



Evaluation of master courses, spring 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.

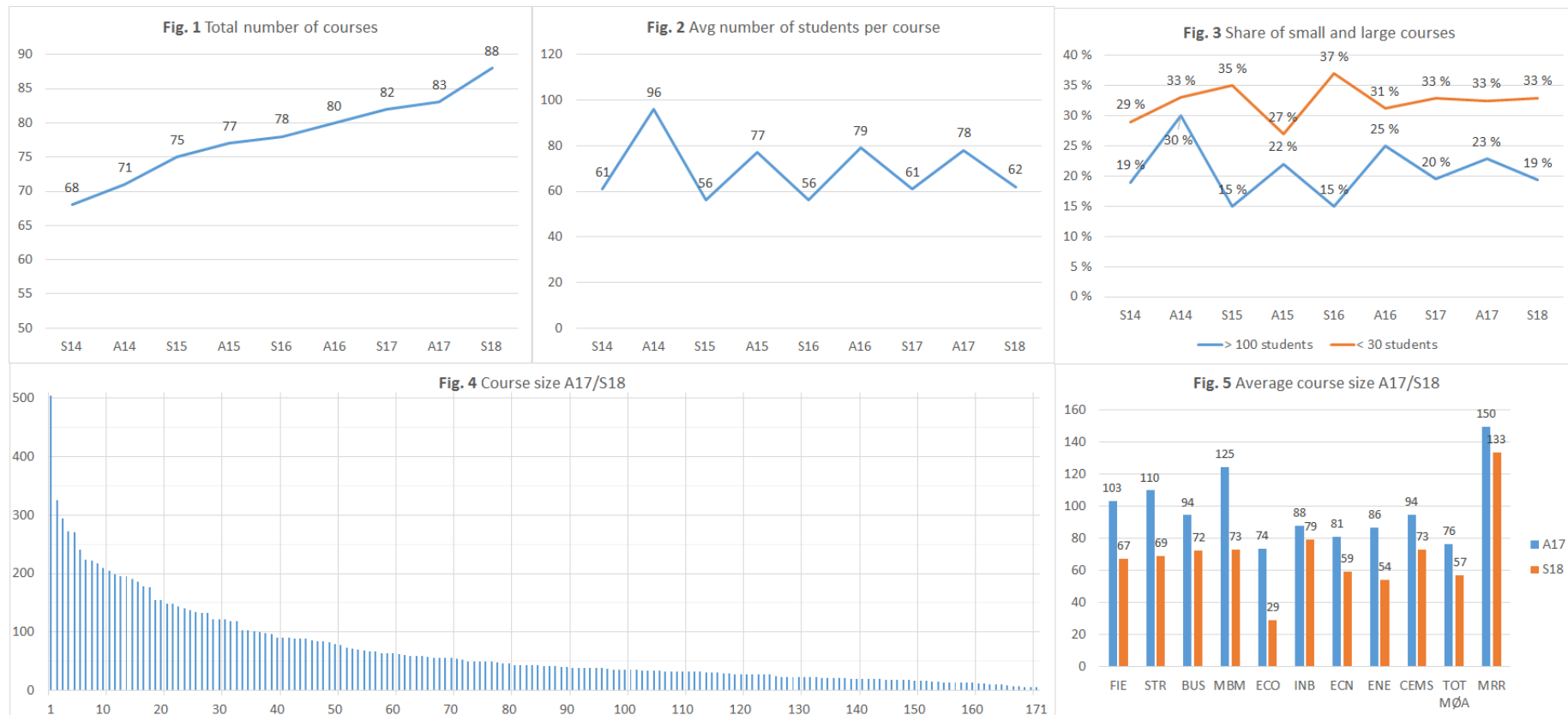
This report provides a summary of the findings from the evaluations carried out during the spring semester of 2018. The evaluations are routinely followed up each semester by the programme leaders, together with the heads of the six academic departments, and action is taken when needed.

On the response rate

In the spring term of 2018, NHH offered 88 courses in MØA and MRR, all of which were evaluated by the students. On average, the response rate was 21 per cent. This is about the same as for the two preceding semesters (20% and 21%). For individual courses the response rates vary from 0 per cent to 75 per cent, with 32 courses having less than 20 per cent response rate (due to the low response rate, these 32 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 allocate time for the course evaluation during the final lecture; a procedure that naturally has a positive effect on the response rate. In the autumn semester of 2018, a new system for course evaluations will be introduced, and this will hopefully make the evaluation process more streamlined and contribute to higher response rates.

On the number of courses and course size

Figures 1 and 2 shows that 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 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. From Figure 5 we see that there are large differences between individual MØA profiles and the MRR programme. We also see a systematic difference in course size between autumn and spring. For all the MØA profiles, the autumn courses are, on average, larger than the spring courses. The average course size for MRR is larger than for any of the MØA profiles, and, as for MØA, the autumn courses are somewhat larger.



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 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 all MØA profiles in the spring semester of 2018.
- The overall score is at 4.0 or more for four out of eight MØA profiles in the spring semester of 2018.
- We see some variation in the scores on all three variables between MØA profiles and over time. Such variations will be discussed with the relevant departments in dialogue meetings later this autumn.
- MRR also has, like MØA, higher score on usefulness and relevance than along the other two dimensions. From the autumn semester of 2017 more active and varied learning activities was systematically introduced in all MRR courses, and we see improved overall and lecturer scores in the later semesters.

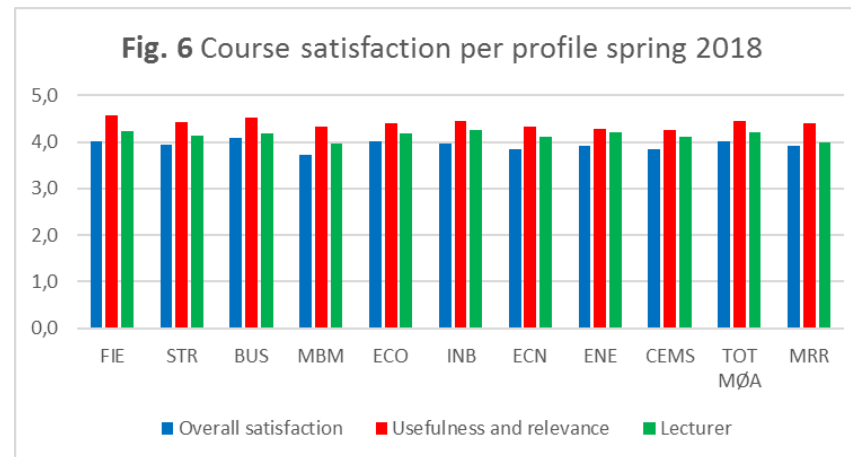


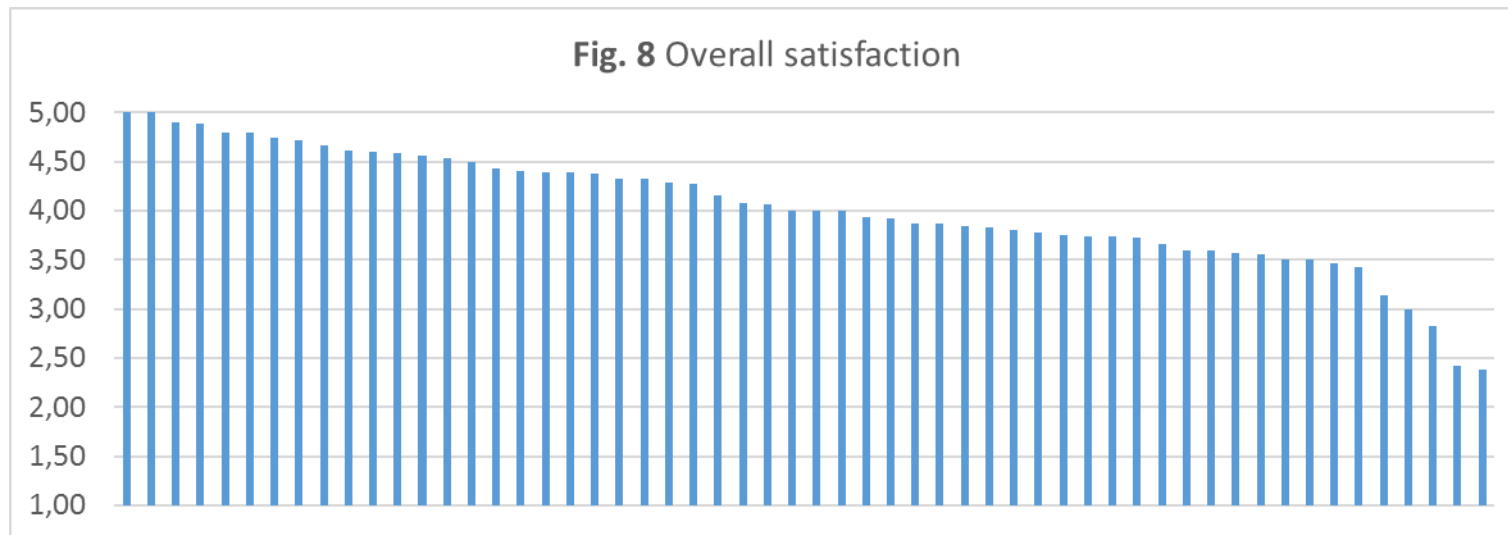
Fig. 7 Course satisfaction over time

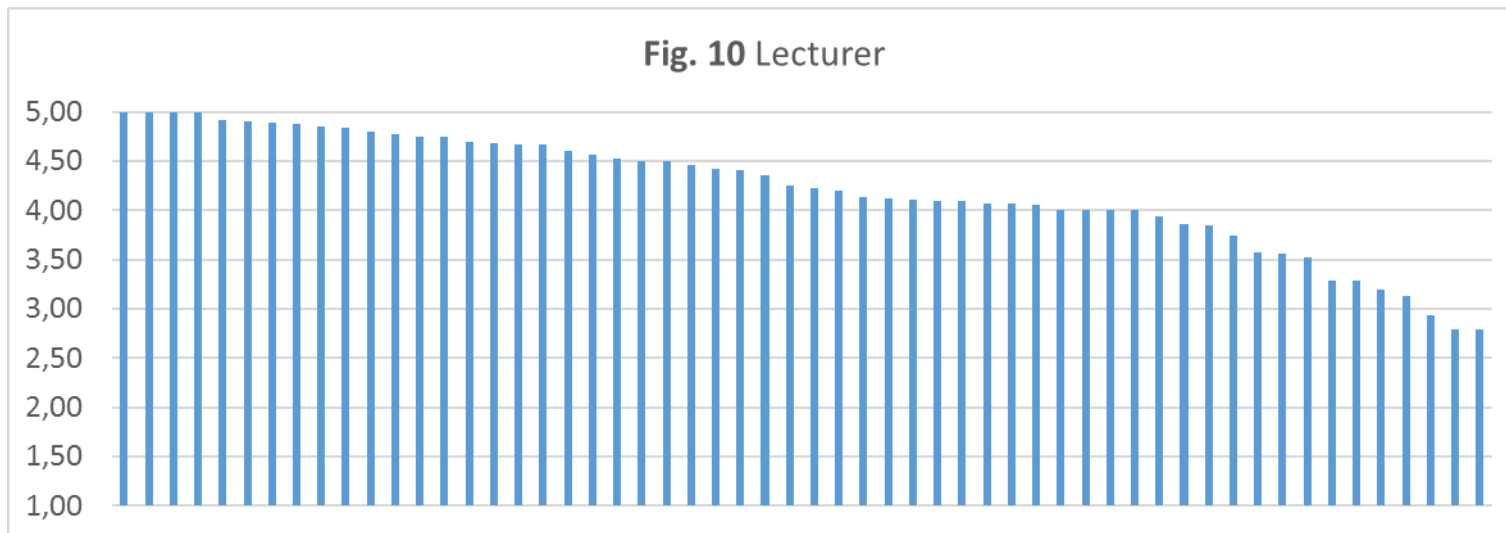
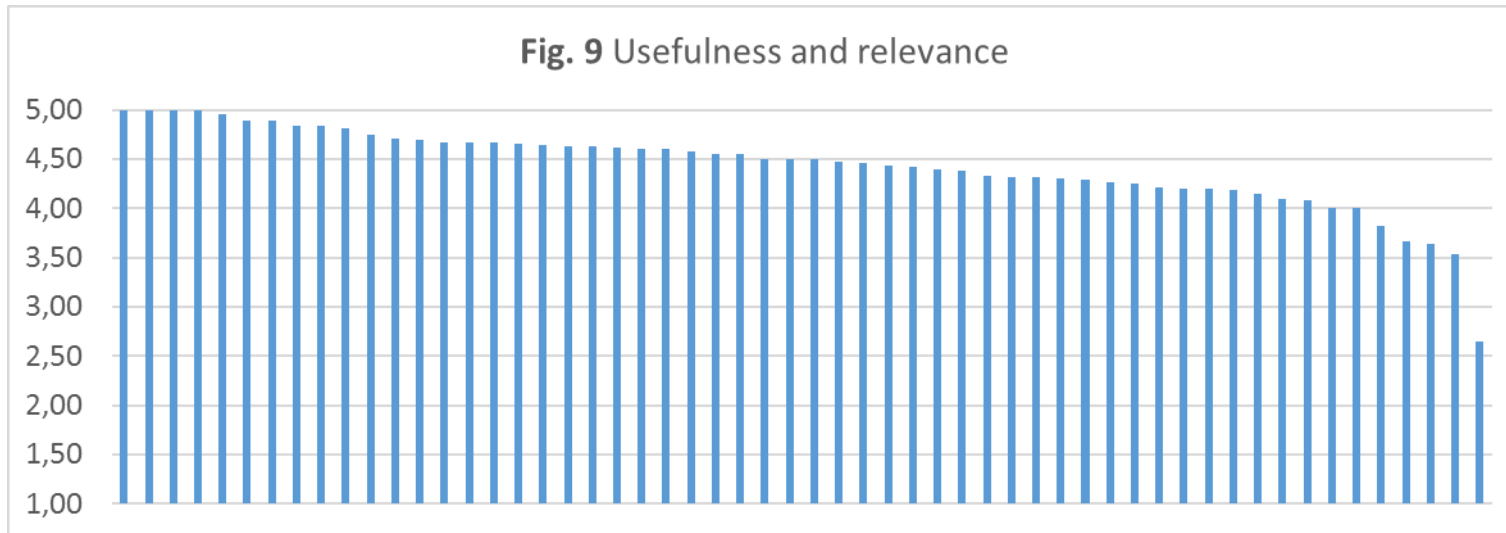


On course satisfaction – individual level

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.

- 30 of 56 courses score between 4.0 and 5.0 on Overall course satisfaction.
- 51 of 56 courses score between 4.0 and 5.0 on Usefulness and relevance.
- 42 of 56 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 (91%) all of the individual courses.
- For the evaluation of the lecturers, the picture is similar, i.e., around 75 % of the courses have a score of 4.0 or above.
- Overall course satisfaction is high, with 53 % 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. We see signs that quality-improving measures, introduced from the autumn semester of 2017, have had positive effects.
- 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, to make sure that necessary changes are made.
- The response rate remains relatively low, and for 32 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. A new evaluation system will be introduced from the autumn semester of 2018, and this will hopefully facilitate a better evaluation process that can also result in increased response rates. We urge all students to take part in the course evaluation in order to provide valuable feedback to the lecturers and responsible leaders.