

## Besluit **Besluit strekkende tot het verlenen van accreditatie aan de opleiding wo-bachelor American Studies van de Rijksuniversiteit Groningen**

### Gegevens

<b>datum</b>	Naam instelling	:	Rijksuniversiteit Groningen
30 juni 2014	Naam opleiding	:	wo-bachelor American Studies (180 ECTS)
<b>onderwerp</b>	Datum aanvraag	:	9 december 2013
Definitief besluit	Variant opleiding	:	voltijd
accreditatie wo-bachelor	Locatie opleiding	:	Groningen
American Studies van de	Datum goedkeuren	:	12 februari 2013
Rijksuniversiteit Groningen	panel	:	9,10,11 en 12 mei 2013
(002288)	Datum locatiebezoek	:	18 november 2013
<b>uw kenmerk</b>	Datum visitatierapport	:	ja, positief besluit onder voorwaarden van 7 augustus 2013
13/15573	Instellingstoets kwaliteitszorg	:	
<b>ons kenmerk</b>			
NVAO/20142161/SL	<b>Beoordelingskader</b>		
<b>bijlagen</b>	Beoordelingskader voor de beperkte opleidingsbeoordeling van de NVAO (Stcrt. 2010, nr 21523).		
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### Bevindingen

De NVAO stelt vast dat in het visitatierapport deugdelijk en kenbaar is gemotiveerd op welke gronden het panel de kwaliteit van de opleiding goed heeft bevonden. Het visitatierapport geeft de bevindingen en overwegingen weer van het panel over de opleidingen Regiostudies van de Rijksuniversiteit Groningen. Het panel heeft meerdere opleidingen gezamenlijk beoordeeld.

### Advies van het visitatiepanel

Samenvatting bevindingen en overwegingen van het panel (hierna ook: de commissie).

This report publishes the findings and considerations of the Regiostudies committee regarding the Regiostudies programmes of the University of Groningen (RUG). The committee based its assessment on information derived from the self-evaluation report, supplementary information supplied in response to questions formulated in advance by the committee, information gleaned from the interviews held during the visit, the theses selected, and the documents provided for reference during the site visit. The committee found both positive aspects and points for improvement. After weighing these deliberations, it concluded that the programmes fulfill the criteria for quality which are a precondition for reaccreditation.

The institutions participating in the Regiostudies cluster review jointly prepared a domain-specific reference framework. This framework applies to the bachelor and master programmes in the Netherlands being assessed in the national education review of the humanities within the Regiostudies cluster. This cluster covers bachelor and master programmes in Greek and Latin language and culture, Classic studies and various programmes included under Regiostudies that focus on eastern Europe, the Middle East, Asia, Africa and North, Middle and South America. Given the diversity of the programmes, it was decided to make the framework broad rather than prescriptive. The objectives and final qualifications formulated in the framework are related to both the Dublin descriptors and to the most prominent aspects covered to a greater or lesser extent in all courses of study. These aspects are: Language skills, Linguistics, Literature, Cultural studies, History, Scientific practice and associated research skills and General scientific training. The committee ascertained that the framework is broad, but this allows it enough possibilities for specialisation. It understands this design, given that the framework is meant to cover a range of programmes. It assumes that in practice each programme modifies the framework to match its own objectives.

The American Studies programme aims to train students to be world citizens in an environment that is increasingly international, multi-lingual and multi-cultural. Effectively communicating in English is a key aspect. The domain-specific learning objectives consist of knowledge of the cultural, social, historical and political developments on the American continent from the end of the fifteenth century to the present day. A specific focus is placed on the developments in the 20th and 21st centuries. According to the programme, its graduates have acquired a high level of openmindedness, flexibility, adaptability, willingness to learn, self-control, interculturality and world consciousness. The programme has four distinguishing features: its interdisciplinary approach, international orientation, processing of cultural theory and study of the North American hemisphere. The international orientation involves conducting the entire programme in English to groups of students from different cultural backgrounds. The committee feels that the international orientation contributes to the special character of the programme.

According to the critical reflection, graduates of the bachelor's programme in American Studies are capable of entering a profession requiring or preferring academic knowledge and skills at a bachelor level. The programme prepares students primarily for a subsequent master's programme. The committee noted that the bachelor's programme provides a broad training and good preparation for a subsequent course of study. According to the committee, graduates have acquired the intercultural competence that is relevant for participation in a multicultural society and to supervise the international operations of organisations.

The elaboration of the final qualifications of the bachelor's programme is more extensive and ambitious than the framework. The committee notes that the final qualifications covering culture and history as well as communication demand a high level of English language proficiency. It concludes that the final qualifications match the programme's profile. In addition, the profile and the objective of the programme are complemented by the emphasis on content and academic development.

*Standard 2: Teaching-learning environment*

The major programme has three fully integrated and interdisciplinary tracks: "Theories of Culture" I, II and III, "The Americas" I, II and III and "Rhetoric and Composition" I and II. The

Pagina 3 van 9 students take all three tracks and follow two specialisations, called Special Topics. The three tracks form the backbone of the curriculum and provide students with generic knowledge and understanding of theories of cultural analysis, and domain-specific knowledge and understanding of American society in the context of the North American hemisphere. While the tracks offer broad knowledge and insight, the Special Topics provide depth and specialisation. At the end of the second year, students have acquired a strong, broad basis consisting of knowledge, understanding and methodological skills. The third year builds on this foundation. The focus in the third year shifts to further specialisation. The first semester of the third year is reserved for a study abroad semester in the United States.

The committee appreciates the horizontal and vertical coherency in the programme. Regarding the programme's content, the committee confirmed that all important topics in the culture and history of the North American hemisphere are covered. The topics are examined from the viewpoint of different disciplines as well. The committee commends the programme's approach in offering the entire programme in English and concludes that this approach results in an excellent level of English language mastery, both verbal and written forms. It praises this approach and considers it exemplary for language-based region studies programmes.

In the committee's opinion all learning outcomes are well translated in the curriculum, and the programme has embodied the faculty's educational philosophy. The Groningen student-oriented approach is fully recognizable. Working in small groups intensifies communication in English and fosters interaction between the students from different backgrounds. The committee ascertained that the didactic method contributes to achieving the learning outcomes and to the distinctive character of the programme.

The committee approves the organisation of the semester abroad. The programme offers good facilities to support students in this.

The committee confirmed that the intake is high for the bachelor and the success rate above average. It supports the ambition to recruit even more foreign students. It appreciates the introduction of measures to strive for a higher success rate.

The committee was pleased to confirm that the staff members have satisfactory scientific and didactic skills. For the bachelor's programme in American Studies, the staff-student ratio is 1 :54. This ratio is very unfavorable. The committee feels the programme is at present understaffed and that lecturers will not be able to maintain the current level of excellence. It appreciates even more their commitment to forge on, and is satisfied to note that firm commitments for staff expansion are in place.

After examining the system of evaluation and the functioning of the programme committee, the committee concluded that the lecturers and students are involved and heard in the assessment and improvement of the quality of the education. It confirmed that the programme management also includes alumni and representatives of the job market along with students and lecturers in the evaluation of the programme.

#### *Standard 3: Assessment and achieved learning outcomes*

The committee ascertained that the assessment policy is still being developed at the level of the faculty. It also concluded that the examination committee is not carrying out all its tasks. The examination committee is currently paying little attention to safeguarding the quality of

Pagina 4 van 9 the assessment. However, the programme itself adopts a thoughtful approach to the review of assessment procedures.

During the review the committee had access to a variety of examination materials. It ascertained that the assessments are good and sufficiently varied. It concluded that the bachelor's programme emphasizes written work and that the assessment forms are varied and appropriate. It confirmed that the assessment method suits the course material and its learning objectives.

The committee notes that a great deal of thought has gone into the procedure for the evaluation of the thesis, but does want to point out that general quality control principles would suggest submitting all theses to a second assessor. It greatly appreciates the manner in which the thesis protocol explains which level is expected for a certain grade.

The committee studied the final projects and examinations. On the basis of this material, it concluded that the programme achieves an excellent level. It succeeds in realizing the great ambitions expressed in the learning outcomes. The theses reviewed were outstanding.

#### **Aanbevelingen**

De NVAO onderschrijft de aanbevelingen van het panel, in het bijzonder over de hoge werklust van de docenten.

#### **Bestuurlijke afspraak**

De rapporten van de opleidingen van de Rijksuniversiteit Groningen in het domein van de Regiostudies maken voor het merendeel van de opleidingen melding van het nog niet volledig ter hand nemen door de examencommissie van de wettelijke taken ten aanzien van de bewaking van de kwaliteit van de toetsing. Gezien het belang van dit laatste voor de onderwijskwaliteit en het feit dat het hier een formele verplichting betreft die voortvloeit uit de Wet op het hoger onderwijs en wetenschappelijk onderzoek, heeft de NVAO met de instelling de volgende bestuurlijke afspraak gemaakt:

- de instelling ziet er op toe dat de examencommissies van alle opleidingen in het domein van de Regiostudies hun taken en verantwoordelijkheden ter hand nemen op een wijze die in de Wet op het hoger onderwijs en wetenschappelijk onderzoek is voorgeschreven. Zij zal uiterlijk 31 december 2014 aan de NVAO aangeven welke maatregelen zij daartoe heeft genomen;
- de instelling zal het functioneren van de examencommissie onderwerp maken van een gerichte audit en daarbij onafhankelijke deskundigen een oordeel vragen. Zij zal uiterlijk 31 december 2015 de uitkomst van deze audit aan de NVAO rapporteren.

De instelling heeft in een telefoongesprek van de rector magnificus met de voorzitter van de NVAO op 11 juni 2014 aangegeven akkoord te gaan met deze afspraak.

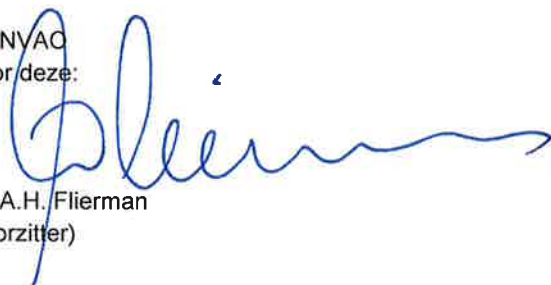
Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO het college van bestuur van de Rijksuniversiteit Groningen te Groningen in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 2 juni 2014 naar voren te brengen. Bij e-mail van 23 juni 2014 heeft de instelling gereageerd op het voornemen tot besluit.

De NVAO besluit accreditatie te verlenen aan de wo-bachelor American Studies (180 ECTS; variant: voltijd; locatie: Groningen) van de Rijksuniversiteit Groningen te Groningen. De NVAO beoordeelt de kwaliteit van de opleiding als goed.

Dit besluit treedt in werking op 30 juni 2014 en is gelet op het bepaalde in artikel 5a.13e, vierde lid, van de Wet op het hoger onderwijs en wetenschappelijk onderzoek van kracht tot en met 29 juni 2015.<sup>1</sup>

Den Haag, 30 juni 2014

De NVAO  
Voor deze:



Dr. A.H. Flierman  
(voorzitter)

Tegen dit besluit kan op grond van het bepaalde in de Algemene wet bestuursrecht door een belanghebbende bezwaar worden gemaakt bij de NVAO. De termijn voor het indienen van bezwaar bedraagt zes weken.

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<sup>1</sup> Nadat de instelling een onvoorwaardelijk positief besluit instellingstoets kwaliteitszorg heeft gekregen, wordt de accreditatietermijn verlengd naar in totaal 6 jaren.

Onderwerp	Standaard	Beoordeling door het panel
<b>1. Beoogde eindkwalificaties</b>	De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen	<b>Goed</b>
<b>2. Onderwijsleeromgeving</b>	Het programma, het personeel en de opleidings specifieke voorzieningen maken het voor de instromende studenten mogelijk de beoogde eindkwalificaties te realiseren	<b>Goed</b>
<b>3. Toetsing en gerealiseerde eindkwalificaties</b>	De opleiding beschikt over een adequaat systeem van toetsing en toont aan dat de beoogde eindkwalificaties worden gerealiseerd	<b>Goed</b>
<b>Eindoordeel</b>		<b>Goed</b>

De standaarden krijgen het oordeel onvoldoende, voldoende, goed of excellent. Het eindoordeel over de opleiding als geheel wordt op dezelfde schaal gegeven.

**Tabel 1: Uitval na 1, 2, en 3 jaar (cumulatief)**

Cohort	2006	2007	2008	2009	2010	2011
Uitval na 1jr	23%	26%	38%	35%	12%	43%*
Uitval na 2jr	30%	37%	48%	44%	24%*	
Uitval na 3jr	33%	40%	48%	49%*		

Bron: 1cHO, cohortdefinities conform KUO (EOI, VWO-vooropleiding, 1 inschrijving)

**Tabel 2: Rendement (vwo-instroom) (cumulatief)**

Cohort	2006	2007	2008	2009
Rendement na 3 jaar	10%	23%	16%	19%
Rendement na 4 jaar	42%	50%	48%	
Rendement na 5 jaar	55%	65%		
Rendement na 6 <sup>(+)</sup> jaar	58%			

**Tabel 3: Rendement (totale instroom) (cumulatief)**

Cohort	2006	2007	2008	2009
Rendement na 3 jaar	10%	23%	21%	26%
Rendement na 4 jaar	39%	49%	56%	
Rendement na 5 jaar	56%	64%		
Rendement na 6 <sup>(+)</sup> jaar	59%			

Pagina 8 van 9 **Tabel 4: Docentkwaliteit**

Graad	MA	PhD	BKO
Percentage	27%	73%	9%

**Tabel 5: Student-docentratio**

Ratio**	54 : 1
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\*\*aantal studenten/inzet formatie : 1 fte

**Tabel 6: Contacturen**

Studiejaar	1	2	3
Contacturen	12-14	10-12	10-12



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- prof. dr. A. Wouters, (voorzitter) emeritus hoogleraar Griekse Taal- en Letterkunde KU Leuven;
- prof. dr. K. Pollmann, (lid) professor of Classics, University of Kent (Canterbury) Adjunct Professor at Aarhus University (Denmark) and Professor Extraordinary at Stellenbosch University;
- prof. dr. G. Buelens, (lid) professor of English, Universiteit Gent;
- prof. dr. E. Hollender, (lid) professor of Jewish Studies at the Goethe-University Frankfurt/Main, Germany;
- T. Lysen, (student-lid) student Researchmaster Classics, Universiteit van Amsterdam.

Het panel werd ondersteund door N. Vestering, secretaris (gecertificeerd).