

UNIVERSITY OF TWENTE.

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Date: 07-02-2018.

Present:

Chairman:

dr.ir. H.J.M. Geijselaers

OLC-members:

dr.ir. R.G.K.M. Aarts, M. van Bergen, B. van Eijk, R. Elshof, F. Krekt,
J. de Groote, ir. E.E.G. Hekman, dr.ir. M.B. de Rooij, S.R. Sewmangel,
dr. M. Shahi, ir. M.E. Toxopeus, dr.ir. E.T.A. van der Weide

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Permanent guests:

S. Ruiter, drs. E.M. Gommer, dr.ir. J.B.W. Kok, dr. G.G.M. Stoffels

Minute maker:

A.M. Palthe

Absent with knowledge:

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Report 236th Education committee 7th February 2018

1. Opening

The chairman opens the meeting at 10:03.

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2. Evaluation Committee

Communication between Education Committee ME-SET and evaluation committee

There are some problems in the communication between the education committee and the evaluation committee. During the last meeting it was discussed that the evaluations are

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sometimes too late, which makes it difficult to change the courses in time. In the future there will be a tighter link between the evaluation committee and the education committee.

The education committee is not present in every meeting, but is only invited for a few meetings. It would be better to have the education committee present their reports a bit earlier. In the future, the evaluation committee and the education committee should discuss when the courses should be evaluated.

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In the preparation for the visitation of SET last summer, dr. ir. J.B.W. Kok discovered a document describing the procedure for the evaluations. This document is a very old manual, which is no longer accurate. It only lists the actions which should be performed, but without background, and the references to persons are by name, not by function. Also the usernames and passwords of some accounts are there, which should not be in the manual. Therefore the manual needs to be revised, preferably before the next visitation. M. ten Voorde - ter Braack could provide some help.

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The evaluation committee uses a manual for the new members on how to evaluate, but a description of the entire evaluation procedure is needed. Gommer will ask Monique to contact Alicia about rewriting the evaluation manual. The new manual should also contain the policy and criteria to evaluate the course.

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Drs. E.M. Gommer has received an email from one of the teachers of module 1, who had received some criticism on his teaching and was wondering if the report would be published online with his name. Maybe the names mentioned in the report should be blurred out when published online, although it could be useful for students to be able to see the names.

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At the moment the reports are published on the website for everyone to see, it would be better to publish them only within the faculty. It should be determined whether there are regulations demanding the publication of these reports publically.

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Evaluation reports

Module 1

The students underestimated the difficulty of the statics exam.

The teacher of technical drawing has been evaluated professionally on his English skills and he has done a course in the UK, so he is working on improving his English.

The overall score of the former evaluation should also be added in the report.

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Module 5

- The exam of dynamics 1 did not represent the entire scope of the course. Dr. ir. H.J.M. Geijselaers has been giving this course for many years and did not change a lot, only since the last few years the students are struggling. In his opinion, second year students ME should be able to finish this course. Next year this course will be taught by a different lecturer.
- 65 The problems appear to be due to the way students are studying. Dr. ir. E.T.A. van der Weide mentions that students often ask for the solutions to the given problems, which results in them not fully understanding how to solve these problems themselves. It is much more useful to search for the solutions themselves.
- 70 Drs. E.M. Gommer wants to add an agenda point on the decreasing passing rate of students. She has had a meeting about this and one of the discussed topics had a relation to this.

Module 1 'Design and production'

75 **Statics (Response: 54)**

- The survey on which this report is based was presented to 119 students. The percentage of responses for this number must be 21% for a representative report¹. As shown above, the percentage of responses for this report is sufficient.
- The module component Statics scores an average of 3,8 which is sufficient for a bachelor course.
- 80 The theses 'The module part is relevant for my study program' and 'The English of the study material was good' score highest with both a score of 4.4. The statements 'The teacher gave good feedback on the work done' and 'The structure of the tutorials was good' score the lowest with a 3.2 and 3.4 respectively, which are still sufficient. The students, in general, also say that they had enough foreknowledge and that the study pressure was good.
- 85 What is striking is that 45% of the respondents struggle with the speed of the course. Other general questions about the transition between pre-school and current education were positively answered. For example, the students say that the course is as expected, the level of abstraction is no problem and the connection between pre-school and this education is good. Most of the students had also no other expectations about the exam.
- 90 In the open comments students state that the tutorials are good, but the teaching part may be longer. Students say that they would like to see an easy example worked out on the blackboard so they understand what the purpose is. After the easy example they would like example exercises worked out on the blackboard that are more difficult. Furthermore the students say that the exam was too long and not a very good representation of the learning material.

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Recommendations of the last evaluation

The last evaluation took place in 2015.

- Let the student assistants prepare the lectures better so that they understand the material better.
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- Keep it up! Students find the course to be given in a good way and are positive.

Recommendations of the committee

The results show that there are possibilities to improve the module component. Below are some recommendations that, according to the committee, would lead to improvement in this case.

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- During the tutorial work one easy and one difficult exercise out on the blackboard. Students do not mind when this takes more time.
 - Make sure that the exam is a good representation of the learning material and that it is not too long.
- 110
- Keep it up! Students find the course to be given in a good way and are positive.

Manufacturing systems (Response: 42)

- 115 The survey on which this report is based was presented to 119 students. The percentage of responses for this number must be 21% for a representative report². As shown above, the percentage of responses for this report is sufficient.
- The module course Manufacturing systems scores an average of 3,6 which is sufficient for a bachelor course. The theses 'The English of the information on Blackboard was good' and 'The English of the study material was good' score highest with a score of 4.1 and 4.2 respectively.
- 120 The statements 'There were enough exercise questions for a better understanding of the learning material' and 'I was be able to prepare myself well for the exam' score the lowest with a 2.3 and 2.5 respectively, which is insufficient for a bachelor component. Futhermore, 67% of the students say that they found the study pressure too high. Also 37% of the students say that they had not enough foreknowledge.
- 125 What is striking is that 52% of the respondents struggle with the speed of the course. Besides, 38% of the students had other expectations about the exam. Other general questions about the transition between pre-school and current education were positively answered. For example, the students say that the study is as the expected, the level of abstraction is no problem and the connection between pre-school and this course is good.
- 130 In the open comments students say that the time set for summarizing is too short and the concept of summarizing did not work well. Also the students say that the exercises and tests in the tutorials are not like the exercises in the exam. They want more sufficient exercises to practice for the exam, also the answers of the practice exam were not good. Furthermore, students say that
- 135 the amount of material to learn in a week is too much.

Recommendations of the last evaluation

The last evaluation took place in 2016.

- Provide more practice questions for a better understanding of the substance.
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- Make clear to the students what the main lines of the module component are, for example by making a summary.

Recommendations of the committee

The results show that there are possibilities to improve the module component. Below are some recommendations that, according to the committee, would lead to improvement in this case.

- 145
- Provide more practice questions, including good answers, for a better understanding of the substance.
 - Make clear to the students what the main lines of the module component are. Students do not know how to cope with the amount of learning material.
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- Keep it up! Students find the course good and are positive about it.

Technical drawing (Response 42)

- The survey on which this report is based was presented to 119 students. The percentage of responses for this number must be 21% for a representative report³. As shown above, the
- 155 percentage of responses for this report is sufficient.
- The module course Technical Drawing scores an average of 3,6 which is sufficient for a bachelor course. The theses 'The module part I think is relevant to my education' and 'The quality (readability, level and coherence) of the study material was good' score highest with a score of 4,2 and 4,3 respectively. The statements 'The teachers English was good' and 'Due to the
- 160 lectures the learning material became more clear' score the lowest with a 2.1 and 3.2 respectively. Furthermore, 81% of the students say that they found the study pressure too high. Also 69% of the students say that they had not enough foreknowledge.
- Other general questions about the transition between pre-school and current education were positively answered. For example, the students say that the course is as expected, the level of
- 165 abstraction is no problem and the connection between pre-school and this education is good. Most students also say that the speed of the course is good and that they had no other expectations about the exam.
- In the surveys the students say that English of Mr. Krone is not good, the English of Mrs. Lutter-Weustink is much better. Furthermore the students would like to have more practice exams. Also
- 170 the students say that the help of the student-assistants was good and useful. The students are very satisfied with the completion of the course Technical drawing.

175 *Recommendations of the last evaluation*

The last evaluation took place in 2015.

- Spread the lectures over more weeks so that the gap between the last lecture and the examination is less big.
 - Use more student assistants or teachers during tutorials to reduce request waiting times.
- 180
- Make sure that exercises and exams match better.

Recommendations of the committee

The results show that there are possibilities to improve the module component. Below are some recommendations that, according to the committee, would lead to improvement in this case.

- 185
- Enhance the English of the teachers.
 - Provide the students with more practice exams.
 - Keep it up! Students find the course to be given very well and are positive.

Module 5 'Dynamic systems'

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System Analysis (Respons: 35)

Het moduleonderdeel System Analysis scoort gemiddeld een 3.7, wat voldoende is voor een bachelor moduleonderdeel. De stellingen: 'het studiemateriaal (schriftelijk en elektronisch) dekte de stof goed' en 'de docent was beschikbaar voor vragen' scoorde het hoogst met respectievelijk

195 een 4.3 en een 4.2, wat goed is voor een bachelor moduleonderdeel. De stellingen 'door de hoorcolleges werd de stof duidelijker' en 'de inhoud van dit moduleonderdeel vind ik interessant' scoren het laagst met beide een 3.6, wat nog steeds voldoende is voor een bachelor moduleonderdeel. Verder zijn er aantal vragen toegevoegd door de docent met betrekking tot de demo-opstelling. Het merendeel van de studenten geeft aan dat een demo-opstelling niet hoeft te

200 worden vervangen door een werkcollege. Ook staat het merendeel van de studenten positief tegenover meer demo-opstellingsproeven om de theorie uit te leggen.

Studenten geven vooral aan dat de laatste paar hoofdstukken relatief kort behandeld zijn in vergelijking met de andere hoofdstukken. Ook vinden een aantal studenten dat het dictaat nog steeds niet duidelijk genoeg is en dat er afgebroken zinnen in staan. Het merendeel van de

205 studenten geeft aan de demo-opstelling waardevoller te vinden dan een practicum.

Terugkijkend op de aanbevelingen van de vorige evaluatie lijkt het aantal studentassistenten toegenomen te zijn. Verder blijkt de aanbeveling met betrekking tot het dictaat niet verbeterd te zijn.

210 *Aanbevelingen van vorige evaluatie*

De laatste evaluatie heeft plaatsgevonden 2016/2017.

- Zorg voor een duidelijk dictaat in het Nederlands of volledig in het Engels.
- Zorg voor een oefentamen en meer (werkcollege)opgaven.
- Zorg voor meer studentassistenten tijdens de werkcolleges.

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Aanbevelingen van de commissie

Uit de resultaten blijkt dat er mogelijkheden tot verbetering van het moduleonderdeel zijn.

Hieronder volgen enkele aanbevelingen die volgens de commissie in dit geval tot verbetering zouden leiden.

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- Verbeter het dictaat.
 - Zorg voor meer oefenvragen over de laatste hoofdstukken.

DPPM (Respons: 36)

Het moduleonderdeel DPPM 1 scoort gemiddeld een 4.0, wat goed is voor een bachelor moduleonderdeel. De stellingen: 'Het onderdeel vrijheidsgraden DOF Constraints draagt bij aan het moduleonderdeel DPPM 1' en 'ik kon me goed voorbereiden op het tentamen' scoorde het hoogst met respectievelijk een 4.6 en een 4.3, wat goed is voor een bachelor moduleonderdeel.

- 225 De stellingen 'de organisatie van het project was goed' en 'de omschrijving van het project was duidelijk' scoren het laagst met respectievelijk een 3.6 en een 3.5, wat nog steeds voldoende is voor een bachelor moduleonderdeel. In de grafiek staan twee stellingen die nog lager scoren, maar deze stellingen zijn de afstemming met de andere moduleonderdelen in deze module. Deze
- 230 vallen net iets lager uit dan de hierboven genoemde cijfers, maar zijn nog steeds voldoende.

Over het algemeen zijn de studenten positief over dit moduleonderdeel. Studenten geven aan dat ze het fijn vonden dat het project in de laatste week was, zodat alle kennis van de andere
235 moduleonderdelen die nodig was voor dit project al vergaard was. Over het algemeen was het mondeling tentamen makkelijker dan studenten hadden gedacht, het leek niet op een normaal projecttentamen. Dit werd als positief ervaren door de studenten. Ook het schriftelijke tentamen werd door de studenten als relatief makkelijk beschouwd, ondank het feit dat studenten vonden dat er weinig oefenvragen beschikbaar waren. Verder geven de studenten aan dat de
240 omschrijving van het project uitgebreider had gekund. Verder vond een enkeling dat er weinig begeleiding beschikbaar was tijdens de projectcolleges.

Aanbevelingen van vorige evaluatie

Aangezien het vorige jaar dit moduleonderdeel nog niet als project is gegeven, is er geen vorige
245 evaluatie beschikbaar.

Aanbevelingen van de commissie

Uit de resultaten blijkt dat er mogelijkheden tot verbetering van het moduleonderdeel zijn. Hieronder volgen enkele aanbevelingen die volgens de commissie in dit geval tot verbetering
250 zouden leiden.

- Maak de opdrachtomschrijving van het project duidelijker en uitgebreider.
- Zorg voor meer begeleiding tijdens de projectcolleges.

Dynamica 1 (Respons: 32)

Het moduleonderdeel Dynamica 1 scoort gemiddeld een 2.9, wat onvoldoende is voor een
255 bachelor moduleonderdeel. De stellingen: 'het moduleonderdeel vind ik relevant voor mijn opleiding' en 'de inhoud van het moduleonderdeel vind ik interessant' scoorde het hoogst met respectievelijk een 4.5, en een 4.0, wat goed is voor een bachelor moduleonderdeel. De stellingen 'door de hoorcolleges werd de stof duidelijker' en 'het gebruik van bord/sheets was
260 goed' scoren het laagst met respectievelijk een 1.9 en een 2.0, wat onvoldoende is voor een bachelor moduleonderdeel.

Studenten geven aan dat de dia's bij de hoorcolleges onduidelijk en kort door de bocht zijn. Een veel voorkomend commentaar is dan ook dat studenten de tussenstappen die bij vergelijkingen gemaakt worden te kort door de bocht vinden en graag uitgebreider zien. Verder vinden de
265 studenten de colleges erg rommelig en is het tempo van de hoorcolleges erg hoog. Als laatste geven de studenten aan dat de uitwerkingen van de werkcollege opgaven over het algemeen rommelig en onduidelijk zijn. Studenten vinden het moeilijk om systematisch een dynamisch probleem aan te pakken. Als laatste geven een aantal studenten het commentaar dat de toetsen te kort waren om de volledige stof die ze geleerd hadden te dekken.

270 Terugkijkend op de vorige evaluatie zien we dat de uitwerkingen nog steeds onduidelijk zijn voor studenten. Verder zijn er ook dit jaar weer opmerkingen geweest over de getoetste stof, dat deze onvoldoende was om een goed beeld te schetsen van de capabiliteiten van de studenten. Als laatste ervaren de studenten nog steeds dat de slides onduidelijk en overzichtelijk zijn.

Aanbevelingen van vorige evaluatie

De vorige evaluatie heeft plaatsgevonden in 2016/2017.

- Maak de uitwerkingen duidelijker, studenten ervaren de korte stappen als onprettig.
- Zorg dat het tentamen meer stof dekt, zodat studenten meer kans maken om de geleerde stof getoetst te krijgen.
- Verbeter de slides van de hoorcolleges, deze zijn veelal onduidelijk en onoverzichtelijk.

Aanbevelingen van de commissie

Uit de resultaten blijkt dat er mogelijkheden tot verbetering van het moduleonderdeel zijn. Hieronder volgen enkele aanbevelingen die volgens de commissie in dit geval tot verbetering
285 zouden leiden.

- Maak de dia's van de hoorcolleges duidelijker door de formules beter uit te werken en meer tekstuele uitleg te geven.
- Zorg voor meer uitgebreidere uitwerkingen.

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Report '3D Printing – Processes and Use' (Respons 20%)

295 The course 3D Printing: Processes and Use scores very good, with an average of 4,1, with is
sufficient for a master course. Students are very pleased with the lectures: the statement 'During
the lectures, the subject became clear to me' scores very good, with an 4,4. They say the tempo
of the lectures was good and they also found the contents of the course interesting. Also the use
of videos was very helpful to the students. The lowest remark is given to 'The requirements for
300 the exam were clear', with an 3,5, which is still sufficient for a master course. This can be
explained by the fact that students found the paper difficult to do, partly because they had no
assistance in doing so. Clearer requirements could help.

Recommendations of previous evaluation

305 No previous report was found. It is therefore not possible to state the recommendations of the last
evaluation.

Recommendations by the committee

The quality of the course can be improved. Based on the results of the questionnaire, some
recommendations for improvement are provided. The most important recommendations are:

- 310 • Make sure the requirements for the exam are clear and that students know what is
expected of them.
- Keep it up! Students are very enthusiastic and find the course very interesting.

Report 'Integrative Design of Biomedical Products' (Respons 30%)

315 The course Integrative Design of Biomedical Products scores an average mark of 3.9 which is
sufficient for a master course. It scores no insufficient marks with the lowest grade a 3.5 for the
organization of the lectures. The highest marks are given to the requirements of the assignments
(4.4) and the assignment itself (4.3) being clear. During the course every lecture was given by
another lecturer or guest speaker. The coordinator of the subject asked to add questions
regarding the appreciation of every lecture, these will be discussed later. In general, some
320 students think not all the lectures were valuable to the course. One lecture was given in Dutch
which made it not possible to attend to for international students. The quality of the study material
is rated with a 3.6, which is sufficient, but there are some comments on the used reader. Some
students think it's very long and difficult to go through, some others think it's vague on some
points i.e. the requirements of the project.

325 The students were asked to rate every individual lecture. Unfortunately, not all lectures were
rated sufficient, which is above 3.5 for a master course. These lectures were *The role of health
insurance companies on innovation* (3.1), *Return on investment and stakeholder involvement*
330 (3.3) and *Health care finances* (3.3). It does not immediately become clear why these lectures are
rated as such, apart from the general comments already given in the section above. *General
introduction and assignments* was rated the highest with a 4.2. A graph of all the marks can be
found at the last page. Next to these questions one more question was added about what
students would rate their tutor. This scored a 4.5 which is excellent for a master course, not even
a single individual mark under 4 was given.

335 Last but not least, it seems like all recommendations from previous evaluations have been taken
into account or are not relevant anymore.

Recommendations of previous evaluation

340 The last evaluation took place in 2013/2014.

- Give feedback on the reports.
- Remove the part about 'group roles', it is a lot of unnecessary work and does not fit in
a master course.
- 345 • Make the groups smaller. A lot of time is lost in communication and discussion.

Recommendations by the committee

350 The quality of the course can be improved. Based on the results of the questionnaire, some recommendations for improvement are provided. The most important recommendations are:

- Make the lectures more relevant to the course. Multiple students complained about this.
- Make the reader less vague. It can be very frustrating for students when a reader is not clear in its information.
- 355 • Keep up the great tutoring! A 4.5 is a really high mark, students definitely appreciated their tutors.

Report 'Modelling of Technical Design Processes' (Respons 49%)

360 The course Modelling of Technical Design Processes scores an average mark of 4.0 which is good for a master course. None of the marks given are insufficient, all of them are either sufficient or even good. The lowest grades are given to the quality (3.6) and the coverage (3.8) of the study material. From the comments it can be seen not all students like the study material in the form of different papers. They did not think that all the papers showed relevant information and missed some papers on a few subjects. The highest grades are given to the availability of the teacher and 'The exam and the assignment were well related to the major subjects in the course' which 365 both got a 4.4. The students seem to be satisfied with the examination, only a few minor comments. For example, some students found the requirements of the assignment a little bit vague. In general, the lectures are rated good as well. Students like the 'enthusiastic explanations', but complain some lectures were not that structured or rushed at the end. Overall, 370 the courses scores well with no big downsides.

Recommendations of previous evaluation

No previous report was found. It is therefore not possible to state the recommendations of the last evaluation.

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Recommendations by the committee

The quality of the course can be improved. Based on the results of the questionnaire, some recommendations for improvement are provided. The most important recommendations are:

- 380 • Make sure all subjects are covered in the papers. Since this course has no reader it is important the students can find all the information in the papers given.
- Keep it up! The course is graded very well.

3. Dr.ir. R.G.K.M. Aarts leaves the EC

385 He has been a member of the EC for at least 15 years. He comments to keep up the good work and keep an eye on the big picture.

4. Minutes 235th OLC-meeting (concept)

390 **Page 1:** The action points are only stated by number. The finished action points are no longer in the minutes, these should be included in an additional table in the minutes.

Page 2: It was surprising that the international students had a hard time with technical drawing. It is suspected that they miss some of the skills that Dutch students learn in high school and have to get used to following these kind of instructions and using SolidWorks. Also some of the students did not have their laptop in time.

395 The issue of international students will be further discussed later on.

The meeting of drs. E.M. Gommer with several master courses will be discussed as an additional agenda point.

Page 3: The possibility for students with proven experience in the industry to trade the internship for extra courses is also available for ME students.

400 The poster of the NSE is effective.

Page 4: The names of the EC members on the website have been updated. Drs. E.M. Gommer will try to arrange a drive for the EC.

405 The minutes are accepted with the aforementioned remarks.

Action points:

- 1: Is on the agenda.
54: Done!
410 55: Discussed.
59: This was about the reflective part of the preparation for the bachelor assignment. Drs. E.M. Gommer has discussed this with the lecturer. They will make it less theoretical, include more discussion in the lectures and integrate it more in the bachelor assignment.
60: Has not been done, but this action point can be removed, since module 8 will be revised.
415 62: Done.
64: Done. 17% of the marks were insufficient. The essays were assessed on content, structure, use of (formal) language, grammar, spelling, etc. The students with an insufficient mark had to do another assignment in module 2 to see if they improved. In module 4 there will be an elective assignment, those insufficient in writing will have to do something to improve that.
420 65: Not done yet.
66: Done.
67: Done.
425 68: The timeline has been made, but still in Dutch. Drs. E.M. Gommer will translate it in English. The visitation will be in the first two weeks of December, the rehearsal will be in October/November. The report will be ready just before the summer, the first draft version will be ready in April.
A committee should be set up to write the student chapter. The student chapter is a reaction on the evaluation report and should include the opinion of the students. The student chapter of BIT could be used as an example. They can also use the evaluation report of last year as an example.
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Minutes Faculty council CT

No minutes received
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5. Announcements

Dr. ir. H.J.M. Geijselaers asked CELT if there is a course for EC members. There is a course, half a day, for both students and teachers. It is preferable to follow this course with the entire EC at the same time. The date can be determined by the EC.
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6. Educational affairs

Progress students (drop out first years / international students)
Not all the results of the retakes of the first module are known yet. So far 36 students out of +-160 quit, which is a bit more than other years. Probably about half of those 36 have stopped just before February 1st. There are some foreign students who switched to business administration in the first week. There are a lot of international students who are still around, but doing really bad. Some international students are doing quite well. Maybe there should be a division between international students from Europe and international students from the rest of the world, because their previous education is really different. Ir. J.G. de Kiewit is trying to contact the international students, but they are not reacting.
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Meeting of last Monday

The meeting was about the low passing grades within the entire program, both bachelor and master. It is possible that students are more stressed since TOM and the BSA. Students appear to have a different attitude and only try to pass the course, instead of learning from it. The level of math skills is very low, which is a problem in a lot of courses. Cumulative testing could offer a solution, such that the basic skills are repeated more often.
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The main problem is probably the attitude of students. They feel like a 5,5 is enough, they can find the solution on the internet and do not feel the need to learn to solve the problem themselves. The ambition is to teach people to do new things.
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The meeting is ended here, because of the time. The rest of the agenda will be discussed in the next meeting.
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7. Visitation

This has already been discussed.

470 **8. Any other business**

9. Closure

The chairman closes the meeting at 11:43.

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Finished action points				
	Action:	Introduced on:	Status	To be completed by:
41	Ask for FR minutes from FR	08-06-2016		BOZ
1	Door evaluatiecommissie de vakevaluaties laten bespreken (n.a.v. OLC-377)	01-11-2001		
54	Look into making a graphical terminology figure in the OER	11-10-2017	Done	L. Gommer
55	Find out the status of the evaluation committee and get them to update the evaluations	11-10-2017	Done	S. Ruiter
59	Discuss improvements on the subject academic research and skills of module 11.	15-11-2017	Done	L. Gommer
60	Discuss improvements on systeem- en regeltechniek with R. Aarts and J. van Dijk.	15-11-2017	Can be removed	L. Gommer
62	Update the website of the educational committee.	15-11-2017	Done	L. Gommer
64	Find the results on the essay to test the English language and academic writing skill.	15-11-2017	Done	L. Gommer
65	Make an archive of module evaluations similar to that of the faculty council.	20-12-2017	Not done yet	BOZ
66	Send the document about evaluations to L. Gommer and Monique	20-12-2017	Done	J. Kok
67	Talk to the evaluationcommittee to speed up the evaluation of courses	20-12-2017	Done	F.Krekt
68	Show the educational audit timeline to the OLC	20-12-2017	Done	L. Gommer

Current action points				
	Action:	Introduced on:	To be completed on:	To be completed by:
41	Ask for FR minutes from FR	08-06-2016	Before each meeting	BOZ
1	Door evaluatiecommissie de vakevaluaties laten bespreken (n.a.v. OLC-377)	01-11-2001	After each period	
69	Find someone to assist the evaluation committee in rewriting the evaluation manual.	07-02-2018	-	Drs. E.M. Gommer
70	Contact Monique if the evaluation reports can be put on the intranet.	07-02-2018	-	Drs. E.M. Gommer
71	Determine whether there are regulations demanding public publication of the evaluation reports.	07-02-2018	-	S. Ruiter or successor
72	Provide a drive to contain the documents for the EC.	07-02-2018	-	Drs. E.M. Gommer
73	Translate the educational audit timeline.	07-02-2018	-	Drs. E.M. Gommer
74	Set up a committee to write the student chapter of the evaluation report.	07-02-2018	-	F. Krekt
75	Send the evaluation report of BIT to F. Krekt as an example.	07-02-2018	-	Drs. E.M. Gommer
76	Find a neutral guide to help the committee writing the student chapter.	07-02-2018	-	Drs. E.M. Gommer
77	Send information about the CELT course for EC members, including a doodle.	07-02-2018	-	Dr. ir. H.J.M. Geijselaers