

Webster University Leiden

**Degree Course: International Business Management,
HBO Bachelor**

Variant: Full time course

Date of Audit Visit: September 28th, 2006

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Part A: Topics

1. Preface

This is the assessment report of the degree course International Business and Management (IBM) offered by *Webster University Leiden*. In this report NQA accounts for its findings and conclusions and its working method. The audit was undertaken within the framework of the accreditation of programs of higher professional education.

The audit process started in August 2006, when Webster University Leiden submitted its internal report for evaluation of their IBM-study programme to NQA. The audit visit by the NQA panel was on September 28th, 2006.

The panel consisted of the following experts:

Mr Prof. Mr. Drs. J. T. Degenkamp (chairman, domain audit panel member);

Mr Dr. D. Boselie (domain audit panel member).

Mrs A. Daniel (student member in the panel)

Mrs Drs. R. van Empel (NQA auditor);

Mrs I. J. M. de Jong (NQA auditor).

This audit panel complies with the requirements laid down by NVAO (*Nederlands - Vlaams Accreditatie Organisatie*, Netherlands-Flemish Accreditation Organisation, in its '*Protocol ter beoordeling van de werkwijze van visiterende en beoordelende instanties*' (August 2005).

This document is the protocol for review and assessment of study programmes.

The audit panel includes members with domain-specific expertise, teaching and assessing expertise and expertise regarding the international developments within the discipline of the degree course (cf. appendix 2).

The report consists of three parts:

- Part A: The Topic Report, with the conclusions of the audit panel concerning the basic quality of the programme at topic level. It also contains the considerations on which these conclusions are based. The conclusions are graded as either positive or negative. In addition, the final conclusion concerning the entire study programme is formulated in the Topic Report.
- Part B: The Aspect Report, with the assessments of the audit panel concerning the basic quality of the programme at Aspect level. It states the findings that underpin that assessment with regard to the Aspect concerned. The assessments are awarded on a four-point scale as prescribed by NVAO: unsatisfactory [*onvoldoende*], satisfactory [*voldoende*], good [*goed*] and excellent [*uitstekend*]. The Aspect Report is the basis for the Topic Report.
- Part C contains the Appendices.

2. Introduction

Webster University Leiden (WUL) is a campus of Webster University Worldwide, based in St Louis, USA. Webster Worldwide (WUW) has approximately 108 campuses the world over, e.g. in Vienna, Geneva, London, Cha-am (Thailand), Shanghai, Orlando. All Webster campuses operate consistent with policy and directives from WUW, issued from the central office at St. Louis, USA.

WUW is a private and non-profit university and as yet Webster's degrees have not been accredited in The Netherlands at either HBO-level or University-level. The degrees are awarded by WUW. WUW was accredited in 2003 by the Higher Learning Commission (HLC), part of the North Central Association of Colleges and Schools Commission on Institutions of Higher Education (NCA). NCA, founded in 1895, is one of six regional institutional accreditors in the United States. In 2007, HLC/NCA will again conduct accreditation visits to WUW campuses.

A Nuffic-report (2005) on the general level of WUW-BA-education proclaims the level to be comparable to that of higher education institutions in The Netherlands. However, as WUL did not yet establish whether their fixed study programs comply in aims and content with Dutch study programs as defined in the CROHO-system, it could not be ascertained whether WUW-awards can be compared to those of Dutch disciplines.

In 2005, WUL decided to prepare for NVAO-accreditation for one of their study programs. The WUW-study programs consist of a standardised set of courses. WUL decided to apply for accreditation of the set of courses which together make up a study program leading to the competencies that make up an IBMS program, as defined in the Dutch HBO-regulations (*Framework Domeincompetenties IBMS, Den Haag, September 2004*).

WUL IBM is a combination of mandatory courses and elective courses. The choice of mandatory courses was made to comply both with Webster education - which is based on the traditional American concept of a liberal arts university - and with the economic IBMS-competencies of the IBMS-document mentioned earlier above. In the past years, students have already composed their own set of courses in accordance with what is termed WUL IBM since 1996.

Elements of WUW's organisation of education:

- Students enrol in one of the Webster campuses, per *term* and per *course*. Enrolment, and tuition fee, is per course.
- A term takes eight weeks; Webster offers five terms each year.
- Enrolment in two courses is generally considered to be a full time study load, though some students find it possible to successfully take three courses for a term. Students may, on the other hand, decide to take only one course.
- Students can enrol for a term, then take time out for a term and enrol again later, possibly in any of the countries in which WUW has established campuses.
- All Webster campuses are visited by WUW-officers, to ensure consistency in all educational and organisational matters and in the general atmosphere at all Webster campuses.

- As written above, WUW is periodically accredited by the Higher Learning Commission of the North central Association of Colleges and Schools.

Though WUW policy is that all Webster campuses offer the same courses, at the same level, with the same didactical approach and testing methods, leading to the same learning outcomes, the set of IBM-courses defined at WÜL will lead to a Dutch IBM-award for Leiden-based students only.

WUW considers students to be Leiden based if :

- they started at Webster Leiden and stayed there for the duration of their Webster studies, or
- they started at Webster Leiden and transferred to one or more other Webster campuses, but not for more than a total of five terms, or
- they started at any Webster campus and took their last six terms at Webster Leiden.

Generally, WUL has some 400 students enrolled per year, each taking one, two or three courses per term. The students are from various international backgrounds, though in Leiden about half of the enrolment generally is of Dutch origin, content both BA and MA-students. In the first Fall Term of 2006, some 166 students were enrolled at WUL, of which 108 in the undergraduate programme.

Profile of the BA-students in fall 2006:

30% Dutch
 16% other European
 30% North American
 8% Asian/Australian
 7% African
 5% South American
 4% Middle East

3. Audit procedures

The audit of the study programme complies with the procedures set down in the assessment protocol of NQA, the outlines of which are described below. The audit panel found that the internal report for evaluation and the appendixes were a clear basis for the audit. The review took into account the domain-specific frame of reference applicable to the programme (aspect 1.2).

NQA distinguishes three phases in the review process: the preparatory phase, the audit visit and the reporting phase. A brief elaboration by phase is stated below.

Preparatory phase

The NQA auditor checked the internal report for evaluation for its quality and comprehensiveness - the screening - and determined its usefulness for the audit. When the internal report for evaluation and the appendices had been approved (September 2006), the panel members started their preparation for the actual audit visit (September 2006). They read the internal report - and the appendices - for evaluation and formulated their provisional assessments according to a prescribed NQA-format for review. The panel members passed

their questions on to the NQA auditor who, through an overview of provisional assessments, made an inventory of main points and priorities for scrutiny of documents and for conducting interviews. The audit visit was prepared in a preparatory meeting of the panel.

The main topics for review formed the agenda for the visit, enabling the programme management and the panel to prepare adequately for the visit.

The programme management indicated in their internal report for evaluation what domain-specific frame of reference it adheres to. Together with the professional experts in the audit panel, the NQA auditor established whether the specific aims and objectives for the field of study were adequate, or whether detailed supplementation or specification was needed. In the Aspect-report, aspect 1.1, it is stated on what national, professional and programme profiles the domain-specific framework and the programme contents and programme structure were based.

Audit visit

The NQA-protocol contains a standard timetable for the visit. This timetable was adjusted to the specific situation at Webster University (Appendix 3). Interviews were held with the Management Team, teachers and students. Joint interviews were held with graduates and representatives of the professional field. At the beginning and during the visit the documents requested for scrutiny were studied. In between the interviews, the panel members discussed their findings. Finally, they decided on their definitive assessment of the programme concerning all aspects. At the end of the visit the panel gave some feedback on a few impressions and experiences of the panel, without explicit conclusions about the outcome of the review.

Reporting phase

Based on the findings of the panel, the NQA-auditor drafted a two-part report consisting of the Aspect Report and the Topic Report.

In accordance with the NQA-protocol, WUL received drafts of these two parts of the report and was offered two opportunities for checking factual errors. WUL's final reaction was returned to NQA in November 2006. These reactions lead to some adaptations in the report. The definite audit report was presented to the WUL in November 2006. WUL could then submit it to NVAO together with an application for accreditation.

4. Process to final Assessment

In this Chapter a conclusion is stated on each topic by weighing the aspects of that topic. The 'Decision Making Rules' set by NQA in the review protocol [*Beoordelingsprotocol*] and elaborated on further in the NQA memorandum 'Guidelines for the Formation of Assessment' [*Handreiking voor oordeelsvorming*], are central in this decision-making process. The review takes into account any special emphasis the programme management might have placed on the programme and the domain-specific framework.

In the conclusion on the separate topics the assessment of the aspects is repeated, followed by a weighing that leads to the final conclusion. Extensive substantiation is to be found in the Aspect Report.

5. Assessment by Topic

Topic 1: Aims and Objectives of the Programme

All aspects are at least assessed at the level of 'satisfactory'.

The conclusion on this topic for the IBM programme is therefore positive.

Topic 2: Programme Contents and Structure

All aspects are at least assessed at the level of 'satisfactory'.

he conclusion on this topic for the IBM programme is therefore positive.

Topic 3: Deployment of Staff

All aspects are at least assessed at the level of 'satisfactory'.

The conclusion on this topic for the IBM programme is therefore positive.

Topic 4: Facilities

All aspects are at least assessed at the level of 'satisfactory'.

The conclusion on this topic for the IBM programme is therefore positive.

Topic 5: Internal Quality Assurance

All aspects are at least assessed at the level of 'satisfactory'.

The conclusion on this topic for the IBM programme is therefore positive.

Topic 6: Results

All aspects are at least assessed at the level of 'satisfactory'.

The conclusion on this topic for the IBM programme is therefore positive.

1.6 Overview of Conclusions and Assessment at Aspect and Topic Level

Topic/Aspect	IBM Webster
1.1 Domain-specific Requirements	<i>good</i>
1.2 Level: Bachelor's Degree	<i>good</i>
1.3 HBO-orientation	<i>satisfactory</i>
<i>Topic assessment</i>	positive
2.1 HBO Requirements	<i>good</i>
2.2 Relationship between Aims and Objectives and Contents of the Study Programme	<i>good</i>
2.3 Coherence of Programme Contents and Structure	<i>good</i>
2.4 Study Load	<i>good</i>
2.5 Incoming Students	<i>good</i>
2.6 Duration	<i>good</i>
2.7 Alignment of Structure and Contents	<i>good</i>
2.8 Assessment and Validation	<i>good</i>
<i>Topic assessment</i>	positive
3.1 HBO Requirements	<i>good</i>
3.2 Quantity of Staff	<i>satisfactory</i>
3.3 Quality of Staff	<i>good</i>
<i>Topic assessment</i>	positive
4.1 Material Facilities	<i>satisfactory</i>
4.2 Student Counselling	<i>good</i>
<i>Topic assessment</i>	positive
5.1 Evaluation of Results	<i>good</i>
5.2 Measures for Improvement	<i>good</i>
5.3 Involving Staff, Students, Graduates and Professional Field	<i>satisfactory</i>
<i>Topic assessment</i>	positive
6.1 The Level Achieved	<i>satisfactory</i>
6.2 Educational Success Rate	<i>satisfactory</i>
<i>Topic assessment</i>	positive

7. Overall conclusion

On basis of the conclusions written up in Section 5, based on the assessments written up in the Aspect Report, shown again in the above matrix, the panel finds the programme **positive** on the six topics, resulting in a **positive** conclusion concerning the entire study programme.

Part B: Aspects

Topic 1 *Aims and Objectives of the Study Programme*

Aspect 1.1	Domain-specific Requirements	good
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Criterion:

- *The final qualifications of the programme correspond to the requirements set by the profession in the Netherlands and abroad and professional practice, in the relevant domain (field of study/discipline and/or professional practice).*

The panel's assessment is based on the following findings:

- The Webster IBM program is designed to comply with the aims of the *Framework of Professional Competencies* for International Business and Management Studies, as drawn up by the HBO-raad (*Framework Domeincompetenties IBMS, Den Haag, September 2004*).
- The Dutch IBMS competencies (*Framework*) consist of eight profession-related competencies and eight generic competencies.
 - The *profession-related competencies* are: International Business Awareness and Intercultural Adaptability, International Strategic Vision Development, Organisational Policy Development, Entrepreneurial Management, International Marketing Management, International Operation Management and International Accounting and Financial Management.
 - The *generic competencies* are: Leadership, Co-operation, Communication, Analyzing and Information Processing, Creative Problem Solving, Planning and Organizing, Learning and Self-development and Ethical Responsibility.
- The focus of the WUL IBM - study programme is on the international dimension of conducting business. This corresponds to the focus of the *Framework*. WUL IBM is a teaching programme for an 'international commercial manager', with three broad and interlinked foundations: international business environment, international general management and international key areas of marketing, such as operations management and accounting/financial management. These objectives correspond to the joint objectives of the mandatory courses.
- WUL IBM-graduates are also awarded a WUW-bachelor degree in Business and Management.
- WUL has discussed this coherent set of courses with their teaching staff and their guest lecturers (cf 3.2), who WUL considers to be representatives of the relevant professional field. The content of IBM was then put to the Stakeholders Meeting (cf 1.3) and the Advisory Board (1.3). These professionals find that WUL IBM-study programme complies with the Dutch IBMS-aims, as did the NQA-panel.
- Students choose the focus of their study programme out of four possible *majors*: Management, International Business, Marketing Management or Business Administration. Concerning the word 'major', some confusion may arise for Dutch readers, as in the American context 'majors' largely correspond to what is termed 'specialization' in Dutch higher education. The courses of the four WUL IBM-*majors* all

address the same general competencies, with a specialized focus on subject matter that complies with the students' main focus in their WUL- IBM-major.

- WUL has presented an overview of the learning objectives of the courses that make up their IBM study programme for all four majors. The panel is satisfied that these learning objectives cover the Dutch IBMS-aims.

Aspect 1.2	Bachelor's Level	good
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Criterion:

- *The final qualifications of the programme correspond to the general, internationally accepted descriptions of the qualifications of a Bachelor.*

The panel's assessment is based on the following findings:

- The *Framework (landelijke doelstellingen IBMS)* is based on the generic Dublin descriptors. The *Framework* contains a specific section on the compliance of the IBMS-aims, as defined in the *Professional Competencies* and the *Generic Domain Competencies*, with the Dublin descriptors.
- WUL has presented an overview with their IBM-objectives and the Dublin descriptors: the panel is satisfied that the aims of the set of courses that WUL offers as an IBM study programme comply with the Dublin descriptors.
- Main impression concerning the compliance of the aims of WUL IBM with the Dublin Descriptors: though cognitive learning is a strong element in the objectives of the courses, the generic bachelor-competencies concerning inter- and intrapersonal relations, responsibility, ethics and learning how to study are strongly emphasized.

Aspect 1.3	Orientation University of Professional Education (HBO)	good
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Criteria:

- *The final qualifications are partly based on the professional profiles and/or professional competences drawn up by or in conjunction with the relevant professional field;*
- *A bachelor graduated at a University of Professional Education (HBO) is qualified at the level of a starting professional in a specific profession or related professional field for which a degree from a University of Professional Education (HBO) is required or useful.*

The panel's assessment is based on the following findings:

- The Webster IBM-study programme trains students for careers in international business. Following the *Framework*, Webster aims for its IBM-graduates to be generalists with an international orientation. Students are trained for careers as Marketing manager (or assistant), (International) Sales manager, (Assistant) controller, Account manager,

Consultant, Commercial director, Import or Export manager, International Business Development manager, Area manager, Communication manager, International Publicity agent, (Junior) Product manager and Independent entrepreneur.

- Webster graduates at work in the Netherlands are generally employed at internationally-operating companies. The Webster alumni survey (June 2006) showed that 100% believed that competencies learned at Webster were useful or somewhat useful in finding a job. 78% of the respondents would choose a Webster-education again.
- WUL has instituted an *Advisory Board*, for discussion of matters of general policy in education in the Netherlands and for contacts with professional and administrative institutions. The *Webster Stakeholders Meeting* consists of representatives of all stakeholders: students, alumni, staff and management. The aims of IBM-study programme were put to the Advisory Board and to the Stakeholders Meeting: both agreed that IBM is a relevant professional programme.

Topic 2 Programme Contents and Structure

Aspect 2.1	HBO Requirements	satisfactory
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Criteria:

The programme meets the following criteria applicable to a degree programme at a University of Professional Education (HBO):

- *Students acquire knowledge by studying professional literature, course materials that originate in the professional practice, and by interaction with the professional field and/or applied research;*
- *The programme has clear links with current developments in the professional field/the discipline;*
- *The programme ensures the development of professional skills and has clear links with the current professional practice.*

The panel's assessment is based on the following findings:

- Compulsory reading lists are included in the handbooks for each course. The panel finds that these reading lists are adequate, up-to-date and of high standard. The compulsory reading lists are made up at Webster's main office in St. Louis, for all WUW courses at all WUW campuses. Campus management may adjust the reading lists, should the conditions in the country concerned call for such an adjustment. Thus, the reading lists that are compulsory in Leiden for WUL IBM students are mainly the same as for students on similar courses at other Webster-campuses but adapted for conditions in the Netherlands and Europe.
- WUL has a highly qualified staff. Teachers' *résumé's* show that they are all working part-time in their professional field. Teachers make use of case studies during the classes, as a means of introducing practical, real life experience in the programme. Professional skills are developed in these case studies. Students confirm this in their interviews with the panel.

- If relevant, courses include one or more fieldtrips, as part of the course. Also, teachers invite guest lecturers in a number of courses for specific, skills- and practice related, subjects in the course.
- For alumni and students whom the panel interviewed, fieldwork and traineeships were not compulsory. At the time of the audit visit, September 2006, IBM-students could do an internship in their third or fourth year. WUL IBM is introducing mandatory internship as of 2007. A detailed setup for internships, e.g. concerning learning objectives, assessment of the outcomes, monitoring the firms that offer the internship and coaching of students during their internship, has been in place at WUL since the spring of 2006 and is currently being specified for the IBM-internship-course that will be mandatory from 2007 onwards.
- In the *Capstone courses (afstudeermodule)* students need to show their grasp of integrating theory, insight in their profession and professional skills (cf 2.2, 2.8 and 6.1).
- Present regulations concerning internships include e.g. that students seeking internships are advised to speak with their department head and their academic advisor at least six months before the start of the term in which they would like to do this internship. Learning objectives and the agreement concerning the internship are discussed between student, coach and representatives of the business concerned.
- The panel discussed the matter of current regulations for internship. Central in this discussion was the question if 'practice orientation' that is required for a Dutch *HBO*-degree implies that students must do an internship, or whether other means of introducing 'practice' in the study programme are sufficiently acceptable. The panel concluded that there is no formal rule that 'internship' is the only instrument in reaching practice orientation. The panel is satisfied that the IBM-programme does indeed offer sufficient 'practice'.

Elements in this conclusion of the panel:

- Apart from the practice-elements in all relevant courses, the need for enhancement of 'practice' is assessed and addressed per student;
- Academic advisors review the development of their students' competencies and skills, and the panel is satisfied that internships are advised to students who need this form of 'practice' to comply with the exit qualifications;
- The fact that WUL has introduced a setup for internships and that from 2007 onwards WUL IBM will entail a compulsory traineeship, shows that WUL is adequately conscious of the fact that development in the professional field calls for hands on experience in an *hbo*-study.

Aspect 2.2	Relationship between Aims and Objectives and Contents of the Study Programme	good
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Criteria:

- *The course contents adequately reflect the final qualifications, both with respect to the level and orientation, and with respect to domain-specific requirements;*
- *The final qualifications have been translated adequately into learning targets for the programme or its components;*
- *The contents of the programme offer students the opportunity to obtain the final qualifications that have been formulated.*

The panel's assessment is based on the following findings:

- Webster students are expected to know and to understand graduation requirements for their particular degree programmes. In choosing their eight-week-courses, in their own timetable of their own study programme, all students are coached by their individual study coach.
- All courses are defined in terms of competencies and learning objectives. The learning objectives are included in the course-handbooks. The learning objectives of the courses in the WUL IBM programme are matched with the Framework IBMS competencies in a matrix. The panel found this matrix clear and convincing.
- The IBM-programme consists of four groups of courses:
 1. General courses (required, see next bullet)
 2. Business and Management Core (required)
 3. Variable courses or Electives (*vrije keuzeruimte*)
 4. Specialization courses, required for the specialization or *afstudeerrichting*
- All WUW students must complete a general education programme consisting of a course in each of nine areas of liberal arts. These areas are: Critical Thinking, Communication, Historical Consciousness, Humanities, Values, Cultural Understanding, Arts Appreciation, Scientific Understanding, and Mathematics. The WUW-objective of this general basis for all WUW-graduates is to ensure a well-rounded education, with a broad-based background for the students' careers in their professional life.
- The first year at WUL IBM covers several of these *General Education* courses that are part of all of Webster's study-programmes. The propaedeutic IBM-year also consists of courses covering *general management skills* -such as team building and cross-cultural skills -, *communication and presentation skills, composition and study and research skills*. In consultation with the Study Advisor, IBM-courses may be substituted if the students concerned can show a justified reason to choose approved courses from other clusters, at the discretion of WUL-management.
- The panel has seen documents concerning course-content, such as course handbooks. The panel is positive about the course content and the course structure as the panel finds that all relevant IBM-topics are addressed at an adequate level.

- *Capstone courses* are set in the final year and cover a variety of integrated practices, procedures, and problems at strategic level. These courses aim at developing experience and competence in the students in applying theories, tools and concepts they have learned, in order to analyze and solve management or business problems like those that they will come upon in international management. In some Capstone courses, teachers and students make use of case studies or simulation exercises as primary learning devices. In other Capstone courses, WUL requires that students write an integrative paper or short thesis. Capstone work is considered to be the final work a student presents to WUW; it is presented at the final examination (cf 6.1).

Aspect 2.3	The Coherence of Programme Contents and Structure	good
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Criterion:

- *Students follow a programme of study that is coherent in content.*

The panel's assessment is based on the following findings:

- The structure of the programme is clear. Each year consists of 5 terms of 8 weeks each. The courses are scheduled according to the term system: Fall 1, Fall 2 (fall semester has two terms), Spring 1, and Spring 2 (spring semester has two terms), and summer.
- Completion of a course measures up to 6 EC's. Students take at least one course per term. A full time study load consists of two courses per term, or 10-11 courses each year. Students need permission from WUL to enroll for more than three courses per term.
- WUL being part of WUW, based in St Louis, and all Webster students being offered a similar programme at similar levels per course, WUW policy is to emphasize consistency between all Webster campuses. The *WUW Consistency Project* aims e.g. at consistency in standard course structure, standard learning outcomes for all similar courses, sample syllabi for all courses, standard faculty course guides for all courses.
- The course structure is consistent in all Webster campuses: 4 hours of teaching in class per course per week, either in one session or in two sessions; seven weeks of tuition; midterm assessment in each course; in week 8 the course project is due, finalized with a presentation; the course is finally assessed with an examination (cf 2.4).
- This internationally harmonized course structure enables students to participate in courses in various Webster institutions around the globe in a coherent curriculum.
- Attendance in class is compulsory: students may not skip classes and the intensity of their participation is reviewed and awarded with a grade. Attendance is not necessarily the same as participation (cf 2.2 and 2.7).
- The courses are numbered: e.g. 1000-coded courses in year one, 2000-coded courses in year two. In consultation with their study advisor, students may register for courses in the year level immediately preceding or following the one they are in. For example: freshman students may register for 2000 coded courses and 3rd year students may also take 2000 or 4000 level courses. Students in their 2nd year however may not register for 4th year courses.

- Students reach the first 3 levels of the mastery of competencies - from simple through interdependent to complex situations - in the first three years of their study. The three levels roughly correspond to the annual progression of students through the programme.
- The first year is an introductory year: introduction to university life, to writing structured papers, critical thinking, doing research and to acquire the general study skills necessary to become successful in the major of their choice. The 1st year programme also aims at orientation: students can change to another programme during 1st year, without time loss, as general education courses apply to all Webster majors. The 2nd IBM-year builds on these general skills. Students choose their majors. In the 3rd year more in-depth studies are introduced. The 4th study year concludes with more research-oriented courses, the integrative Capstone Course, in-depth seminars and (sometimes case-based) strategic level courses. Internships or traineeships are either in year 3, or in year 4. As stated before (cf 1.2), the choice to do an internship was up to now an individual choice, made by students to emphasize their practical experience, in consultation with their study advisor.
- The Heads of Department are the linking pin between the various part time teachers (cf topic 3). Part of their task is teambuilding and in assuring maximum coherency between the courses and consistency in didactical approach (cf 2.7).
- In the interviews during the audit visit, alumni and students were positive about the coherence of the programme, such as the relation between theory and practice, the coherent sequence of cognitive course content and development of professional skills.

Aspect 2.4	Study Load	good
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Criterion:

- *The programme can be successfully completed within the set time, as certain programme-related factors that made be an impediment to study progress are removed as much as possible.*

The panel's assessment is based on the following findings:

- On acceptance to WUL, students first discuss their academic plans with the advisor before being allowed to enroll for their first courses. Throughout their academic careers at Webster, students discuss their choice of University courses with their academic advisors to plan their individual educational and career goals, academic policies and procedures.
- Term dates for WUL are determined by WUW at the main office in St. Louis, in liaison with the Director General of European Campuses. This is done in coordination with other international sites in order to facilitate unhindered student mobility between the campuses for site transfer and for Study Abroad opportunities.
- This academic calendar is prepared each year in November for the following academic year. The *Annual Planner*, compiled by the Academic Director, lists all courses on offer in each year. As changes in the Annual Planner maybe necessary, in each term there is an up-to-dated *Term Planner* which lists number the courses actually on offer that term.

Both the Annual Planner and the Term Planner are available to the students, by displays in their building and via the website.

- Cross-referencing the IBM Programme Overview with the Annual Planner and Term Planner show in which way IBM-courses are embedded in the other Webster BA programmes, thus emphasizing the coherence and interdisciplinary nature of this and all other Webster BA programmes (cf 2.3).
- Webster University has a system of flexible learning whereby students can plan, with the help of the advisors, their own personal study route through the entire programme. Webster recognizes that starting students differ in their learning needs, being from different nationalities and different cultures. To this end, an individual approach per student is in place (cf 4.2).
- The flexible study opportunity and individual study routes make for a large variation in study time per year, varying between 36 EC's - taking terms off in between - and some 100 EC's - accelerated route for talented student without taking time off.
- Student evaluations in 2006 (cf 5.1) show that students appreciate this flexibility, and that they feel that facilities and administration allow unhindered progression through the programme.
- The panel finds that students have no difficulties in obtaining their textbooks on time.
- Students are coached by their Advisor and design their Personal Study Plan. The advisor coaches the student to select a sequence of courses which guarantee the successive coherence of the programme (cf 2.3). All courses listed on the Personalized Study Plan are required courses of his/her Webster major. In addition, students will choose electives, and will also take the required General Education courses.
- The average time studied at WUW for those who graduated between December 2004 and July 2006 was 3.1 years. A Webster report on throughput (*Retention Report by cohort, September 2006*) shows that many students do not stay out their full degree programme in Leiden. This is partly because a large part of Dutch students (VWO'ers) start with advanced placement (*vrijstellingen*) or because students transferred in from other Webster campuses.
- The total major is 256 EC's. Students in good academic standing can ask for written approval from the Academic Director at WUL to enroll for more than 36 EC's in a semester - or 18 EC's in a term. The recommended academic load for full-time students is a mean of 32 EC's per semester (excluding summer terms, cf. 2.6).

Aspect 2.5	Incoming Students	good
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Criterion:

- *The structure and contents of the programme are in line with the qualifications of the incoming students: VWO (pre-university education), HAVO higher general secondary education, middle management training or specialist training (WEB) or comparable qualifications as evident from an admission test.*

The panel's assessment is based on the following findings:

- Students can enter the WUW study programmes five times each year, at the start of each term in August, October, January, March and May.
- Dutch students are admissible with a HAVO or VWO-diploma. HAVO- applicants need to show proof of a mean result of 7 on their diplomas.
- General WUW-admission regulations are laid down in the *Admissions Guide 2005*. This Guide contains e.g. a list of prerequisites for admission, such as:
 - Official transcripts of all secondary and post-secondary education with certified English translations of all documents in languages other than English.
 - Official test scores or transcripts of all work completed, in case students apply for exemptions
 - A short essay on 'Why I want to study at an international university.'
 - Two letters of reference from teachers and/or employers.
 - Satisfactory scores on the TOEFL examination for non-native speakers of the English language.
- Webster has a support programme for students including extra classes in English for students whose enrolment tests (550 TOEFL plus TWE -Test of Written English- and TSE- Test of Spoken English) were substandard and for students who need special ESL support. There are also voluntary support classes for Writing Essays.
- Candidates can apply for an intake interview with a representative from the admissions office. Prospective students can take part in regularly scheduled classes to speak with current students, meet a faculty member and gain first-hand experience in the Webster learning environment.
- All applications are reviewed by the Admission Committee. Acceptance to WUW takes various forms:
 - Full acceptance occurs when all appropriate documentation has been received and the applicant has met all admissions criteria.
 - Provisional acceptance indicates the student's acceptance is based on unofficial documents. Once the identical official documentation is provided, the student will become a fully admitted student.
 - The Committee may choose to admit on probation students who show some weakness in their academic background. Students who are accepted on probation may be required to take specific courses in their first semester at university.
 - Although students may be fully, provisionally, or probationary accepted, they may still have a condition placed upon that acceptance. A condition on acceptance means that the applicant has not received a full English Language Release from the Head of ESL (see above). The student must fulfil the ESL condition. This also means that the student may not be able to begin regular coursework until the condition has been met.
- Coursework from other colleges or universities or postsecondary institutions can be acceptable for transfer credits; these institutions should be accredited a regionally accredited American institution of higher education or its international equivalent. Coursework and degrees earned outside the United States are considered fully equivalent to U.S. degrees provided the issuing institution carries a local accreditation recognized by Webster. Previous learning experiences (*APEL*), such as corporate or

military training, can also merit credits that may result in exemptions. A set of rules applies in these situations, e.g. concerning a maximum of 196 EC's of transfer work towards a bachelor's degree. A comparison of the nature of the previous learning experiences with IBM-aims is part of WUL's procedure for awarding these exemptions.

- Advanced Placement (*vrijstellingen*) is possible for students with a completed VWO diploma, as well as for UK-students with Advanced levels (A-levels). Advanced Placement therefore allows these students to complete the Webster BA degree programme as fast-track students. VWO students with Advanced Placement take approximately three years to complete Webster IBM.
- WUW recognizes the *International baccalaureate* (IB) as a preparation for university studies. WUW awards first year (freshman) transfer credits to enrolled students upon receipt of an official transcript of results obtained.
- Students on a Visa who have entered the Netherlands through an IND-visa procedure have to register for an entire calendar year: a minimum of 5 courses.
- WUL has signed the Code of Conduct with Respect to Students in Dutch Higher Education.
- The Admissions Office at WUL is in contact with the international schools in Europe. School guidance and career counsellors (*decanen*) at these schools receive information about WUW. The Principal of the American School in The Hague (ASH) serves on the Advisory Board of WUL. Admission Directors visit the international schools twice a year and WUL is invited to various Parents Evenings at ASH, ISH, ISA, the British School, and the Rijnlands Lyceum. Student fairs are organized in spring (at ISH and Eindhoven).
- In the interviews during the visits, students and alumni told the panel that their education at WUL was well adapted to their previous learning experiences.

Aspect 2.6	Duration	good
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Criterion:

- *The degree course complies with formal requirements regarding the size of the curriculum: 240 credits.*

The panel's assessment is based on the following findings:

- The study programme consists of 43 courses, each to 6 EC's. This number of credits is derived from a conversion of American credits to European Credits. WUW normally awards American credits, not European credits. For conversion of American credits to EC's, WUL uses the same conversion tables as the Fulbright Commission: 60 EC's = 30 US credits. A full (4 year) WUW BA programme carries 128 American credits, which amounts to 256 EC's. At WUL, this number is rounded up to 258 EC's to make up 43 courses of 6 EC's each.
- The first, second, and third year carry 66 EC's; the fourth and final year carries 60 EC's the total study load is 256-258 EC's.

Aspect 2.7	Alignment of Structure and Contents	good
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Criteria:

- *The didactic concepts are in line with the aims and objectives*
- *The teaching methods correspond to the didactic concepts.*

The panel's assessment is based on the following findings:

- Elements in didactical approach are included in the Faculty Handbook Teaching Notes, drawn up in St Louis for all WUW campuses. Main elements are:
 - A student-centred environment accessible to individuals of diverse ages, cultures, and socio-economic backgrounds
 - A personalized approach to education through small classes and close relationships among faculty and students
 - Educational programmes that join theory and practice and instill in students the spirit of systematic inquiry
 - Encouraging creativity, scholarship, and individual enterprise
 - Emphasis on international perspectives in the curriculum, among students and faculty
 - Emphasis on attitude to lifelong learning and a commitment to contribute to their communities and the world
- Didactic techniques at WUL IBM comply with this WUW didactical approach. These techniques include lectures, discussions and debates, student presentations, video - DVD presentations, online activities, media lab classes, case studies, research projects, team or group projects, group activities (e.g. outdoor team building activities in freshman seminar), business Games or simulation games, excursions and field trips.
- Concretely, the didactical approach results in:
 - Courses in 1st and 2nd year are normally run as two-hour long classes twice a week. This is for didactic purposes, as freshman and sophomores need a longer absorption period and tend to benefit more from shorter but more frequent hours than students in their 3rd or 4th year.
 - Classes in 3rd and 4th year are normally four hours. Thus, these sessions can be more in-depth and can concentrate fully on one particular topic. Students told the panel that they must study the set material before attending the classes.
 - Compulsory Attendance is an essential part of the course work done in class. *Attendance* does not equal *participation*: participation is active, and participation will be graded by the teacher (cf 2.3). This means that students need to notify the instructor in time if they cannot attend a class. Students receive a lower grade for the course if they miss classes and will fail the course in case they miss three classes or more.
 - Students discuss what they have read, give presentations, comment on each other's work, ask questions and contribute whatever they can from a variety of cultural, professional and academic backgrounds.
- In the interviews with the panel, students and alumni were positive about the didactics at WUL.

Aspect 2.8	Assessment and Validation	good
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Criterion:

- *The system of assessments and examinations provides an effective indication whether the students have reached the learning targets of the course programme or its components*

The panel's assessment is based on the following findings:

- WUW has laid down the assessment rules in their Academic Policies and Procedures (*Onderwijs- en Examenreglement*).
- WUL makes use of an assessment matrixes or rubrics that link assessment per course to its learning objectives.
- In 2005, WUL has installed an Examination Board, which meets every term. The Examination Board tasks are to make sure that assessments are carried out in accordance with *Academic Policies and Procedures*, to review assessment procedures of the previous and the coming term, to review the exam results of the previous term and to review possible grade disputes.
- Specific and explicit measures are taken to prevent plagiarism: teaching students about the morals of plagiarism - 'theft' - and sanctioning plagiarism. At WUL, feelings about plagiarism are very strong. The measures that WUW takes against this form of theft are strong: students may be banned.
- Tests are designed by the course teacher. In this matter, teachers are guided by WUW regulations on testing, laid down in WUW-documents that each teacher is provided with. Tests are discussed with the head of the department who is responsible for the course concerned and with de educational director at WUL. Test review is done by the teacher, in contact with the head of the department. Capstone papers are reviewed by at least two teachers; Capstone presentations are offered to a board of teachers and representatives of the relevant professional field.
- The panel has seen proof of a variety of assessments, e.g.: written tests, oral exams, papers, essays, presentations, skills test e.g. in communication and organisation. Assessment techniques comply with the subject matter to be tested. The panel studied a number of tests and found these to be sufficiently substantive.
- Students told the panel that they know in time what they need to study before each test, as course handbooks contain information on what kind of tests will be set and when. Feedback on tests is given on request, on an individual basis.

Topic 3 *Deployment of Staff*

Aspect 3.1	HBO Requirements	good
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Criterion:

- *The degree course meets the following criterion for the deployment of staff for a degree course at a University of Professional Education (HBO):*
- *Teaching is largely provided by staff who relates the course programme to the professional practice.*

The panel's assessment is based on the following findings:

- All teachers are part time teachers, with their main source of income outside WUW. Heads of Department have special part-time contracts which may include administrative work and a number of supervisory and development tasks in addition to their teaching commitments.
- A list of teaching staff, with résumés, was available to the panel. The panel concludes from the interviews that the teachers relate the course programme to their professional practice. Their professional commitments outside WUL are a source of information about applicability of theory to real life situations in commercial practice, for case-assignments and for skills teaching. Students confirmed this in their interviews with the panel.
- Teachers meet at least two times a year at a meeting organized by WUL. Teachers are employed for one course at a time; some teachers have had these contracts-per-course for some 15 years, at times for several courses per term for five terms per year.
- In their courses, teachers invite guest lecturers. The panel has seen a list of guest lecturers and concludes that the choice of the teachers for these guests show a good insight of who can provide extra information to students at a high level of insight in the subjects of the courses. The guest lecturers e.g. are the marketing director of XS4all or the South African ambassador to the Netherlands. **WUL aims to have at least 1 guest lecturer per course in senior-level courses (3-4 per term).**

Aspect 3.2	Quantity of Staff	satisfactory
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Criterion:

- *The staff levels are sufficient to ensure that the course is provided to the required standards.*

The panel's assessment is based on the following findings:

- Teachers are contracted for a course if there are sufficient students for a class. They are employed for one course per contract. As described above (e.g. in aspect 2.3), course-programmes are set by WUW for all campuses. This results in new teachers needing to familiarize themselves with WUW-regulations concerning didactics, methods of assessment and the content of their specific course. In the intake-procedures, new

teachers are made aware of these requirements. In developing course content such as cases, assignments and tests, new teachers are assisted by the appropriate head of department.

- WUL-management has a pool of between 80 and 90 possible teachers. According to the management, WUL has as yet always been able to contract good teachers, in time.
- Students are satisfied with the number of teachers. The teachers are available when necessary, through e-mail or in person.
- Classes are made up of 20-25 students at a maximum; average class size is 12-15. The rate staff: students for a course is on average 1:15. The complete IBM-programme is 43 courses. WUL has some 35 teachers for the core courses (Business and Management) plus an additional 48 teachers for the general education and elective courses. Not-teaching (support) staff measures up to 17 fte.

Aspect 3.3	Quality of Staff	good
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Criterion:

- *The staff is sufficiently qualified to ensure that the aims regard contents, didactics and organization of the course programme are achieved.*

The panel's assessment is based on the following findings:

- WUL's policy in selecting their teachers is drawn up to ensure adequate didactic proficiency. To that end, applicant for a teaching post at WUL need to have a degree at least a Master's level education in the relevant discipline, teaching experience - preferably at university level -, experience in giving presentations, relevant professional experience, command of English, a valid work permit for the Netherlands. Before being offered a contract, prospective teachers are interviewed by the Head of Department and the Academic Director. Prospective teachers also give sample lectures with classroom observation.
- WUL organizes two faculty meetings a year. These meetings include training sessions on topics as: presentation techniques (e.g. use of Power Point), CARS (Web-based Student Administration System for Grade Entry etc), Turnitin.com - Plagiarism Database, Connections ('blackboard'), Cognitive Learning and Teaching Techniques, Writing for Academic Purposes.
- The panel has seen the CV's of the teachers and concluded that the professional and academic standard level of the teachers is impeccable. The team consists of well-educated staff (20 PhD's, teachers are academically trained).
- The panel concludes that the staff is qualified to execute the programme. The rate PhD to MA/MSc is 1:3. All teachers work part-time for WUL and part-time in their professional field. Next to their own practical input, WUL teachers invite guest lecturers (cf 3.2) for expert topics, either professional or academical.

Topic 4 Facilities

Aspect 4.1	Material Facilities	satisfactory
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Criterion:

- *The accommodation and material facilities are sufficient to implement the programme.*

The panel's assessment is based on the following findings:

- The panel had a tour of the building and is positive about the facilities WUL offers the students. WUL's venue is a pleasant, classical, 19th Century building situated in Leiden's centre, on one of the *grachten*: almost the obvious choice for an American traditional liberal arts university. The building has seven classrooms, a quiet place where students can study, a *huiskamer* where students can meet, have lunch and check their e-mail. There is also an administrative department.
- The WUL-library is across the road. The panel concludes that the library is small and, for its size, not badly stocked. Students also have access to Leiden University Library. Students have online access to, the extensive online library system operated by WUW.
- WUL-buildings are open every day from 9.00 am till 22.00 pm, not on Sundays.
- The panel concluded that there is little room for students to work in groups and very few computers at WUL. But in their interviews with the panel, the students were positive about the level of facilities of WUL.
- Students have their own e-mail accounts at WUL and they are informed about changes in the programme by way of these accounts.
- Webster offers student housing at standard prices in Leiden. All housing locations are in or close to the centre of Leiden, and all have basic furniture, bed linens, kitchen equipment and kitchenware. A Webster staff member is assigned for housing.

Aspect 4.2	Student Counselling	good
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Criteria:

- *The student support and guidance, as well as the information given to students are adequate for the purpose of students' progress.*
- *The student support and guidance, as well as the information given to students meet the requirements of the students.*

The panel's assessment is based on the following findings:

- Teachers as well as students mention that WUL has an open door policy regarding questions and problems of students. Students are positive in their interview with the panel regarding the coaching and the counselling at WUL. WUL acknowledges that the student counselling is important in de programme, if only because most students are in a foreign country and teachers differ every course.
- WUL has a resident counsellor with office hours every Friday during term.

- In all, WUL offers four types of student support:
 - Study (or Academic) Advisors: In Leiden there are currently three advisors. All students meet at least 1x per term with their Study Advisor.
 - Student Council: The Student Council, in cooperation with the Student Affairs Coordinator, organizes extra-curricular activities, amongst others: parties, excursions, sports events, film nights.
 - Psychological Counselling: For students with personal problems, WUL offers a free psychological consultation service to all of its students.
 - Career Counselling: Each semester, career events are held at Webster whereby students can learn about interviewing techniques, writing of resume's, or meet with outside speakers or career counsellors to discuss their personal career plans.
- Students and alumni feel that WUL offers good support and guidance, so the panel concludes from the evaluation forms that they studied and from the interviews at the audit visit.
- The panel concludes that student coaching and counselling is adequately provided.

Topic 5 Internal Quality Assurance

Aspect 5.1	Evaluation of Results	good
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Criterion:

- *The degree course is subjected to periodic review, which is partly based on verifiable targets.*

The panel's assessment is based on the following findings:

- WUL has an *open door* policy, which all interviewees showed the panel examples of. The panel is satisfied that this makes for an atmosphere in which any misgivings about procedures or educational matters are easily identified and addressed.
- WUL has a Quality and Reporting System. This system, originally based on the Balanced Scorecard method, has been adjusted since its introduction in 2002 and currently exists as a quarterly reporting system to the Management Team. In it, WUL has identified a number of CSF's - critical success factors - and targets (*streefcijfers*). Examples of currently used CSF's are: student's level of satisfaction with course objectives, content, didactics, instructor feedback, intellectual challenge, etc. Also: average study load per course, class size, retention and quits, number of internships, grade distribution.
- All courses are evaluated by students: standard evaluation forms are presented with examination papers at the end of each course. This evaluation concerns the subject matter of the course, the didactics, the know-how of the professor/teacher, the assessment.

- Per course and per term, the evaluation outcomes are laid down in an Averages Report, resulting in a Summary Graph, or *Faculty Performance Graph*. These outcomes are discussed at management team meetings, Head of Department meetings, and posted on the WUL website. Diverging of the outcomes with the CSF's are discussed with the faculty involved. A drop below 3.0 on a 4.0 point scale is cause for immediate action, such as an improvement plan for the next course or replacement with another instructor.
- WUL-management discusses the outcomes of their evaluations in the Stakeholders Meeting and with the Advisory Board (cf 5.3).
- Teachers meet, as is written in their contracts, at least twice a year (cf 3.3). These faculty meetings are a means for WUL of assessing what issues the teachers feel that need attention.

Aspect 5.2	Measures for Improvement	good
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Criterion:

- *The results of this evaluation form the basis for measures that can be demonstrated to improve the course and that will contribute to reaching the targets.*

The panel's assessment is based on the following findings:

- The outcomes of the evaluations (cf 5.1) result in actions, for example:
 - Meeting with individual faculty to improve teaching, change syllabus contents, or increase study load;
 - Decreasing teaching load of instructors, or even not issuing any more contracts to instructors in case of negative evaluation by students;
 - Measures to improve student performance, e.g. stricter plagiarism policies, random checking of writing samples;
 - Change of teaching formats;
 - Extra budget to support initiatives for improving quality, e.g. employing Teaching Assistants, introducing the Webster Leiden Writing Centre, extra guest lecturers, extra excursions or field trips, organizing Business Symposia to form the framework for courses like Project Management.
- Students told the panel that organizational or educational problems are generally solved in time. The *open door policy* results in students feeling free to say what is bothering them.

Aspect 5.3	Involving Staff, Students, Graduates and the Professional Field	satisfactory
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Criterion:

- *Staff, students, alumni and the professional field in which graduates of the course are to be employed are actively involved in the internal quality assurance.*

The panel's assessment is based on the following findings:

- WUL has a Stakeholders Committee, launched in 2002, which operates as a professional review board. The Committee meets in an open forum to share the feedback they receive from their respective groups, exchanges ideas on how to further the position of WUW in the Netherlands, and discusses issues affecting university life. The committee consists of:
 - WUL Director
 - Undergraduate Student Representative / Student Council Representative
 - Graduate Student Representative
 - Alumni Group Representative
 - Staff Representative
 - Faculty Representative
- WUL has an alumni-newsletter. The panel met an alumna who is employed at WUL specifically to keep in touch with all alumni concerning developments at WUL and at WUW in general and to arrange alumni-meetings and discussions.
- Though the panel is satisfied that feedback is indeed provided for all stakeholders, the panel is not convinced that 'active involvement in internal quality assurance' as stated in the criterion for this Aspect is in place. The panel saw little proof of two-way-communication between stakeholders and WUL. The fact that WUW sets the parameters for essential changes in the programme may have some influence on the IBM-stakeholders to mainly accept the feedback they are presented with.

Topic 6 Results

Aspect 6.1	The Level Achieved	satisfactory
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Criteria

- *The final qualifications that have been achieved correspond to the targets set for the final qualifications in level, orientation and domain-specific requirements.*

The panel's assessment is based on the following findings:

- The final course of IBM at WUL is the Capstone Course. This course covers a variety of integrated practices, procedures and problems at strategic level. The emphasis is on learning the ins and outs of companies and to give students an integral picture of marketing, finance, operations, personnel management and the environment in which to operate.
- The assessment procedure of the Capstone Course, and through this course the assessment of the complete study-programme, was transparent and clear to the panel. The procedure is stated in the course syllabus: preparation of Capstone course starts some six months before the course, in contact with the academic advisor; students need approval of the academic advisor for their subject matter and need to discuss their progress with their advisor. Capstone Papers are reviewed by at least two teachers and they are presented to a board. The grade awarded for the Capstone Course is made up

of marks for the process, marks for the paper and marks for the presentation. The panel is satisfied that the final qualifications of WUL graduates are adequately assessed by this procedure.

- The panel had selected ten Capstone papers for scrutiny. The topics of the papers that were presented to the panel generally dealt with an international topic. The panel, considering that this Capstone Course in all takes eight weeks, concludes that the Capstone papers are at Bachelor level.
- Some comments on the Capstone papers: The problem analysis, definition of key-questions, and qualitative and quantitative research methodology were not strong in some of the papers and were lacking in some. The lay-out of the papers is not quite up to standard, e.g. not all title pages included course numbers/codes and there was generally no date on the papers.
- The papers that the panel studied all show a similar set up. In the interviews with the students, some of whose Capstone papers the panel had studied, it became clear that students are not aware of a standardized approach, or format. Students said they had followed the instructions of what should be in a Capstone paper (cf 6.1).
- Alumni success is measured by WUW, both in St. Louis and in Leiden. The panel was presented with three sources of information on satisfaction with the achieved level by alumni: the St Louis Exit Survey, the St Louis Career Service Summary Survey, and the Leiden BA Alumni Survey. All three sources show a high level of satisfaction and professional success. The response rate from WUL-alumni is 15.7; the panel considers it not sufficiently substantial to carry significance.

Aspect 6.2	Educational Success Rate	satisfactory
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Criteria:

- *To measure the results of teaching, target figures have been set in comparison with relevant other degree courses;*
- *The results of teaching meet these targets.*

The panel's assessment is based on the following findings:

- The weekly Enrollment Report (or Count Report) keeps track of student enrolments per term. Classes with 5 enrolments or less are cancelled or postponed; directed studies (1:1) are offered to students who need the class in order to graduate. Annual enrolment figures and patterns are discussed with European campus directors and St. Louis management.
- Throughput rates of WUL can not easily be defined, due to the fact that students enrol per term, not necessarily all terms in close succession. Complications in measuring throughput also arise because there may be a continuous mix of full time and part time enrolment per student. Furthermore, students may transfer to another WUW campus, and some years later either leave WUW successfully with a degree, or turn out to be a drop out. This is monitored for WUW as a whole and can not be monitored by WUL for

all their students. The amount of students that can be monitored at WUL, are a rather small number.

- By September (Fall 1) 2005, of the 56 students who had started studying at Wester in August 2002, 5.4% were taking WUL courses in their 3rd year. 14.3% had enrolled in Webster MA programmes, 25% had graduated and left, 21.4% had transferred to other Webster campuses and were not expected to return. 1.8% was taking time off but was expected to return, 1.8% was dismissed, and 30.4% had quit.

Part C: Appendices

Appendix 1: Statements of Independence by the Audit Panel Members

Onafhankelijkheidsverklaring Panellid

Ondergetekende,
panellid bij de kwaliteitsbeoordeling¹ van het opleidingsprogramma:

"077M2006 IBM",

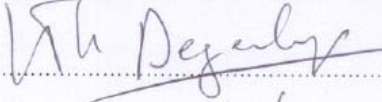
van de hogeschool: Webster University

visitatiedatum: 28 september 2006

verklaart hierbij geen relaties of banden, privé noch zakelijk, te onderhouden met de hierboven vernoemde opleiding(en) en instelling en zulke relaties, die een volstrekt onafhankelijke oordeelvorming over de kwaliteit van de opleiding ten positieve of ten negatieve kunnen beïnvloeden, de afgelopen vijf jaar met de te beoordelen opleiding(en) en de afgelopen twee jaar met de instelling ook niet te hebben gehad (dit geldt voor advieswerk en nulmetingen).

Naam : de heer prof. mr. drs. J.Th. Degenkamp

Geboortedatum : 20-5-35

Handtekening : 

Datum : 20/9/2006

¹ Het panellid dat betrokken is bij deze kwaliteitsbeoordeling maakt deel uit van een panel dat bestaat uit minstens vier (bestaande opleiding) dan wel drie (TNO) leden. De meerderheid van deze panelleden heeft geen arbeidsrelatie met NQA.

Onafhankelijkheidsverklaring Panellid

Ondergetekende,
panellid bij de kwaliteitsbeoordeling¹ van het opleidingsprogramma:

"077M2006 IBM",

van de hogeschool Webster University,

visitatiedatum: 28 september 2007,

verklaart hierbij geen relaties of banden, privé noch zakelijk, te onderhouden met de hierboven vernoemde opleiding(en) en instelling en zulke relaties, die een volstrekt onafhankelijke oordeelvorming over de kwaliteit van de opleiding ten positieve of ten negatieve kunnen beïnvloeden, de afgelopen vijf jaar met de te beoordelen opleiding(en) en de afgelopen twee jaar met de instelling ook niet te hebben gehad (dit geldt voor advieswerk en nulmetingen).

Naam : de heer dr. D.M. Boselie

Geboortedatum : 15-03-1965

Handtekening : *Dave Boselie*

Datum : 6-8-2006

¹ Het panellid dat betrokken is bij deze kwaliteitsbeoordeling maakt deel uit van een panel dat bestaat uit minstens vier (bestaande opleiding) dan wel drie (TNO) leden. De meerderheid van deze panelliden heeft geen arbeidsrelatie met NQA.

Onafhankelijkheidsverklaring Panellid

Ondergetekende,
panellid bij de kwaliteitsbeoordeling¹ van het opleidingsprogramma:

"077M2006 IBM",

van de hogeschool Webster University,

visitatiedatum: 28 september 2007,

verklaart hierbij geen relaties of banden, privé noch zakelijk, te onderhouden met de hierboven vernoemde opleiding(en) en instelling en zulke relaties, die een volstrekt onafhankelijke oordeelvorming over de kwaliteit van de opleiding ten positieve of ten negatieve kunnen beïnvloeden, de afgelopen vijf jaar met de te beoordelen opleiding(en) en de afgelopen twee jaar met de instelling ook niet te hebben gehad (dit geldt voor advieswerk en nulmetingen).

Naam : mevrouw A. Daniel

Geboortedatum : 14-07-1982

Handtekening 

Datum : 22 augustus 2006

¹ Het panellid dat betrokken is bij deze kwaliteitsbeoordeling maakt deel uit van een panel dat bestaat uit minstens vier (bestaande opleiding) dan wel drie (TNO) leden. De meerderheid van deze panelliden heeft geen arbeidsrelatie met NQA.

Onafhankelijkheidsverklaring Panellid

Ondergetekende,
panellid bij de kwaliteitsbeoordeling¹ van het opleidingsprogramma:

"077A2006.01 IBM",

van de Hogeschool: Webster University

visitatiedatum: 28 september 2006

verklaart hierbij geen relaties of banden, privé noch zakelijk, te onderhouden met de hierboven vernoemde opleiding(en) en instelling en zulke relaties, die een volstrekt onafhankelijke oordeelvorming over de kwaliteit van de opleiding ten positieve of ten negatieve kunnen beïnvloeden, de afgelopen vijf jaar met de te beoordelen opleiding(en) en de afgelopen twee jaar met de instelling ook niet te hebben gehad (dit geldt voor advieswerk en nulmetingen).

Naam : mevrouw drs. R. van Empel

Geboortedatum : 17 maart 1950

Handtekening : 

Datum : 

¹ Het panellid dat betrokken is bij deze kwaliteitsbeoordeling maakt deel uit van een panel dat bestaat uit minstens vier (bestaande opleiding) dan wel drie (TNO) leden. De meerderheid van deze panelleden heeft geen arbeidsrelatie met NQA.

Onafhankelijkheidsverklaring Panellid

Ondergetekende,
panellid bij de kwaliteitsbeoordeling¹ van het opleidingsprogramma:

"077A2006.01 IBM",

van de Hogeschool Webster University,

visitatiedatum: 28 september 2007,

verklaart hierbij geen relaties of banden, privé noch zakelijk, te onderhouden met de hierboven vernoemde opleiding(en) en instelling en zulke relaties, die een volstrekt onafhankelijke oordeelvorming over de kwaliteit van de opleiding ten positieve of ten negatieve kunnen beïnvloeden, de afgelopen vijf jaar met de te beoordelen opleiding(en) en de afgelopen twee jaar met de instelling ook niet te hebben gehad (dit geldt voor advieswerk en nulmetingen).

Naam : mevrouw I.J.M. de Jong

Geboortedatum : 9 juni 1980

Handtekening : 

Datum : 07.11.06

¹ Het panellid dat betrokken is bij deze kwaliteitsbeoordeling maakt deel uit van een panel dat bestaat uit minstens vier (bestaande opleiding) dan wel drie (TNO) leden. De meerderheid van deze panelleden heeft geen arbeidsrelatie met NQA.

Appendix 2: Expertise panel members

Webster University, International Business and Management

Visit 28 September 2006

Expertise in panel of <i>NVAO Protocol VMD's; August 22, 2005</i>	Audit panel member, chairman: Prof. Mr. Drs. J.Th. Degenkamp	Audit panel member domain; Dr. D. Boselle	Student audit panel member; Mrs. Annemaaike Daniel	Audit panel member NQA: Mrs. drs. R. van Empel	Audit panel member NQA: Mrs. I.J.M. de Jong
Expertise in the relevant professional field		X			
Work experience in the subject: Familiar with recent developments in the professional field in this subject	X	X			
Expertise in the subject: Experience in teaching and examining and assessing on the level and in the type of course under review	X				
Educational expertise	X	X		X	X
Student related expertise			X		
Audit expertise	X	X	X	X	X

Audit panel members have undersigned a declaration of independence.

Specific additions from the pool of audit panel members:

Prof. Mr. Drs. J.Th. Degenkamp

Mr Degenkamp is deployed for his experience in accreditation in general and especially for his expertise in the role of chairman in such projects. Professor Degenkamp has knowledge of (higher) education and learning processes. Mr Degenkamp has attended the NQA-auditor training for accreditation in Higher Education.

Education:

1956 – 1961 Master's degree Economics
1961 – 1965 Master's degree Science of Law

Work experience:

1961 – 1963	Organisation consultant
1963 – 1967	Economist at the Council of State
1963 – 1970	Associate professor University of Amsterdam
1971 – 1997	Professor Legal Science University of Groningen
1970 – 1999	Chairman of Graduation councils Law NIVRA
1999 – 2001	Professor Legal Science Nyenrode University
1997	Mediator/arbitrator
1990	Member Dispute council High Education
1980	Member Council of Supervision of the Faculty of Economics and Management, High school of Arnhem and Nijmegen, The Netherlands

Panel member Mr. dr. D.M. Boselie

Mr. Boselie is primarily deployed due to his clear knowledge of and experience in the international work area. Moreover he has wide (international) knowledge of (higher) education and educational processes based on his qualifications and work experience. He has participated in the NQA auditor training for higher education.

Education:

1977 – 1984	Grammar School: 'Gymnasium Bern rode'
1984 – 1985	Higher Commercial Education (1 year)
1987 – 1992	Economic Anthropology, PhD degree in 2002
1991	Economic sciences (1 year – University Nijmegen)
2004 (June)	Pre-audit training Fair Trade Labelling Organization

Work Experience:

1994 – 1998	Research Assistant in Training, University of Nijmegen
1994 – 1999	Freelance consultant, food & agri-business
1999 – 2003	Senior researcher & consultant, Agricultural Economical Institute, The Hague
2003 – to date	Director AgroFair Assistance & Development Foundation, Barendrecht

Student panel member Ms. Annemaaike Daniel

Ms Daniel is deployed as student panel member. She is second year student Business Administration at the Rotterdam School of Management/Erasmus University. Also Ms Daniel is a member of the International Business Study Committee of the students' union STAR Business Administration Rotterdam. Mrs. Daniel represents the primary target group for the program in age. She has student bound expertise concerning study charges, educational approach, facilities and quality control at Business Administration programs. Mrs. Daniel has participated the NQA auditor training for Higher Education.

Education:

1994 – 2000	Secondary school 'Atheneum', Vallei College, Amersfoort, The Netherlands
2000 – 2004	HEAO Logistics & Economics, Utrecht University of Applied Science
2004 – heden	Business Administration, Rotterdam School of Management/Erasmus university

Work experience:

2003 – 2004 Project employee, business analyst, WE Netherland BV, Utrecht, The Netherlands
2003 – to date Employee Medewerker Interstedelijk Studenten Overleg Kenniscentrum, Utrecht

Committees:

2005 – heden International business study, Student' Union STAR Business Administration Rotterdam
2004 HRM committee, Student's Union STAR Business Administration, Rotterdam, chairwoman
2003 – 2004 Student member audit visit panel logistics, Council for Higher Professional Education, The Hague, the Netherlands
2002 – 2004 Member education committee, High School of Utrecht, The Netherlands
2003 – 2004 Introduction Committee, cluster Business Administration, High School of Utrecht, The Netherlands, chairwoman
2002 – 2003 Board member of the Student's Union, High School of Utrecht, chairwomen

Audit panel member NQA: Ms. drs. R. van Empel

Ms Van Empel is the NQA auditor in the audit panel. Ms Van Empel has had six years of experience in assessments in almost all sectors of higher professional education. She has audit expertise based on this work experience and through audit courses at Lloyd's Register.

Education:

1969 – 1975 Master's Degree Sociology/Urban Planning, University of Utrecht, The Netherlands

Courses:

1975 and 1978 Postdocs Public Administration Erasmus University, Rotterdam, The Netherlands
1975 – 1980 Several in-company courses, o.a. Inspraak en Voorlichting, project management, beleidsadviesing, Utrecht
1990 Gebouwde omgeving, Informeel Toezicht en Kleine Criminaliteit, Geoplan
1985 – 1996 Several courses in Social Housing: NCIV, NWR, Aedes
1998 Starterscursus eigen onderneming, KvK Utrecht 1998
2001/2002 'Personal Effectivity', De Baak Institute, The Netherlands
2003 Competence based testing, SBO
NQA/Lloyd's training auditor Programmes Higher Education
Maart 2003 Thymos verzakelijkingstraject
Dec. 2003 Thymos Adviesvaardigheden
Sept. 2004 Training Auditor Higher Education, NQA and Lloyd's Register
Spring 2006 Inzicht in Invloed, communication training Zuidema en partners

Work experience:

1972 – 1974 Student assistant Professor Piet Thoenes, Sociology, Rijksuniversiteit Utrecht
1975 – 1980 City council Utrecht, policy department Town Planning/urban renewal
1980 – 1992 Consultant Stichting Ruimte/LANS (Rotterdam/Utrecht): consultancy for governmental and regional policy and facilities for youth and welfare
1993 – 1996 Consultation for regional councils and welfare organisations, e.g. concerning location, planning and exploitation of welfare facilities; organisation of conferences

- 1997 Department of Chemistry, Universiteit Utrecht, in assessing teachers' competences of staff (WP-flow '97)
- 1997 – 1999 Panel secretary Dutch Validation Council
- 2001 – 2004 Secretary review committees *HBO-raad*
- 2004 – to date Auditor NQA

Mevrouw I.J.M. de Jong

Mrs De Jong is deployed as NQA auditor. She has experience as an NQA auditor in several audit visits. She has attended the NQA auditor training higher education.

Education

- 2000 – 2004 Management of Education and Knowledge in the Green Sector, Stoas High school, Den Bosch, The Netherlands

Work experience

- 2000 – 2004 Several work experience placements in Middle Professional Education as a teacher and training material developer.
- 2003 – 2004 Graduation training periods:
 Research for the need for advice of training period offerers in the flower branche, outcome is presented to Aequor in a research report.
 Arranged a new structure in the evening programme for the Dutch Flower Arranger and wrote the belonging guides for teachers and students.
- 2004 – 2005 Essent, file analyst, department of debiteuren en incasso.
 Sogeti Nederland B.V., administrative employee, department of tender settlement
- 2005 – to date Netherlands Quality Agency

Appendix 3: Audit Visit Programme 28th September 2006

Time	Programmaonderdeel	Deelnemers
8.30 – 10.00 uur	Scrutiny of documents	Audit panel
10.00 – 10.45 uur	Interview with Education management	Len Even, Jacques Kaat, Jan-Albert Dop, Fleur Veraart, Steve Foster
10.45 – 11.45 uur	Scrutiny of documents	Audit panel
11.45 – 12.30 uur	Interview with Students	<i>Freshmen:</i> Etienne Marias, Frederik Schlingeman, Anne-Floor Kok <i>Sophomores:</i> Erik Sawaja, Viktorija Mironova <i>Juniors:</i> Jan Willem Proper <i>Seniors:</i> Valeria Lessova, Alex Stock
13.15 – 14.00	Interview with representatives of the Professional Field and with Alumni	<i>Profesional Field:</i> Serena Haenen (stakeholder, community relations coordinator), Imanda Wapenaar (former Advisory Board member, alumnus) Charlene Lambert (Director Europe & Asia, FWIA). <i>Alumni:</i> Jan Willem Otten Beer Brinkers
14.00 – 14.45 uur	Interview with teaching staff	<i>Marketing, Economics</i> > Randy Bootland <i>Accounting</i> > Gerardine de Munter <i>Finance</i> > Jan Kooiman <i>Statistics</i> > Duco Duchatteau <i>Managment, HRM, Stress Mngt</i> > Christine Fitzgerald <i>Freshman Seminar</i> > Addie McCallon <i>Mngt, Org. Behav., Busn Ethics</i> > Steve Foster <i>Capstone courses</i> > Jan-Albert Dop
14.45 – 15.15	Director Tour of Building	Len Even Addie McCallon, student
15.15 – 17.00 uur	Discussion panel	Audit panel
17.00 – 17.30 uur	Second interview with education management	Len Even, Jacques Kaat, Jan-Albert Dop, Fleur Veraart, Steve Foster

Appendix 4: Overview of documents made available for scrutiny

<i>Documents</i>	<i>Subject/section</i>
Policy documents (at course and HBO level)	
Quality care	5
Organisation	
Personnel policy (incl. Job and qualification profiles, documentation on functioning and professionalisation)	3
Educational policy and testing & assessment policy	2
Performance policy	5, 6
Assessment reports/results (internal as well as external research) Including measuring instruments	2, 3.3, 4, 5, 6.2
Course and examination regulations	
The final attainment levels which should be reached	1
Job profile or similar document	1
Study guide	2, 4.2
Overview of the programme (for all variations and both locations) Including study points	2
Overview of personnel (lecturer qualifications)	3.1
Base Figures	6.1
Curriculum documents: Module guides Placement /final project guides Book list Project assignments Deficiency programmes Text books Readers	2
Tests, portfolios and assessments, including evaluations	2.8, 6.2
Final products, including evaluations	6.2
Placement reports, including evaluations	2.8