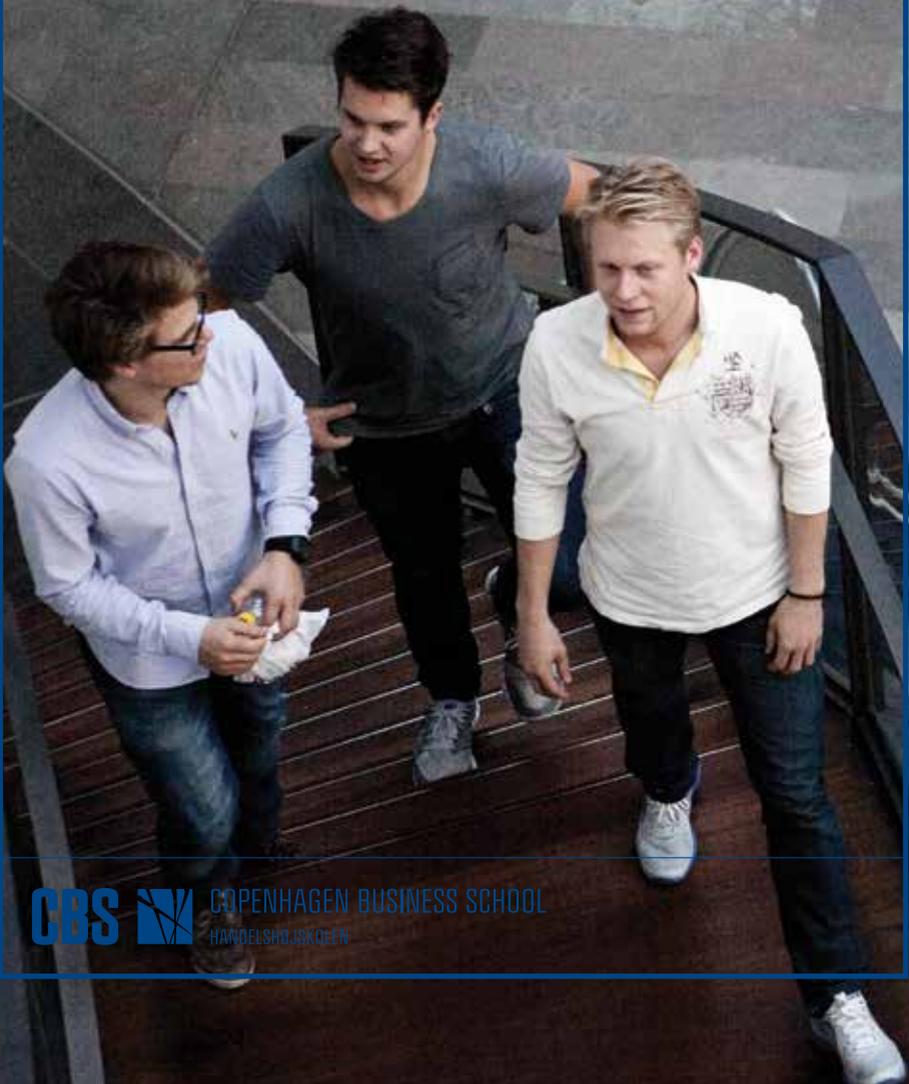


RECURRENT PROGRAM PEER REVIEW



COPENHAGEN BUSINESS SCHOOL
HÅNDELSHØJSKOLEN



INTRODUCTION

CBS Program Quality Policy consists of two elements:

- Continuous quality monitoring by program directors and study boards, based on well defined principles
- Recurrent Program peer reviews, conducted by CBS Evaluation & Accreditation (EVA)

The first element is described in the CBS Program Quality Policy, published on the CBS website. This document outlines the principles of the second element.

CONCEPT

The Recurrent Program Peer Reviews include 5-year cycle peer reviews of all CBS programs. In order to manage such peer reviews for more than 60 programs, CBS has developed a highly standardized model. Several principles have been followed. Self evaluation reports for the peer reviews must be short, but comprehensive, fact based, and make use of existing data as much as possible. They must be as little a burden to Program Directors and program administrators as possible, and follow a standardized format in order to allow benchmarking across programs. Finally, they must take into account program development initiatives already taken by the program. The peer review is based on a standard self evaluation report organized in five sections:

- A. Applicants, graduates, completion and dropout
- B. Student Evaluations and Exam Performance
- C. Program Structure, Pedagogical Model, Research Base, Learning Goals, and Internal Course Alignment
- D. Employment, Salary, and Alumni Feedback
- E. Employer and External Examiner Feedback

DATA

Data are delivered from CBS student- and program management systems. They include program regulations, student data, evaluations of program and courses, exam grading and failure statistics, course and department responsibility, class sizes, teaching contact hours and teacher qualifications. Program learning goals and course learning objectives are included in program regulations. Employment rate, salary statistics come from official statistics. Alumni and employer feedback are based on surveys, and feedback from external examiners is based on censor reports.

The Self Evaluation Report, containing 15 tables that summarize the data of the five sections, has a length of about 15 pages. For each of the five sections, the Program Director is asked to provide short comments to the data in order to clarify and explain unexpected patterns, but more important to suggest development initiatives to meet observed challenges.



EXAMPLES

To illustrate the information included in the self evaluation report, one table presents relations between exam type, grade result, failure rate and student satisfaction. In one glance it is possible to see interesting patterns. When, for example, a course stands out with extremely low grading, and high failure, one reason could be the exam type (2 hour exam). Longer exam time might correct this.

Another table highlights the research base of the courses. The table both provides an overview of departments engaged in the program and the individuals/positions responsible for each course, indicating the research base of the program. Finally the table lists class sizes, contact hours, and teachers of each course.

A third table provides a matrix overview of links between program learning goals and course learning objectives. The rows of the matrix show which program learning goals a given course is supposed to support, and the columns illustrate which courses support a given program learning goal. If a row is empty, that course doesn't serve any program learning goal (and can be removed). If on the other hand a column is empty the course portfolio must be reviewed, either by including new courses, or by redefining course learning objectives of some of the courses.



BASED ON SUCH TABLES THE PROGRAM DIRECTOR IS ASKED TO COMMENT ON THE PROGRAM BY ANSWERING THE FOLLOWING QUESTIONS:

Assess, based on the tables and other analyses (e.g. ACE reports or internal information)

- Challenges regarding the expectations/evaluations of the students
- Relationships among courses, exam types, assessment, failure rates, grading and satisfaction
- Pedagogic intentions of the program
- Research base of the individual courses and the entire program
- Program and course learning objectives, including program alignment and progression

Demonstrate that the program meets the requirements listed in Codex for Teaching Planning at CBS, in particular the standard of being a full time program (1,650 student work hours per year)

Explain critical / unusual observations and indicate options for development/ action, including existing development activities



REVIEW PROCESS

The Self Evaluation Report, including Program Director's comments, is reviewed by one internal reviewer (a colleague Program Director) and one external reviewer from another Danish or foreign university. Each reviewer is asked to make a formative assessment of the program based on the data and Program Director's comments. The entire material is basis for a program review and development seminar with attendance of the Dean of Education, Peer Reviewers, Program Director, Study Board, Program administrator, a Head of Department, and representatives from the Dean's Office and CBS Evaluation & Accreditation. The outcome of the seminar is a development plan for the program. Graphically, the process can be described as follows:



Each semester a number of 6-8 programs are reviewed, and an evaluation conference is held to share experiences and initiate joint initiatives based on the most recent peer reviews. This vehicle for knowledge sharing and organizational learning is an important element in quality assurance of the broad portfolio of degree programs which is a unique characteristic of CBS.

Program Director reports on progress in the Development Plan in his annual report to the Dean of Education, and feedback is discussed in the Study Board regarding eventual adjustment of the plan, thus closing the program development loop.

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