand state-of-the-art knowledge 7. Grasp interdisciplinary issues within specialization
Applying knowledge and understanding	Can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.	4. Critically review results, arguments, problem formulations 5. Adopt and exercise relevant academic attitudes 6. Understand/apply domain knowledge in other contexts 8. Develop and apply new knowledge, methods, skills and expertise

Making judgments	Have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, academic or ethical issues.	5. Adopt and exercise relevant academic attitudes 8. Develop and apply new knowledge, methods, skills and expertise. 10. Reflect on personal/academic growth and development
Communication	Can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.	9. Communicate at scholarly level 12. Function effectively in team-based projects or exercises
Learning skills	Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.	11. Master with autonomy a range of specialist topics in preparation for further academic or professional training

Appendix 4: Overview of the curriculum

This document shows the provisionally planned course offerings for the next few years. For each course it is indicated what semesters they will be taught in. For instance: ‘All falls’ means a course will be taught every fall semester, ‘Even falls’ means a course will be taught in fall semesters in even years: 2012, 2014, 2016, ..., ‘Odd springs’ means a course will be taught in spring semesters in odd years: 2013, 2015, 2017 ...

Arts & Humanities Department

	Fall semester courses		Spring semester courses	
Antiquity	<i>All Falls</i>	AH105 Classical Mythology	<i>Even Springs</i>	AH 206 Ancient History
			<i>Odd Springs</i>	AH 205 Classical Literature
	<i>Odd Falls</i>	AH 207 Ancient Art & Archaeology: A Material History	<i>Odd Springs</i>	AH 305 Greek Art & Archeology (next in 2015)
			<i>Even Springs</i>	AH 306 The Global Artefact (next in 2014)
			<i>Odd Springs</i>	AH 307 Topics in Antiquity
Art History	<i>All Falls</i>	AH 115 Introduction to Art History	<i>All Springs</i>	AH 115 Introduction to Art History
	<i>Even Falls</i>	AH 316 Art & Architecture of the Italian Renaissance	<i>All Springs</i>	AH 215 17th Century Dutch Painting
	<i>Odd Falls</i>	AH 315 Interpreting Modern Art		
			<i>Even winters</i>	AH 317 Rome and the Classical Tradition

Linguistics	<i>All Falls</i>	AH 126 Introduction to English Linguistics	<i>All Springs</i> AH 126 Introduction to English Linguistics
	<i>Even Falls</i> <i>Odd Falls</i>	AH 325 Topics in Linguistics AH 225 Sociolinguistics	
Literature	<i>All Falls</i>	AH 136 Introduction to Literary Studies	<i>All Springs</i> AH 135 Great Literary Works
	<i>Even falls</i> <i>Odd falls</i>	AH 336 Read. Lit. in the Diverse World: Critical Perspectives on Literary Meaning AH 337 Film & Text	<i>All Springs</i> AH 237 Life and Travel Writing
Theatre and Media Studies	<i>All Falls</i>	AH 143 Introduction to Theatre and Media Studies	<i>All Springs</i> AH 143 Introduction to Theatre and Media Studies
	<i>Even Falls</i> <i>Odd Falls</i>	AH 343 Current Developments in Theatre and Media Studies and Practice AH 342 Topics in Theatre and Media Studies	<i>All Springs</i> AH 243 Film in Context
Philosophy	<i>All Falls</i>	AH 156 Introduction to Western Philosophy	<i>All Springs</i> AH 156 Introduction to Western Philosophy
	<i>All Falls</i>	AH 255 Ethics	<i>All Springs</i> AH 256 Great Philosophers
			<i>All Springs</i> AH 357 Topics in philosophy
Religion	<i>All Falls</i>	AH 165 World Religions	<i>All Springs</i> AH 165 World Religions

	<i>All Falls</i> AH 265 Christian Scripture and Doctrine	<i>All Springs</i> AH 166 The Bible in the Arts
	<i>All Falls</i> AH 365 Topics in World Religions	<i>Odd Springs</i> AH 266 Wisdom of the East <i>Even Springs</i> AH 367 Ethical and philosophical perspectives
History	<i>All falls</i> AH 171 Early Modern History	<i>All Springs</i> AH 172 Modern History
	<i>All Falls</i> AH 175 World History	<i>All Springs</i> AH 175 World History
	<i>All Falls</i> AH 278 History of Empires	<i>All Springs</i> AH 279 Western Way of War
		<i>All Springs</i> AH 300-level history
Cultural History	<i>Even falls</i> AH 274 From Rome to the Renaissance	<i>All Springs</i> AH 188 Introduction to Gender Studies
	<i>All Falls</i> AH 287 History of Women and Gender	<i>Odd Springs</i> AH 384 Topics in Social and Cultural History <i>Even Springs</i> AH 185 Introduction to Cultural History and American Studies
Performing Arts	<i>All Falls</i> AH x97 Performing Arts	<i>All Springs</i> AH x98 Performing Arts
	<i>All Falls</i> AH CC Choir Course	<i>All Springs</i> AH CC Choir Course

Musicology	<i>All Falls</i>	AH 195 History of Western Music	<i>All Springs</i> AH 196 Introduction to Music Theory
	<i>Odd Falls</i>	AH 294 Intermediate Music Theory	<i>Even Springs</i> AH 395 Case Studies in Music <i>Odd Springs</i> AH 295 Music in Context

Academic Core Department

Methods & Statistics	<i>All falls</i>	ACC 110 Methods & Statistics I (5 groups)	<i>All springs</i>	ACC 110 Methods & Statistics I (3 groups)
	<i>All falls</i>	ACC 210 Methods & Statistics II (2 groups)	<i>All springs</i>	ACC 210 Methods & Statistics I (1 or 2 groups)
	<i>All falls</i>	ACC 211 Qualitative Methods	<i>All springs</i>	ACC 211 Qualitative Methods (1 or 2 groups)
			<i>All springs</i>	ACC 310 Methods & Statistics III
Rhetoric & Argumentation	<i>All falls</i>	ACC 120 Introduction to Rhetoric & Argumentation (2 or 3 groups)	<i>All springs</i>	ACC 120 Introduction to Rhetoric & Argumentation (2 groups)
	<i>All falls</i>	ACC 221 Aspect of Rhetoric and Argumentation	<i>All springs</i>	ACC 220 Stylistics
	<i>All falls</i>	ACC 321 Creative writing	<i>All springs</i>	ACC 320 Persuasion in social discourses
English	<i>All falls</i>	ACC 160 English for Academic Purposes –	<i>All springs</i>	ACC 160 English for Academic Purposes –

	Elementary (3 groups)		Elementary
	<i>All falls</i> ACC 260 English for Academic Purposes – Intermediate (6 groups)		<i>All springs</i> ACC 260 English for Academic Purposes – Intermediate (3 groups)
			<i>Even springs</i> ACC 360 Advanced English: Journalism <i>Odd springs</i> ACC 361 Media Literacy
French	<i>All falls</i> ACC 070 Beginner French		<i>All springs</i> ACC 070 Beginner French
	<i>All falls</i> ACC 170 Elementary French		<i>All springs</i> ACC 170 Elementary French
	<i>All falls</i> ACC 270 Intermediate French		<i>All springs</i> ACC 270 Intermediate French
			<i>All springs</i> ACC 370 Advanced French
German	<i>All falls</i> ACC 180 Elementary German		<i>All springs</i> ACC 280 Intermediate German
Spanish	<i>All falls</i> ACC 090 Beginner Spanish (1 or 2 groups)		<i>All springs</i> ACC 090 Beginner Spanish
	<i>All falls</i> ACC 190 Elementary Spanish (1 or 2 groups)		<i>All springs</i> ACC 190 Elementary Spanish
	<i>All falls</i> ACC 290 Intermediate Spanish (1 or 2 groups)		<i>All springs</i> ACC 290 Intermediate Spanish
			<i>All springs</i> ACC 390 Advanced Spanish

Dutch	<i>All falls</i> ACC 099 Beginner Dutch (2 groups)	<i>All springs</i> ACC 199 Elementary Dutch
	<i>All falls</i> ACC 199 Elementary Dutch	<i>All springs</i> ACC 299 Intermediate Dutch
	<i>All falls</i> ACC 299 Intermediate Dutch	

Science Department

	Fall semester courses	Spring semester courses
General	<i>All falls</i> SCI 102 Scientific Methodology	<i>All springs</i> SCI 101 History and Philosophy of Science
Mathematics	<i>All falls</i> SCI 111 Mathematical Ideas and Methods in Context (2 groups)	<i>All springs</i> SCI 110 Elementary Calculus - Concepts & Connections
	<i>Even falls</i> SCI 311 Signals & Systems <i>Odd falls</i> SCI 312 Advanced Mathematics	<i>All springs</i> SCI 111 Mathematical Ideas and Methods in Context
		<i>Even springs</i> SCI 211 Mathematical Methods <i>Odd springs</i> SCI 212 Theory of Statistics and Data Analysis
Physics	<i>Even falls</i> SCI 221 Electromagnetism <i>Odd falls</i> SCI 222 Physical chemistry	<i>All springs</i> SCI 121 Introduction to physics and chemistry
		<i>Even springs</i> SCI 321 Advanced Physics <i>Odd springs</i> SCI 320 Particle Physics

Chemistry	<i>All falls</i>	SCI 125 Chemistry I	<i>Even springs</i> SCI 323 Topics in Chemistry <i>Odd springs</i> SCI 223 Chemistry II
	<i>All falls</i>	SCI 226 Biochemistry	
Life Science	<i>All falls</i>	SCI 131 Introduction to Life Science	<i>All springs</i> SCI 131 Introduction to Life Science
	<i>All falls</i>	SCI 231 Molecular Biology and Cell Biology	<i>All springs</i> SCI 232 Functional Anatomy
	<i>All falls</i>	SCI 234 Human Physiology	<i>All springs</i> SCI 332 Cellular & Molecular Physiology
			<i>All springs</i> SCI 369 Psychobiology
Environmental science	<i>All falls</i>	SCI 133 General Biology	<i>All springs</i> SCI 233 Ecology and Evolution
			<i>Even Springs</i> SCI 334 Marine Biology <i>Odd springs</i> SCI 333 Advanced Ecology
Cognitive Science	<i>All falls</i>	SCI 135 Introduction to Cognitive Science	<i>All springs</i> SCI 135 Introduction to Cognitive Science
	<i>All falls</i>	SCI 335 Advanced Cognitive Science	<i>All springs</i> SCI 235 Psycholinguistics
Earth Science	<i>All falls</i>	SCI 141 Earth System Science I	<i>Even springs</i> SCI 341 Advanced Earth Science

		<i>Odd Springs</i>	SCI 241 Earth System Science II	
		<i>All springs</i>	SCI 342 Hydrology	
Computer Science	<i>All falls</i>	SCI 151 Programming in Java	<i>All springs</i>	SCI 251 Database Management
	<i>Even falls</i>	SCI 351 Topics in Computer Science		
	<i>Odd falls</i>	SCI 352 Algorithms for Scientists		
Biomedical Science	<i>All falls</i>	SCI 337 Pharmacology	<i>All springs</i>	SCI 261 Mechanisms of Disease
			<i>All springs</i>	SCI 362 Infection and Immunity
			<i>All springs</i>	SCI 363 Molecular Pathology & Genetics
Laboratory	<i>All falls</i>	SCI 191 Introductory Science Laboratory	<i>All springs</i>	SCI 191 Introductory Science Laboratory
	<i>Even falls</i>	SCI 391 Advanced Science Laboratory	<i>All springs</i>	SCI 291 Life Science Laboratory

Social Science Department

Sociology	<i>All falls</i>	SSC 111 Introduction to Sociology	<i>All springs</i>	SSC 111 Introduction to Sociology
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	<i>All falls</i>	SSC 211 Modern Sociology	<i>Odd Springs</i>	SSC 216 New Social and Political Movements
			<i>Even springs</i>	SSC 215 Consumer Society and Media
	<i>Even falls</i>	SSC 311 New Issues in Contemporary Sociology	<i>All springs</i>	SSC 313 Migration and Integration
	<i>Odd falls</i>	SSC 312 Contemporary Latin American Social Theory and Debate		
Psychology	<i>All falls</i>	SSC 121 Introduction to Psychology (2 groups)	<i>All springs</i>	SSC 121 Introduction to Psychology (2 groups)
	<i>All falls</i>	SSC 221 Social Psychology	<i>All springs</i>	SSC 221 Social Psychology
	<i>All falls</i>	SSC 222 Abnormal psychology	<i>All springs</i>	SSC 226 Medical and health psychology
	<i>All falls</i>	SSC 322 Developmental Psychology	<i>All springs</i>	SSC 323 Psychotherapy and Behavior Change
			<i>All springs</i>	SSC 324 Psychology of organizations
Anthropology	<i>All falls</i>	SSC 131 Introduction to Socio-Cultural Anthropology (2 groups)	<i>All springs</i>	SSC 131 Introduction to Socio-Cultural Anthropology (2 groups)
	<i>All falls</i>	SSC 232 The Development Encounter: Anthropological Perspectives	<i>All springs</i>	SSC 231 Anthropology and the Study of Politics
	<i>All falls</i>	SSC 331 Faces of the State: A View from Anthropology	<i>All springs</i>	SSC 233 Religion and Modernization: An Anthropological Approach
	<i>All falls</i>	SSC 334 Advanced Cultural Studies	<i>Even springs</i>	SSC 332 The Dynamics of Globalization
			<i>Odd Springs</i>	SSC 333 Anthropology of the European Transition

Human Geography	<i>All falls</i>	100-level human geography [details to be announced]	<i>All springs</i>	100-level human geography [details to be announced]
	<i>All falls</i>	200-level human geography [details to be announced]	<i>All springs</i>	300-level human geography [details to be announced]
Political science	<i>All falls</i>	SSC 151 Introduction to Political Theory (2 groups)	<i>All springs</i>	SSC 151 Introduction to political theory
	<i>All falls</i>	SSC 255 Theory of International Relations	<i>All springs</i>	SSC 251 Comparative Politics
	<i>Even falls</i> <i>Odd falls</i>	SSC 258 US Government and Politics SSC 251 Comparative Politics	<i>All springs</i>	SSC 354 Security in the Post Cold War Era
	<i>All falls</i>	SSC 352 European Union Politics	<i>All springs</i>	SSC 356 Public Policy Analysis
Economics	<i>All falls</i>	SSC 160 Introduction to Economics	<i>All springs</i>	SSC 160 Introduction to Economics
	<i>All falls</i>	SSC 263 Microeconomics & Behavior	<i>All springs</i>	SSC 266 International Macroeconomics
	<i>All falls</i>	SSC 363 Money, Banking and Finance	<i>All springs</i>	SSC 365 Strategic Management and Marketing
	<i>All falls</i>	SSC 366 Econometrics	<i>All springs</i>	SSC 367 Industrial Organization
Law	<i>All falls</i>	SSC 171 Law, Society and Justice (2 groups)	<i>All springs</i>	SSC 171 Law, Society and Justice (1 or 2 groups)
	<i>All falls</i>	SSC 271 International and European Law	<i>All springs</i>	SSC 271 International and European Law
	<i>All falls</i>	SSC 275 Principles of Private Law	<i>All springs</i>	SSC 371 International Human Rights

	<i>All falls</i> SSC 372 Crime and Law Enforcement	<i>All springs</i> SSC 370 General Theories of Law
	<i>All falls</i> SSC 370 General Theories of Law	

Appendix 5: Quantitative data regarding the programmes

Data on intake, transfers and graduates

In the critical self-reflection, RA provides figures on intake, transfer and graduates. These figures are in some cases different from the VSNU-figures, because other cohort definitions are used or because figures have been computed in different ways. In order to be able to compare the figures of different Liberal Arts and Sciences-programmes, this appendix contains both VSNU- and RA-figures.

Table 1: Student intake and graduation rates

The following table shows how many students have entered each cohort, and how many have graduated:

Cohort starting in	Students in cohort	Graduating students			Gross graduation rate	VSNU graduation rate	Comments
		In three years	In more than three years	Total			
fall 04	116	87	14	101	87.1%	96.2%	
spring 05	8	6	1	7	87.5%	100.0%	
fall 05	120	87	8	95	79.2%	93.1%	
spring 06	18	11	2	13	72.2%	86.7%	
fall 06	134	100	8	108	80.6%	95.6%	
spring 07	15	8	0	8	53.3%	80.0%	
fall 07	159	118	9	127	79.9%	96.2%	
spring 08	14	10	3	13	92.9%	92.9%	
fall 08	197	151	5	156	79.2%	95.7%	projected (3 students still active)
spring 09	23	18	2	20	87.0%	90.9%	
fall 09	194	164	0	164	84.5%	93.2%	projected (12 students still active)
Total	998	760	52	812	81.4%	94.5%	

Source: Critical self-reflection RA

Notes:

- The 'Gross graduation rate' is computed as the number of total graduates divided by the total student intake. (For example, for the fall 04 cohort $101/116 = 87.1\%$)
- In the 'VSNU graduation rate', the student intake is set as the number of students that start their second year. (For example, for the fall 04 cohort $101/105 = 96.2\%$)

Table 2: Student transfer

The transfer of students to programs or other destinations outside of RA is described in the table below:

Cohort starting in	Students in cohort	Students transferring to another programme after completing one semester (30 ECTS) or one year (60 ECTS)	Students departing (without completing a semester) to unknown destination within one year	Students transferring to another programme after more than one year (60+ ECTS)	Students departing to unknown destination after more than one year
fall 04	116	8	3	4	0
spring 05	8	1	0	0	0
fall 05	120	8	10	6	1
spring 06	18	2	1	1	1
fall 06	134	16	5	5	0
spring 07	15	5	0	2	0
fall 07	159	17	10	4	1
spring 08	14	0	0	1	0
fall 08	197	17	17	7	0
spring 09	23	0	1	2	0
fall 09	194	13	5	11	1
spring 10	18	0	0	1	1
fall 10	169	12	5	1	2
spring 11	13	2	0	0	0
fall 11	178	7	3	0	0
spring 12	7	0	1	0	0

Source: Critical self-reflection RA

Table 3: Student intake and student transfer

Cohort	Vertrek bachelorstudenten bij de opleiding					Selectiviteit van 1e jaar
	Omvang cohort	na 1 jaar	na 2 jaar	na 3 jaar		
	absoluut	Percentage (cumulatief), wordt niet vermeld als het totaal kleiner dan 4 is				
04/ 05	119	10	13	14		71
05/ 06	131	15	21	26		56
06/ 07	145	17	19	21		81
07/ 08	163	13	17	18		76
08/ 09	201	13	17	*18		*75
09/ 10	203	8	*15			
10/ 11	177	*10				

Source: VSNU kengetallen

Note: (*) = temporary data based on <peildatum> October 1st

Table 4: Success rates

Bachelorrendement opleidingen (en HOOP binnen instelling) (alle vooropleidingen)							
(voltijdse instroom)							
Cohort	Omvang	Bachelorrendement opleiding					HOOP/inst
		na 3 jaar	na 4 jaar	na 5 jaar	na 6 jaar	> 6 jaar	> 6 jaar
	absoluut	Percentage (cumulatief), wordt niet vermeld als het totaal kleiner dan 4 is					
04/ 05	119	73	82	82	82	82	82
05/ 06	131	60	74	74	74		
06/ 07	145	68	77	79			
07/ 08	163	70	82				
08/ 09	201	71					
09/ 10	203						
10/ 11	177						

Source: VSNU kengetallen

Table 5: Success rates of re-registered students

Bachelorrendement van herinschrijvers opleiding (en hoop binnen instelling)								
(Totale instroom)								
(Voltijdse instroom)								
Co-hort	Omvang	% van	Bachelorrendement van herinschrijvers					hoop /inst
	herins.	totale cohort	na 3 jaar	na 4 jaar	na 5 jaar	na 6 jaar	> 6 jaar	> 6 jaar
	absoluut	Percentage (cumulatief) wordt niet vermeld als het totaal kleiner dan 4 is						
04/ 05	106	89	81	92	92	92	92	92
05/ 06	111	85	70	86	86	86		
06/ 07	120	83	83	93	94			
07/ 08	141	87	81	94				
08/ 09	174	87	82					
09/ 10	187	92						
10/ 11	160	90						

Source: VSNU kengetallen

Teacher-student ratio

The teacher-student ratio at Roosevelt Academy is 1:18. RA employed 40 faculty fte in 2011-2012. Of the available time, faculty spends roughly 25 fte on teaching, 5 fte on tutoring and 10 fte on research. In 2011-2012, RA had 550 students. This makes the faculty-student ratio equal to about 30: 550 = 1 : 18. Note that here we only count the formal contact time of teachers and tutors. In an academic community like Roosevelt Academy there is also plenty of other contact between faculty and students. Students regularly interact with faculty outside of class. Heads of Department, the Director of Education and the Dean are available for advising students and writing references for them. Some students also collaborate in some faculty members' research projects.

Appendix 6: Programme of the site visit

8:30 – 9:30 Management	Prof. Barbara Oomen, Mr. Jorrit Snijder
9:30 – 10:30 Students	Gerd Coenen (Sem 5), Remco Zwetsloot (Sem 3), Inge den Oudsten (sem 5), Sanne Vogels (sem 7), Zahra Yusifli (Sem 6), Klaas Henk Binnendijk (Sem 7)
11:15 – 12:00 Lecturers	Prof. Cees Cornelisse (life science & biomedical science), Prof. Fried van Hoof (law), Prof. Henk Meijer (computer science), Dr. Nancy Mykoff (cultural history), Mrs. Kathrin Steigerwald MA (German & English), Dr. Herman Tak (anthropology)
12:00 – 12:30 Education committee	Dr. Hans Bloemsma (A&H dept), Prof. Ger Rijkers (head SCI dept), Prof. Michael Burke (head ACC dept), Dr. Elizabeth Wiese (head SSC dept), Dr. Leo de Wit (Director of Education)
12:30 – 13:15	Walk-in consultation hour
13:15 – 14:00 Examination board and study advisor	Dr. Richard van den Doel (Senior Tutor), Dr. Anya Luscombe (tutor), Prof. Michael Burke ('new' chair of examination board), Dr. Leo de Wit ('former' chair of examination board)
14:00 – 14:45 Alumni	Renske Aarnoudse (SCI major, graduated fall 2009), Laurens Bakker (SCI major, graduated fall 2008), Kris Derks (SSC major, graduated spring 2011), Sarah-Jane Koulen (SSC major, graduated spring 2007), Sytze van Odijk (SCI major, graduated spring 2011), Merel van Rens (SSC major, graduated fall 2007), Alex Whitcomb (SSC major, graduated spring 2010)

Appendix 7: Theses and documents studied by the committee

Prior to the site visit, the committee studied the final projects of the students with the following student numbers:

Portfolios

3460878
3490882
3491099
3490858
3494330
3461394
3461548
3491242
3508498
3462218

Honors theses

3460940
3494268
3491099
3462005

Independent research projects

3511537
3632415
3494292
3336433
3461572
3366111

During the site visit, the committee studied, among other things, the following documents (partly as hard copies, partly via the institute's electronic learning environment)

- Academic materials:
 - o RA tutor guide;
 - o RA teaching handbook;
- Course information:
 - o Course outlines;
 - o Course reflections;
 - o Assessment models and students work;
 - o Track documents;
- Selected course materials;
- Posters with overviews of course offerings;
- Samples of student work;
- Examples of undergraduate research;

- Selection of final projects of students;
- Information about additional RA-activities;
- Analysis of evaluation results and relevant management information;
- Reports on consultations in relevant committees;
- Strategic plan documentation;
- Results alumni surveys;
- Documentation regarding student and teacher satisfaction;
- Student contributions to the academic community.
- RA academic rules and procedures
- List of used textbooks
- Sample of RA faculty research output
- Sample of books / material used for professional development

Appendix 8: Declarations of independence



Q391

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: JEAN-PIERRE DE GREVE

HOME ADDRESS:

ZWIJVEGEMSTRAAT 24

2812 MECHELEN

BELGIË

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

Liberal Arts and Sciences

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

UTRECHT - MIDDELBURG - MAASTRICHT

UU - UCU

RA

UCM

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: BRUSSELS

DATE: 20.06.2012

SIGNATURE:



Q391

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Anne J. BREIMER

HOME ADDRESS: 1 Wyttenbachweg
2341 VX Oegstgeest

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

Roosevelt Academy
Liberal Arts & Sciences

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Utrecht University
Maastricht University

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: *Middelburg*

DATE: *September 4, 2012*

SIGNATURE:



Q391

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

Herman van den Bosch

HOME ADDRESS:

Walem 35

6342 PA Walem

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

Univ. Colleges / LA program Utrecht/machticht

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INsofar AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE:

Middelburg

DATE:

September 4th 2012

SIGNATURE:



Q301

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Barbara Kaplan

HOME ADDRESS:
276 Riverside Drive
New York City, NY 10025

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

Roosevelt Academy, University Gleg/Utrecht
Utrecht Liberal Arts + Science, University Gleg, Maastricht

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: *Middelburg*

DATE: *September 4, 2012*

SIGNATURE: *Barbara Kaplan*



Q391

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

Katherine Christine M. Woolbright

HOME ADDRESS:

South Plains Subdivision, Guadalupe

Cebu City, Cebu

Philippines

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

Liberal Arts and Sciences (Roosevelt Academy, University College Utrecht,
Humanities Faculty of Utrecht University)

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Jacobs University Bremen

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;




HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: Middelburg, NL

DATE: September 4, 2012

SIGNATURE: 



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Samuel ABRAMAN

HOME ADDRESS: 15 Beskydova
81149 BRATISLAVA
Slavka

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:
BISLA /has Q391

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;

NO, I do not



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

No, I do not

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INsofar AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE:

Tiddelburg rdh

DATE:

4. Sept 2012

SIGNATURE:

ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

Jetje De Graaf

PRIVÉ ADRES:

Daenerstraat 17, 2600 Berchem
België

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Liberal Arts and Sciences

AANGEVRAAGD DOOR DE INSTELLING:

Universiteit Utrecht
Universiteit Maastricht

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEÏNVLOEDEN;

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS:

Burchem

DATUM: *5/12/2012*

HANDTEKENING:



Liberal Arts and Sciences

**University College Utrecht,
Utrecht University**

Quality Assurance Netherlands Universities (QANU)
Catharijnesingel 56
PO Box 8035
3503 RA Utrecht
The Netherlands

Phone: +31 (0) 30 230 3100
Telefax: +31 (0) 30 230 3129
E-mail: info@qanu.nl
Internet: www.qanu.nl

Project number: Q0391

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CONTENTS

Report on the bachelor's programme Liberal Arts and Sciences of University College Utrecht (Utrecht University)	5
Administrative data regarding the programmes.....	5
Administrative data regarding the institution.....	5
Quantitative data regarding the programmes.....	5
Composition of the assessment committee	5
Working method of the assessment committee	6
Summary judgement.....	9
Description of the standards from the Assessment framework for limited programme assessments	12
Appendices	29
Appendix 1: Curricula vitae of the members of the assessment committee	31
Appendix 2: Domain-specific framework of reference.....	33
Appendix 3: Intended learning outcomes	35
Appendix 4: Overview of the curricula.....	39
Appendix 5: Quantitative data regarding the programmes.....	55
Appendix 6: Programme of the site visit	58
Appendix 7: Theses and documents studied by the committee.....	61
Appendix 8: Declarations of independence	63

This report was finalized on 13-12-2012

Report on the bachelor's programme Liberal Arts and Sciences of University College Utrecht (Utrecht University)

This report takes the NVAO's Assessment framework for limited programme assessments as a starting point.

Administrative data regarding the programmes

Bachelor's programme Liberal Arts and Sciences

Name of the programme:	Liberal Arts and Sciences
CROHO number:	50393
Level of the programme:	bachelor's
Orientation of the programme:	academic
Number of credits:	180 EC
Specializations or tracks:	BSc LAS with major in Science; BA LAS with major in Humanities or Social Science; interdepartmental major; double major. tracks in 22 academic disciplines.
Location(s):	Utrecht
Mode(s) of study:	full time residential only
Expiration of accreditation:	31-12-2013

The visit of the assessment committee Liberal Arts and Sciences to University College Utrecht (Utrecht University) took place on 6 September 2012.

Administrative data regarding the institution

Name of the institution:	University College Utrecht (Utrecht University)
Status of the institution:	publicly funded institution
Result institutional quality assurance assessment:	positive

Quantitative data regarding the programmes

The required quantitative data regarding the programmes are included in Appendix 5.

Composition of the assessment committee

The committee that assessed the bachelor's programme Liberal Arts and Sciences consisted of:

- prof. dr. D. Breimer (chair), full professor Pharmacology and former Rector Magnificus and President, Leiden University, the Netherlands;

- prof. dr. S. Abraham, lecturer at and rector of Bratislava International School of Liberal Arts, Slovakia;
- prof. dr. J.-P. De Greve, full professor department of Physics and vice-rector International Policy, Vrije Universiteit Brussel, Belgium;
- prof. dr. B. Kaplan, dean-emerita, Sarah Lawrence College, New York, US;
- prof. dr. H. Van den Bosch, professor in Management Education, Open Universiteit, Netherlands;
- Katherine Woolbright, bachelor student in International Politics and History at Jacobs University in Bremen, Germany.

The committee was supported by dr. J. De Groof, who acted as secretary.

Appendix 1 contains the curricula vitae of the members of the committee.

Working method of the assessment committee

Preparation

The assessment of the Liberal Arts and Sciences programme of University College Utrecht is part of a cluster assessment of five Liberal Arts and Sciences degree programmes offered by two universities. The cluster committee consists of six members. The kick off meeting for the cluster assessment was scheduled on 4 September 2012. During this meeting the committee members received an introduction into the assessment framework and evaluation procedures and the committee agreed upon its general working method. Furthermore the domain specific requirements and the most recent developments concerning the Liberal Arts and Sciences domain were discussed. These domain specific requirements and the actual context form the starting point for the evaluation of the quality of the degree programmes.

In preparation of the assessment of the programme, the programme management prepared a self-assessment report. This report was sent to QANU and, after a check by the secretary of the committee to ensure that the information provided was complete, it was forwarded to the committee members. The committee prepared for the site visit by studying the self-assessment report and a number of final projects by the students, including their honours theses, individual research projects and portfolios. The committee prepared the site visit by studying the self-assessment report and a number of final projects, including theses (7.5 EC), extended theses (15 EC) and internship reports. The secretary of the committee selected five theses, five extended theses, and five internship reports out of a list of all graduates of the last two years of the programme. QANU asked the programmes to send the final projects including the assessment by the supervisor and examiner and divided them among the committee members. Each committee member, therefore, assessed one thesis, one extended thesis, and one internship report.

For the assessment of the theses by the committee members, the rule was that if a thesis was assessed as questionable or unsatisfactory by a committee member, a reassessment was done by another committee member. If more than 10% of the theses are assessed as questionable or unsatisfactory by two committee members, the selection of theses for the programme is extended to 25.

Site visit

The committee members formulated questions raised by studying the self-assessment report in advance. The secretary distributed these questions to all committee members.

The committee visited the programme on 6 September 2012. The programme of the site visit was developed by the committee's secretary in consultation with the programme management and the chair of the committee. The committee interviewed students, teachers, alumni, the programme management, the Examination Board and the student and teacher members of the Education Committee. An open office hour was scheduled and announced (but not used).

Appendix 7 gives a complete overview of all documents available during the site visit. The last hours of the site visit were used by the committee to establish the assessments of the programme and to prepare the presentation of the findings of the committee to the representatives of the programme.

Report

The secretary wrote a draft report on basis of the findings of the committee. The draft report has been amended and detailed by the committee members. After approval of the draft report by the committee it was sent to the programme for a check on facts. The comments by the programme were discussed in the committee, this discussion resulted in some changes in the report. Subsequently, the committee established the final report.

The assessment was performed according to the NVAO (Accreditation Organization of the Netherlands and Flanders) framework for limited programme assessment (as of 20 November 2011). In this framework a four-point scale is prescribed for both the general assessment and the assessment of each of the three standards. The committee used the following definitions for the assessment of both the standards and the programme as a whole:

Generic quality

The quality that can reasonably be expected in an international perspective from a higher education bachelor's or master's programme.

Unsatisfactory

The programme does not meet the current generic quality standards and shows serious shortcomings in several areas.

Satisfactory

The programme meets the current generic quality standards and shows an acceptable level across its entire spectrum.

Good

The programme systematically surpasses the current generic quality standards across its entire spectrum.

Excellent

The programme systematically well surpasses the current generic quality standards across its entire spectrum and is regarded as an (inter)national example.

Summary judgement

Intended learning outcomes

The intended learning outcomes as formulated by the University College Utrecht (UCU) include four dimensions: a broad and deep knowledge base; excellent academic skills; an international and societal orientation; and intellectual curiosity. The committee is of the opinion that the intended learning outcomes are well described in terms of level and orientation. They comply with the domain-specific framework and international requirements. The committee is positive about the way UCU positions itself within the framework of other (inter)national Liberal Arts and Sciences-programmes.

The committee finds the intended learning outcomes in general to be phrased in a clear way. The committee approves of the special attention that is given to research skills, breadth and depth of knowledge. Still, the committee is of the opinion that the current learning outcomes under the heading 'a broad knowledge base and skills in multi- and interdisciplinary thinking' need to be formulated in a clearer and more comprehensive way. The committee advises UCU to revise the learning outcomes regarding 'breadth of education' using the results of the ongoing discussion on this topic. The same holds true for the status of interdisciplinarity in the learning outcomes.

Teaching learning environment

The committee has a positive impression of the teaching-learning environment that is created at UCU: the small scale of learning groups and classes, the intensive feedback, the system of continuous assessment, the emphasis on motivation and hard work, and the selection of students and lecturers that fit in this environment, are appreciated by the committee. The committee was impressed with the sense of community that was expressed by students and alumni and appreciates that the teaching-learning environment helps the students to excel. The committee took note of the fact that both UCU- and UU-appointed staff interact intensively with students and colleagues due to the small scale education. Still, not all UU-staff engages regularly in extracurricular activities and are therefore not recognized as being part of the academic community by the students. The committee asks UCU to look continuously for ways to engage everyone.

The committee thinks the curriculum is an adequate translation of the intended learning outcomes of the programme, and found there is a good link to research in the programme. The committee follows the decision of UCU to extend the thesis to 15 EC, allowing students to do more extensive, in-depth research work. The committee appreciates that the UCU-thesis concept aims to cater for students who aim to enter a monodisciplinary master's programme as well as those wanting to continue into a multidisciplinary master's programme.

The committee has some concern regarding the status and implementation of inter- and multidisciplinarity in the curriculum. It is convinced that inter- and multidisciplinarity do receive attention at UCU, but feels that both could receive more visibility in the curriculum by means of making it more explicit in documents and course descriptions. The student's curriculum is obviously multidisciplinary, but the committee thinks there is room for improvement in providing students with a systematic way of learning how to act and think in an interdisciplinary way.

The committee finds it to be an advantage that UCU is part of Utrecht University, and that Utrecht University is also close by. Still, the committee agrees with the desire expressed by students and alumni to have more opportunities to follow laboratory classes, preferably as part of the curriculum. The committee is convinced that the way in which lecturers are selected and the way they are compensated, motivated, and brought into the spirit of the teaching concept of UCU, is adequate.

The committee is impressed by the tutor system and the way it is handled. The students seem to have a good idea of the complementarity of tutors on the one hand, and content related lecturers on the other hand.

The committee is satisfied with the quality and quantity of the teaching staff, but thinks that attention should be given to the career development of the full-time staff of UCU, as emerged from the discussions with them. They also should have the possibility to either engage in research in a sufficient percentage or be helped to pursue other types of career. The committee noted that this is however a mission the programme management is well aware of. It has put in place a number of significant elements and continues to work on the issue.

The committee has established that the completion rates are well above the Dutch average and that the study duration at UCU is shorter. Still, the committee points out that the completion of the curriculum in three years is declining. The committee can follow the explanation that this decline is largely due to students strategically postponing their official graduation as a consequence of new governmental rules. The committee nevertheless feels that UCU has to look for ways to encourage students to complete the programme, including the thesis, in three years. Regarding the thesis, the committee thinks that the choice for a topic and a supervisor for the thesis should be made earlier. This is especially important in the prospect of all students completing an extended bachelor's thesis.

Assessment and achieved learning outcome

The committee has established that, in general, the programme has a very adequate assessment system. The committee greatly appreciates the system of continuous evaluation, with its variety of evaluation methods, and its adequate feedback. The committee established during the site visit that the evaluation system is transparent, valid and reliable.

The committee has identified a few issues that need further attention, but also noted that these problems have been mostly anticipated and that UCU has put or is about to put appropriate adjustments into place.

The committee considers the thesis assessment one of the issues that require further attention. The committee noted that until recently no (uniform) evaluation form was in place. The committee urges UCU to fully implement the current plans to make the assessment criteria and the feedback mechanisms more transparent. Moreover, the guidelines concerning the blind reading of the thesis by the second examiner should be sharpened.

The committee also noted that UCU states that the learning outcomes of the programme are partly achieved outside of the curriculum. The committee thinks there is room for improvement for UCU to demonstrate that the assessment system that is in place covers all learning outcomes. This is especially important as an inter- or multidisciplinary perspective can, but need not be, adopted in the bachelor's thesis. As the thesis is the synthesis of the competences acquired during the programme, the committee advises UCU to think about ways to add an inter- or multidisciplinary component to all theses.

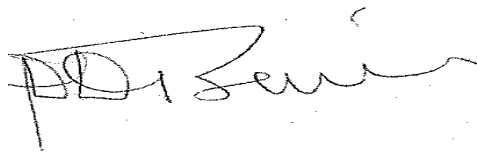
The committee is very impressed with the level attained by the graduates. The committee read a selection of theses, extended theses and internship reports, which meet the requirements with regards to level and orientation. The committee highly appreciates the enthusiasm and maturity of the alumni of the programme, and saw that the UCU-alumni have no problems getting into graduate programmes. The committee considers this also to be a proxy for the achieved quality of the UCU-graduates.

Bachelor's programme Liberal Arts and Sciences:

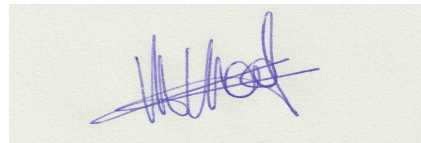
Standard 1: Intended learning outcomes	good
Standard 2: Teaching-learning environment	good
Standard 3: Assessment and achieved learning outcomes	good
General conclusion	good

The chair and the secretary of the committee hereby declare that all members of the committee have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 13-12-2012



Prof. dr. D.D. Breimer



dr. J. De Groof

Description of the standards from the Assessment framework for limited programme assessments

Standard 1: Intended learning outcomes

The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.

Explanation:

As for level and orientation (bachelor's or master's; professional or academic), the intended learning outcomes fit into the Dutch qualifications framework. In addition, they tie in with the international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme.

Findings

Throughout the report, the findings have been extracted from the critical self-reflection, unless mentioned otherwise.

Due to a variety in individual learning paths, University College Utrecht (UCU) sees it as impossible to formulate detailed learning outcomes. Learning outcomes are however made more concrete at the level of the individual courses. All students graduating from UCU accomplish the learning outcomes as listed in appendix 3, which include the following dimensions:

- a broad and deep knowledge base;
- excellent academic skills;
- an international and societal orientation;
- intellectual curiosity.

UCU states that its intended learning outcomes go beyond the Dublin descriptors in three respects:

- The ambition level in terms of breadth of education and skills in multi- and interdisciplinary thinking, typical for liberal arts and sciences programmes;
- The intended learning outcomes for international and societal orientation;
- The explicit ambition to foster students' intellectual curiosity.

Education at UCU is grounded in the tradition of liberal arts and sciences education and the underlying concept of liberal education, which is widespread in the United States. This is why UCU has benchmarked its own learning outcomes to the outcomes of the LEAP-project (Liberal Education & America's Promise) of the Association of American Colleges and Universities (AACU). Similar to the LEAP-outcomes, UCU aims at breadth of education, including knowledge and understanding of subject matter and ways of thinking of the natural sciences, humanities, and social sciences. Personal and social responsibilities also form a key focus, as do thinking, communication, and learning skills. Still, UCU also differs from the LEAP-framework in the sense that at UCU more attention is given to multi- and interdisciplinarity, international understanding and research skills. More importantly, UCU emphasizes academic depth much more strongly than the LEAP-project does (in two fields of study, up to a level that meets the entry requirements of good graduate programs).

In the critical self-reflection and during the site visit, the committee learnt that UCU is currently discussing its ambition of combining breadth and depth of education, and of developing skills in multi- and interdisciplinary thinking. The committee discussed these

issues at length with the programme management and the lecturers. The committee heard from the lecturers that they experience an antagonistic relationship between the aims to offer 'broad' and 'deep' education, as the former seems to come at the cost of the latter and vice versa. The discussion on this topic within UCU has led to a reaffirmation of UCU's allegiance to both depth and breadth, and to a planned change of the breadth-requirement in the curriculum (see standard 2).

The programme management also stressed that at UCU, liberal education is not interdisciplinary education. UCU sees disciplinary knowledge of the classical academic disciplines as a starting point for multidisciplinary. In UCU's view, depth of analysis breeds breadth of curiosity. Exploration of breadth in turn drives the desire to dig deeper. The Examination Board mentioned that the status of interdisciplinarity in the learning outcomes is currently a point of discussion. Although multidisciplinary is a learning outcome for all UCU-students, which students develop through the breadth-requirement of the programme, the same is not true for interdisciplinarity. Some students do go far in their interdisciplinary approach, but it has not been structurally embedded in the curriculum (see also standard 2).

Considerations

The committee is of the opinion that the intended learning outcomes of the programme are well described in terms of level and orientation. They comply with the domain-specific framework and international requirements.

The committee is positive about the way UCU positions itself within the framework of other (inter)national Liberal Arts and Sciences-programmes. The committee approves of the special attention that is given to research skills, breadth and depth of knowledge.

The committee finds the intended learning outcomes to be phrased in a clear way. Although they are formulated in a general manner, they are made more concrete by adding an explanation of what the different learning outcomes encompass in terms of knowledge, skills and attitudes.

Still, the committee is of the opinion that the current learning outcomes under the heading 'a broad knowledge base and skills in multi- and interdisciplinary thinking' need to be formulated in a clearer and more comprehensive way. Only in this way the learning outcomes regarding multi- and interdisciplinarity can be disentangled and made more concrete, so that they can ultimately be used as yardsticks in the development of the curriculum and in the measuring of what students really should have reached upon graduation.

Against this background, the committee welcomes the current thinking at UCU about the breadth of the curriculum (see also standard 2). The committee advises UCU to revise the learning outcomes, using the results of the ongoing discussion. The same holds true for the status of interdisciplinarity in the learning outcomes, as it has become clear to the committee that the status of interdisciplinarity is currently in transition at UCU.

Conclusion

Bachelor's programme Liberal Arts and Sciences: the committee assesses Standard 1 as **good**.

Standard 2: Teaching-learning environment

The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes.

Explanation:

The contents and structure of the curriculum enable the students admitted to achieve the intended learning outcomes. The quality of the staff and of the programme-specific services and facilities is essential to that end. Curriculum, staff, services and facilities constitute a coherent teaching-learning environment for the students.

Findings

Curriculum

In the UCU-curriculum, students have six semesters of fifteen weeks each. They take four parallel courses per semester of equal study load (7,5 EC or 210 hours). Students enjoy a lot of freedom composing their own programme, but must follow the curricular degree requirements, which are specified in the Academic Rules and Regulations:

- (At least) 180 EC in three years;
- First year requirements: Academic Skills and Practice course; breadth requirement (one course in each of the three departments);
- Required Language & Culture course;
- Major requirements: complete a track in two fields within the major; minimum of ten courses within the major (twelve for a BSc Science major); required methods & skills courses for the major; at least three level 3 courses in the major (bachelor's thesis excluded);
- Bachelor's thesis;
- Pass exit level assessment for English.

UCU offers majors in humanities, science, and social science. In addition, an interdepartmental as well as a double major is offered. An interdepartmental major is a combination of at least ten related courses in two or three departments, whereas a double major is a major in each of two departments. About 90% of students choose a major in one department. Each department offers several tracks:

<i>Humanities</i>	<i>Science</i>	<i>Social Sciences</i>
Art History / Museum Studies History Linguistics Literature / Classical Studies Performing Arts Philosophy Religious Studies	Biology Chemistry Cognitive Neuroscience Earth Sciences Mathematics Medical Sciences Physics	Anthropology Economics Human Geography Law Political Science Psychology Sociology
<i>Interdepartmental</i> China Studies		

In 2011-2012, UCU offered a total of 183 courses, plus 21 science laboratory modules. The course guide contains nine interdisciplinary courses, and nine course titles for internships and bachelor's theses. The courses show progression from level one to level three. Most courses, especially at levels two and three, have prerequisites. On the one hand, this guarantees that

essential prior knowledge is present; on the other hand, sufficient flexibility is left for students to explore areas outside their major. During the site visit, the alumni confirmed that regarding the prerequisites for courses, they found that rigidity and flexibility are in place where needed.

Next to the courses offered at UCU, students with a specific profile can take a maximum of two courses (three for students who do not spend a semester abroad) at Utrecht University in fields of specialization not present in the UCU-curriculum. Students mentioned to the committee during the site visit that although they appreciated this possibility, they felt communication on the courses offered at Utrecht University can still be improved. From the lecturers, the committee learnt that the majority of students actually follow a course at Utrecht University.

About 50% of UCU-students spend a semester abroad. They can choose from about thirty university programmes UCU has bilateral exchange agreements with.

During the site visit, the committee asked how UCU ensures that the curriculum actually leads to the students reaching the intended learning outcomes of the programme. The committee learnt from the programme management that fellows, which are senior teachers that supervise and coordinate a track, have to assess whether courses in a track are working towards attaining the learning outcomes. Also, the Examination Board explained that the detailed course descriptions are linked to the intended learning outcomes, and this information is stored centrally, so that this can be checked for all courses. Also, the Examination Board checks for every single student whether the UCU-requirements for the curriculum have been met. These requirements have been formulated especially to guarantee that, in spite of the variability in programmes of students, the learning outcomes are met.

UCU describes in the critical self-assessment how the curriculum aims at reaching the different categories of learning outcomes (see standard 1). 'Academic depth' is reached by means of the major requirements, allowing students to gain the same factual knowledge base and coverage of sub-disciplines as students in monodisciplinary majors or programmes. The 'broad knowledge base' is achieved through the breadth requirement, the language and culture requirement, and the fact that some students take up interdisciplinary majors. The teaching concept also helps to broaden the scope of students (see also 'teaching concept'). 'Excellent academic skills' are developed primarily by the attention that is given to thinking skills, communication skills, learning and research skills throughout the curriculum. The 'international and societal' orientation is reflected in the fact that many students study abroad, through the international nature of the UCU-campus, and the involvement of students in community outreach. 'Intellectual curiosity' is stimulated by the fact that students compose their own curriculum, through the assignments and the extracurricular activities.

The committee was in particular interested in how the curriculum works towards the learning outcomes regarding interdisciplinary and multidisciplinary skills (see also standard 1). Regarding the latter, it was mentioned that students must follow a course in each academic department, which allows them to explore the different disciplines. The reform of the breadth requirement should enhance this even further (see below). The language and culture-requirement is an additional breadth-requirement: students at UCU must deepen and/or broaden their language and (inter)cultural skills. As for the development of interdisciplinary skills, the committee learnt that there is explicit interdisciplinarity in many advanced courses, that specific interdisciplinary courses are offered at the 300-level and that some of the tracks are moreover interdisciplinary.

During the site visit, the committee learnt that the breadth-requirement in the curriculum is being revised (see also standard 1). Currently, students can meet the breadth requirement by taking courses in the different departments. However, these courses in different departments can sometimes include similar topics and approaches to knowledge. In this way, students meet the curriculum requirement, but not the actual aim of the UCU to confront students with different ways of thinking. As a consequence, the implementation of an 'explorative breadth requirement' in the first year is currently being considered. Students can fulfil this requirement by completing one disciplinary 100-level course in each of the following 'academic clusters': quantitative and scientific reasoning; empirical analysis of culture and society; and analytical, aesthetic, and interpretative understanding. Before graduating, each cluster must be re-visited at least once for a 'continued breadth requirement'.

During the site visit, the committee learnt that UCU appoints fellows, who regularly draw up a description of their track, in order for students and tutors to gain insight on how a specific track can be combined with other disciplines/tracks. Regular checks of the horizontal and vertical coherence of tracks are done and the committee received no complaints from the students on the coherence of the programme.

Teaching concept

UCU points at the fact that it aims to be a learning community at different levels. Classes are small and interactive. On a next level, UCU has a guidance system in place, with tutors guiding students' choices, ambitions and planning (see 'programme-specific services and facilities'). On a third level, the wider (residential) community plays an essential role in realizing UCU's educational goals.

There are about 675 students at UCU. This number is constrained by the residential concept of the programme. UCU makes a conscious choice for small-scale education. The maximum amount of students allowed in a UCU-class is 28. All contact hours occur in settings that allow for face-to-face communication. Students are required to attend all classes. As each class has two blocks of one hour and 45 minutes, twice a week, during the whole 15-week-semester, classes and teachers get the opportunity to really get to know each other.

Teachers at UCU are required to use a variety of teaching and assessment formats. The principle of active learning implies that students not only absorb new insights, but also apply these productively in essays, presentations, classroom debates and practical exercises. The committee consulted the study guide, from which this variety is obvious. No single grading component in a class counts for more than 40% of the final grade. Feedback is essential in this system, which is why formative feedback is given by UCU-lecturers, even without grading. Moreover, lecturers explained during the site visit that they also try to bring views from different disciplines in their courses as much as possible, as this is congruent with the LAS-philosophy. Bringing in the multidisciplinary point of view moreover often comes naturally since students from different majors often follow courses together. Students as well as alumni expressed their appreciation for the active learning that takes place in class, the variety of teaching formats, and the feedback given.

During the site visit, the committee asked the lecturers with both an appointment at UCU and at Utrecht University to comment on the difference with regards to the teaching concept. They explained that there is more room for interaction and feedback at UCU, and additional assignments are added. Students at UCU tend to be more independent and self-reliant when

compared to students in a more classical university set-up. The lecturers stated that the design of courses is always discussed with and followed up by the management.

The academic community plays a vital role in the UCU-educational concept. Next to the curricular activities, students also develop their skills, ambitions and attitudes by living on an international campus, where students themselves organize various extracurricular activities. Student associations are very active, and an elected group of students (the 'Academic Student Council') participate in academic affairs. Not all lecturers are equally involved in the community (see also 'teaching staff') as many staff members only have a small appointment at UCU. During the site visit, lecturers with only a small appointment told the committee they do try to take part in the community activities when their agenda allows for it.

During the site visit, students uttered their appreciation for the community as it is formed at UCU. They described UCU as a place for curious, open-minded students, where the ambitious, motivating environment squeezes out every bit of potential. The students committees, initiating a broad range of activities, intensify this experience, so the students stressed.

It was however also mentioned that having this community with a nice atmosphere (referred to as 'the bubble') leads to the fact that students often do not open up to the city; the image of a closed-up community behind gates came up several times during the site visit. Alumni said they found this an issue that needs improvement. The committee learnt from the programme management that UCU is taking this problem seriously, and has taken several initiatives to open up the UCU-community..

On being asked, students stressed during the site visit that the international aspect of the student population is also crucial in creating the specific teaching-learning environment at UCU. Being able to exchange ideas with international students inside as well as outside class is an enormous benefit. The programme management pointed out that when issues are discussed in class, the international background of students helps to bring about a truly interesting exchange of ideas. The Educational Committee mentioned that in several classes, material from different countries is brought into the class material.

All courses are evaluated on a semesterly basis through an online survey, which on average is filled out by 70% of the students. During the site visit, the committee learnt that the tutors also receive a lot of information on courses and teacher performance in the middle of the year, when they have a midterm conversation with their tutees. Therefore, problems can be signalled and dealt with in the middle of the semester. In the Education Committee, it was mentioned that the Academic Student Council is a great asset to the quality control at UCU, as they monitor the quality of courses, organize focus groups, handle complaints, and set up surveys. They also follow-up whether the concerns voiced by the focus groups are taken up.

Link to research

Students take an Academic Skills and Practice-course in the first semester, which orients them towards a number of essential skills and routines, like academic reading and writing, works on the level of Academic English, and introduces them to typical questions of humanities, science, and social science. Each major has specific requirements regarding methodologies and research methods and techniques.

During the site visit, the committee asked students and alumni whether they have experience with research in the programme. They explained that from the second year onwards, research starts receiving a prominent place in a large majority of courses. In some courses, this starts from the first year. The lecturers explained to the committee that at the 300-level, students have to do original research, work with original datasets, write reports and research proposals. Students mentioned they write many research-oriented assignments, starting from 1500-3000 word essays in level 100-courses, to full-fledged essays at level 300. The Writing Centre of UCU supports them in their writing, especially in the first year. Students told the committee the level-100 methodology courses helped them to cope with the consecutive assignments.

UCU's approach to the bachelor's thesis is in transition. Until recently, students were required to complete a 'capstone', which could be either an internship (with internship report) or a bachelor's thesis. Both had a 7.5 EC-workload (210 hours). For the students entering the programme in 2009, the bachelor's thesis became obligatory, and the internship became optional (see also 'practical experience and internships') Due to the fact that the 7,5 EC-workload limits the possibilities for in depth, independent research, an extended thesis of 15 EC will become obligatory for the 2010-cohort (15 EC, 420 hours).

During the site visit, the programme management explained that the reason for changing the concept is that students tended to see the bachelor's thesis as just another paper rather than a substantial piece of research. The extended thesis allows them to show other skills and competences, like the ability to focus and analyse and to do substantial research work. In this way, the programme also wants to meet the requirement of graduate schools that bachelor students already have done substantial research work.

On being asked, the programme management further explained that they do not consider the focus that is required by the extended thesis to be in conflict with the broadness of the LAS-approach, as even in liberal arts and sciences education focus is ultimately necessary. Moreover, although this is not an explicit requirement of UCU, students often bring a multi- or even an interdisciplinary perspective in their bachelor's thesis, which leads to a combination of depth and broadness. Pivotal in the UCU-concept is that the student is at the wheel within the constraints of degree requirements that safeguard both breadth and depth. The thesis serves the student as a showcase when applying for graduate schools. By enabling students to write monodisciplinary as well as multidisciplinary theses, UCU aims to cater for students who want to enter a monodisciplinary master's programme as well as those wanting to continue into a multidisciplinary master's programme. Students agreed that the extended thesis allows them to show what they have learnt, and that it gives them an idea of the intense research that is expected in graduate schools.

Regarding the procedure for the bachelor's thesis, the committee learnt from the lecturers that students choose a topic and a supervisor in the fifth semester and actually start working on their thesis in the sixth semester. Tutors help students that have difficulties making a choice. The committee learnt from the programme management that it currently is structuring the process, with clear deadlines for the finalization of certain parts of the thesis. The programme management expects this to have a positive influence on the study duration (see also 'student admission and study duration').

Practical experience and internships

For students entering UCU from 2009 onwards, the internship has become optional (see also 'link to research'). It is now a level 2-opportunity that is equivalent to one course (7,5 EC).

UCU thinks the internship-experience is valuable to students' exploration of professional fields or their application of educational knowledge and skills in a practical setting.

During the site visit, alumni and students mentioned that one of the points of improvement of the programme at UCU is that, for science-students, more experience is offered in actual laboratory environments. Lab modules are programmed in the science-department, but they do not allow the student to get a lot of hands-on experience. The committee learnt from the programme management that the amount of lab work has recently been lifted from 7.5 (lab classes) to 15 EC (half of the thesis time spent in a lab) by the upgrade of the thesis. Science-students do the research for their thesis in a laboratory environment during the summer or winter break, as in this period lab facilities are more available. On being asked why the laboratory work cannot be more integrated in the semester, lecturers mentioned that this is often not possible, on the one hand due to availability, on the other hand due to the fact that laboratory work in some disciplines requires full-time attention, which is not possible during the semester due to the set-up of the teaching environment at UCU.

Feasibility of the programme

Students take four courses per semester, resulting in fourteen contact hours per week in total. UCU considers this to be the optimal number of contact hours to generate a maximal number of study hours. Less would be insufficient to generate sufficient self-study; more would compete with the number of hours for self-study.

Although many students come to UCU not prepared for the study load, the students mentioned during the site visit that the community atmosphere helps them to cope. Students also mentioned that the teaching style of UCU-lecturers ensures that they do not see the large study load as a burden.

Teaching staff

The total direct employment at UCU equals 43 fulltime equivalents (fte): 28 fte for faculty (40 people) and 15 fte for other staff (21 people). Over the calendar year 2011, 176 lecturers were involved in UCU's curriculum. The number of full professors/senior lecturers/lecturers equals about 1/1/3,5. The programme works with a stable base of about 15 to 20 teaching staff. Other teaching-staff has an appointment at Utrecht University. During the site visit, the programme management explained that there are benefits as well as challenges to this way of working. On the one hand, the 'fly-in'-staff is less available for community activities. On the other hand, they make the link to Utrecht University, and its research and facilities, more solid. This is especially important for the Science department, as this brings the possibility for students to do the research for their thesis at Utrecht University (see also 'practical experience and internships').

Lecturers are required to have a basic teaching qualification (BKO), although exceptions are made for junior teachers. During the site visit, the committee asked the Education Committee and the programme management how they ensure that new teachers are made aware of the specific teaching concept at UCU. It was said that already during the recruitment phase, fellows will look out for lecturers they assume to have affinity with the UCU-teaching concept. Although this has been a challenge in the past, UCU's teaching concept is becoming widely known and appreciated. As soon as new lecturers start at UCU, they go through a new teacher's workshop, followed by other workshops and the UCU 'Teaching & Learning Days'. Next to that, they are offered individual coaching. Often a senior staff member will attend

classes of new colleagues to offer personal coaching, so the programme management mentioned. Also, the UCU-teaching concept, with small classes, forces lecturers to teach in a different way. Course evaluations give information and this is followed-up during half-term meetings with the head of department. Many members of the staff with only a small appointment at UCU have been working at UCU for years now, and are well exercised in the teaching concept.

The study load for a class is 210 hours. The teacher spends 200 hours (the task allocation norm) on one class. The student-lecturer ratio is under 20:1 (see also appendix 5). The majority of lecturers with a full-time appointment has a 0,3 tutor-appointment and then two to three classes. The committee received no complaints on the workload.

Most lecturers at UCU are active researchers in their home faculty at Utrecht University, which helps to create a link between teaching and research in the UCU-classroom. The teachers and tutors appointed at UCU have limited research time. However, the committee read that most of them remain active in their field through conference participation, publications, and empirical work. For this, the long summer period can be used, as well as the possibility of a sabbatical. Still, lecturers mentioned that they would like to see an increase on the time available for research. The current 0,2 fte for research is not enough, especially for staff still building up their career. The programme management recognized this point to be an important issue. UCU actively encourages young lecturers/tutors to take the next step in their career, and sometimes they are given more research time to prepare for this. The older staff-members tend to be happier with the current equilibrium.

Performance of teachers is evaluated in course evaluations, and in case of problems, there is a consultation with the head of department. In the absence of improvement, lecturers are no longer hired. The committee saw in the documents that teachers do generally very well at UCU: the overall evaluation of the quality of courses by students is slightly over 4 on a 5-point scale. Students and alumni mentioned their appreciation of the staff. On being asked, the students told the committee that even the staff with a small appointment at UCU is available during the advertised office hours. They also said that they can voice concerns if they have any, and that the informal system works well, due to the openness of the teaching staff.

Programme-specific services and facilities

All UCU-classes take place in small classrooms that seat up to 28 students, which are housed in three academic buildings. UCU has no lecture halls, apart from the so-called auditorium (about 150 seats) that students can use for events or performances. Every academic building has one or two computer areas; there is a wireless network and a large quiet area. UCU's tutors and teachers have rooms in the academic buildings. All tutors and many teachers have office hours. To facilitate intercultural exchange UCU requires students to live on the campus for the first two years, while third-year students in good academic standing have the option to live off campus. Groups of two to twelve students are housed in units where they share a common area. UCU has a small library; students use UU's university library for books and (online) access to academic journals.

UCU does not have its own laboratory spaces, leading to remarks of students on the amount of hands-on experience available ("see practical experience and internships").

Very central to the teaching concept of UCU is that students must explore, develop and deepen their own interest and this requires special guidance. This is why all students have a

tutor, who stays with them during the three years of study at UCU. Tutors have PhD's in disciplines in which they generally also teach courses, but their tutees do not necessarily major in that field. They have a general overview and point students to colleagues within the disciplines, if necessary. For study support, students can go the UCU Writing Centre, consult departmental student assistants, or make use of UU wide support facilities.

Student and tutor usually meet several times per semester, with contact being more frequent if the student needs extra guidance. The midterm meeting with the tutor is pivotal in the UCU monitoring and guiding system. Tutors know the partial grades of each student, so the tutor can have a first impression of how the student is doing and what extra measures or efforts are required. Also, the development of the student's interest is evaluated and the programme for the subsequent is made.

Students as well as alumni told the committee that the tutors are pivotal in making the UCU-experience so valuable. They help students making choices in what courses to take, help giving direction and in composing a curriculum that is valuable to the student and his later career. Tutors typically help students in finding the breadth in the programme and direct students towards disciplinary lecturers for specific questions. It was mentioned that the latter are very open to and available for these questions. Lecturers and tutors are complementary, where the latter help give initial direction and the former are there for more specific direction towards specialization and certain specific master tracks.

Student admission and study duration

UCU has two academic intakes and selects around 255 students from a larger pool of applicants. In the fall of 2011, 547 candidates applied, 256 were invited to register, and 211 finally did register. Students apply by submitting a written application, after which about two out of every three applicants are interviewed. The Dean finally decides who is admitted on basis of the combination of the file and the interviewer's report.

In the admission process, UCU looks for candidates with academic potential, motivation, and a sincere interest in the type of education that UCU offers. In the final decisions on admission, balance and diversity of the student population are crucial considerations. Over the years, the balance has improved for gender, nationalities and choice of major.

Success and retention rates at UCU are above the Dutch average (see also appendix 5). Almost 90% of the students who enroll at UCU also leave the institution with a diploma, and almost 90% do so within three years. A minority of students need an extra year, but usually has solid reason for this extension, like participation in student organizations or governance at UCU.

In the critical self-study and during the site visit, the committee learnt however that there has been a decline in the success rates at UCU in recent years. On being asked, the programme management and the Education Committee mentioned that one of the reasons for this trend is that a small group of students who want to enroll in a graduate programme are required by the graduate programme to follow extra courses to repair for deficiencies ('premaster'). As the Dutch government no longer finances these kinds of programmes, it is more attractive to stay longer in the first bachelor's programme. Students delay their formal graduation by not handing in their bachelor's thesis and that way secure a low tuition. The programme management stressed that this is not a strategy that is endorsed by UCU, and they are currently looking for ways to counteract the trend. As the cohort of 2013 will be the first one

to graduate with the obligation of an extended research thesis, this is something UCU has to be aware of. The committee talked with the programme management and the Education Committee about the current timeline for the preparation of the thesis and its consequences for study duration (see 'link to research').

UCU also has a system in place for students that run into difficulties with their programmes. Students with one F or two D's in any semester, or a D in two subsequent semesters, will be placed on academic probation. A probation contract is drawn up and personal guidance becomes more intensive. If students do not meet the terms of their probation contract during summer, they may be expelled from UCU. This happens to four to six students per academic year.

Considerations

The committee has a positive impression of the teaching-learning environment that is created at UCU: the small scale of learning groups and classes, the intensive feedback, the system of continuous assessment, the emphasis on motivation and hard work, and the selection of students and lecturers that fit in this environment, are appreciated by the committee. According to the committee, the challenge for UCU now is to keep the programme at this high level.

The committee was impressed with the sense of community that was expressed by students and alumni. The committee agrees with alumni and students that the student committees are an enriching experience. A possible drawback of the close-knit community, outside the city centre of Utrecht, is the creation of a bubble that is only seldom left by students. The committee asks UCU to be conscious about this and to continue the initiatives it has taken to counteract isolation.

The committee took notice of the fact that both UCU- and UU-appointed staff interact intensively with students and colleagues due to the small scale education. Still, not all UU-staff engages regularly in extracurricular activities and are therefore not recognized as being part of the academic community by the students. The committee asks UCU to look continuously for ways to engage everyone.

The committee appreciates that the teaching-learning environment helps the students to excel. Although the workload for students is indeed very high, the close knit and active academic community of UCU makes it possible for students to meet the requirements of the programme and even go beyond. Students did not complain about the workload.

The committee thinks the curriculum is an adequate translation of the intended learning outcomes of the programme. The committee thinks there is a good link in the programme to research. The committee follows the decision of UCU to extend the thesis to 15 EC, allowing students to do more extensive, in-depth research work. The committee appreciates that the UCU-thesis concept aims to cater for students who want to enter a monodisciplinary master's programme as well as those wanting to continue into a multidisciplinary master's programme.

The committee has some concern regarding the status and implementation of inter- and multidisciplinary in the curriculum (see also standard 1). The committee is convinced that inter- and multidisciplinary do receive attention at UCU, through the breadth requirement, through the teaching-learning concept, through the interdisciplinarity of student groups in

any one class, but feels that both inter- and multidisciplinary could receive more visibility in the curriculum by means of making it more explicit in documents and course descriptions. The student's curriculum is obviously multidisciplinary, but the committee thinks there is room for improvement in providing students with a systematic way of learning how to act and think in an interdisciplinary way.

In studying the minutes of track meetings and talking to the lecturers, the committee has been able to establish that the tracks are well handled. There is ample evidence that UCU is in control of vertical and horizontal coherence of the curriculum. According to the committee, there is little risk that students will go into courses with insufficient requirements

During the site visit, the committee consulted the course material provided and found this of good quality.

The committee finds it to be an advantage that UCU is part of Utrecht University, and that Utrecht University is also close by. The committee is convinced that the way in which lecturers are selected and the way they are compensated, motivated, and brought into the spirit of the teaching concept of UCU, is adequate. The committee feels that the facilities and expertise present at Utrecht University are made use of in a very positive sense. Still, the committee agrees with the desire expressed by students and alumni to have more opportunities to follow laboratory classes, preferably as part of the curriculum. Since the facilities are so close by, the committee recommends that UCU looks for ways to develop this further.

The committee is impressed by the tutor system and the way it is handled. This is important, because the students have a lot of liberty in composing their own programme, and a lot of teaching staff only has a part-time appointment at UCU. The students seem to have a good idea of the complementarity of tutors on the one hand, and content related lecturers on the other hand.

The committee is satisfied with the quality and quantity of the teaching staff, but thinks that attention should be given to the career development of the full-time staff of UCU, as emerged from the discussions with them. They also should have the possibility to either engage in research in a sufficient percentage or be helped to pursue other types of career. The committee noted that this is however a mission the programme management is well aware of. It has put in place a number of significant elements and continues to work on the issue.

The committee thinks the admission procedure at UCU is adequate and has established that the completion rates and the study duration are well above the Dutch average. Still, the committee also points out that the completion of the curriculum in three years currently is an issue, as the amount of students actually completing in three years has been declining. The committee can follow the explanation that this decline is largely due to students strategically postponing their official graduation as a consequence of new governmental rules. The committee nevertheless feels that UCU has to look for ways to encourage students to complete the programme, including the thesis, in three years. Regarding the thesis, the committee thinks that the choice for a topic and a supervisor for the thesis should be made earlier, as this will help to complete the thesis in a reasonable time. This is especially important in the prospect of all students completing an extended bachelor's thesis.

The committee saw that, throughout the programme, a good quality control system is in place. The committee appreciated especially the degree of initiative and involvement coming from students.

Conclusion

Bachelor's programme Liberal Arts and Sciences: the committee assesses Standard 2 as **good**.

Standard 3: Assessment and achieved learning outcomes

The programme has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved.

Explanation:

The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in post-graduate programmes. The tests and assessments are valid, reliable and transparent to the students.

Findings

The assessment committee has read the programme's education and (final) examinations regulations (OER), has spoken with the members of the Examination Board and has evaluated assignments as well as exams of the different years of the programme.

Assessment system

UCU-policy requires that assessment elements of courses and their weight in final grading are present in the course descriptions. Continuous assessment is the rule and no single test or assessment can have a weight of more than 40% of the final grade of that course. Courses can typically include written exams, a few small essay assignments, an oral presentation, a final course paper, plus a partial grade for classroom participation. Proposals for new courses, including their assessments methods, are checked by the head of department and the Director of Education. Clarity and relevance of course goals and a functional and transparent link between goals and forms of assessment are important criteria for approval of a new course proposal. Course evaluations show that students perceive assessment in UCU classes as fair and-transparent. This was confirmed by the students the committee spoke to during the site visit.

In 2010, UCU organized a seminar for faculty members and student representatives specifically about the thesis procedures and grading of the thesis. This was necessary due to potential variation in grading criteria and traditions across disciplines and of varying perceptions of thesis quality between supervisors. The grading procedures were consequently fine-tuned. The current procedures and grading sheets were discussed with the lecturers of all departments and supervisors now also have a common understanding of the grading applied. It is mandatory to have a second reader evaluate the thesis. Fellows and track-coordinators make sure that the actual grading (and the requirement of including a second assessor) is in line with the procedures.

During the site visit, the committee mentioned that when reading the bachelor's theses, it became apparent that there is no standard form for evaluation of the theses, with feedback from the first as well as the second assessor. It was answered that although the criteria are already in place, the practice of applying them is still a work in progress. A format has been in place in the last year, in which both first and second reader have to make the argumentation behind their grading explicit. Still, the criteria must also allow some room for the specificities

of the different disciplines. On being asked, the Examination Board explained that there are currently no strict rules as to whether a second reader does blind reading.

The Examination Board oversees procedures and guidelines for exams and for final work (bachelor's thesis), and checks the proper implementation of these procedures and guidelines. Still, the Board delegates some of its tasks to other bodies or persons. Control over proper implementation of thesis procedures is delegated to the fellows or track coordinators for the individual academic disciplines. During feedback sessions, the Examination Board ultimately stays in control. Checking the implementation of examination rules is mainly delegated to the Registrar who is also Secretary to the Examination Board. The Examination Board has continuous feedback from the Registrar about the state of implementation of examination procedures.

The committee learnt from the Examination Board that new lecturers are introduced to the grading system used. Also, if there are complaints from students on differences in grades between two lecturers, the Examination Board acts by inviting a third assessor. The committee learnt that this procedure is indeed used when necessary.

Achieved skills

In the self-reflection, UCU states that some of the intended learning outcomes are not reflected in a visible way in the grades and transcripts of students. This is the case for goals regarding multi- and inter-disciplinary thinking, international and societal orientation, and for intellectual curiosity. Feedback from graduate schools and internship organizations however, give UCU an indication of the fact that these are exactly the skills that are appreciated when receiving UCU-students and –graduates. Also, the survey among students gives UCU an indication that students feel they grow in this respect.

Recent alumni surveys show that alumni think that the UCU-environment has helped them to develop inter- and multidisciplinary and social skills. The committee asked the alumni during the site visit whether they could agree with the results from the alumni-survey. Alumni were very enthusiastic about the competences developed at UCU, and felt their communication and academic skills are fully developed.

Performance of graduates

UCU conducts an alumni-survey once every two years. With regards to graduate study, the 2011-survey showed that 90% of alumni continue to graduate study, either immediately or after a gap year. About 55% of the alumni proceed to graduate study in the Netherlands, whereas 30% continue in the UK, and 15% elsewhere. 23% of the students continuing in the Netherlands had to repair some deficiencies. For the UK this was 6%. 20% report that they felt there was a lack of disciplinary knowledge before the start of the graduate programme. All report however that they excel in their academic skills, as is demonstrated by the fact that, in case of lack of disciplinary knowledge, they catch up within months.

Available data show that between 10 and 12% of graduates complete a PhD. Alumni enter a variety of careers, with teaching and research (26%), management, governance and policy-making (13%), consultancy (12%), business and finance (8%) and healthcare (7%) as the largest single sectors. Over 93% of alumni report they would choose UCU again.

During the site visit, the alumni told the committee that they consider themselves to be ambassadors of UCU. They mentioned that one never actually leaves UCU, and that there is an active alumni network, even abroad. The alumni mentioned that although they are invited to speak about their career and give insight on how to get into certain graduate programmes or careers, this is an issue that can still be improved. The career day is a great new initiative in this respect.

Considerations

The committee has established that, in general, the programme has a very adequate assessment system. The committee greatly appreciates the system of continuous evaluation, with its variety of evaluation methods, and its adequate feedback, and considers this system to be in line with the learning outcomes of the programme. The committee established during the site visit that the evaluation system is transparent, valid and reliable. UCU has done a good job setting up careful and complete approaches to evaluations of student work. There are extensive guidelines and the committee ascertained during the site visit that effort is put into making part-time lecturers aware of the specificity of UCU's evaluation system.

The committee has identified a few issues that need further attention, but also noted that these problems have been mostly anticipated and that UCU has put or is about to put appropriate adjustments into place.

The committee considers the thesis assessment to be one of the issues that require further attention. In studying final projects from the last few years, the committee saw that no (uniform) evaluation form that makes the evaluation criteria of the thesis explicit was in place. The committee appreciates that the Examination Board is aware of the problem, that plans have been made to make the assessment criteria more transparent, and that a second examiner is now a formal requirement. The committee urges UCU to fully implement these plans, also making the feedback mechanisms for students more transparent. Moreover, the guidelines concerning the blind reading of the thesis by the second examiner should be sharpened.

Next, the committee noted that UCU states that the learning outcomes of the programme are partly achieved outside of the curriculum. This is for instance the case with inter- and multidisciplinary thinking. The committee follows UCU in the view that the breadth requirement in the curriculum and the rich learning environment that is offered (see standard 2) enable students to develop these knowledge and skills. The committee did also take notice of the fact that the alumni report in the alumni survey they have developed these skills during their time at UCU. Still, the committee thinks there is room for improvement for UCU to demonstrate that the assessment system that is in place covers all learning outcomes. This is especially important as a multi- or interdisciplinary perspective can, but need not be, part of the bachelor's thesis.

The committee read a selection of theses, extended theses and internship reports. The committee is convinced that all graduates of UCU meet the requirement of being able to do original research. The final projects meet the requirements with regards to level and orientation. Still, the committee noticed that an important amount of theses does not reflect the spirit of multidisciplinary that is apparent in the learning outcomes of the programme. The committee advises UCU to think about ways to add this component to all theses, as the thesis is the synthesis of the competences acquired during the programme and should hence reflect these.

The committee is impressed with the level attained by the graduates. The committee was very pleased by the enthusiasm and maturity of the alumni of the programme, and saw that the UCU-alumni have no problems getting into graduate programmes. The committee considers this also to be a proxy for the achieved quality of the UCU-graduates.

The committee considers the alumni to be a great asset to the institution, and one that could be used to a greater extent for the career development of current students. The committee feels that the sharing of experience of alumni with current students would be very useful and can be further enhanced.

Conclusion

Bachelor's programme Liberal Arts and Sciences: the committee assesses Standard 3 as **good**.

General conclusion

The committee is impressed with the way the teaching-learning environment at UCU is shaped and has seen that the level attained by the graduates is outstanding. The committee has identified some issues that require further attention, but also noted that these problems have been mostly anticipated and that UCU has put or is about to put appropriate adjustments into place.

Conclusion

The committee assesses the *bachelor's programme Liberal Arts and Sciences* as **good**.

Appendix 1: Curricula vitae of the members of the assessment committee

Samuel Abraham obtained his PhD in Political Science at Carlton University, Ottawa (Canada). He is lecturer at and rector of Bratislava International School of Liberal Arts (BISLA), the first liberal arts college in Slovakia, which he founded in 2006. He is co-founder and a member of Executive Board of European Colleges of Liberal Arts and Sciences (ECOLAS). Also, he is the founder, publisher and Editor-in-Chief of book review journal *Kritika & Kontext: A Journal of Critical Thinking* and the Founder and Director of Society for Higher Learning, a liberal arts type of institution providing supplementary education to selected gifted university students from various Slovakia universities.

Douwe D. Breimer was Rector Magnificus of Leiden University from 2001 till 2007 and also President from 2005 till 2007. Since 1975 he is Professor of Pharmacology at Leiden University; he received several scientific distinctions for his scientific research among which are honorary doctorates from Universities in Gent, Uppsala, Budapest, Pamplona, London, Tokyo and Montreal. He is the founder of the Centre for Bio-Pharmaceutical Sciences at Leiden University and also of the Centre for Human Drug Research (CHDR). He was Director of Research of the Leiden/Amsterdam Centre for Drug Research from 1991 till 2000. He is (co)author of more than 500 scientific articles in the areas of (clinical) pharmacokinetics, drug metabolism and biopharmaceutics and he supervised more than 50 PhD students. He has been on the editorial board of numerous scientific journals.

He is, among others, a member of the Royal Netherlands Academy of Sciences, of the Academia Europaea and foreign associate member of the Institute of Medicine of the National Academy of Sciences USA. He served on numerous national and international advisory and evaluation committees, including the national Innovation Platform chaired by the prime minister the Netherlands. He is also one of the founders of the European Federation for Pharmaceutical Sciences (EUFEPS) and served as its president for several years. He currently is a member of the supervisory board of the Technical University Delft, of the Board of KULeuven and of the governing body of University College Cork.

Jean-Pierre De Greve is a full professor at the Vrije Universiteit Brussel (VUB). He currently is the vice-rector International Policy of the VUB. From 2006-2009 he was chair of the department of Physics and the faculty coordinator for international student mobility. From 2000-2006, he was Dean of Vesalius College. He is member of numerous scientific committees, has participated in various expert panels for the accreditation of higher education programmes and has participated in 'Science and Society' evaluation panels of the European Commission.

Barbara Kaplan received a PhD in comparative literature from New York University in 1977. From 1985-2007, she was Dean of the Sarah Lawrence College, a Liberal Arts and Sciences College in New York (US). From 2007 until present, she has been dean-emerita of this college. She is author and co-author of articles on college programmes and policies, is a consultant on college programmes, and panelist American Educational Studies Association, Association Of American Colleges, National Association of College Admissions Counselors.

Herman Van den Bosch received his Master of Science in Geography (with a specialization in economics and environmental planning) at the University of Nijmegen in 1972. His PhD-thesis explored the role of geography in the development of a non-ethnocentric attitude within schoolchildren. In 1988 he was appointed as programme director of the Nijmegen School of Management. He developed the educational programmes and introduced problem based learning and project learning as part of a policy that encouraged inter-disciplinary

collaboration. As from 2001, he is professor in Management education, with emphasis at distance learning in the Open Universiteit Nederland and dean of the School of Management (until his resignation in September 2011). His research and recent publications focus at developing management competences within the framework of lifelong learning and the use of ICT in education. He has frequently acted as peer and coach in faculty development programmes in the Netherlands and abroad. During the last four years he has acted as chair or member in seven peer evaluation teams initiated by QANU, NVAO and EQUIS.

Katherine Woolbright is currently pursuing a BA in International Politics and History at Jacobs University in Bremen, Germany, with particular focus in conflict studies and international relations. She expects to graduate in June 2013. From 2010 to 2012, she was a student-assistant at the School of Humanities and Social Science, assisting in research on peace and democratization. From 2011 to 2012, she was the chair of the Undergraduate Academic Affairs Committee, the main student representative to the Undergraduate Education Committee and a voting member of the Student Parliament of Jacobs University. For the fall semester of 2012, she is taking a leave of absence from Jacobs University as she is participating in a semester exchange programme at the Hebrew University in Jerusalem.

Appendix 2: Domain-specific framework of reference

Graduates can be expected to

1. demonstrate interdisciplinary skills, i.e. can
 - a. evaluate which disciplines are involved in the solution of complex issues,
 - b. assess which research methods are most suitable in a particular situation,
 - c. integrate the contents and research methods from disciplines relevant to the course,
 - d. defend a well-considered viewpoint covering the relevant disciplines.
2. know about and understand the most prominent theories of the chosen specialization;
3. have fundamental experience with the methodology used by researchers in the chosen specialization;
4. know which phenomena are being studied in the different disciplines which are treated in the course and which research methods and theories are used;
5. possess social and communication skills enabling them to work in a team;
6. rapidly learn the specialist vocabulary required for a new discipline;
7. 'translate' scientific vocabulary for lay persons;
8. possess general mental and reasoning skills that enable them to participate in scientific and public debates;
9. express themselves well verbally and in writing at the academic level;
10. work independently and purposefully, critically assess their own actions and can set goals and take decisions;
11. demonstrate the ability to reflect in ethical and social terms on their own position in society and chosen career.

Appendix 3: Intended learning outcomes

A broad and deep knowledge base

Disciplinary depth

Graduates have achieved a deep knowledge base in at least two academic disciplines. This depth is to be found in the understanding of the knowledge domain and in the ability to apply theories and concepts, and not so much in coverage of a broad factual knowledge base.

Depth in a knowledge domain encompasses:

- Having an overview of the knowledge base of the domain, and being able to assess one's gaps in knowledge;
- Knowing the questions, laws, theories, models, and concepts of that domain;
- Knowing what methods of inquiry are used, what values may be implied in its schools of thought, and in what way research results are communicated in a domain;
- Understanding the embedding - culturally and in terms of intellectual traditions - of knowledge production in the discipline, and the mechanisms of paradigm changes;
- Being able to use the knowledge, and to apply the concepts and theories to concrete problems.

A broad knowledge base and skills in multi- and inter-disciplinary thinking

Graduates have a basic understanding of the objects of study and approaches of the humanities, the natural and life sciences, and the social sciences.

Graduates are able to approach questions and problems from a variety of angles, to confront and combine concepts, theories or methods from various disciplines, and - on that basis - to develop original questions, ideas or approaches with regard to the problem. Multi- and interdisciplinary thinking implies:

- Understanding the different perspectives and approaches of disciplines, and being able to confront them;
- Possessing a variety of modes of thinking and being able to apply these combined, and in a structured way, to an academic problem;
- Having the mentality of thinking in a broader spectrum and of contextualizing issues, questions and problems in a variety of disciplinary contexts;
- Being able to critically assess ideas of 'truth'.

Excellent academic skills

Thinking skills

Graduates have learned to think critically and creatively, to apply thinking skills that are associated with reason, intellectual honesty, and open-mindedness.

Critical and creative thinking skills include:

- Readiness to suspend judgment until all facts are gathered and evaluated, willingness to determine the factual basis for information, interest in examining beliefs, and being concerned more with evidence than with being right;
- Critical judgment, the ability to distinguish fact from opinion, judgment or inference and to analyze statements and arguments, relying on reason rather than emotion;
- Demonstrate a cohesive, consistent, and logical reasoning pattern;
- Having an independent and creative approach to issues and problems;
- Having developed a reflective and self-critical attitude, the ability to admit lack of information or flaws in reasoning, and to examine one's assumptions.

Communication skills

Graduates have developed excellent communication skills, orally as well as in writing.

Competence in communication includes:

- The ability to present ideas in a clear and effective way, deriving from skills in conceptualization, abstraction, and logic; this implies a clear use of language and a comprehensible structuring of information;
- The ability to communicate with a non-specialist audience, to take audience characteristics into consideration, and to make use of various modes of communication; ethical aspects of the choice and use of information are carefully considered in this communication process;
- A willingness to understand the position of others and to interact effectively with them.

Learning skills

Graduates possess the attitude as well as the skills for lifelong learning; they have the ability to gain and apply new knowledge independently. The quality includes:

- Knowing how to obtain knowledge, knowing where to look, how to read, and how to handle piles of information;
- Being able to orientate on a new knowledge domain, to get an overview, and to determine one's knowledge gaps;
- Knowing how to evaluate material and what questions to ask, and
- Having metacognitive skills, like planning, monitoring, and testing one's progress.

Research skills

Graduates know how to design research in a general way. As bachelors, they have not yet acquired an extensive experience in conducting research, but they know how to design, plan and evaluate it. Research skills on bachelor level include:

- Knowledge and skills on research methods and techniques relevant for the major;
- The ability to design a research question and a research plan;
- Initial experience in independent research;
- Knowing how to evaluate research findings, and
- Being able to use the work of others and to annotate correctly.

An international and societal orientation

International orientation and intercultural understanding

During their education at UCU, graduates have developed an international orientation, both academically and in their outlook on the world. On campus, students have learned to reflect critically on themselves and their own culture, due to encounters with students from diverse cultural and national backgrounds. The international and intercultural orientation includes:

- Speaking foreign languages;
- Relating cultural differences to disciplinary knowledge;
- Using the knowledge of cultures in explaining actual problems in society;
- Understanding and appreciating cultural differences, not only at a distance, but in real life, and
- Being able to live with different value systems in daily life, and reflecting on one's own value system.

Social orientation

UCU graduates are educated persons, nurtured to be responsible and critical citizens, who are ready to take their positions in society. This responsibility implies:

- Being interested in social issues and being able to speak convincingly about a variety of issues;
- Participate in democracy and taking a social responsibility, a commitment to the community;
- The ability to position knowledge in a social context;
- Being able to form a community, knowing how to live with diversity and how to cope with conflicts;
- Being interested in life, not only in academics, and in becoming a good person, not only in having a good career.

Intellectual curiosity

The UCU study and life experience has further fostered students' intellectual interest and curiosity. Intellectual curiosity includes enjoying learning, being prepared to work hard, taking initiatives, having an open mind, searching new experiences, and being able to motivate oneself.

Appendix 4: Overview of the curriculum

Humanities tracks

Art History and Museum Studies		
LEVEL 3 prerequisites	HAR31 Modern Art HAR11 and [HAR21 or HAR22]	HAR32 'Heritage': Dynamics of Collections HAR21 or HAR22
LEVEL 2 prerequisites	HAR21 Dutch 17th Century Painting HAR11	HAR22 Museum Studies Any 100 level HUM, SCI or SSC course
LEVEL 1	HAR11 Contours and colors	

History					
LEVEL 3	HIS32 Globalism and Terrorism	HIS34 History of Ideas - 19th and 20th century	HIS35 Great Powers		
prerequisites	HIS21 or HIS22 or HIS24 and ANT21	HAR21 or HAR22 or HIS21 or HIS22 or HIS24 or HIS25 or LIT22 or LIT23 or PHI23	HIS20 or HIS21 or HIS22 or HIS24 or HIS25 or HIS26 or POL21 or POL23		
LEVEL 2	HIS20 Social and Economic History	HIS21 The Cold War	HIS22 Nazi Germany	HIS24 Cultural History of Magic and Science	HIS25 History of Liberal Arts and Sciences
prerequisites	HIS12 or HIS13 or HIS14 or HIS15 or ECO11	Any 100 level HUM, SCI or SSC course	CLA12 or HIS12 or HIS13 or HIS14 or POL11	CLA12 or HIS12 or HIS13 or HIS14 or HIS15 or LIT11 or REL11 or ANT11	CLA12 or HIS12 or HIS13 or HIS14 or HIS15 or PHI11 or PHI12 or ANT11
LEVEL 1	HIS12 Medieval History: 400 - 1500	HIS13 Early Modern History: 1450 – 1850	HIS14 Modern History	HIS15 History and Philosophy of Science	

Linguistics			
LEVEL 3 prerequisites	LIN31 Language acquisition LIN11 and [LIN21 or LIN22]	LIN32 Language Contact and Change LIN11 and [LIN21 or LIN22 or ANT21 or ANT22 or PSY21 or PSY22 or PSY27 or SOC26 or SOC28]	LIN33 Speech and production LIN21 or LIN22 or COG21 or PSY25
LEVEL 2 prerequisites	LIN21 Language Form and Meaning LIN11	LIN22 Psycholinguistics LIN11 or COG11 or PSY11	
LEVEL 1	LIN11 Introduction to Linguistics		

Literature and Classical Studies			
LEVEL 3 prerequisites	LIT31 Postmodernism in Literature LIT11 and [HIS24 or HIS25 or LIT22 or LIT23]	LIT32 Gothic Traditions and Cultural Critique LIT11 and [HIS24 or HIS25 or HIS26 or LIT23 or LIT22]	LIT33 Classics, Classicism and Culture CLA12 or HIS11 and any HUM2X
LEVEL 2 prerequisites	LIT23 Love and Friendship in Antiquity CLA12 or HIS11 or HIS12 or HIS13 or HIS14 or LIT11 or	LIT22 World Literature in European Perspective LIT11	CLA21 Latin Language and Culture II CLA11

	PHI11 or PHI12 or REL11		
LEVEL 1 prerequisites	LIT11 Introduction to Literature	CLA12 Ancience Literature and History	CLA11 Latin Language and Culture I CLA12

Performing Arts		
LEVEL 3 prerequisites	PAR31 Contemporary Performance PAR21 or PAR24	
LEVEL 2 prerequisites	PAR21 Approaches to Composition PAR11	PAR24 Shakespeare: theory and practice LIT11 or PAR11
LEVEL 1	PAR11 Introduction to Performing Arts	

Philosophy			
LEVEL 3 prerequisites	PHI33 Senior Seminar in Philosophy I PHI21 or PHI23 or PHI24	PHI34 Senior Seminar in Philosophy II PHI21 or PHI24	PHI35 Senior Seminar in Philosophy III PHI21 or PHI23 or PHI24

LEVEL 2 prerequisites	PHI21 History of Metaphysics & Epistemology PHI11 or PHI12	PHI23 Twentieth Century Theoretical Philosophy PHI11 or PHI12	PHI24 Ethics and Philosophy of Human Being PHI11 or PHI12 or REL11
LEVEL 1	PHI11 Introduction to Philosophy	PHI12 World Philosophies	

Religious Studies	
LEVEL 3 prerequisites	REL32 Religion and the Problem of Evil PHI21 or PHI22 or PHI24 or REL21 or REL22
LEVEL 2 prerequisites	REL21 The World's Religions REL11
LEVEL 1	REL11 Christianity and Society

Science tracks

Biology				
LEVEL 3 prerequisites	BIO31 Advanced Molecular Cell Biology BIO21	BIO32 Advanced Biotechnology BIO21	BIO33 Advanced Physiology BIO23	BIO34 Advanced Developmental Biology BIO21
LEVEL 2 prerequisites	BIO21 Molecular Cell Biology II BIO11	Human and Animal Physiology BIO13		
LEVEL 1	BIO01 That's Life: Biology Today	BIO11 Molecular Cell Biology I	BIO13 Human and Animal Biology	

Chemistry			
LEVEL 3 prerequisites	CHE31 Advanced Chemistry CHE21 or CHE22	CHE32 Medicinal Chemistry [BIO21 or BIO22] and [CHE11 or PHY11]	
LEVEL 2 prerequisites	CHE21 Chemistry II CHE11	CHE22 Physical Chemistry [MAT11 or MAT14] and [CHE11 or PHY11]	CHE23 Biochemistry BIO11 or CHE11

LEVEL 1	CHE11 Introduction to Chemistry		
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Cognitive Neuroscience			
LEVEL 3 prerequisites	COG31 Spatial Cognition COG21	COG32 Imaging Human Brain Functions COG21	
LEVEL 2 prerequisites	COG21 Cognitive Neuroscience II COG11		
LEVEL 1	COG11 Cognitive Neuroscience I		

Earth and Environment			
LEVEL 3 prerequisites	EAR31 Earth and Environment III EAR21		
LEVEL 2 prerequisites	EAR21 Earth and Environment II EAR11	EAR22 Atmosphere and Climate MAT11 or MAT13 or PHY11 or PHY12	
LEVEL 1	EAR11 Earth and Environment I		

Mathematics				
LEVEL 3 prerequisites	MAT31 Advanced Mathematics MAT11 and MAT21			
LEVEL 2 prerequisites	MAT21 Mathematical Methods [MAT11 or MAT14] and [MAT31 or PHY11 or PHY12]			
LEVEL 1 prerequisites	MAT01 Mathematics for Poets	MAT11 Basic Mathematics: Calculus Wiskunde B or ACCMAT01	MAT13 Mathematical Modelling Wiskunde B or ACCMAT01	MAT14 Foundation of Mathematics Wiskunde B or ACCMAT01

Medicinal Science			
LEVEL 3 prerequisites	<table border="1"> <tr> <td>MED31 Immunology and Infectious Diseases BIO21 and MED21</td> <td>MED32 Pharmacology BIO23 and CHE23</td> </tr> </table>	MED31 Immunology and Infectious Diseases BIO21 and MED21	MED32 Pharmacology BIO23 and CHE23
MED31 Immunology and Infectious Diseases BIO21 and MED21	MED32 Pharmacology BIO23 and CHE23		
LEVEL 2 prerequisites	MED21 Mechanisms of Diseases BIO11 or BIO13		

Physics			
LEVEL 3 prerequisites	PHY31 Advanced Physics CHE22 or PHY21	PHY32 Advanced Astrophysics and Cosmology PHY21 or PHY23	
LEVEL 2 prerequisites	PHY21 Classical Electrodynamics [MAT11 or MAT14] and [PHY11 or PHY12]	PHY23 Astrophysics and Cosmology [MAT11 or MAT14] and PHY12	
LEVEL 1	PHY01 What's the Matter: Physics and Chemistry	PHY11 Introduction to Quantum Physics	PHY12 Classical Physics

Social Science tracks

Anthropology			
LEVEL 3 prerequisites	ANT31 Comparing Cultures / Anthropology of Power ANT24 or ANT23 or ANT22 or ANT21, recommended: SOC11 or POL11	ANT32 Applying Anthropology ANT24 or ANT23 or ANT22 or ANT21	

LEVEL 2 prerequisites	ANT21 Violence or Trauma and Memory POL11 or POL13 or ANT11 or PSY11 or LAW11 or SOC11 or SOC12	ANT22 Gender and Culture ANT11 or SOC11	ANT23 The Materiality of Culture ANT11
LEVEL 1	ANT11 Introduction to Anthropology		

Economics			
LEVEL 3 prerequisites	ECO31 Economics of the Public Sector [ECO21 or ECO22] and [MET21 or MET22]	ECO32 Advanced Economics: Economic Growth [ECO21 or ECO22 or ECO24] and [MET21 or MET22]	ECO33 Econometrics [ECO21 or ECO22] and [MET21 or MET22] and [MAT11 or MAT13]
LEVEL 2 prerequisites	ECO21 Macroeconomics ECO11 and MET11	ECO22 Microeconomics ECO11	ECO24 International Economics ECO11 and MET11
LEVEL 1	ECO11 Introduction to Economics		

Human Geography			
LEVEL 3 prerequisites	GEO32 Globalization and Regional Development GEO21 or GEO22	GEO33 Geography of European Integration GEO21	GEO35 Geographical Field Course GEO21
LEVEL 2 prerequisites	GEO21 Social and Economic Geography GEO11	GEO22 Development Studies GEO11	
LEVEL 1	GEO11 Introduction to Geography		

Law				
LEVEL 3 prerequisites	LAW31 International Human Rights LAW21	LAW33 European Union Law LAW25	LAW34 International Commercial Arbitration LAW23	
LEVEL 2 prerequisites	LAW21 International Law LAW11 or LAW12	LAW22 Comparative Constitutional Law LAW11 or LAW12	LAW23 International Corporate and Tort Law LAW11 or LAW12	LAW25 Institutional Law LAW11 or LAW12, recommend LAW21
LEVEL 1	LAW11 Law or Society and	LAW12 Introduction to Law		

	Justice			
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Political Science				
LEVEL 3 prerequisites	POL31 Comparative Political Institutions LAW21 or LAW22 or POL21 or POL23 or SOC22 or SOC28	POL32 The Politics of Economic Regulation ECO22 or LAW21 or POL21 or POL23 or SOC22 or SOC28	POL33 Advanced International Relations POL23	POL35 Public Policy Studies ECO21 or LAW21 or POL21 or POL23
LEVEL 2 prerequisites	POL21 Political Science: State of the Art POL11 or POL13	POL23 International Relations POL11 or POL13		
LEVEL 1	POL11 Introduction to Political Theory	POL13 Introduction to Comparative Politics		

Psychology						
LEVEL 3 prerequisites	PSY31 The Psychology of Ethnic Relations PSY21 and [MET21 or MET22]	PSY33 Psychology of Human Motivation COG21 or PSY21 or PSY22 or PSY23 or PSY25	PSY34 Crime and Context PSY21 or PSY26	PSY37 Health Psychology MED21 or PSY21 or PSY22 or PSY23	PSY38 Organizational Psychology PSY21	
LEVEL 2 prerequisites	PSY21 Social Psychology MET21 and PSY11, recommended MET21 and COG11	PSY22 Lifespan Developmental Psychology MET21 and PSY11, recommended MET21 and COG11	PSY23 Clinical Psychology PSY11	PSY25 Psychology Lab MET21 and PSY11, recommended MET21 and COG11	PSY26 Criminology PSY11	PSY27 Cross-Cultural Psychology PSY11
LEVEL 1	PSY11 Introduction to Psychology					

Sociology			
LEVEL 3 prerequisites	SOC31 Comparative Studies of Organizations SOC26 or SOC28 or LAW23 or POL21	SOC34 The Sociology of Value and Money [SOC25 or SOC26 or SOC28] and MET21	
LEVEL 2 prerequisites	SOC25 Orientalism SOC11 or ANT11	SOC26 The Sociology of Migration [ANT11 or GEO11 or POL13 or SOC11] and MET11	SOC28 Social Inequality SOC11
LEVEL 1	SOC11 Introduction to Sociology		

Academic Core

level 1

UCACCACA11	<u>Academic Skills and Practice</u>
UCACCCHI11	<u>Xiamen: Chinese Language I</u>
UCACCMAT01	<u>Mathematics for Liberal Arts & Science</u>
UCACCMET11	<u>Introduction to Methods and Statistics</u>

level 2

UCACCENG21	<u>Academic English</u>
UCACCMET22	<u>Applied Multivariate Statistics (summer)</u>
UCACCMET23	<u>Applied Multivariate Statistics</u>
UCACCMET2A	<u>Analysis of Behavioral Data</u>
UCACCMET2B	<u>Analysis of Societal Data</u>

UCACCMET2C Analysis of Econometric Data
UCACCMET2D Qualitative Research Techniques
UCACCWRI21 Creative Writing

level 3

UCACCMET31 Structural Equation Modeling
UCACCWRI31 International Journalism

Interdepartmental

level 1

UCINTDUT11 Discovering the Dutch
UCINTCHI11 Xiamen: Chinese History and Culture
UCINTCHI12 Xiamen: Contemporary China and Politics

level 2

UCINTCHI21 Xiamen: China's Economic Reform
UCINTDEV21 Theory and Practice of Development
UCINTSUS21 Sustainability

level 3

UCINTCHI31 The Urbanization of Chinese Society
UCINTDEV31 Field course in East Africa
UCINTEVO31 Evolution, culture and human nature
UCINTHIS32 History and Politics of the Arab-Israeli Conflict
UCINTHON32 Student-designed honors course
UCINTHSR31 Human Stress Research

Appendix 5: Quantitative data regarding the programmes

Data on intake, transfers and graduates

In the critical self-reflection, UCU provides figures on intake, transfer and graduates. These figures are in some cases different from the VSNU-figures, because other cohort definitions are used or because figures have been computed in different ways. In order to be able to compare the figures of different Liberal Arts and Sciences-programmes, this appendix contains both VSNU- and UCU-figures.

Table 1: Applications and enrolment, 2008-2012

Year	Applications	Invitations	Enrolment
2008 fall	471	264	239
2009 fall	514	283	223
2010 fall	538	280	213
2011 spring	70	32	24
2011 fall	547	256	211
2012 spring	52	22	20
2012 fall	712	290	?

Source: Critical self-study UCU

Table 2: Success rates, 2005 – present

Year	[1] Gross enrolment	[2] Quit in year 1	[3] Enrolled year 2	[4] Graduated within three years (% of [3])	[5] After 7 semesters	[6] Within 4 years (% of [3])
2005	194	26	168 (87%)	154 (92%)	+9	+1 (98%)
2006	189	17	172 (91%)	152 (88%)	+10	+4 (97%)
2007	249	27	222 (89%)	193 (87%)	+12	+3 (94%)
2008	266	18	248 (93%)	193 (78%)	+12	?
2009	234	16	218 (93%)	?	?	?
2010	238	19	219 (92%)	?	?	?
2011	233	?	?	?	?	?

Source: Critical self-study UCU

Table 3: Student intake and student transfer

Vertrek bachelorstudenten (alle vooropleidingen)						
(voltijdse instroom)						* voorlopige cijfers op peildatum 1-oktober
Cohort	Vertrek bachelorstudenten bij de opleiding					
	Omvang cohort	na 1 jaar	na 2 jaar	na 3 jaar		Selectiviteit van 1e jaar
	Absoluut	Percentage (cumulatief), wordt niet vermeld als het totaal kleiner dan 4 is				
00/ 01	151	9	13	16		58
01/ 02	212	14	17	17		78
02/ 03	180	11	13	13		83
03/ 04	166	12	14	16		77
04/ 05	259	7	10	13		55
05/ 06	223	7	14	15		44
06/ 07	227	8	15	16		53
07/ 08	252	5	8	9		59
08/ 09	238	7	10	*15		*47
09/ 10	244	7	*9			
10/ 11	229	*6				

Source: VSNU kengetallen

Table 4: Success rates

Bachelorrendement opleidingen (en HOOP binnen instelling) (alle vooropleidingen)							
(voltijdse instroom)							
Cohort	Omvang	Bachelorrendement opleiding					HOOP/inst
		na 3 jaar	na 4 jaar	na 5 jaar	na 6 jaar	> 6 jaar	> 6 jaar
	absoluut	Percentage (cumulatief), wordt niet vermeld als het totaal kleiner dan 4 is					
98/ 99	165	65	74	74	74	74	74
99/ 00	142	67	77	78	78	78	78
00/ 01	151	71	84	84	84	84	84
01/ 02	212	73	83	83	83	83	83
02/ 03	180	76	87	87	87	87	87
03/ 04	166	73	84	84	84	84	85
04/ 05	259	71	85	86	87	87	87
05/ 06	223	76	84	85	86		
06/ 07	227	71	82	83			

Source: VSNU kengetallen

Table 5: Success rates of re-registering students

		Bachelorrendement van herinschrijvers opleiding (en hoop binnen instelling)						
		(Totale instroom)						
(voltijdse instroom)								
Cohort	Omvang	% van	Bachelorrendement van herinschrijvers					hoop /inst
	herins.	totale cohort	na 3 jaar	na 4 jaar	na 5 jaar	na 6 jaar	> 6 jaar	> 6 jaar
	absoluut	Percentage (cumulatief), wordt niet vermeld als het totaal kleiner dan 4 is						
98/ 99	133	81	80	91	91	91	91	91
99/ 00	126	89	75	87	88	88	88	88
00/ 01	137	91	78	93	93	93	93	93
01/ 02	183	86	85	95	95	95	95	95
02/ 03	160	89	85	98	98	98	98	98
03/ 04	146	88	84	95	95	95	96	97
04/ 05	241	93	76	92	93	93	93	94
05/ 06	208	93	82	90	91	92		
06/ 07	208	92	78	89	91			
07/ 08	239	95	86	95				
08/ 09	221	93	73					
09/ 10	226	93						
10/ 11	215	94						

Source: VSNU kengetallen

Teacher-student ratio achieved

Table 6: staff-student ratio

	Course equivalents	Fte WP	students	Ratio in Education
Curriculum	275	32,7	690	21,1
Tutorial System		6,0	690	115
Student Selection		1	690	690
Total		39,7	690	17,4

Table 7: staff-student ratio, including the time Heads of Department, Fellows and the Dean and Director of Education) spend on quality control and curriculum development:

	Course equivalents	Fte WP	students	Ratio in Education
Curriculum	275	32,7	690	21,1
Tutorial System		6,0	690	115
Student Selection		1	690	690
Curriculum development/quality assurance		2,5	690	276
Total		42,2	690	16,35

Average amount of face-to-face instruction per stage of the study programme

Table 8

Year	Scheduled class hours, integrated teaching formats	Group and project work, self-study, outside class feedback and guidance	Nominal Study load	Average extra contact hours for extra credits study load, including summer courses, SCI lab classes, SCI thesis lab work, Africa program	Average Study load
1	420	1260	1680	50	1730
2	420	1260	1680	50	1730
3	315 + 20 thesis supervision	1345	1680	100	1780

Appendix 6: Programme of the site visit

time	QANU format	UCU specific
8.30-9.30	Initial meeting	
9.30-10.30	Management - Board	Rob van der Vaart
		Fried Keesen
		Bettina Nelemans
		Orlanda Lie
		Johannes Boonstra
		Jocelyn Ballantyne
		Rens Bakker
10.30-11.30	Students	Sinisa Prelic
		Danielle Bovenberg
		Julia Tankink
		Usman Mahar
		Tycho Tromp
		Laura Wolfkamp
		Chi Che
		Alexandra Fergen
11.30-12.00	Looking at the documents/break	
12.00-12.45	Lunch/walk-in consultation hour	
12.45-13.30	Lecturers	Fred Wiegant
		Lonia Jakubowska
		Jos van der Linden
		Marjanne Everts
		Tijana Zakula
		Christel Lutz
		Louk Hagendoorn
		Andries Koster
13.30-14.00	Education committee	Francesco Maiolo
		Tatiana Bruni
		Floris van den Burg
		Pau Castellví Canet
		Simon van Oort
		Linda Barry
		Isabel Braadbaart
		Anneke Duijn?

12.00-12.45	Lunch (DH lounge) including office hour	
14.00-14.45	Examination Board and Study Advisor	Jan van Ophuijzen
		Guus de Krom
		Anton van de Ven
		Elzelien van Buuren
		Jocelyn Ballantyne
		Gaetano Fiorin
		Patricia Post
		Mark Baldwin
14.45-15.00	Break	
15.00-15.45	Alumni	Lynn Zebeda
		Irina Buga
		Jeroen Claus
		Iva Savic
		Dennid Ramondt
		Iris Otto
		Maciej Jurczak
15.45-16.15	Preparations final meeting with management	
16.15-17.00	Final Meeting with management/board	Rob van der Vaart
		Fried Keesen
		Bettina Nelemans
		Orlanda Lie
		Johannes Boonstra
		Jocelyn Ballantyne
		Rens Bakker
17.00-17.45	Committee establishes findings/break	
17.45-18.30	Oral presentation of preliminary findings + informal closure (drinks)	Preliminary report to all interested (Dining Hall Lounge)
18.30	Borrel	Drinks (Dining Hall Lounge)

Appendix 7: Theses and documents studied by the committee

Prior to the site visit, the committee studied the final projects of the students with the following student numbers:

Theses

3350657
3213323
3357635
3236374
3308391

Extended theses

3357279
3357953
3358845
3374319
3358135

Internship reports

3246825
3359093
3359190
3357503
3486303

During the site visit, the committee studied, among other things, the following documents (partly as hard copies, partly via the institute's electronic learning environment)

- Course information :
 - o Selection of nine courses (course books, course materials, graded exams) for a selection of nine courses
 - o Materials for science classes – project based
- Information on introduction of new lecturers into programme
- Minutes of boards and track meetings
- Overview course evaluations 1998-2011
- Reports of focus groups organized by students
- Reports of tutor evaluations
- Teacher evaluations
- Alumni survey
- Reports of general evaluations

Appendix 8: Declarations of independence



Q391

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: JEAN-PIERRE DE GREVE

HOME ADDRESS:

ZWIJVEGEMSTRAAT 24

2812 MECHELEN

BELGIË

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

Liberal Arts and Sciences

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

UTRECHT - MIDDELBURG - MAASTRICHT

UU - UCU

RA

UCM

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: BRUSSELS

DATE: 20.06.2012

SIGNATURE:



Q391

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Anne J. BREIMER

HOME ADDRESS: 1 Wyttenbachweg
2341 VX Oegstgeest

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

Roosevelt Academy
Liberal Arts & Sciences

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Utrecht University
Maastricht University

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: *Middelburg*

DATE: *September 4, 2012*

SIGNATURE:



Q391

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Herman van den Bosch

HOME ADDRESS: Walem 35
6342 PA Walem

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

Univ. Colleges / LA program Utrecht/machticht

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INsofar AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE:

Middelburg

DATE:

September 4th 2012

SIGNATURE:



Q301

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Barbara Kaplan

HOME ADDRESS:

276 Riverside Drive
New York City, NY 10025

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

Roosevelt Academy, University College Utrecht
Utrecht Liberal Arts + Science, University College, Maastricht

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: *Middelburg*

DATE: *September 4, 2012*

SIGNATURE: *Barbara Kaplan*



Q391

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

Katherine Christine M. Woolbright

HOME ADDRESS:

South Plains Subdivision, Guadalupe

Cebu City, Cebu

Philippines

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

Liberal Arts and Sciences (Roosevelt Academy, University College Utrecht,
Humanities Faculty of Utrecht University)

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Jacobs University Bremen

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;




HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: Middelburg, NL

DATE: September 4, 2012

SIGNATURE: A handwritten signature in black ink, appearing to be 'Arthur W. J. H.', written over the printed word 'SIGNATURE:'.



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Samuel ABRAMAN

HOME ADDRESS: 15 Beskydova
81149 BRATISLAVA
Slavica

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:
BISLA /has Q391

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;

NO, I do not



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

No, I do not

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INsofar AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE:

Tiddelburg, NL

DATE:

4. Sept 2012

SIGNATURE:

ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

Jetje De Graaf

PRIVÉ ADRES:

Daenerstraat 17, 2600 Berchem
België

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Liberal Arts and Sciences

AANGEVRAAGD DOOR DE INSTELLING:

Universiteit Utrecht
Universiteit Maastricht

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEÏNVLOEDEN;

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS:

Burchem

DATUM: *5/12/2012*

HANDTEKENING:



