



## Evaluation of master courses, autumn 2018

### A summary of the main findings

*Endre Bjørndal, leader of the MØA programme*

*Kjell Ove Røsok, leader of the MRR programme*

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. As programme leaders, 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 autumn semester of 2018. The evaluations are routinely followed up each semester by the programme leaders, together with the heads of the six academic departments, and action is taken when needed.

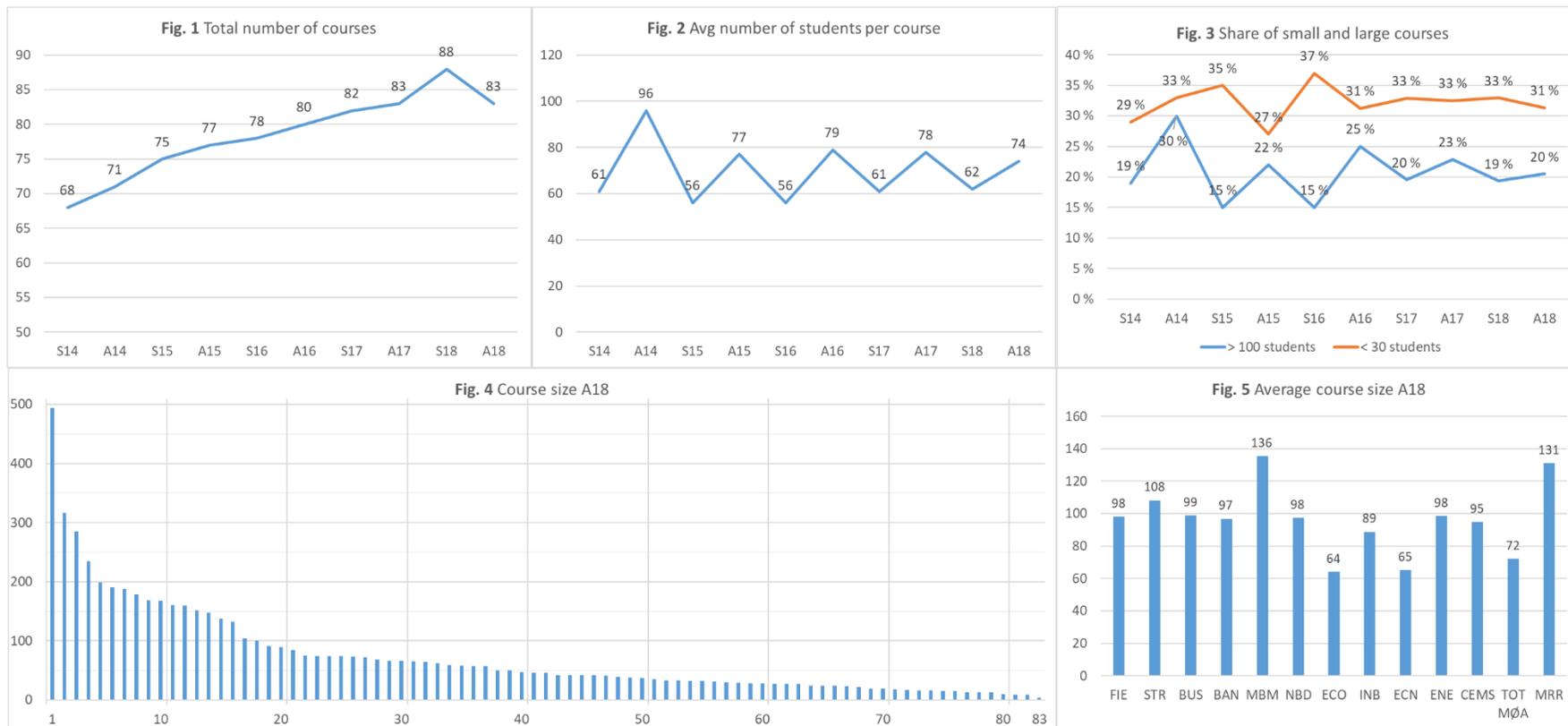
### **On the response rate**

---

In the autumn semester of 2018, NHH offered 83 courses in MØA and MRR, all of which were evaluated by the students. On average, the response rate was 30 per cent. This is a significant improvement from the preceding three semesters, for which the average response rates were 20-21 per cent. For individual courses the response rates vary from 0 per cent to 87 per cent, with 14 courses having less than 20 per cent response rate (due to the low response rate, these 14 courses are not included in Figures 8-10 that show results at the course level). The number of courses with very low response rates has decreased from the spring semester, when 32 courses had response rates below 20 per cent. The implementation of a new system for course evaluations may have contributed to the improvement in the response rates. Still, there are many courses with too few respondents, and this makes 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 allocate time for the course evaluation during the final lecture; a procedure that has a positive effect on the response rate.

**On the number of courses and course size**

Figure 1 shows that the number of master courses grew steadily for several years up to the spring semester of 2018. For the autumn semester of 2018, the number of courses was the same as for the previous autumn semester. Figure 2 shows that the increase in the number of courses has not been accompanied by a decrease in the size of courses, since the average number of students per course has been fairly stable. However, behind these averages, there is considerable variation, with courses ranging from very few students to one course with around 500 students, as seen from Figure 4. Figure 3 shows that there is no clear trend in the proportion of large courses (> 100 students) or the proportion of small courses (< 30 students) over the last couple of years. Figure 5 indicates that there is considerable variation in average course size between individual MØA profiles and the MRR programme.



## On course satisfaction – MØA profiles and MRR programme

From the course evaluations, we 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 autumn semester of 2018, 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 in previous semesters.
- The lecturer score is at 4.0 or more for nine out of ten MØA profiles.
- The overall score is at 4.0 or more for five out of ten MØA profiles.
- We see some variation in the scores on all three variables between MØA profiles and over time.
- MRR also has, like MØA, higher score on usefulness and relevance than along the other two dimensions.

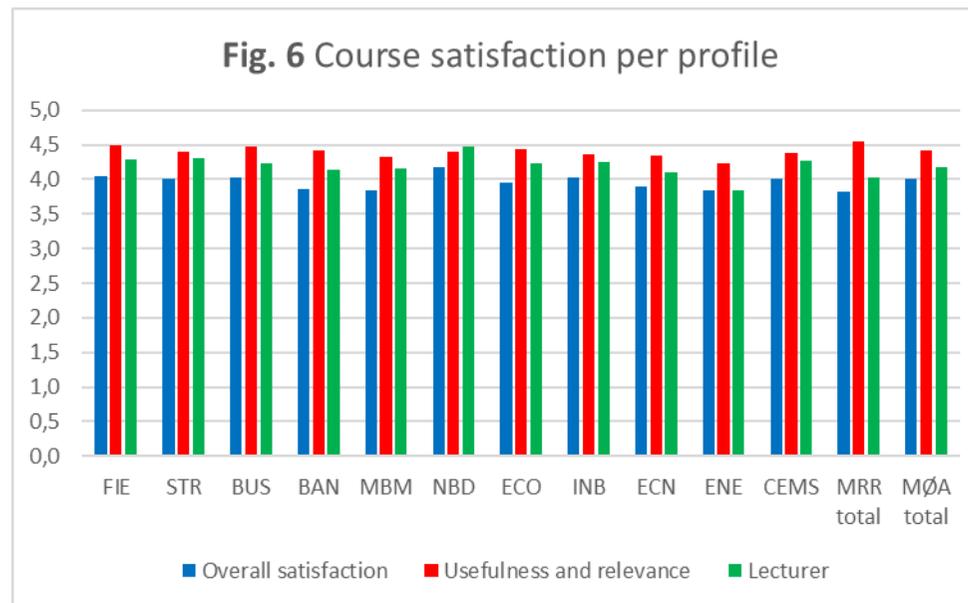
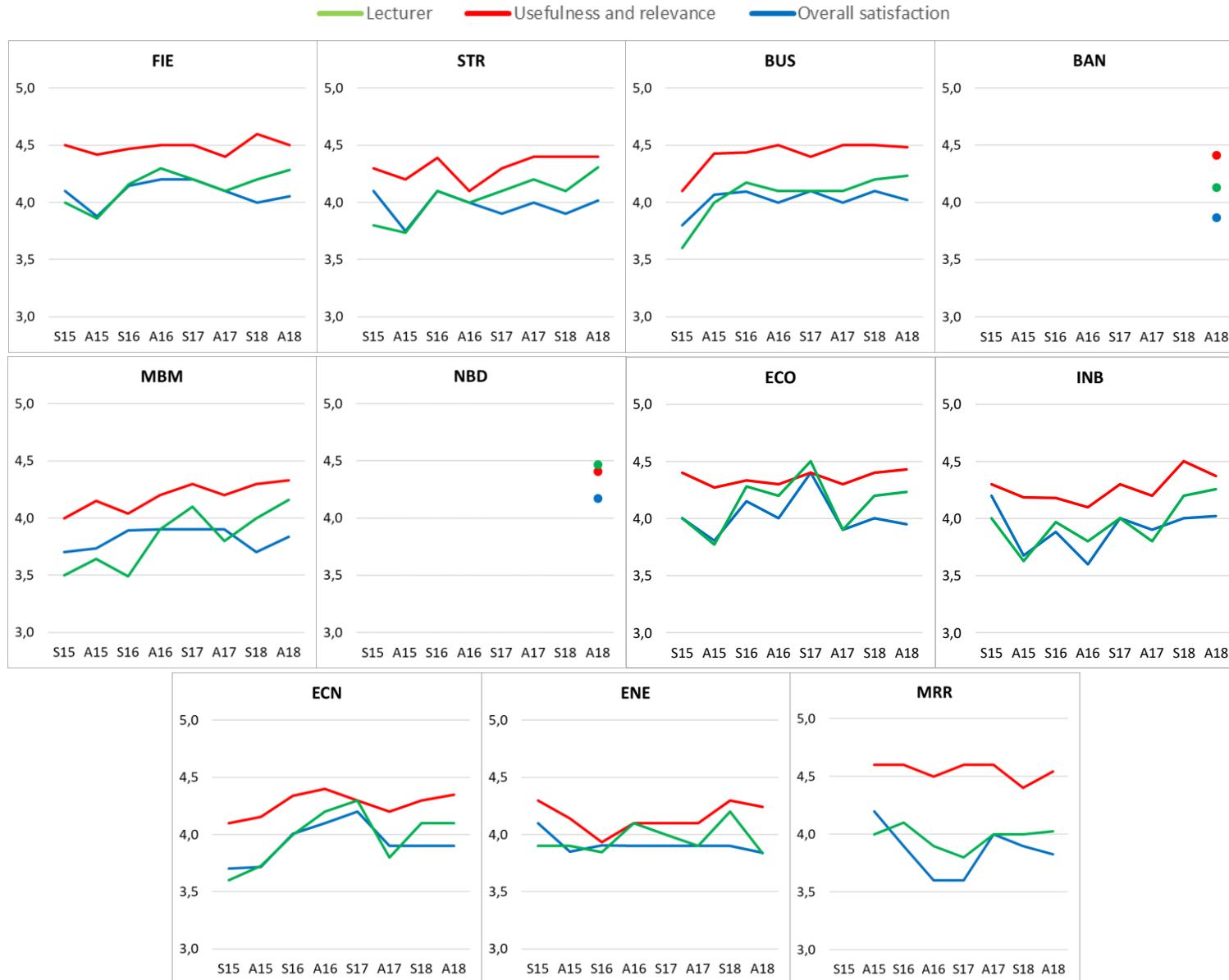


Fig. 7 Course satisfaction over time

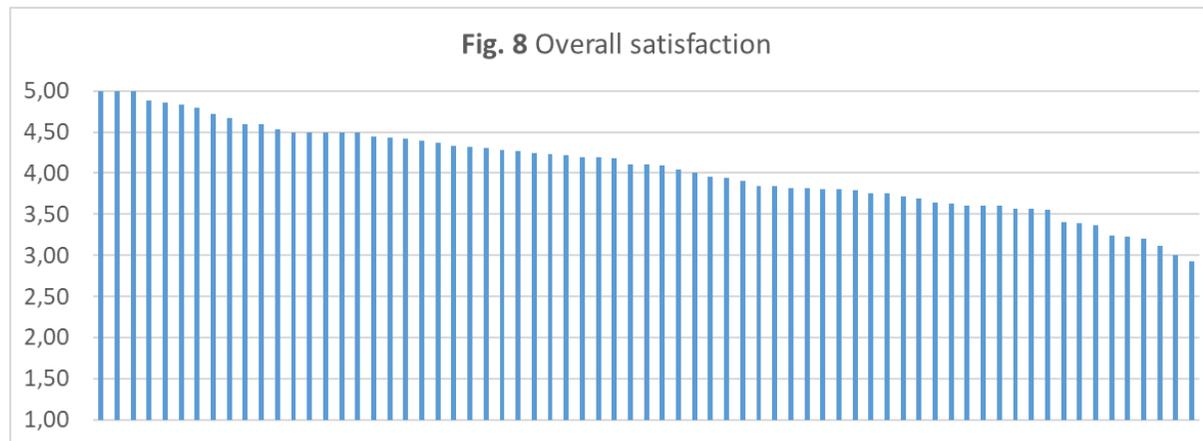


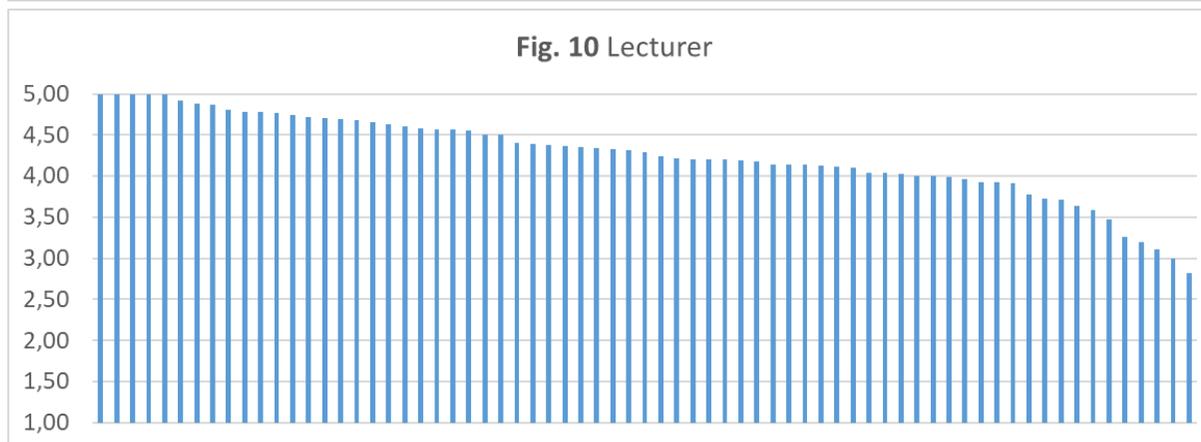
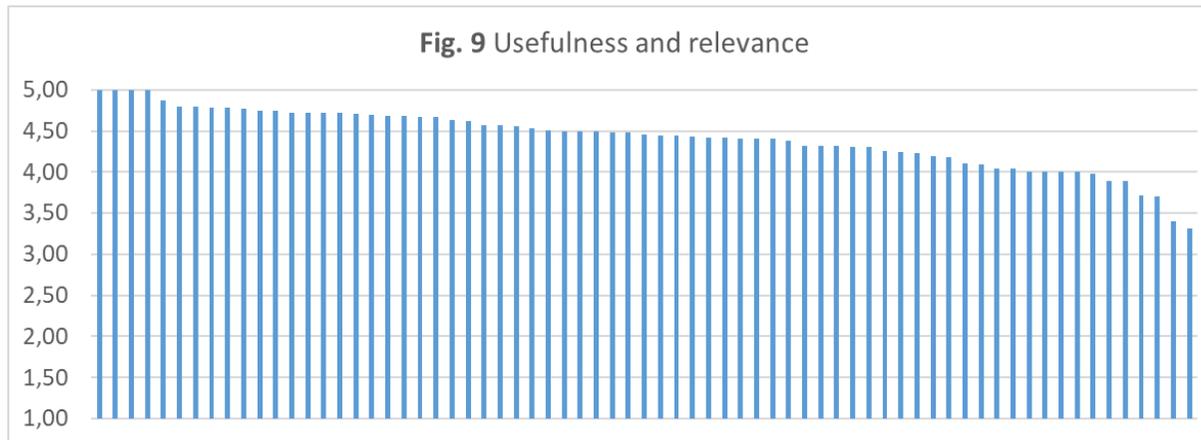
### On course satisfaction – individual level

---

Figures 8 – 10 show the scores for the 69 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.

- 38 of 69 courses score between 4.0 and 5.0 on Overall course satisfaction.
- 62 of 69 courses score between 4.0 and 5.0 on Usefulness and relevance.
- 53 of 69 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 in MØA, for MRR and for almost (90 %) all of the individual courses.
- For the evaluation of the lecturers, the picture is similar, i.e., around 77 % of the courses have a score of 4.0 or above.
- Overall course satisfaction is high, with 55 % 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.
- The average score on all three variables for MØA is above 4.0, which is very good.

- The MRR scores are similar to the total MØA scores. MRR continues to score high on usefulness and relevance. Management will pay special attention to drivers behind the students' overall satisfaction.
- 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, and together with the academic coordinators for the various MØA profiles, we discuss such results with responsible leaders at the academic departments, to make sure that necessary changes are made.
- The response rate has improved, probably due to the introduction of the new evaluation system. However, there are still courses with too low response rates, and we therefore urge all students to take part in the course evaluation in order to provide valuable feedback to the lecturers and responsible leaders.