



**B Liberal Arts and Sciences  
University College Roosevelt  
Utrecht University**

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[www.academion.nl](http://www.academion.nl)  
[info@academion.nl](mailto:info@academion.nl)

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## Contents

Summary .....	4
Score table .....	6
Introduction.....	7
Procedure.....	7
Panel .....	9
Information on the programme .....	10
Description of the assessment.....	11
Organization .....	11
Recommendations previous accreditation panel .....	11
Standard 1. Intended learning outcomes .....	12
Standard 2. Teaching-learning environment.....	13
Standard 3. Student assessment .....	21
Standard 4. Achieved learning outcomes .....	24
General conclusion NVAO Framework .....	25
General conclusion distinctive feature "small-scale and intensive education" .....	26
Appendix 1. Intended learning outcomes .....	29
Appendix 2. Programme curriculum.....	30
Appendix 3. Programme of the site visit.....	35
Appendix 4. Materials.....	37

## Summary

### Standard 1. Intended learning outcomes

UCR offers a distinctive and broad bachelor's programme that combines the core values of freedom, responsibility and participation in a small-scale setting. The introduction of the Engineering major and strategic themes such as data science and sustainability help to broaden the programme and strengthen links with other disciplines. The panel commends UCR for intensifying collaborations with regional partners, such as the Delta Climate Center and the Joint Research Center Zeeland. These partnerships not only enrich the students' academic experience, but also ensure that they are well equipped to deal with complex, real-world issues, in line with the intended learning outcomes of a liberal arts and sciences education. The panel found that the intended learning outcomes meet the national and international requirements of the discipline and the Dublin descriptors at bachelor level. On the basis of these observations, the panel concludes that the programme meets the criteria of Standard 1.

### Standard 2. Teaching-learning environment

The panel concludes that UCR's teaching and learning environment meets the requirements of Standard 2, providing a well-rounded liberal arts and sciences education in a small-scale, intensive setting. The curriculum is well structured in three phases (Orientation, Moderation, and Graduation), allowing students to develop foundational knowledge, specialize in their chosen tracks, and culminate their studies with an advanced research project. Students benefit from the development of academic, professional and personal skills through a range of courses, the Senior Project and extra-curricular initiatives. The panel was impressed by the range and impact of these extra-curricular initiatives. While the curriculum offers breadth and depth, the challenges of over-enrolment in popular courses and the sustainability of a diverse course portfolio warrant attention. The panel recommends strengthening the robustness of the programme by carefully balancing the diversity of tracks with the capacity to offer them effectively, ensuring that student expectations are managed through clear communication and, where curriculum changes are made, monitoring that graduates meet the entry requirements for relevant master's programmes.

UCR provides academic and pastoral support through the Year 1 tutor system and academic support through Departmental Advisors (DAs) for later years. However, the recent tutoring reform has created gaps in pastoral care and increased pressure on the Senior Tutor. The panel recommends that this support model be re-evaluated to ensure comprehensive academic and personal guidance across all years. Plans to embed personal and professional development (PPD) into the curriculum show promise for further addressing these gaps, fostering resilience and enhancing career readiness. The panel anticipates that these initiatives will positively impact dropout rates and bolster student retention over time.

The programme provides a challenging yet manageable environment for most students. The small-scale and intensive nature of the programme is supported by a 15:1 student-teacher ratio, diverse and activating teaching methods and a strong emphasis on community engagement. UCR's facilities, including new laboratories on campus, contribute to a conducive learning environment. However, the closure of Elliott Common House has affected community dynamics, and concerns about polarization highlight the need for ongoing dialogue and inclusivity measures.

Students value the commitment and expertise of the UCR teaching team. Professional development opportunities and links with the UU ensure high quality teaching, although the panel notes the importance of clear communication during periods of strategic change. The programme's focus on active learning, interdisciplinary opportunities and the integration of English as the language of instruction support its

mission to develop global competence. The panel supports the programme's choice to use English in education and in the programme's name, and believes that this is in line with the programme's vision and ambitions. Given these strengths and ongoing improvements, the panel concludes that UCR successfully provides an engaging and supportive teaching and learning environment consistent with its liberal arts and sciences philosophy and intended learning outcomes, and thus meets Standard 2.

### Standard 3. Student assessment

The panel concludes that UCR's assessment policy is designed to support both the academic and personal development of students. Through continuous assessment, multiple assessment formats and a clear focus on learning outcomes, UCR provides students with a comprehensive and fair system of assessment. This approach not only verifies academic achievement, but also encourages continuous learning and improvement, preparing students for success in both their studies and future careers.

The panel considers the assessment structure to be well-designed, with assignments becoming progressively more complex to reflect students' growing independence. The programme employs a variety of assessment methods—such as exams, essays, group projects, and presentations—which ensure a comprehensive evaluation of students' cognitive, practical, and interpersonal skills. These assessments are aligned with learning outcomes, ensuring validity, reliability, and transparency. Regular feedback, including detailed written comments, supports continuous improvement.

The Senior Project (SEPR) assessment process is adequate, with clear guidelines and thorough assessments. The panel also found the BoE's monitoring of assessments to be effective, despite concerns about the temporary lack of an administrative assistant. The panel recommends that management prioritize the recruitment of a competent administrative assistant to support the BoE. The panel recognizes the independent role of the BoE in monitoring the quality of assessment and ensuring compliance with academic regulations, which are key to maintaining high academic standards. The panel appreciates the dual focus of the BoE quality cycle, which addresses both general issues and track-specific outcomes. The involvement of external experts in the review of learning outcomes and teaching practices further strengthens this approach. In view of these factors, the current quality cycle is considered acceptable, although accelerating it could improve responsiveness, provided that the BoE continues to receive appropriate support. On the basis of these observations, the panel concludes that the programme meets the requirements of Standard 3.

### Standard 4. Achieved learning outcomes

Based on the written materials, the thesis sample and the on-site interviews, the panel concludes that UCR graduates achieve all intended learning outcomes. The quality of many Senior Projects exceeds minimum requirements, reflecting strong intellectual ability, multidisciplinary breadth and depth, and academic rigour. The survey of student publications also shows the high standard of the graduates. Graduation rates are consistent with those of other university colleges and exceed those of standard bachelor's programmes. In addition, UCR graduates successfully progress to (prestigious) master's and PhD programmes, including top-ranked universities such as Oxford, Cambridge and the London School of Economics, with many alumni gaining admission to their first-choice programmes. This demonstrates the effectiveness of the programme in preparing students for advanced academic and professional opportunities. These findings lead the panel to conclude that the programme meets the criteria for Standard 4.

## Score table

The panel assesses the programme as follows:

### *Bachelor's programme Liberal Arts and Sciences (University College Roosevelt)*

Standard 1: Intended learning outcomes	meets the standard
Standard 2: Teaching-learning environment	meets the standard
Standard 3: Student assessment	meets the standard
Standard 4: Achieved learning outcomes	meets the standard
General conclusion	positive

### *The panel assesses the Distinctive Feature Small-scale and Intensive Education of the bachelor's programme Liberal Arts and Sciences (University College Roosevelt) as follows:*

Criterion A: Intended learning outcomes	meets the standard
Criterion B: Curriculum – contents	meets the standard
Criterion C: Curriculum – learning environment	meets the standard
Criterion D: Intake	meets the standard
Criterion E: Staff	meets the standard
Criterion F: Facilities	meets the standard
Criterion G: Achieved learning outcomes	meets the standard
General conclusion	positive

Em. prof. dr. Ton van Haften, panel chair  
Date: 16 January 2025

Dr. Irene Conradie, panel secretary

# Introduction

## Procedure

### Assessment

On 17, 18 and 19 September 2024, the bachelor's programme Liberal Arts and Sciences at University College Utrecht, the Faculty of Humanities of Utrecht University, and University College Roosevelt were assessed by an independent peer review panel as part of the cluster assessment Liberal Arts and Sciences. The assessment cluster consisted of nine bachelor's programmes, offered by University College Twente (University of Twente), Leiden University College (Leiden University), Amsterdam University College (University of Amsterdam/Vrije University Amsterdam), University College Roosevelt, University College Utrecht and the School of Liberal Arts (Utrecht University), Erasmus University College (Erasmus University Rotterdam), University College Groningen (University of Groningen), University College Maastricht, University College Venlo and the Maastricht Science Programme (Maastricht University) and University College Tilburg (Tilburg University). The assessment followed the procedure and standards of the NVAO Assessment Framework for the Higher Education Accreditation System of the Netherlands (valid from 1 April 2024). It also applied the Criteria Pertaining to Distinctive Feature of Small-scale and Intensive Education (also published in the *Uitvoeringsregels Accreditatiestelsel Hoger Onderwijs Nederland*, September 2024).

Quality assurance agency Academion coordinated the assessment upon request of the cluster Liberal Arts and Sciences. Fiona Schouten acted as cluster coordinator and panel secretary. Peter Hilderling, Irene Conradie and Adrienne Wieldraaijer-Huijzer also acted as panel secretaries in the cluster assessment. They have all been certified and registered by the NVAO. Irene Conradie acted as panel secretary for the assessment of the programmes of Utrecht University.

The Utrecht University Liberal Arts and Sciences bachelor's programme consists of three separate programmes: Liberal Arts and Sciences at the Faculty of Humanities (LAS), Liberal Arts and Sciences at University College Utrecht (UCU) and Liberal Arts and Sciences at University College Roosevelt (UCR). Each of these is referred to in this report as a separate programme. The focus here is on UCR.

### Preparation

Academion composed the peer review panel in cooperation with the institution and programmes and taking into account the expertise and independence of the members as well as consistency within the cluster. On 9 April 2024, the NVAO approved the composition of the panel. The coordinator instructed the panel chair on his role in the site visit according to the Panel chair profile (NVAO 2016).

A site visit schedule was prepared by representatives of each programme in consultation with the coordinator (see Appendix 3). The programmes selected representative partners for the various interviews. They also decided that the development dialogue would be made part of the site visit in the form of thematic sessions. A separate development report was prepared on the basis of this dialogue. The programmes prepared individual information files.

The programme management at University College Roosevelt provided the cluster coordinator with a list of graduates for the period January 2023 – August 2023. In consultation with the coordinator, the panel chair selected 15 theses of the programme. They took into account the diversity of final grades and examiners, as well as the different majors of the programme. Two theses were selected from the Arts & Humanities major, one from the Engineering major, four from the Science major, five from the Social Science major and three

were chosen from interdepartmental majors (Science and Social Science; Arts & Humanities, Science and Social Science; Science and Engineering). Prior to the site visit, the programme provided the panel with the theses and the accompanying assessment forms. It also provided the panel with an information file and additional materials (see Appendix 4).

The panel members studied the information and sent their findings to the secretary. The student member did not study the theses. The secretary summarized the panel's questions and comments in a document and shared it with the panel members. In a preliminary meeting, the panel discussed the initial findings on the information file and the theses, as well as the division of tasks during the site visit. The panel was also informed on the assessment frameworks, the working method and the planning of the site visits and reports.

#### Site visit

During the site visit, the panel interviewed various representatives of the three programmes (see Appendix 3). The panel also offered students and staff members an opportunity for confidential discussion during a consultation hour. There was one request for the UCR consultation hour and the panel had an online meeting with this person prior to the site visit. The panel used the final part of the site visit to discuss its findings in an internal meeting. Afterwards, the panel chair publicly presented the preliminary findings.

#### Report

After the site visit, the secretary wrote a draft report for each programme based on the panel's findings. These reports are structured along the four NVAO standards, and for the programmes at University College Roosevelt and University College Utrecht also integrate the seven criteria of the distinctive feature Small-Scale and Intensive Education in the discussion of the respective standards for the bachelor programme. The Liberal Arts and Sciences programme of the Faculty of Humanities does not have a distinctive feature Small-Scale and Intensive Education, so its report only discusses the four NVAO standards.

The full and combined report was first submitted to the cluster coordinator at Academion for peer assessment and then to the panel for feedback. After processing this feedback, the secretary sent the draft report to the programmes in order to check for factual irregularities. The secretary discussed the comments received with the panel chair and changes were made accordingly. The panel then finalized the report, and the coordinator sent it to the Faculty of Humanities, University College Roosevelt and University College Utrecht and Utrecht University.

## Panel

The following panel members were involved in the cluster assessment:

- Em. prof. dr. T. (Ton) van Haften, professor emeritus at the Leiden University Centre for Linguistics of Leiden University [panel chair];
- Em. prof. dr. L. (Laurent) Boetsch, professor emeritus in Romance Languages at Washington and Lee University in Virginia (United States) and founding executive co-director and president emeritus of the European Consortium of Liberal Arts and Sciences (ECOLAS) [panel chair Leiden University];
- Dr. S. (Samuel) Abraham, rector/president of and professor in Political Science at the Bratislava International School of Liberal Arts (Slovakia);
- Prof. dr. M.K. (Marlies) Van Bael, professor in Chemistry at Hasselt University (Belgium);
- Prof. dr. S.B. (Stéphanie) Balme, director of the Center for International Studies (CERI) of the research university Sciences Po (France);
- Prof. dr. W.J.P. (Wim) Beenakker, professor in High Energy Physics at Radboud University;
- Prof. dr. H. (Helen) Brookman, professor of Liberal Arts & Interdisciplinary Education at King's College London (United Kingdom);
- Em. prof. dr. G. (Gerda) Croiset, professor emeritus and former dean of Education and Training in Health and Life Sciences at the University of Groningen;
- Dr. M.M.T.E. (Maud) Huynen, assistant professor at the Maastricht Sustainability Institute of Maastricht University;
- Dr. W.D.B.H.M. (Wim) Lambrechts, associate professor at the Faculty of Management of the Open University;
- Dr. B. (Bente) Nørgaard, associate professor at the Center for Problem-based Learning in Engineering Science and Sustainability of Aalborg University (Denmark);
- Em. prof. dr. J. (Janneke) Plantenga, professor emeritus in Economics of Public Welfare at Utrecht University;
- Dr. Ing. S. (Sabine) Sané, lecturer in Earth and Environmental Sciences at University College Freiburg (Germany);
- Prof. dr. J. (Jenny) Slatman, professor in Medical & Health Humanities at Tilburg University;
- Prof. mr. dr. H.S. (Sanne) Taekema, professor in Jurisprudence at the Erasmus University Rotterdam;
- Prof. dr. J. (Jolanda) Vanderwal Taylor, professor in Dutch and German at the University of Wisconsin-Madison (United States);
- Prof. UAS. dr. J.I.A. (Irene) Visscher-Voerman, professor of applied sciences in Innovative and Effective Education at Saxion University of Applied Sciences;
- Prof. dr. H. (Henrik) von Wehrden, professor of Normativity of Methods at Leuphana University Lueneburg (Germany);
- N.B. (Nara) Coutinho, bachelor's student Liberal Arts and Sciences at University College Venlo (Maastricht University) [student member];
- M. (Milan) Gomes BSc, master's student Educational Science and Technology at University of Twente [student member].
- B.L. (Borbála Lucy) Karvalits, bachelor's student Liberal Arts and Sciences at Erasmus University College (Erasmus University Rotterdam) [student member];
- J.G. (Jamie) Wolvekamp, bachelor's student Liberal Arts and Sciences at University College Tilburg (Tilburg University) [student member].

The panel assessing the bachelor's programme Liberal Arts and Sciences at University College Roosevelt of Utrecht University consisted of the following members:

- Em. prof. dr. T. (Ton) van Haften, professor emeritus at the Leiden University Centre for Linguistics of Leiden University [panel chair];
- Em. prof. dr. G. (Gerda) Croiset, professor emeritus and former dean of Education and Training in Health and Life Sciences at the University of Groningen;
- Prof. dr. J. (Jolanda) Vanderwal Taylor, professor in Dutch and German at the University of Wisconsin-Madison (United States);
- Prof. UAS. dr. J.I.A. (Irene) Visscher-Voerman, professor of applied sciences in Innovative and Effective Education at Saxion University of Applied Sciences;
- M. (Milan) Gomes BSc, master's student Educational Science and Technology at University of Twente [student member].

All panel members, the secretary and the institution have signed a statement on impartiality and can confirm that the assessment was carried out in complete independence.

### Information on the programme

Name of the institution:	Utrecht University
Status of the institution:	Publicly funded institution
Result institutional quality assurance assessment:	Positive
Programme name:	Liberal Arts and Sciences
ISAT number:	50393
Level:	Bachelor
Orientation:	Academic
Number of credits:	180 EC
Location:	University College Roosevelt, Middelburg
Mode(s) of study:	Fulltime
Language of instruction:	English
Submission date NVAO:	1 May 2025

## Description of the assessment

### Organization

Utrecht University (UU) offers its Liberal Arts and Sciences programme in three separate formats; two honours colleges taught in English (University College Utrecht and University College Roosevelt) and a non-selective, university-wide Liberal Arts and Sciences programme, taught in Dutch.

University College Roosevelt (UCR), located in Middelburg, is one of the two international honours colleges of Utrecht University. It offers a full-time, small-scale and intensive, English-language programme in the liberal arts and sciences. UCR is a residential college with a city campus, offering student housing across four locations in the city center, throughout their studies. It is organized under the legal entity Foundation University College Roosevelt. UCR's governance structure includes a three-member Executive Board: the Dean, a full professor appointed by Utrecht University, responsible for academic quality; the Managing Director, overseeing business processes and support structures; and the Student Assessor, serving a one-year term in an advisory role with a focus on student and academic affairs. The Board of Trustees provides strategic oversight. The organization is structured into four departments, aligning with the four academic domains of the curriculum - Arts & Humanities, Engineering, Science and Social Sciences - each headed by a Head of Department. The Director of Education ensures academic quality across all departments, supported by the Board of Studies, which includes department heads, Head Tutor and student representatives. The Board of Examiners oversees examinations and diplomas, and the tutorial system is led by the Head Tutor and Senior Tutor. The Registrar keeps records of grades and diplomas. Educational policy is reviewed by the Programme Committee, which consists of elected students and staff, while the UCR Council represents the community and consults with the Executive Board on major decisions. In addition, support staff play a key role in facilitating the smooth running and management of the programme. Roosevelt's All Student Association (RASA) is the governing body for all UCR student clubs and societies.

### Recommendations previous accreditation panel

In response to the 2018 accreditation report, UCR has taken several actions. The panel found that to address concerns about workload for students, UCR introduced (optional) four-week summer courses in June and a 15 EC Senior Project, typically spread over two semesters, to provide options to reduce the pressure of peak study periods. Digital assessment tools have been promoted to reduce the time spent on grading by staff. In response to the recommendation of the previous panel to increase interdisciplinarity, UCR primarily opted for a multidisciplinary approach, incorporating interdisciplinary elements. This is reflected in the implementation of several multidisciplinary courses, the introduction of an optional Interdisciplinary Project Track, and the establishment of three strategic themes that span multiple disciplines: Data Science and Artificial Intelligence, Sustainability in the Delta, and Educational Innovation. The provision of information to students was centralized, with clearer track and course outlines and improved communication tools. The Board of Examiners has become more proactive in monitoring assessment quality, and changes to student support systems have streamlined academic advising. The suggestion to provide clear tutoring guidelines so that students know how much support and guidance they can expect from their tutors has been adequately addressed in the Student Handbook and in the Tutoring and Advising Handbook for tutors.

## Standard 1. Intended learning outcomes

The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

### Findings

#### *Profile and aims*

As the only stand-alone liberal arts and sciences college in the Netherlands, UCR offers a distinctive programme that integrates its core values of freedom, responsibility and participation in a small-scale, residential setting. Students can personalize their studies, with an increasing focus on science and engineering alongside diverse options in the arts, humanities, social sciences and natural sciences. In 2019, a new major in Engineering was introduced, further increasing the breadth of the programme and strengthening collaborations with local partners to address societal challenges such as climate change and sustainability. In 2023, UCR launched three strategic themes - Data Science and Artificial Intelligence, Sustainability in the Delta, and Educational Innovation. These themes aim to redefine the college's focus and encourage collaboration across disciplines and strengthen relationships with external partners.

The panel notes that UCR has a distinctive profile, particularly in its integration of technical disciplines within a traditional liberal arts framework and its growing partnerships with regional organizations focused on sustainability and climate issues. A key initiative is UCR's role as a founding partner of the Delta Climate Center in Vlissingen, which addresses critical issues such as climate change, water management, energy and food production in delta areas. In collaboration with organizations such as Scalda, HZ University of Applied Sciences, NIOZ and Wageningen University & Research, UCR contributes to innovative solutions in these areas. In addition, UCR is actively involved in the Joint Research Center Zeeland in Middelburg, which promotes collaboration between students, researchers and companies to address pressing challenges in the Zeeland delta. These external partnerships enhance the breadth of the programme and strengthen UCR's ability to train students to address multi-faceted societal challenges.

#### *Intended learning outcomes*

UCR has defined a set of 11 intended learning outcomes (see Appendix 1) that aim for holistic development and are closely aligned with the core principles of the liberal arts and sciences domain-specific framework. In the panel's view, these outcomes strike an effective balance between breadth and depth of academic learning, fostering the development of academic skills and an academic mindset necessary to address multi-faceted societal challenges and to be active and responsible members of society. The integrative and ethical approach to knowledge and skills also reflect the central vision of the liberal arts and sciences. In achieving these outcomes, students are not only academically prepared but also equipped for responsible and meaningful engagement in a complex and diverse world. The documentation also includes a mapping of the programme's learning outcomes to the Dublin descriptors and to the essential learning outcomes defined by the American Association of Colleges and Universities (AAC&U), a leading association promoting quality, equity, and innovation in higher education and advocating liberal education. The panel recognizes that these intended learning outcomes are consistent with the domain-specific framework and the Dublin descriptors at bachelor's level. The intended learning outcomes therefore meet national and international requirements.

### Considerations

UCR offers a distinctive and broad bachelor's programme that combines the core values of freedom, responsibility and participation in a small-scale setting. The introduction of the Engineering major and strategic themes such as data science and sustainability help to broaden the programme and strengthen

links with other disciplines. The panel commends UCR for intensifying collaborations with regional partners, such as the Delta Climate Center and the Joint Research Center Zeeland. These partnerships not only enrich the students' academic experience, but also ensure that they are well equipped to deal with complex, real-world issues, in line with the intended learning outcomes of a liberal arts and sciences education. The panel concludes that the intended learning outcomes meet the national and international requirements of the discipline and the Dublin descriptors at bachelor's level.

### Conclusion

The panel concludes that the programme meets Standard 1 of the NVAO framework.

The panel concludes that the programme meets Criterion A of the framework for the distinctive feature of "small-scale and intensive education".

## Standard 2. Teaching-learning environment

The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

### Findings

#### *Curriculum*

UCR's Liberal Arts and Sciences programme is a three-year full-time bachelor's programme, taught in English. To nominally complete the programme, students take an average of four courses per semester, each worth 7.5 EC, over 15 weeks with two sessions per course. The curriculum follows a three-level structure: 100 level (introductory), 200 level (intermediate) and 300 level (advanced), with prerequisites for progression.

The curriculum is structured into three distinct phases: Orientation, Moderation and Graduation. In the first year (Orientation), students focus on basic academic skills, including two mandatory courses in academic writing and introductory research methodology and statistics, while exploring a wide range of disciplines. The second year (Moderation) marks the transition to more focused academic work when students declare a major. The choice of major determines additional skills courses. In the third semester, students engage in Moderation, a reflective exercise to refine their curriculum choices and assess their academic progress. They write a structured reflection, begin their LAS portfolio, and meet with a faculty panel. In addition, students begin to specialize by completing major-specific compulsory courses and at least two tracks. Tracks are coherent sets of courses in the same area of study, such as Languages, Energy & Flow, Cognitive Science or Law. Each track requires three courses, including one at advanced (300) level. In the third year (Graduation), students complete their departmental or interdepartmental major by taking at least four advanced (300) level courses. The culmination of the programme is the 15 EC Senior Project, an individual research project through which students demonstrate their ability to apply academic knowledge to real-world challenges. An overview of the curriculum can be found in Appendix 2.

UCR offers around 190 courses, with about 90 courses per semester. Students can choose courses from four academic domains that correspond to departments: Arts & Humanities, Engineering, Science and Social Science. By the end of the first year, students typically decide on a major that can be within or across departments, depending on their interests. For a departmental major, a minimum number of courses must be taken in Arts & Humanities (9), Engineering (9), Science (11) or Social Science (9). Interdepartmental majors require at least three courses from different departments. Students must also take at least four

advanced 300-level courses, and at least one course in each of the following areas: Arts and Humanities, Social Science, and either Science or Engineering.

All students are required to complete a Liberal Arts and Sciences (LAS) Portfolio and Reflection, which is developed in stages throughout their studies. The first stage takes place in the third semester in preparation for Moderation. The next stage takes place in the pre-final semester, and the final stage is completed by the end of the final semester, at which point students must include their Senior Project (SEPR) in the LAS Portfolio and Reflection. The Portfolio and Reflection are assessed on a pass/fail basis by the Departmental Advisor and students can only graduate if they receive a passing grade.

In the final year, students undertake a 15 EC independent, 300-level research project comparable to a bachelor's thesis, the Senior Project (SEPR), within their (inter)departmental major, exploring in-depth a topic of particular interest to them. This project is supervised by a UCR faculty member. All students present their SEPR to a general audience on Project Day and answer questions from examiners and other members of the audience. The 2023 Senior Project Survey, completed by 44 students, showed that pre-project information had improved and that students were largely satisfied with supervisor support.

The UCR curriculum offers a range of opportunities beyond regular courses to support students' academic and personal development. These include the Performance - Music Programme, for students interested in music performance, and the Pre-Medical Programme, which offers preparatory courses for those who wish to pursue a career in medicine. In the case of the Music Programme, the panel found that the combination of practical and theoretical components provided sufficient academic content. In addition, UCR facilitates exchange opportunities in semesters four and five with a wide range of UU partner institutions worldwide. Students can also undertake an academic internship, a credit-bearing experience equivalent to a 200-level course (7.5 EC), involving a well-defined project and culminating in a final report. An academic internship project could involve participating in research, applying academic knowledge in a practical context, or conducting a literature review to develop recommendations for an organization. Internships require prior approval, are supervised by UCR and external professionals, and are recorded on the student's transcript.

The panel commends UCR for its progressive approach to integrating data literacy into its curriculum. The UCR Data Center fosters data science across disciplines and supports student projects. UCR also collaborates with regional institutions like the Joint Research Center Zeeland (JRCZ), which offers access to advanced data science labs. Additionally, DataFest 2024, hosted by JRCZ, involved 50 students from HZ University of Applied Sciences, UCR, and Scalda working together to develop innovative solutions for traffic congestion near Sloeburg in Vlissingen, using local government data to propose strategies for reducing peak-time traffic.

UCR also works with local partners in Middelburg to promote community involvement and hands-on learning. Through the Community Engaged Learning (CEL) programme, students work on social projects such as supporting primary schools, nursing homes and the local food bank. Other initiatives, such as the City Monastery (*Stadsklooster*), involve students working alongside local residents and volunteers. These collaborations allow students to apply their academic knowledge in a real-world setting and make a positive impact on the community. The panel applauds initiatives that have led to innovative courses such as Rhetoric in Action: Teaching Children Rhetorical Confidence, where students teach various forms of public speaking to primary school children in communities facing socio-economic challenges.

The programme uses a variety of teaching methods that reflect the diverse learning goals of a liberal arts and sciences education and promote broad and well-rounded learning. These include (guest) lectures, which provide fundamental knowledge and expert insight, and debates, which encourage critical thinking and the

exchange of ideas. Student presentations allow the development of communication and analytical skills, while fieldwork provides practical experience in real-world settings. In addition, individual work encourages independent research and personal development, giving students the opportunity to explore topics in-depth and apply their learning.

The panel has reviewed the curriculum as a whole, the student handbook and a selection of courses across all majors. Based on this review, the panel concludes that the curriculum is clearly structured and offers a broad and engaging range of courses. The intended learning outcomes are systematically translated into the curriculum through a detailed track outline template, which guides the development of track-level outcomes and course-specific objectives at the appropriate level. The Board of Studies approves the track and course outlines. The panel reviewed examples to observe how this mapping works in practice. This structure provides students with both a broad academic foundation and in-depth expertise in their chosen fields. Courses and projects provide ample opportunities for students to develop both academic and professional skills which are appropriately challenging and well suited to the aims of the programme. The teaching methods and didactics used are also appropriate. Students have the flexibility to design their own programme within clearly defined parameters. The structured tracks and the alignment of intended learning outcomes with track and course specific objectives ensure that students achieve the intended learning outcomes of the programme.

The panel noted that while the programme's diverse tracks provide a coherent set of courses, their number presents a challenge for a small college operating at a relatively large geographic distance from a wider university context. Although the admissions documents do not over-promise, the variety of tracks may create expectations for highly specialized learning pathways that may be difficult to meet effectively. The panel also identified structural challenges, such as limited opportunities for off-campus courses due to travel distances, which limit students' ability to tailor their learning pathways. In addition, the complexity of the curriculum makes it vulnerable to disruptions such as staff turnover, although these risks are largely mitigated by the flexibility of teaching staff and efforts to recruit qualified replacements.

Over-enrolment in certain courses, particularly in the social sciences and sciences, was highlighted by students who spoke to the panel. This, combined with the fact that some courses are not offered every year, has reduced flexibility in course choice. Faculty members told the panel that UCR is not currently able to adapt quickly to increasing demand for courses in areas such as psychology, cognitive science and law. While trends are being monitored and adjustments are being considered for the upcoming semester, changes may take time to implement. These challenges can limit students' ability to follow their intended study pathways, which can affect their overall learning experience. Declining satisfaction in the National Student Survey may partly reflect these issues. Students noted that while timely planning and support from individual lecturers helped them to find an appropriate pathway, it did not always include all the courses they had wanted to take.

In light of these observations, the panel recommends that the programme management explore ways to improve the robustness of the programme, including managing student expectations more effectively. While no specific solution is prescribed, the panel suggests that efforts should focus on streamlining the curriculum to strike a balance between diversity and feasibility, while maintaining the quality and flexibility of the educational experience. At the same time, the panel cautions that any structural changes must ensure that graduates remain eligible for appropriate master's programmes.

### *Learning environment*

UCR offers a small-scale, intensive learning environment with an average class size of 21 students and a maximum of 28. This allows for close interaction between students and teaching staff, fostering an interactive and personalized learning experience. The curriculum encourages active student participation through weekly assignments, projects, presentations and ongoing feedback, and emphasizes continuous assessment rather than large end-of-semester exams. In response to the previous panel's concerns about the workload resulting from continuous assessment, UCR introduced optional four-week summer courses in June and a 15 EC Senior Project, typically spread over two semesters, to help reduce pressure during peak study periods.

The panel considers that UCR's infrastructure is conducive to supporting its small-scale and intensive teaching model, as well as student accommodation and extra-curricular activities. The university has five academic buildings in the centre of Middelburg, with small classrooms, offices, meeting rooms and study areas. Classrooms are equipped for hybrid teaching, which increases flexibility for students. The Outdoor Classroom, also known as Helm Square, is a multi-purpose campus space between the Franklin and Theodore buildings where students, faculty, and locals can gather for impromptu classes, meetings or relaxation. The panel noted that the move from having laboratory courses at the HZ University of Applied Sciences in Vlissingen to having specialized laboratories on the UCR campus is an improvement. The new engineering labs in the Anne building and the life science labs in the JRCZ provide more integrated, accessible facilities. Library facilities include the Zeeland Library in Middelburg and the Utrecht University digital library.

UCR offers students three years of guaranteed accommodation in four buildings also in the centre of Middelburg. The residences are very close to the academic buildings and provide a comfortable and safe living environment. There are different types of accommodation, ranging from single rooms to shared apartments, with basic amenities such as internet and communal areas. Students interviewed by the panel confirmed that the residences foster a sense of community and contribute to social interaction among students. The Housing Affairs Council is an independent student body at UCR that manages campus housing, with a daily board handling communication and finances, and Campus Elders working to create a positive living environment while respecting the Middelburg community.

Elliott Common House, a student-run hub for events and socializing, closed at the end of the 2023-2024 academic year. This closure followed a period of declining engagement and volunteer support, particularly after the impact of COVID-19, and a shift in students' social habits. Once an important hub for both social and academic life, its closure has raised concerns among students about the loss of a central community space. While students are exploring alternatives, UCR management recognizes the importance of a solution, but its dependence on the municipality for space makes it difficult to find one. The panel agrees that a clear solution should be developed to address this gap in community support.

UCR's residential campus fosters community life, and the students the panel spoke to were generally appreciative of the smaller, cozy Middelburg environment. Roosevelt's All Student Association (RASA) plays a central role in organizing social, cultural, and academic events. RASA supports student-led initiatives and creates a vibrant environment for students to participate in sports, music, theatre, and more, encouraging active involvement and personal growth. These activities create a platform for students and faculty to interact outside of the classroom. RASA committees are divided into societies, such as the student-run magazine *Tabula Rasa*, teams, such as the Graduation Week team that organizes GradWeek events, and student initiatives, such as the Green office. Societies host events for shared interests, Teams work to achieve specific goals, and Student Initiatives contribute to a vibrant campus culture. The panel also found

that a strong focus on community, personal growth and active participation was evident in student interviews and online experiences at UCR. Students are involved in academic development as well as leadership, governance and extra-curricular activities. Through roles in student-run organizations, volunteer work, and co-governing bodies such as the Programme Committee and the UCR Council, they actively shape both the social and academic life of UCR.

The panel observed both positive and challenging dynamics within the UCR community. UCR fosters a close-knit, supportive environment, with staff and students connecting through activities such as musical performances and academic collaborations, creating warmth and scholarly engagement. However, concerns were raised about divisions and growing polarization among students, indicating potential tensions or a lack of cohesion within the student body. Some students reported communication difficulties and a negative culture affecting the learning environment. Faculty highlighted the strain on the community and emphasized the need for open dialogue and inclusivity, supported by workshops on equity, diversity and inclusion (EDI) and safe classroom practices. The panel recognizes that UCR's close-knit and somewhat insular environment can intensify community dynamics and make societal challenges such as polarization more pronounced. However, the interviews gave the panel confidence that management and staff are thoughtfully addressing these issues through efforts such as the polarization workshops.

#### *Guidance and support*

UCR offers comprehensive student support, including a personal tutor in the first year, a Departmental Advisor and Team Advising sessions from the second year onwards, and workshops on study skills such as time management and writing. In the case of functional impairments or extenuating circumstances, tutors and advisors refer students and guide them in accessing appropriate resources. For special needs, probation and extensions, students can contact the Year 1 (Y1) Tutor or Senior Tutor, while practical issues are dealt with by the Education and Student Office. Personal concerns are dealt with by two student counsellors and community life is supported by various student societies. For health issues, students are registered with a local General Practitioner (GP) for medical care and referrals.

The roles of Y1 Tutors and Departmental Advisors (DAs) are designed to provide complementary support, with Y1 Tutors focusing on helping students make the transition to university life. Tutors assist with course selection, personal development and pastoral care, using an early warning system to monitor student progress. In later years, DAs take over as primary advisors, focusing on academic guidance. While the DAs provide the one-to-one academic guidance, Team Advising meetings by DAs encourage peer interaction and facilitate broader conversations about academic and career planning in a group context.

Previously, tutors were in place for all three years. A 2023 tutoring reform was rooted in the historical strengths of the tutoring system while also addressing weaknesses like the evolving needs of students and high tutor turnover. The programme moved to the new structure based on the idea that students need intensive tutoring and resilience support, especially in the first year. However, students have expressed challenges in adjusting to this transition, often feeling unclear about the scope of the DAs' role. Feedback suggests that the narrower academic focus of DAs leaves gaps in addressing personal challenges. This shift has also increased the workload of the Board of Examiners, and even more so of the Senior Tutor, who now looks after all second- and third-year students, raising concerns about sustainability.

Students interviewed appreciate the individual support provided by staff, but some note a lack of institutional structure for dealing with serious personal or professional problems. Barriers for international students in accessing external mental health services and limited resources for career counselling are a

wider Dutch challenge. To improve clarity and coverage, both students and staff suggest improving orientation sessions and considering additional resources to strengthen support beyond the first year.

The panel notes that the move to a system of DAs for second and third year students was intended to streamline academic support, but has inadvertently created gaps in holistic student support. While acknowledging UCR's focus on retention and academic advising in the first year, the panel notes that the absence of tutors in later years has increased the strain on the system. It recommends a re-evaluation of the current support model, considering either the reintroduction of tutors for upper year students or the expansion of the DA role to include pastoral responsibilities. A more balanced approach is needed to ensure personalised and comprehensive guidance across all years.

The panel also reviewed UCR's plans to embed Personal and Professional Development (PPD) into the curriculum. Discussions with management and staff evidenced a strong commitment to this initiative, which aims to address challenges such as student stress, retention and well-being. Key features of the PPD programme include linking skills courses with content courses, integrating interdisciplinary and community engagement elements, and introducing reflective portfolios that span three years.

The panel finds the PPD plans promising, highlighting their potential to complement academic advising while fostering resilience, critical thinking and career readiness. This structured approach aims to equip students for personal and professional challenges and to address gaps in the current support system. The panel sees these efforts as a proactive step towards improving the student experience and strengthening overall guidance and support. In addition, the panel would welcome the adoption of the Board of Examiners' suggestion to use the portfolio as an integrated tool throughout the programme, further enhancing its pedagogical value.

#### *Feasibility and success rates*

The panel notes that the bachelor's programme is intensive, given the range of curricular and extra-curricular activities offered. From discussions with students, the panel notes that the workload is high, comparable to other university colleges, but that it is possible to graduate within three years. However, as mentioned above, students indicated that this requires strict planning and does not always allow them to take the courses they prefer. Some students deliberately choose to extend their studies slightly in order to enhance their CV or improve their chances of a particular next step. Completion data show that, on average, around 65-70% of students complete their degree nominally, while more than 90% of students starting their second year complete their degree nominally. This is higher than for programmes without the small-scale and intensive distinctive feature and comparable to other programmes with this distinctive feature. The panel therefore concludes that it is possible for most students to graduate nominally.

The percentage of students transferring or dropping out during the first year is around 15%, similar to the UU norm of 15%. Particularly since COVID-19, UCR has seen an increase in the number of students dropping out of courses or (temporarily) leaving UCR. From this perspective, the panel understands the focus on the first year in the revision of the tutor system, where dropout is highest. In the context of educational innovation, teaching teams are working on proposals for improvement. The PPD plans for a mandatory personal and professional development component also fall under this initiative. The programme has also been made more flexible by removing the requirement to study a foreign language other than English, which was previously part of its international profile. The panel notes that UCR is paying considerable attention to the dropout rate and is looking at thoughtful ways to reverse the trend.

### *Language of instruction*

UCR's documentation emphasizes that the use of English as the medium of instruction is integral to fostering an international community, allowing for effective communication among students from different linguistic backgrounds. This integration of language promotes intercultural understanding and collaboration, supporting UCR's goal of developing global competence. It also prepares graduates for careers in international settings, both in the Netherlands and abroad, while strengthening their global citizenship and intercultural communication skills. UCR students participate in international projects, and UCR alumni work for Dutch-based international companies and the Dutch Foreign Ministry, as well as in foreign markets of interest to the Netherlands. The panel supports the rationale, which it considers to be well reflected in the programme profile, but suggests that a more explicit link to specific intended learning outcomes would better reflect both the profile and day-to-day practice.

### *Admission*

UCR is a selective programme, receiving 500-600 applications per year, of which approximately 220 students begin their studies. Based on admissions information, the Student Handbook and related documents, the panel believes that UCR has an appropriate selection process that targets motivated, academically talented students. The holistic admissions process evaluates academic achievement, motivation, and extra-curricular involvement, with an emphasis on fit with UCR's small-scale, intensive educational model. The process includes a review of application materials (transcripts, English proficiency, letter of motivation, recommendation), an assessment of academic potential, and an admissions interview. Criteria include academic potential, intellectual curiosity and willingness to contribute to a diverse, international campus community, ensuring alignment with the college's mission and educational philosophy. The mathematics requirement is consistent with the needs of science, engineering and social science students and supports the curriculum's mandate for students to take at least one course in Arts and Humanities, Social Science and either Science or Engineering. The panel concludes that the programme has a robust selection process, evaluated and improved in 2023 to increase its effectiveness.

### *Staff*

The programme is taught by a team of 55 teaching staff (44 fte) appointed by UCR, approximately 20-30% of whom have direct links with UU. The panel notes that this connection fosters the exchange of scholarly expertise and helps UCR respond to broader educational advancements, such as community-engaged learning, for which expertise is available from UU. Many UCR teachers work with the UU's Centre for Academic Teaching (CAT); they attend courses and workshops and contribute to the professionalization activities organized by CAT. From the interviews, the panel noted a strong emphasis on teaching, supported by meaningful but often self-directed research efforts. While research activities enrich the curriculum and benefit students, systemic challenges remain in terms of time allocation and structural support for research. The panel supports the programme management's intention to maintain excellence in teaching while progressively enhancing research opportunities within the constraints of UCR's mission and structure. This includes strengthening staff mobility by deepening links with research groups at neighbouring universities.

Based on the documentation and on-site interviews, the panel found the expertise and didactic skills of the core UCR staff to be a good fit for the curriculum and more than adequate for the small-scale and intensive teaching of the programme. In 2023-2024, the student-teacher ratio was an acceptable 15:1, with a total of 40 fte allocated as follows: 28.5 fte for teaching, 1.8 fte for tutoring, 3 fte for thesis supervision, 2 fte for administration and 4.7 fte for research and service. In addition, 4 fte were allocated to external projects and part-time secondments. Of the teaching staff, 87% hold a PhD, 89% hold minimally a University Teaching Qualification (UTQ) and 35% a Senior UTQ. This ensures that students are taught by skilled researchers and experts in their field.

The panel notes that UCR benefits from a dedicated and caring teaching staff who are committed to high quality teaching and strong student engagement. Students value staff expertise, commitment to the programme and willingness to provide support. The results of the National Student Survey are also evidence of this. Teaching staff value their autonomy in course design and the supportive management environment, which encourages innovation in teaching and extra-curricular initiatives, such as community-engaged learning and data literacy projects. Although the workload peaks at times, there is also some flexibility in managing the workload. Opportunities for professional development are available and the panel appreciates the provision of a workshop for new teaching staff, in conjunction with the UCU, in the week before each semester, as this contributes to a well-prepared teaching team. The panel also appreciates the extensive support materials developed for different roles, such as the Teaching Handbook and the Tutoring and Advising Handbook.

The site visit took place at a time of recent changes in leadership and uncertainty about the future strategic direction of UCR. These circumstances have caused concern among the teaching and support staff. Despite this, staff remain committed to providing meaningful and inclusive learning experiences as is also experienced by students. The panel underlines the importance of clear communication between the leadership and the staff during this process of strategic reorientation and of active involvement of the staff in developing new policies.

### Considerations

The panel concludes that UCR's teaching and learning environment meets the requirements of Standard 2, providing a well-rounded liberal arts and sciences education in a small-scale, intensive setting. The curriculum is well structured in three phases (Orientation, Moderation, and Graduation), allowing students to develop foundational knowledge, specialize in their chosen tracks, and culminate their studies with an advanced research project. Students benefit from the development of academic, professional and personal skills through a range of courses, the Senior Project and extra-curricular initiatives. The panel was impressed by the range and impact of these extra-curricular initiatives. While the curriculum offers breadth and depth, the challenges of over-enrolment in popular courses and the sustainability of a diverse course portfolio warrant attention. The panel recommends strengthening the robustness of the programme by carefully balancing the diversity of tracks with the capacity to offer them effectively, ensuring that student expectations are managed through clear communication and, where curriculum changes are made, monitoring that graduates meet the entry requirements for relevant master's programmes.

UCR provides academic and pastoral support through the Year 1 tutor system and academic support through Departmental Advisors (DAs) for later years. However, the recent tutoring reform has created gaps in pastoral care and increased pressure on the Senior Tutor. The panel recommends that this support model be re-evaluated to ensure comprehensive academic and personal guidance across all years. Plans to embed personal and professional development (PPD) into the curriculum show promise for further addressing these gaps, fostering resilience and enhancing career readiness. The panel anticipates that these initiatives will positively impact dropout rates and bolster student retention over time.

The programme provides a challenging yet manageable environment for most students. The small-scale and intensive nature of the programme is supported by a 15:1 student-teacher ratio, diverse and activating teaching methods and a strong emphasis on community engagement. UCR's facilities, including new laboratories on campus, contribute to a conducive learning environment. However, the closure of Elliott Common House has affected community dynamics, and concerns about polarization highlight the need for ongoing dialogue and inclusivity measures.

Students value the commitment and expertise of the UCR teaching team. Professional development opportunities and links with the UU ensure high quality teaching, although the panel notes the importance of clear communication during periods of strategic change. The programme's focus on active learning, interdisciplinary opportunities and the integration of English as the language of instruction support its mission to develop global competence. The panel supports the programme's choice to use English in education and in the programme's name, and believes that this is in line with the programme's vision and ambitions. Given these strengths and ongoing improvements, the panel concludes that UCR successfully provides an engaging and supportive teaching and learning environment consistent with its liberal arts and sciences philosophy and intended learning outcomes.

### Conclusion

The panel concludes that the programme meets Standard 2 of the NVAO framework.

The panel concludes that the programme meets Criteria B, C, D, E and F of the framework for the distinctive feature of "small-scale and intensive education".

### Standard 3. Student assessment

The programme has an adequate system of student assessment in place.

### Findings

#### *System of assessment*

At UCR, assessment is a critical tool for student development, not only to measure knowledge and skills, but also to promote continuous improvement. UCR's assessment policy is designed to ensure that students achieve specific learning outcomes and develop the competencies necessary for academic and professional success. This process is based on the principles of continuous assessment, clear alignment with course objectives, and the use of diverse assessment methods to measure a wide range of student abilities. UCR does not have a programme-wide assessment plan, but uses a track-specific assessment matrix. As students complete at least two tracks, they are required to demonstrate mastery of the learning outcomes twice. A key aspect of UCR's approach is continuous assessment, which allows teaching staff to monitor student progress on a regular basis. This ensures that students receive timely and constructive feedback, and that areas for improvement are identified. Formative assessments help students to refine their understanding before final assessments, while summative assessments verify the achievement of learning outcomes aligned with course objectives. The assessment structure at UCR balances workload and maintains academic standards by ensuring that no single assessment contributes more than 40% of the final grade (30% for lower-level courses). Continuous assessment ensures that students have earned a significant portion of their grade by mid-term, giving them an early indication of their academic standing.

Assignments become increasingly complex as students progress, reflecting the increasing independence expected at higher levels. In 100-level courses, assignments are frequent and cover a wide range of activities, while 200-level courses have fewer but larger assignments. Advanced 300-level courses focus on independent, larger assignments that require deeper critical thinking and research. This approach ensures that students' academic development is scaffolded throughout their studies and encourages them to take more responsibility for their learning over time.

UCR uses a variety of assessment methods such as written exams, essays, book reviews, group projects and poster presentations to evaluate a wide range of cognitive, practical and interpersonal skills. This holistic

approach ensures that students are assessed on a range of competencies. The assessment system is based on validity, reliability and transparency, aligning assessments with learning outcomes, ensuring consistent marking and providing clear expectations and timely feedback. By incorporating multiple forms of assessment, UCR prepares students for real-world challenges and encourages continuous engagement with the material. Faculty members work together to maintain high standards, with student feedback playing a key role in continuous improvement. The Board of Studies oversees the quality of assessment and ensures rigorous academic standards, for example by approving track and course outlines and organizing end-of-semester student course evaluations.

From the interviews, the panel found that UCR recognizes generative AI as both a challenge and an opportunity, requiring a reassessment of teaching and assessment practices. Consistent with its strategic focus on AI and data science, the college is prioritizing faculty training and revising first-year courses in academic writing and research methods to incorporate generative AI. In addition, UCR is expanding its LAS programme to prepare students for careers in a data-rich world. The panel commends this forward-thinking and ambitious approach, and sees it as a benchmark for integrating emerging technologies into liberal arts education.

#### *Senior Project assessment*

The Senior Project (SEPR) is assessed and graded by the supervisor and a second examiner. Halfway through the project, there is a mid-term assessment where the examiners determine the extent to which the student is on track. On completion, students upload their final written product to Osiris, while their LAS Portfolio is uploaded to the Mahara online portfolio environment. Prior to Project Day, examiners check the submission for plagiarism and assess it using an assessment form. On Project Day, students give a 10-15 minute oral presentation in the presence of both examiners and possibly a representative of an external organization involved in the research. The presentation will be open to a general audience and will conclude with a question-and-answer session. The examiners will then assess the remaining items on the assessment form. They may hold individual discussions with the student if necessary. The two examiners will then discuss and agree the final mark, which may differ from the average of the components, giving a clear reason for their decision. In the event of disagreement, procedures for resolving the disagreement will be outlined, including the involvement of a third examiner if necessary. Students may resubmit their work if the final grade is in the D-range. If the grade remains unsatisfactory after resubmission, the student will face a credit deficiency and will not meet the requirements for graduation.

The panel found the guidelines for the SEPR to be clear and detailed. The panel's findings on the quality of the thesis assessments of the selected SEPRs were also positive. All assessments were accompanied by clear written feedback highlighting both strengths and weaknesses. The thesis assessment forms were sufficiently transparent, well documented and appropriate, with detailed questions and constructive comments.

#### *Board of Examiners*

The Board of Examiners (BoE) at UCR consists of three faculty members and one external member. At the time of the site visit, there was a lack of support from an administrative assistant; according to management, it has been difficult to adequately fill the vacancy. The panel considers that this is an undesirable situation as the BoE has an important statutory responsibility, the scope of which has only increased in recent years. In addition, for a stand-alone institution such as UCR, it is important to ensure coordination with regard to the quality of assessment; the monthly meetings of the administrative assistants at Utrecht University have made a positive contribution in this respect. The panel therefore recommends that management prioritize the recruitment of a competent administrative assistant.

The main role of the BoE is to monitor the quality of assessments, ensure compliance with academic rules and regulations, and assess whether students meet the programme's graduation requirements. Through documentation and discussion, the panel found that the BoE helped introduce new policies and procedures and generally improved assessment. It examines coursework, exams and Senior Projects, focusing on the validity, reliability and feedback of assessments. To ensure quality, the BoE carries out quality control evaluations twice a year: one in June for courses per track and another in January for Senior Projects. The panel has reviewed some of these reports and considers them to be informative, thorough and relevant. In addition, learning outcomes and teaching practices are reviewed by external experts. The panel noted that the BoE's quality cycle, which currently spans 10 years, is longer than ideal. While this duration is considered acceptable due to the BoE's dual focus on general issues and track-specific findings, supplemented by external expert reviews for individual tracks, the panel suggests that a shorter cycle could be beneficial to further improve the efficiency of quality assurance processes.

The BoE also handles student requests, including appeals, interdepartmental majors, transfer credits, and course exemptions, ensuring compliance with academic regulations. It monitors academic standing, placing students on probation or recommending expulsion if necessary. The BoE operates independently but consults with faculty members, the Director of Education, and the Senior Tutor as needed.

### Considerations

The panel concludes that UCR's assessment policy is designed to support both the academic and personal development of students. Through continuous assessment, multiple assessment formats and a clear focus on learning outcomes, UCR provides students with a comprehensive and fair system of assessment. This approach not only verifies academic achievement, but also encourages continuous learning and improvement, preparing students for success in both their studies and future careers.

The panel considers the assessment structure to be well-designed, with assignments becoming progressively more complex to reflect students' growing independence. The programme employs a variety of assessment methods—such as exams, essays, group projects, and presentations—which ensure a comprehensive evaluation of students' cognitive, practical, and interpersonal skills. These assessments are aligned with learning outcomes, ensuring validity, reliability, and transparency. Regular feedback, including detailed written comments, supports continuous improvement.

The Senior Project (SEPR) assessment process is adequate, with clear guidelines and thorough assessments. The panel also found the BoE's monitoring of assessments to be effective, despite concerns about the temporary lack of an administrative assistant. The panel recommends that management prioritize the recruitment of a competent administrative assistant to support the BoE. The panel recognizes the independent role of the BoE in monitoring the quality of assessment and ensuring compliance with academic regulations, which are key to maintaining high academic standards. The panel appreciates the dual focus of the BoE quality cycle, which addresses both general issues and track-specific outcomes. The involvement of external experts in the review of learning outcomes and teaching practices further strengthens this approach. In view of these factors, the current quality cycle is considered acceptable, although accelerating it could improve responsiveness, provided that the BoE continues to receive appropriate support.

### Conclusion

The panel concludes that the programme meets Standard 3 of the NVAO framework.

## Standard 4. Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

### Findings

#### *Quality Senior Projects*

Prior to the site visit, the panel reviewed a sample of fifteen recently completed final products, including the Senior Project (SEPR), the LAS Reflection form and the LAS Portfolio. The final assessment of the intended learning outcomes at programme level is the LAS Portfolio and Reflection, which is completed by students in their final year and assessed by the Departmental Advisor on a pass/fail basis. This includes evidence of coursework such as essays, exams and the compulsory Senior Project. The panel appreciated the focus on personal development, but found the reflective components to be more self-evaluative than critically reflective, focusing on personal growth rather than professional identity or future career goals, areas that could be further developed.

In reviewing the SEPRs, the panel assessed the intended learning outcomes and programme standards. All of the SEPRs reviewed were at the level expected of bachelor students. The panel primarily reviewed written theses in its sample, although one was a combination of a written paper, a memorial, and a report from the oral national rounds of the 2022 Dutch Phillip C. Jessup International Law Moot Court Competition. The panel appreciates that Senior Projects can take a variety of forms beyond an academic paper, with some students creating objects in the Engineering Lab or participating in a Social Impact Lab. The panel found the SEPRs in general to be of high quality, demonstrating strong writing skills, relevant and interesting topics, critical thinking, self-reflection and a solid understanding of both multidisciplinary breadth and depth. The high standard of graduates is also reflected in the survey of student publications.

#### *Performance of graduates*

The panel gathered from UCR's online information and brochure, that 87% of UCR graduates obtained, or expect to obtain, their master's degree within three years of graduation from UCR. They go on to master's, or around 9% to PhD programmes, at Dutch universities, such as Utrecht University and Leiden University, or top universities worldwide, including Oxford and Cambridge. They excel in diverse career fields, often combining disciplines, and contribute globally or within the Netherlands: including research (17%), consultancy including law (11%), commerce (10%), medicine (9%) and finance/business (9%). As discussed under Standard 2, completion rates are comparable to similar programmes with and exceed those without the distinctive feature of "small-scale and intensive education".

UCR maintains regular contact with its alumni through structured surveys and ongoing engagement initiatives. Annual alumni surveys, conducted three and ten years after graduation, collect detailed feedback on the academic and professional careers of alumni, their reflections on their time at UCR, and their current activities. These surveys provide insights into alumni satisfaction, the relevance of skills acquired, and the effectiveness of UCR's preparation for postgraduate studies and careers.

Survey data shows that most alumni feel positive about their UCR experience and the skills they developed, with 90% saying they would choose UCR again. Despite a small decline in satisfaction over time, the programme's emphasis on academic quality, skills development and a vibrant community ensures that graduates are well equipped for their future endeavours.

## Considerations

Based on the written materials, the thesis sample and the on-site interviews, the panel concludes that UCR graduates achieve all intended learning outcomes. The quality of many Senior Projects exceeds minimum requirements, reflecting strong intellectual ability, multidisciplinary breadth and depth, and academic rigour. The survey of student publications also shows the high standard of the graduates. Graduation rates are consistent with those of other university colleges and exceed those of standard bachelor's programmes. In addition, UCR graduates successfully progress to (prestigious) master's and PhD programmes, including top-ranked universities such as Oxford, Cambridge and the London School of Economics, with many alumni gaining admission to their first-choice programmes. This demonstrates the effectiveness of the programme in preparing students for advanced academic and professional opportunities.

## Conclusion

The panel concludes that the programme meets Standard 4 of the NVAO framework.

The panel concludes that the programme meets Criterion G of the framework for the distinctive feature of "small-scale and intensive education".

## Recommendations

1. Strengthen the robustness of the programme by carefully balancing the diversity of tracks with the capacity to offer them effectively, ensuring students' expectations are managed through clear communication, and, where curricular changes are made, monitoring that graduates meet the entry requirements for relevant master's programmes.
2. Re-evaluate the current support model involving Year 1 Tutors and Departmental Advisors to ensure comprehensive academic and personal guidance across all years.
3. Prioritize the recruitment of a competent administrative assistant to support the Board of Examiners.

## General conclusion NVAO Framework

The panel has established that the bachelor's programme Liberal Arts and Sciences at University College Roosevelt meets all four NVAO standards under consideration: intended learning outcomes, teaching-learning environment, assessment, and achieved learning outcomes.

The panel has established that the bachelor's programme Liberal Arts and Sciences at University College Utrecht meets all four NVAO standards under consideration: intended learning outcomes, teaching-learning environment, assessment, and achieved learning outcomes.

The panel has established that the bachelor's programme Liberal Arts and Sciences at the Faculty of Humanities of Utrecht University meets all four NVAO standards under consideration: intended learning outcomes, teaching-learning environment, assessment, and achieved learning outcomes.

As a result, the panel's overall assessment of the quality of the bachelor programme Liberal Arts and Sciences at University Utrecht is positive.

## General conclusion distinctive feature "small-scale and intensive education"

The bachelor's programme Liberal Arts and Sciences at University College Roosevelt obtained the distinctive feature of "small-scale and intensive education" in 2012. Six years later, the panel performing the practice-based assessment considered that further progress had been made in relation to the evaluation criteria and the points of attention raised by the first assessment panel. A further six years later, in 2024, the bachelor's programme and its distinctive feature are up for re-accreditation. The current assessment panel has examined whether the programme still meets the conditions for granting the distinctive feature. In accordance with the NVAO Guidelines, the panel checked whether the small-scale and intensive education has developed into a quintessential feature of the bachelor's programme. In the core part of this report, the panel has taken into account the criteria of the distinctive feature when assessing the quality of the bachelor's programme. In this section, the panel brings together its specific findings and considerations on these criteria and indicates whether an extension of the distinctive feature of "small-scale and intensive education" is justified.

### Criterion A. Intended learning outcomes

The panel considers that the intended learning outcomes are in line with the domain, level and orientation of the UCR programme. It notes that the programme's intended learning outcomes aim to achieve excellence in a holistic sense by training students in both multi- and interdisciplinary breadth and disciplinary depth, with explicit attention to critical analysis, academic writing skills and multidisciplinary research. The programme promotes broadening by introducing students to different disciplines and to collaboration between disciplines. It also promotes civic engagement and personal development, including ethical awareness, self-reflection, intercultural competence and academic curiosity, appropriate to the demands of academic disciplines and professional contexts.

### Criterion B. Curriculum: contents

The curriculum at UCR is designed to ensure a strong link between academic learning and extra-curricular activities, which together form an integral part of the educational experience. Academic content, aligned with the ILOs, focuses on developing students' expertise in multiple disciplines while fostering broader personal and professional competencies. Extra-curricular activities, regularly co-created by students and faculty, complement the curriculum by promoting community engagement, societal awareness and personal development. This integration supports the overall aims of the programme by reinforcing key academic concepts through practical application while promoting holistic growth. Faculty involvement in these activities ensures that they remain closely linked to the academic curriculum and its objectives.

### Criterion C. Curriculum: learning environment

UCR's approach to teaching is based on a challenging, small-scale and intensive learning environment that fosters a close-knit learning community of students and faculty. The programme is designed for active student participation, with class sizes limited to 25-28 students, ensuring a personalized and engaging experience. Weekly assignments, numerous projects and collaborative teaching approaches with faculty encourage continuous feedback and engagement. While the workload is intense, UCR has made adjustments to provide flexibility and moments of respite. For example, UCR introduced (optional) four-week June summer courses and a 15 EC Senior Project, spread over two semesters, to provide options to alleviate the pressure of peak study periods, and eliminated the foreign language requirement. The residential nature and interactive teaching methods further strengthen community building, supported by tutoring and guidance.

#### Criterion D. Intake

The UCR programme effectively meets Criterion D by implementing a selective admissions process that gives priority to motivated and academically talented students, focusing on aptitude and interest in the small, intensive teaching model and extra-curricular activities. The selection process involves a number of stages in which academic achievement, motivation and aptitude for the educational approach are assessed. English language and mathematical skills are taken into account in the initial selection, as these are considered relevant to academic success in the programme.

#### Criterion E. Staff

The programme has sufficient staff to provide small, intensive classes with close student-teacher interaction and individual guidance outside of class. The panel found that the teaching staff have the necessary expertise and competence to meet the objectives of this teaching model. The programme actively monitors faculty qualifications to ensure that they meet the requirements of intensive, personalized education. The programme also provides training and professional development opportunities to ensure that teachers maintain the necessary skills and qualifications to support the educational approach effectively. The panel appreciates the collaboration with Utrecht University and the Centre for Academic Teaching, which supports the ongoing development of the teaching staff, ensuring alignment with best practice and maintaining high teaching standards. In addition to a strong focus on teaching, the panel noted a meaningful but self-directed research effort. It supports management's plans to maintain teaching excellence while enhancing research opportunities and staff mobility through strengthened links with neighbouring research groups.

#### Criterion F. Facilities

UCR's infrastructure effectively supports its small-scale and intensive teaching model, with five academic buildings in Middelburg equipped with small classrooms, offices, study areas and hybrid teaching facilities. The addition of specialized engineering and life science laboratories on campus enhances accessibility and integration. The Zeeland Library and the Utrecht University Digital Library further support academic needs. While the closure of Elliott Common House, a main student hub, has caused concern, UCR is working to find alternative community spaces. UCR offers students three years of guaranteed accommodation in four buildings in the centre of Middelburg. Students interviewed by the panel confirmed that the accommodation fosters a sense of community and contributes to social interaction among students. The Housing Council manages the accommodation to ensure a positive living environment. Overall, the infrastructure at UCR facilitates both academic learning and extra-curricular activities.

#### Criterion G. Achieved learning outcomes

The UCR programme meets Criterion G by demonstrating that its graduates possess a high level of knowledge, skills and abilities consistent with the intended learning outcomes of the programme. The panel found that the overall high quality of the Senior Projects demonstrated students' ability to integrate societal issues into a broader context, reflecting the multi- and interdisciplinary approach of the programme. Success rates at UCR are higher than at other relevant programmes that do not have this distinctive feature, and comparable to other relevant programmes that do have it. Graduates go on to study and work successfully, demonstrating the programme's effectiveness in preparing them for future endeavours.

The panel has established that the bachelor's programme Liberal Arts and Sciences at University College Roosevelt meets all seven criteria of the distinctive feature Small-Scale and Intensive Education: intended learning outcomes, programme content, learning environment, intake, staff, material facilities, and achieved learning outcomes. It considers that small-scale and intensive education is an integral part of the bachelor programme.

As a result, the panel's overall assessment of the distinctive feature Small-Scale and Intensive Education in the bachelor programme Liberal Arts and Sciences at University College Roosevelt is positive.

## Appendix 1. Intended learning outcomes

PO	Program Outcome	Description
<b>Demonstrate mastery of disciplinary knowledge</b>		
1	Definition of the discipline	Distinguish what phenomena are studied and what types of questions scholars hope to answer via what methods. Be aware of assumptions and limitations, and understand that multiple paradigms exist in a single discipline.
2	Theories	Demonstrate understanding of the most prominent theories.
3	Methodologies	Apply common analytical methods and tools and assess work of others.
<b>Demonstrate mastery of disciplinary skills</b>		
4	Critical Thinking	Independently formulate and critically review problem formulations, arguments and results (critical thinking, problem solving).
5	Research	Apply aspects of the main research methodologies of the discipline.
6	Communication	Communicate effectively (orally & in writing) with scholarly & lay audiences.
7	Learning	Independently acquire and evaluate relevant academic information, reflect on one's own progress and identify one's knowledge gaps, and master new topics.
<b>Understand and exercise academic attitudes and values</b>		
8	Academic and Professional standards	Understand and adopt standards for academic integrity and relevant professional standards.
9	Discipline's role in the world	Reflect in logical, social and/or ethical terms on interaction between the discipline and the natural world, society and/or self.
<b>Understand connections with other disciplines</b>		
10	Related fields	Transfer knowledge and/or skills from other related disciplines.
11	Complex problems	Present analysis (and possibly partial solution) of complex multi-faceted problems requiring knowledge and/or skills from different disciplines

## Appendix 2. Programme curriculum

A student must complete:

- 1) in their first year, a course in academic writing and an intro course in research methodology and statistics;
- 2) by their second year, a major-specific mandatory course;
- 3) at least two tracks; to complete a track one needs to take 3 courses in that track including a 300-level;
- 4) for a departmental major, a minimum number of courses in AH- (9), ENG (9), SCI (11), or SSC (9);
- 5) for an interdepartmental major, at least three tracks from multiple departments;
- 6) at least four courses at an advanced (300) level;
- 7) one course in AH-, one in SSC, and one in either SCI or ENG;
- 8) a 15 EC individual research project (Senior Project).

	A&H (BA)	ENG (BSc)	SCI (BSc)	SSC (BA)	IDM (BA/BSc)
Mandatory	100 Writing	100 Writing	100 Writing	100 Writing	100 Writing
Mandatory	100 Methods	100 Methods	100 Methods	100 Methods	100 Methods
Major specific	100 Rhetoric	100 Math	100 Math	200 Methods	Rhetoric/ Math/Methods
Track A	300 Track A	300 Track A	300 Track A	300 Track A	300 Track A
	X00 Track A	X00 Track A	X00 Track A	X00 Track A	X00 Track A
	X00 Track A	X00 Track A	X00 Track A	X00 Track A	X00 Track A
Track B	300 Track B	300 Project	300 Track B	300 Track B	300 Track B
	X00 Track B	X00 Project	X00 Track B	X00 Track B	X00 Track B
	X00 Track B	X00 Project	X00 Track B	X00 Track B	X00 Track B
Extra courses in major		200 Math/ 100 COMP any ENG	any SCI		300 Track C
	any A&H	any ENG	any SCI	any SSC	X00 Track C
	any A&H	any ENG	any SCI	any SSC	
Senior Project	A&H SEPR	ENG SEPR	SCI SEPR	SSC SEPR	IDM SEPR
Senior Project	A&H SEPR	ENG SEPR	SCI SEPR	SSC SEPR	IDM SEPR
Breadth	any SCI or ENG	any A&H	any A&H	any A&H	A&H /ENG/SCI/SSC
Breadth	any SSC	any SSC	any SSC	any SCI or ENG	
Depth	any 300-level	any 300-level	any 300-level	any 300-level	any 300-level
	any 300-level	any 300-level	any 300-level	any 300-level	any course
Electives	any course	any course	any course	any course	any course
	any course	any course	any course	any course	any course
	any course	any course	any course	any course	any course
	any course	any course	any course	any course	any course
	any course	any course	any course	any course	any course
	any course			any course	any course
	any course			any course	any course
Total	24	24	24	24	24

No choice    Some choice    Much choice

## ACADEMIC COMPETENCY

Academic Writing and Presenting	Research Methodology and Statistics I	(mandatory for all students)
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### ARTS & HUMANITIES DEPARTMENT

ANTIQUITY	ART HISTORY	FILM & MEDIA	HISTORY	
Classical Mythology	Introduction to Art History	Introduction to Film, Theatre, and Media	World History	Introduction to Gender Studies
Introduction to Archaeology	Italian Renaissance Art	Media Studies	Early Modern History	Modern History
Classical Literature	17th Century Dutch Painting	Media and the Environment	History of Empires	Western Way of War
Ancient History	Interpreting Modern Art	The Documentary	History of Capitalism	Topics in Cultural History
Greek Art and Archaeology	Rome and the Classical Tradition	Journalism	History of Knowledge and Information	
The Global Artefact	Topics in Art History			

PHILOSOPHY	RELIGIOUS STUDIES	RHETORIC & ARGUMENTATION
Introduction to Western Philosophy	World Religions	Introduction to Rhetoric and Argumentation
Ethics	Wisdom of the East	Stylistics
Philosophy of Mind	Religion: Ethics and Philosophy	Comparative Rhetoric
Philosophy of Emotion		Persuasion in Social Discourse
Free Will, Time, and the Self		Creative Writing: A Stylistic Approach

<span style="background-color: #FFD700; width: 15px; height: 10px; display: inline-block;"></span> Mandatory
<span style="background-color: #E6E6FA; width: 15px; height: 10px; display: inline-block;"></span> Introductory Course (100-level)
<span style="background-color: #90EE90; width: 15px; height: 10px; display: inline-block;"></span> Intermediate Course (200-level)
<span style="background-color: #3CB371; width: 15px; height: 10px; display: inline-block;"></span> Advanced Course (300-level)

### ARTS & HUMANITIES DEPARTMENT

			PERFORMING ARTS PROGRAM (MUSIC)	
LANGUAGES: DUTCH AND FRENCH	LINGUISTICS	LITERATURE	MUSICOLOGY	PERFORMING: MUSIC
Foreign Language I	Introduction to English Linguistics	Great Literary Works	History of Western Music	Choir Course
Foreign Language II	Great Linguists	Introduction to Literary Studies	Introduction to Music Theory	Performing I
Foreign Language III	Corpus Linguistics	Life and Travel Writing	Intermediate Music Theory	Performing II
Students are encouraged to study language courses, although these will not constitute a full track.	Topics in Linguistics	Perspectives on Literary Meaning	Music in Context	Performing III
	Language and Society	Film & Text	Case Studies in Music	

## ENGINEERING DEPARTMENT

DATA SCIENCE & AI	ELECTRONICS	ENERGY & FLOW	SUSTAINABLE MATERIALS	PROJECTS
Introduction to Data Science	Basic Electronics and Circuits	Thermodynamics	Structures and Properties of Materials	Sustainable Futures
Machine Learning	Control Theory	Transport Phenomena	Continuum Mechanics	Consumer Product Design
Computer Vision	Signals & Systems	Renewable Energy Systems	Future Materials	Sensing Systems
Robotics				Research in a Sustainable Delta
Topics in Data Science				

Introductory Course (100-level)
Intermediate Course (200-level)
Advanced Course (300-level)

## SCIENCE DEPARTMENT

CHEMISTRY	COGNITIVE SCIENCE	COMPUTER SCIENCE	EARTH & ENVIRONMENTAL SCIENCE	ECOLOGY
Introduction to Chemistry	Introduction to Cognitive Science	Introduction to Computer Science	Introduction to Earth System Science	Introduction to Biodiversity
Intermediate Chemistry	Neurobiology	Database Management	Earth System Science: Tools & Concepts	Ecology
Biochemistry	Psycholinguistics	Networks and Communications	Earth System Science: Soils & Aquifers	Marine Biology
Advanced Chemistry	Advanced Cognitive Science	Artificial Intelligence	Environmental Geochemistry	Topics in Ecology
		Topics in Computer Science	Resource Geophysics	
		Algorithms and Data Structures		

PRE-MEDICAL PROGRAM				
MATHEMATICS	LIFE SCIENCE	BIOMEDICAL SCIENCE	PHYSICS	GENERAL
Calculus for Scientists	Introduction to Life Science	Functional Anatomy	Introduction to Physics	Science and Society
Linear Algebra	Molecular Cell Biology	Mechanisms of Disease	Electromagnetism	Introductory Science Laboratory
Theory of Statistics	Human Physiology	Pharmacology	Quantum Mechanics	Life Science Laboratory
Advanced Mathematics	Molecular Pathology & Genetics	Infection and Immunity	Advanced Physics	Intermediate Science Laboratory
			Particle Physics	

- Introductory Course (100-level)
- Intermediate Course (200-level)
- Advanced Course (300-level)

## SOCIAL SCIENCE DEPARTMENT

ANTHROPOLOGY	ECONOMICS	HUMAN GEOGRAPHY	LAW	POLITICAL SCIENCE
Introduction to Cultural Anthropology	Introduction to Economics	Introduction to Human Geography	Law, Society and Justice	Introduction to Political Philosophy
Anthropology and the Study of Politics	International Macroeconomics	Urban Geography	Human Rights: Law and Philosophy	Foundations of Comparative Politics
Anthropology of Religion	Microeconomics & Behavior	Environment and Society	Introduction to Public International Law	US Government and Politics
Faces of the State	Econometrics	Political Geographies	Criminal Law and Criminal Justice	Theory of International Relations
The Development Encounter	Industrial Organization	Power and Space	Constitutional and Administrative Law	Public Policy Analysis
		Sustainable Development	Principles of Private Law	European Union Politics
			Foundations of European Union Law	Security in the Post-Cold War Era

PSYCHOLOGY		RESEARCH METHODOLOGY & STATISTICS	SOCIOLOGY
Introduction to Psychology	Social Psychology	Research Methodology and Statistics I	Introduction to Sociology
Abnormal Psychology	Medical and Health Psychology	Research Methodology and Statistics II	Modern Sociology
Psychology of Learning and Performance	The Psychology of Organizations	Qualitative Research Methodology	Social Stratification and Inequality
Developmental Psychology	Psychodiagnostics and Psychotherapies	Research Methodology and Statistics III	Migration and Integration
			Social Memory and Historical Justice
			New Issues in Contemporary Social Theory

	Mandatory
	Introductory Course (100-level)
	Intermediate Course (200-level)
	Advanced Course (300-level)

## Appendix 3. Programme of the site visit

### 17 September 2024: University College Utrecht

08.30-09.00	Walk-in with student presentations and coffee/tea (optional)
09.00-09.15	Welcome
09.15-10.00	Interview with programme management
10.00-10.30	Panel discussion
10.30-11.15	Interview with students
11.15-12.00	Interview with teaching staff
12.00-13.00	Lunch & panel discussion
13.00-13.30	Interview with Exam Board
13.30-14.15	Tour of the facilities
14.15-14.30	Panel discussion
14.30-15.30	Two thematic sessions on the development themes
15.30-16.30	Panel discussion
16.30-17.00	Concluding interview with programme management
17.00-17.45	Concluding panel discussion
17.45-18.15	Oral feedback
18.15-19.00	Drinks (optional)

### 18 September 2024: Liberal Arts and Sciences

08.00-08.30	Welcome & panel preparation
08.30-09.00	Interview with programme management
09.00-09.05	Panel discussion
09.05-09.50	Interview with LAS studenten
09.50-10.00	Panel discussion
10.00-10.30	Interview with LAS docenten
10.30-11.00	Interview with Examencommissie
11.00-11.10	Panel discussion
11.10-11.55	Thematic session I
11.55-12.30	Lunch & panel discussion
12.30-13.15	Thematic session II
13.15-13.45	Panel discussion
13.45-14.30	Concluding interview with programme management
14.30-15.30	Concluding panel discussion
15.30-16.00	Oral feedback (drinks afterwards)

### 19 September 2024: University College Roosevelt

09.00-09.15	Welcome
09.15-10.00	Interview with programme management UCR
10.00-10.30	Panel discussion
10.30-11.15	Interview with UCR students
11.15-12.00	Interview with UCR teaching staff
12.00-13.00	Lunch & panel discussion
13.00-13.30	Interview with Board of Examiners
13.30-14.15	Student-led tour of the facilities

14.15-14.30	Panel discussion
14.30-15.30	Thematic sessions
15.30-16.30	Panel discussion
16.30-17.00	Concluding session with programme management
17.00-17.45	Concluding panel session
17.45-18.15	Oral feedback

## Appendix 4. Materials

Prior to the site visit, the panel studied 15 theses of the bachelor's programme Liberal Arts and Sciences of University College Roosevelt. Information on the theses is available from Academion upon request.

The panel also studied other materials, which included:

### *General:*

- Cover Letter including SWOT
- Student Chapter
- Administrative data
- Organizational chart
- Response to Accreditation 2018
- Programme Committee 2023-2024 Annual Report
- Educational Report
- Student Handbook 2023-2024
- Teaching Handbook (2023)

### *Standard 1 (Criterion A)*

- Vision
- Strategic Plan
- Domain Specific Reference Framework
- Track Outline Template
- Sample track outlines: Antiquity, Cognitive Science, Computer Science, Data Science & AI, Film & Media, Political Science, Research Methodology and Statistics
- Theme 1. AI and Data Science
- Theme 2. Business case Engineering
- Theme 3. Educational Innovation

### *Standard 2 (Criterion B-F)*

- B-C. Curriculum Contents and Learning Environment:
  - Sample course outlines
  - Choice of English
  - Course Outline Template
  - Projected course offerings
  - Student Programme Overview
  - Tutoring and Advising Handbook
  - UCR Brochure
- D. Intake
  - Admission guidelines
- E. Staff
  - Staff overview
  - Teaching qualifications
- F. Facilities
  - Buildings
  - Classrooms
- National Student Survey

*Standard 3*

- Board of Examiners
  - Annual Reports 2020-2021; 2022; 2023
  - Quality control reports on courses
  - Quality control reports on Senior Projects
  - Regulations
  - Rules for Examinations and Other Assessments
- Assessment policy
- Guide to Portfolio and Reflection
- Guide to Senior Project

*Standard 4 (Criterion G)*

- End products (thesis selection)
- Alumni Survey 10-years 2013
- Alumni Survey 3-year 2019
- Class of 2023 Portfolios SPs
- Senior Project Survey 2023
- Student Publications in 2019-2024