

3.1 Activity: Student Evaluation of Teaching

Purpose

The concept of student evaluation of teaching (SET) at CBS covers systematic collection of student assessment of teaching and programmes and the application of such information. Student evaluations are a vital source of information to CBS' quality efforts, and the objective is to make:

Student evaluations are a major, systematic contribution to the ongoing effort to develop and improve the quality of CBS' programmes and teaching. It is a prerequisite that:

- a. Student evaluations provide valid and relevant information on student assessment of the quality of teaching and programmes;
- b. The information will be submitted in time to the fora where quality-related decisions are made;
- c. Knowledge about good practice is disseminated and translated into organisational learning.

Student evaluations also provide a resource-effective contribution to documenting the quality of teaching and programmes vis-a-vis CBS' external community.

Methodology

A common trait of all programmes at CBS is that:

1. All courses concluded by a final exam at CBS are evaluated through a questionnaire; Time to fill in the questionnaire in class is be allocated in all courses.
2. All lecturers that have taught the same course more than twice are individually evaluated;
3. All years of study are evaluated by means of a questionnaire distributed at the end of each study year;

In addition to the above, a study board, a course coordinator, a lecturer or a department head may organise supplementary evaluations as the need arises.

It is of great importance to CBS that response rates on student questionnaires are high enough to provide valid information on student experiences.

Responsibility

Student Evaluation of Teaching is primarily handled by CBS Evaluation & Accreditation (EVA), who takes the operational responsibility. In addition to that, the following line of responsibilities is in place:

1. The study board receives reports on all evaluation results, and it is the responsibility of the programme director to ensure that the results are discussed and that the necessary measures are taken.
2. The study board ensures that relevant evaluation results for individual courses are distributed to course coordinators. If the evaluation results warrant it, he/she may suggest changes to the study board.
3. Teaching staff receive reports of evaluation results for relevant courses and the individual evaluation of his/her own teaching. In programmes with more than 2 parallel classes/groups, the lecturer will also receive average results of other individual evaluations for comparison.
4. The department head or centre director in charge of staff receives copies of evaluation results for the teaching staff and course coordinators that are attached to the department or the centre.
5. The Dean of Education receives reports of evaluation results for study years for undergraduate and graduate programmes respectively.

Implementation

It is the overall responsibility of the study board to discuss the results of student evaluations. At CBS, student evaluations are primarily regarded as a means to identify development in teaching/programme potential, which may then in turn be further investigated into in dialogue between the study board, the course coordinator, teaching staff and students. If required, CBS Evaluation & Accreditation may be involved in this process.

Indicators

CBS monitors student evaluation of courses and programs on the basis of a CBS average.

Follow up

If the study board in their discussions finds that the evaluation results point to problem areas in a particular course or programme, the board will contact the course coordinator for further details and possible explanations. CBS' policy is:

1. The institutional questionnaire surveys at the end of all courses and study years provide useful information of how students experience the quality of teaching and programmes, but this should not be the only basis of extensive decisions on academic, pedagogical or staff-related measures. Other sources of information should always be consulted in cases where the surveys indicate a need of doing so.
2. Personally identifiable teaching staff evaluations (evaluations of a lecturer's personal performance) must always be treated confidentially and must *not* be made public. Personally identifiable lecturer evaluations will only be made available to the lecturer in question, the course coordinator, the lecturer's manager and the relevant study board.
3. Results of study year evaluations must be published on the programme homepage on CBS' website.
4. Study boards are obliged to give feedback to the students on their evaluations and inform them of any consequences (staff-related decisions excluded).

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