



Evaluation of master courses, spring 2017

A summary of the main findings

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All master courses are evaluated by the students every time they are taught. This gives us very valuable feedback and helps the lecturers develop the quality of their courses further. Together, we are responsible for maintaining and developing the quality of education at the master level at NHH, and the results from the course evaluation are important inputs in this work.

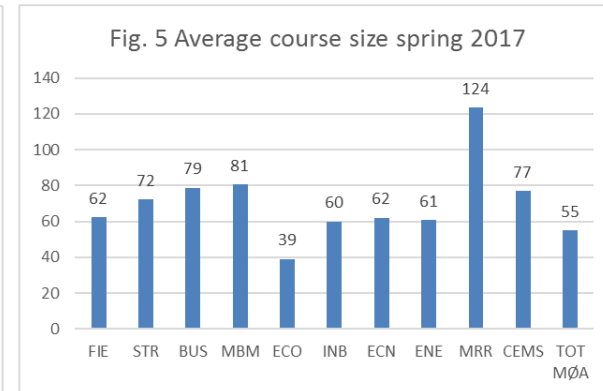
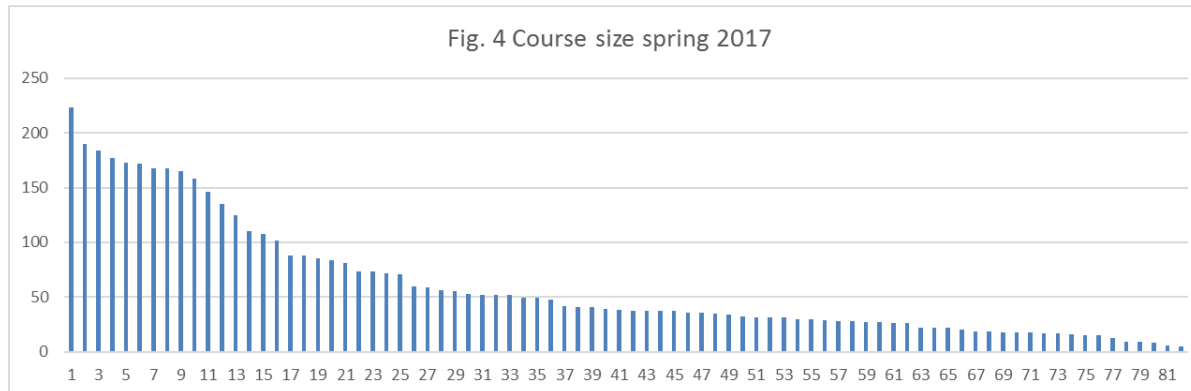
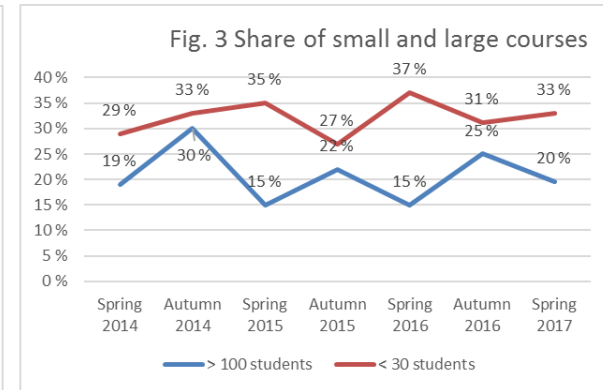
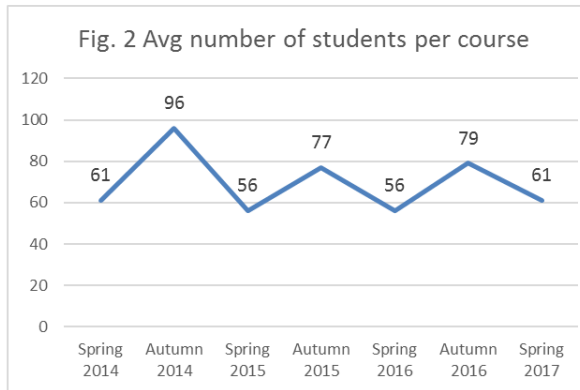
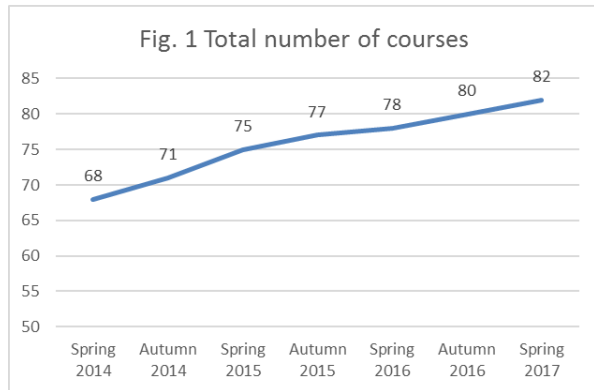
This report provides a summary of the findings from the evaluations carried out during the spring term 2017. We will, together with the heads of the six academic departments, and in MRR those responsible for each main subject, follow up the evaluations of individual courses and take action when needed. The students' representatives' direct communication in MRR advisory board meetings supplements individual student's evaluations.

On the response rate

In the spring term of 2017 NHH offered 83 courses in MØA and MRR (4 MRR courses and 3 combined BUS and MRR courses), all of which were evaluated by the students. On average, the response rate was 20 per cent. This is lower than in the two preceding semesters (26% and 27%). For individual courses the response rates vary from 4 per cent to 88 per cent, with 35 courses having less than 20 per cent response rate (due to the low response rate, these 35 courses are not included in Figures 8-10 that show results at the course level). The response rates are clearly too low, and this makes the results from the course evaluations less reliable and consequently less useful for the lecturers and the NHH management. We encourage all students to participate in the evaluations, and lecturers should encourage their students to participate. Some lecturers allow students to evaluate their course during the final lecture; a procedure that naturally has a positive effect on the response rate.

On the number of courses and course size

The number of master courses has grown steadily over the last four years, while the average course size has been fairly stable. However, behind these averages, there is a large variation, with courses ranging from very few to more than 200 students. There is no clear trend in the proportion of very large courses (> 100 students) or the proportion of very small courses (< 30 students) over the last couple of years. There are large differences between individual MØA profiles and the MRR programme, as seen from Figure 5. We see that the average course size for MRR is more than twice the average course size for MØA.



On course satisfaction – MØA profiles and MRR programme

From the course evaluations, we will focus on three variables – Overall course satisfaction, Relevance and usefulness, and Lecturer. Figure 6 gives the results for each MØA profile (major) and MRR for the spring term 2017, while Figure 7 presents the development over time for each MØA profile and MRR. Here are some key observations:

- For MØA as a whole, the average scores on all three variables are 4.0 or above – i.e., the students are satisfied or very satisfied.
- The score on relevance and usefulness is above 4.0 for all MØA profiles, and Figure 7 shows that this has been the case also for the previous 4 semesters.
- The score for lecturers vary between MØA profiles and over time. Figure 7 shows an increase over time in the lecturer score for several of the MØA profiles. For the spring semester of 2017, all MØA profiles have lecturer scores of 4.0 or more.
- Overall satisfaction varies more between MØA profiles than the other two variables. Five out of nine MØA profiles have average scores of 4.0 or more for the spring semester of 2017.
- For MRR, Figure 6 shows higher scores on usefulness and relevance than any MØA profile. The average lecturer and overall scores are lower than the corresponding results for MØA, but this is mainly driven by one course. Figure 7 shows a decline in the lecturer and overall scores over time.

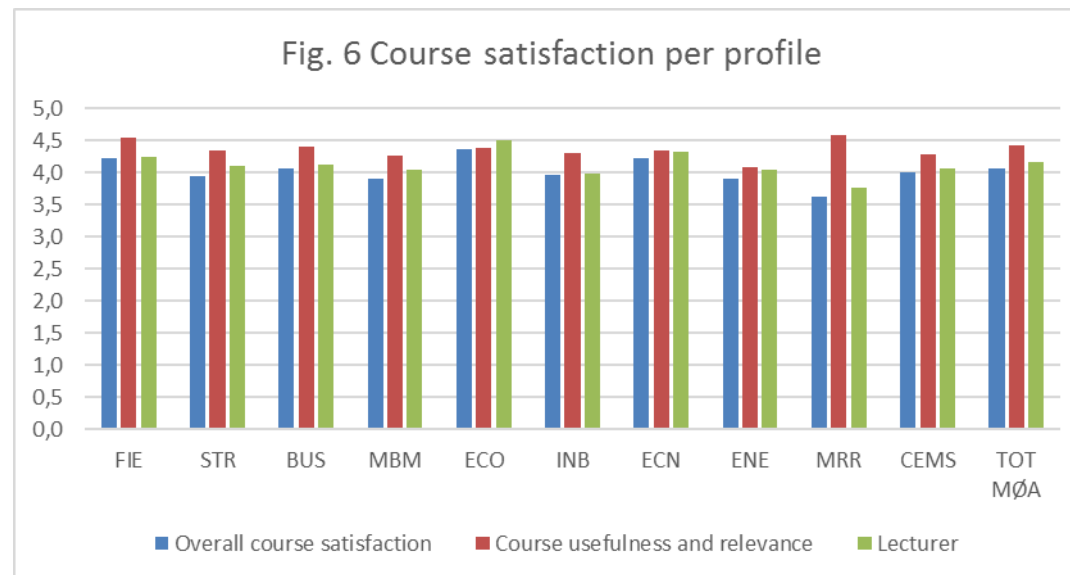
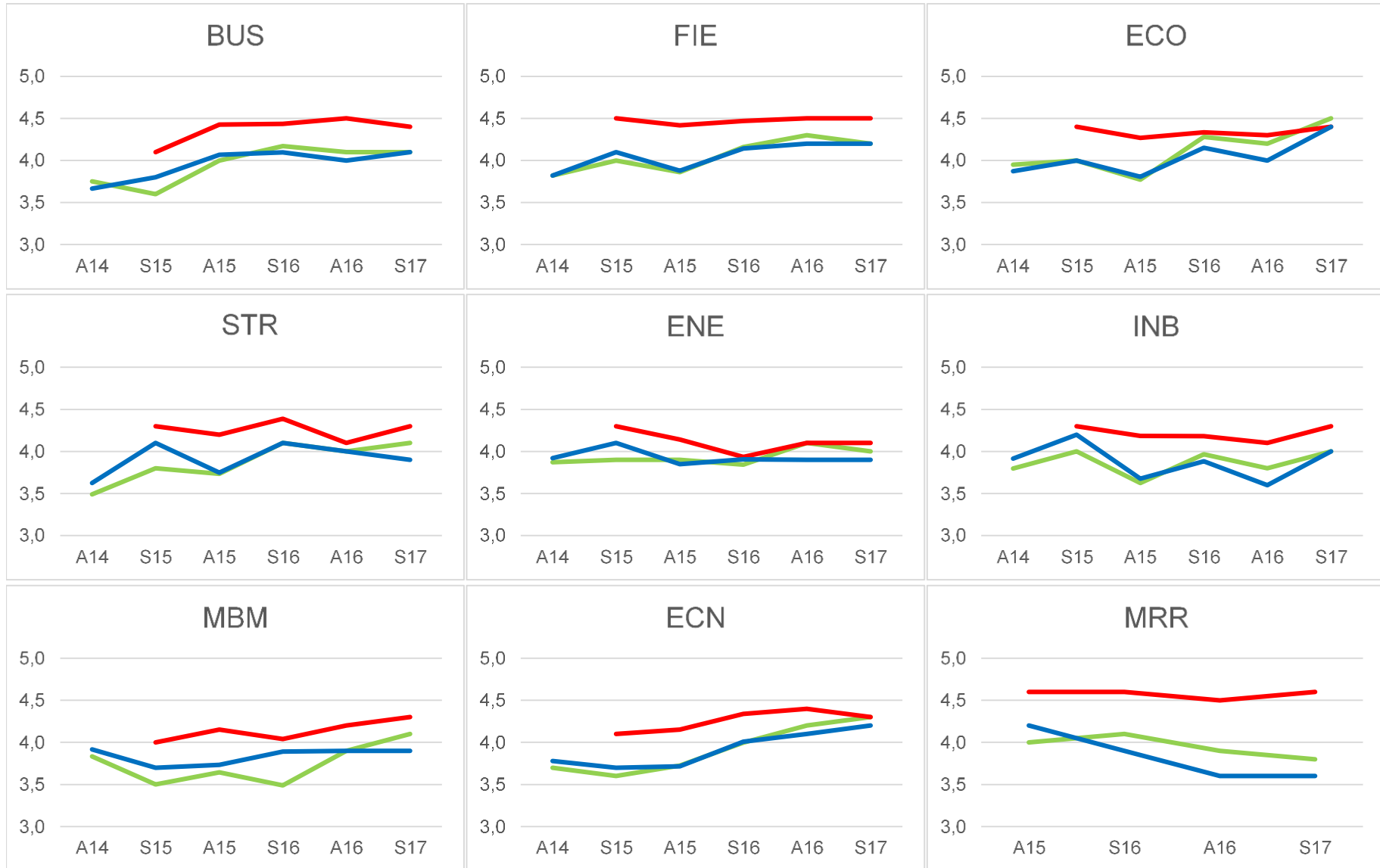


Fig. 7 Course satisfaction over time

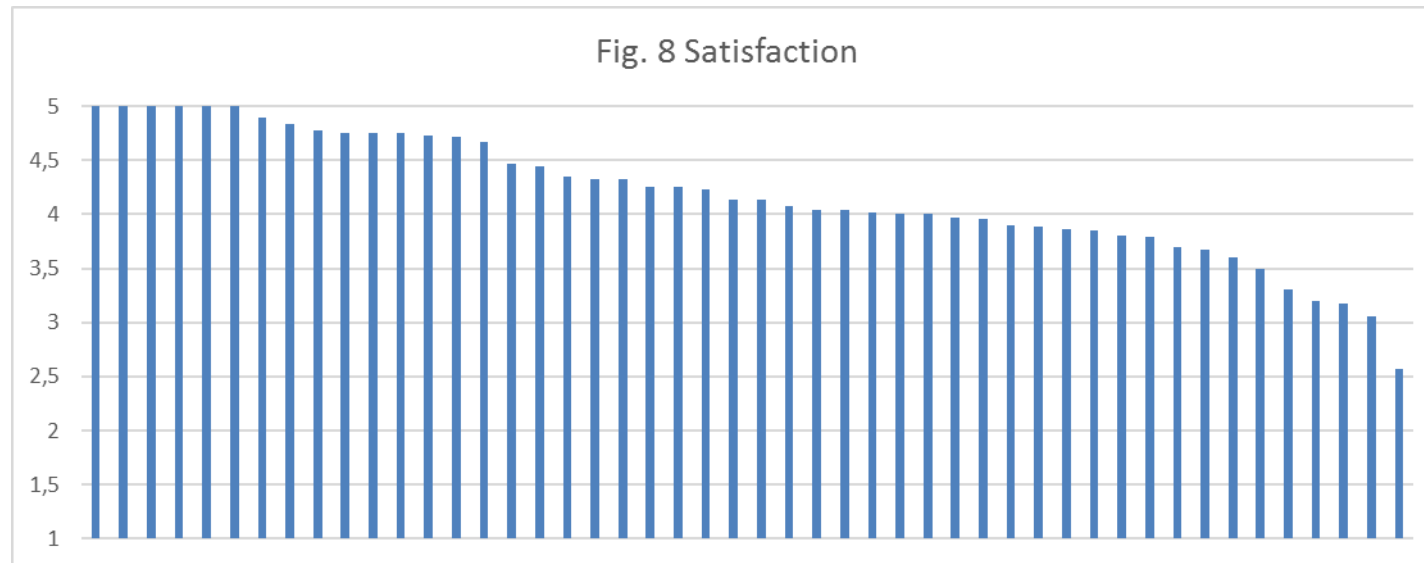
Lecturer Usefulness and relevance Overall satisfaction

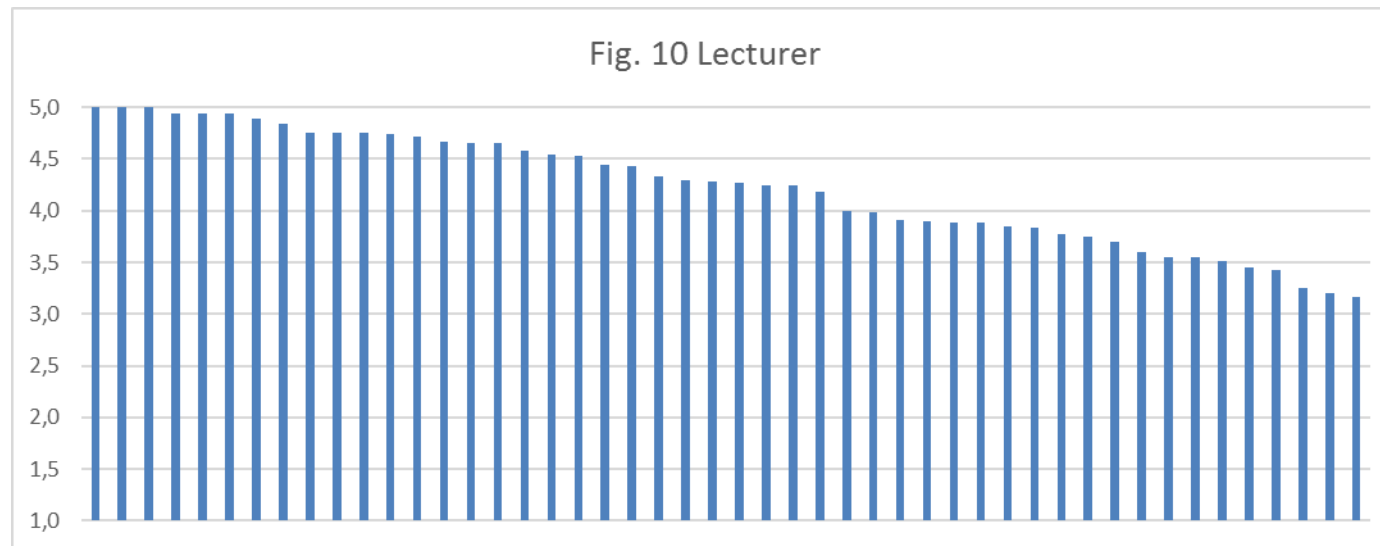
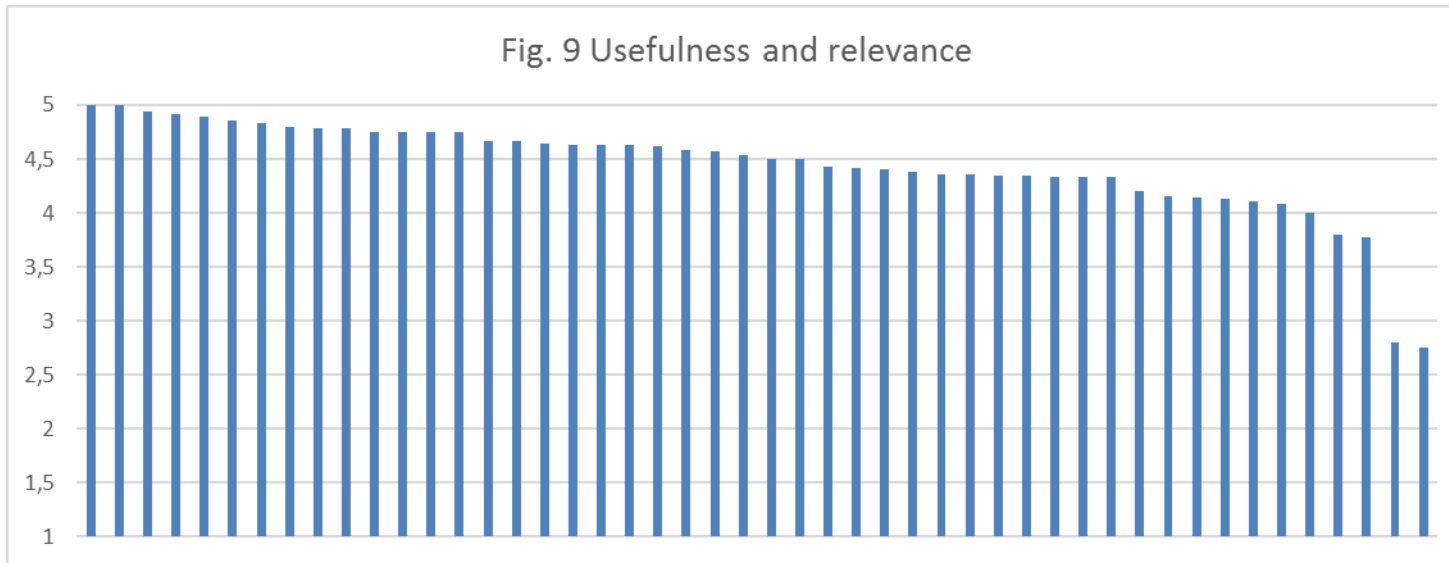


On course satisfaction – individual level

Figures 8 – 10 show the scores for the individual courses with a response rate of at least 20 per cent. The figures reveal significant variation between courses ranging from 5.0 to, in a few cases, below 3.0. However, the majority of courses have satisfactory results on all three dimensions.

- 31 of 48 courses score between 4.0 and 5.0 on Overall course satisfaction.
- 44 of 48 courses score between 4.0 and 5.0 on Usefulness and relevance.
- 29 of 48 courses score between 4.0 and 5.0 on Lecturer.





Conclusions

- In general, students find the master courses to be relevant and useful. This is true for all profiles and for almost all of the individual courses.
- Overall course satisfaction is high, with around 60 % of courses (with response rate over 20 %) scoring 4.0 or above, i.e., students are on average satisfied or very satisfied with the course.
- For the evaluation of the lecturers, the picture is similar, i.e., around 60 % of the courses have a score of 4.0 or above.
- The average score on all three variables for MØA is above 4.0, which is very good.
- MRR scores higher than MØA on usefulness and relevance, but lower on overall satisfaction and lecturers. Conclusions should be drawn with care, due to the very low response rates. From the autumn semester of 2017 more active and varied learning activities have been systematically introduced in all MRR courses.
- For courses with low scores on one or several of the variables, the evaluation is followed up in order to ensure that the quality improves. As programme leaders, we discuss such results with responsible leaders at the departments (and in MRR also with those responsible for each main subject), to make sure that necessary changes are made.
- The response rate remains relatively low, and for 35 courses, it is below 20 %, implying that the course is not included in the figures with results for individual courses. A higher response rate would give more reliable results. Measures have been taken to increase the participation rate for the autumn semester of 2017, and we urge all students to take part in the course evaluation in order to provide valuable feedback to the lecturers and responsible leaders.