

Annual Report Examination Board CE/CEM/CME 2017

Enschede, 29-3-2018

Composed by the secretary of the examination board of Civil Engineering/ Civil Engineering and Management/ Construction Management and Engineering

Preamble

Till 2016 the annual report of the examination board of CE/CEM/CME was in Dutch although the master program was taught in English. With the start of the 2017-2018 educational program, also the Bachelor program is in English. For this reason the examination board decided to write its annual report in English.

With the 2017 annual report the examination board wanted to reconsider the content of the annual report. The legislation demands an annual report¹ but there is room for interpretation with regards to the content. This raises the question how the examination board of CE/CEM/CME should fill in this annual report? What should be the leading principle? When is the examination board of CE/CEM/CME satisfied with the annual report?

The University of Twente gives some guidance for examination boards. The ‘Quality Assurance Framework for Student Assessment UT’² provides in section 8.2 a guideline for an annual report from the examination board, but is in fact a 6 point list of topics which should be addressed.

8.2 Guideline for an annual report from the Examination Board

An annual report from an Examination Board should address the following topics:

1. General working procedures (composition, tasks, authorisations, appointed committees)
2. Working methods for safeguarding the quality of assessments, an overview of findings
3. Overview of appointment of examiners and termination of such appointments
4. An overview of decisions on individual students in line with the EER for the academic year
5. An overview of advisory / policy tasks and recommendations
6. Evaluation of the performance of the Examination Board itself (based on own KPI's).

In ‘EEN FORMAT VOOR HET JAARVERSLAG EXAMENCOMMISSIES’³ a default table of content is provided where, dependent on the situation of the examination board, topics could be in- or excluded.

The examination board of CE/CEM/CME has used the following principles as guidelines for its annual report:

- The examination board is a by law required organizational entity (WHW 7.12a) appointed by the dean (Guideline For Teaching And Examination Regulations for Bachelor’s Programs 5.1)
- The tasks of the examination board are defined by law (WHW 7.12b) and detailed in the ‘Regels en richtlijnen examencommissie civil engineering’ of the ‘Studentenstatuut Civil Engineering’.
- The examination board is required to write an annual report (WHW 7.12b-5).
- The examination board CE/CEM/CME defines the function of the annual report as a means in a Plan-Do-Check-Act-cycle. With this interpretation the examination board complies to the ‘Quality Assurance Framework for Student Assessment UT’ (Chapter 3.1 PDCA cycles for Quality Assurance Student Assessment).

¹ Wet op het hoger onderwijs en wetenschappelijk onderzoek, artikel 7.12b lid 5: De examencommissie stelt jaarlijks een verslag op van haar werkzaamheden. De examencommissie verstrekt het verslag aan het instellingsbestuur of de decaan. [<http://wetten.overheid.nl/BWBR0005682/2018-01-01#Hoofdstuk7>, 3-1-2018]

² Chapter 8.2 [<https://www.utwente.nl/nl/ces/toetsing/Examencommissies/Toetsbeleid%20UT/quality-assurance-framework-student-assessment-ut-draft-dec-2016.pdf>, 3-1-2018]

³ <https://www.utwente.nl/nl/ces/toetsing/Examencommissies/Jaarverslag/format-voor-het-jaarverslag-examencommissies.pdf>, 3-1-2018

- The annual report is based on factual and verifiable information, but not traceable to individuals.

This leads to the following concept:

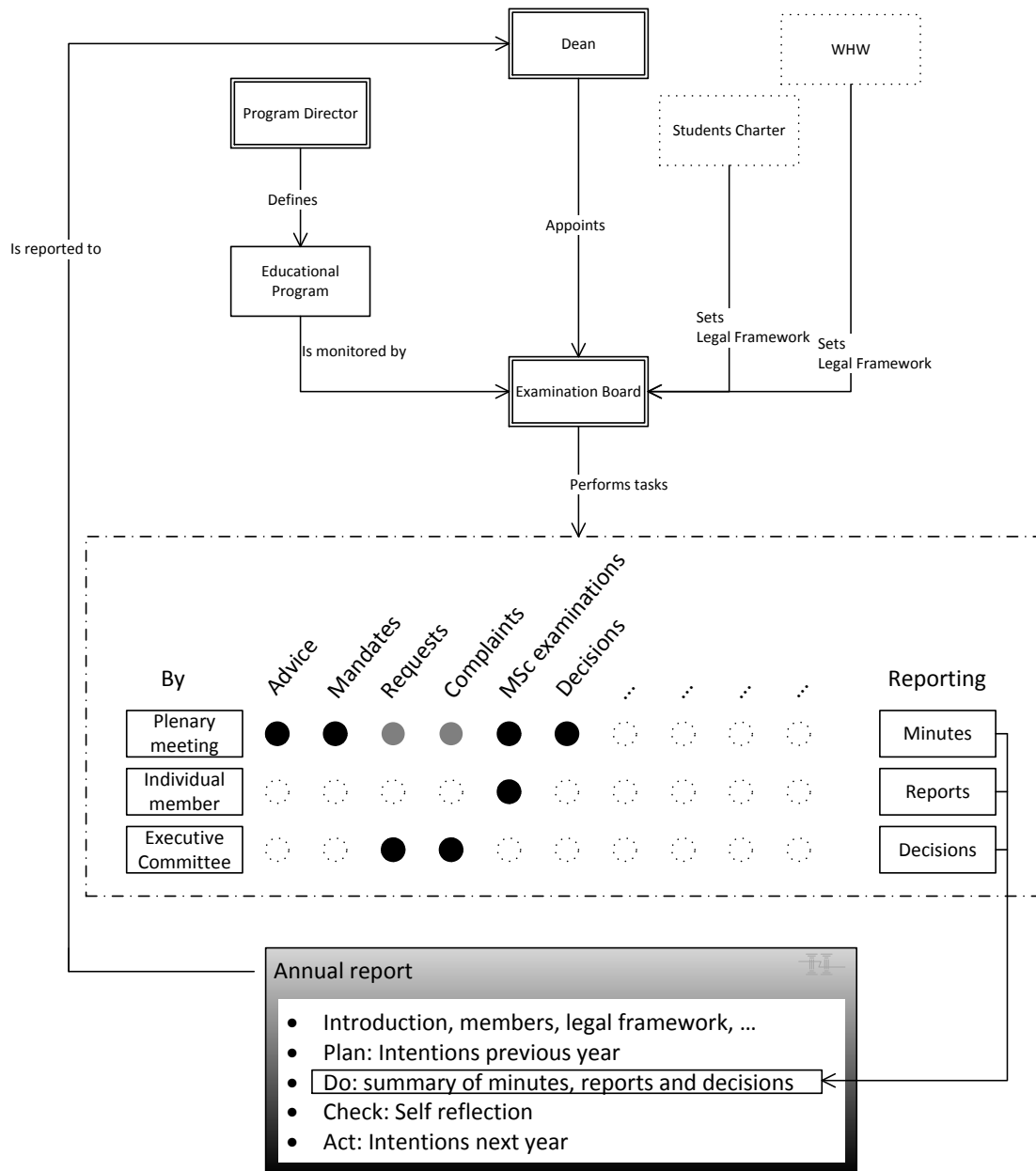


Figure 1 Conceptual model of examination board and the annual report

1 The examination board CE/CEM/CME

1.1 The members and those involved

The examination board is responsible for the educational programs Civil Engineering (CROHO-number 56952), Civil Engineering and Management (CROHO-number 60026) and Construction Management and Engineering (CROHO- number 60337)

Tabel 1 The members of the examination board in 2017

| Member | Department | Task and period |
|-----------------------------|---|---|
| prof.dr.ir. J.I.M. Halman | Construction Management and Engineering | Chairman 1-4-2005 – |
| ing. K.M. van Zuilekom | Transport Engineering and Management | Secretary 1-1-2016 – |
| dr.ir. D.C.M. Augustijn | Water Engineering and Management | 1-1-2002 – |
| prof.dr.ir. E.C. van Berkum | Transport Engineering and Management | 1-9-2009 – |
| dr. G.A.M. Jeurnink | faculty EWI, department Applied Analysis and Mathematical Programming | External member 1-9-2008 – 31-7-2017 |
| dr. J.T. Voordijk | Construction Management and Engineering | 1-6-2010 – |

The chairman and the secretary form the executive committee responsible for daily operation.

The external member of the examination board, Dr. G.A.M. Jeurnink, has an appointment at the Mathematics department of the Faculty of Electrical Engineering, Mathematics and Computer Science. Mr. Jeurnink ended with his task as external member in July 2017. The position of external member is vacant since August 2017.

The members of the examination board cover the CE Bachelor and Masters CEM and CME. Dr. Voordijk is in particular involved in the Master CME.

Drs. E. Ruijgh is responsible for the minutes of the plenary meetings of the examination board.

1.2 Advisors of the examination board

Although the examination board has an independent position and its own responsibility in the educational program it is important that several professionals within the organization have perusal in the discussions and decisions that are taken in the plenary meetings of the examination board. For this reason the following persons received the minutes of the plenary meetings:

- Program Director CE/CEM/CME: dr.ir. C.M. Dohmen-Janssen (till 30-9-2017), dr. S.R. Miller (from his appointment as program director per 1-10-2017)
- Program Coordinator Bachelor CE/ Program Master Coordinator CEM/CME S. Siebelink MSc (till 31-8-2017), E.M. Blokhuis MSc (from 15-8-2017)
- Student Advisor: ir. J. Roos-Krabbenbos

The Program Coordinator is in general present in the plenary meetings. Depending on the agenda of the examination board the Program Director is present (on own initiative or invited).

The Student Advisor is present on invitation of the examination board.

For support on educational issues the educationalist of ET, drs. E.M. Gommer has been consulted (in the plenary meeting of workgroups). She continued this task until her appointment as program director for mechanical engineering at the faculty of ET. Per 1-9-2017 M. ten Voorde - ter Braack MSc has been assigned as educationalist of ET.

1.3 Mandates

The examination board has the right to delegate well defined tasks to officials. In 2017 no major changes have taken place. The overview of the mandates is as follows:

- Admittance approval CEM/CME is mandated to the secretary of the admittance committee (S. Siebelink MSc (till 31-8-2017) and E.M. Blokhuis MSc (from 15-8-2017) for the non-Dutch students, ir. M.J.B. Duyvestijn for the Dutch students). Whenever necessary the secretary will consult the examination board. Admittance approval to start the Master program via the pre-master program is mandated to ir. M.J.B. Duyvestijn on the basis of the pass/fail rules of the pre-master program.
- The Bureau of Educational Affairs is mandated to check the pass conditions for the BSc and MSc certificates whenever these comply to the pass/fail rules and/or jurisprudence of decisions by the examination board. In case of doubt the Bureau of Educational Affairs consults the executive board of the examination board.
- The Bureau of Educational Affairs is mandated to approve the MSc Thesis committee when the committee complies to the rules as set by the examination board (UT supervisor: at least associate professor; daily supervisor: at least PhD with qualifier). In all other situations the executive board of the examination board will be consulted.
- The student-advisor (ir. J. Roos-Krabbenbos) is mandated to handle the registration of students for examinations.
- The student-advisor (ir. J. Roos-Krabbenbos) is mandated to handle composition of the profiling track (minor) as long as these comply to the Students' Charter. In all other situations the executive board of the examination board will be consulted.
- The Track coordinator is mandated to approve the study program within their Master Track.
- Examiners are mandated to set the pass/fail rules for their courses.

2 The activities of the examination board in 2017

In this chapter we describe the core of the Plan-Do-Check-Act cycle of the examination board. We use the conceptual model of the preamble as a basis where:

- **Plan** stands for the intentions at start of the year (2.1 Intentions 2017)
- **Do** stands for:
 - results from the plenary meetings (2.2 Meetings by the examination board; 2.3 Decisions; 2.4 Advices)
 - activities by individual members of the examination board (2.5 MSc examination)
 - activities by the executive board (2.6 Requests; 2.7 Other activities)
 - activities by the program as a whole (2.8 BSc and MSc graduations)
- **Check** stands for the self-reflection (2.9 Reflection)
- **Act** sets the intentions for the year 2018 (2.10 Intentions)

2.1 Intentions 2017

The annual report of 2016 did mention the following points of attention:

- Establishing a committee for test assessment
- Establishing a digital workflow for the Master Thesis
- Availability of the Students' Charter in English
- Establishing the rules and regulations for the examination board (appointing members, years of membership, decision procedure)

2.2 Meetings by the examination board

The examination board CE/CEM/CME had seven plenary meetings in 2017, roughly every two month: 30-1-2017, 13-3-2017, 10-4-2017, 29-5-2017, 17-7-2017, 16-10-2017 and 11-12-2017.

The July meeting is in particular used for decisions related to those students who not fully comply to the Binding Recommendation in the first year of the Bachelor's programme.

The executive board of the examination board did meet whenever there was a need. These meetings are not formally documented.

2.3 Decisions

Several formal decisions were made during the plenary meetings of the examination board.

It was decided to write the annual report 2016 in Dutch, but have the annual report 2017 in English.

Most of the decisions for an individual student had a to do with the permission to start a course or to participate in an examination. The aim was, if possible, to create a general rule in order to streamline the decision process.

The examination board is concerned about the English skills of students entering the program. The level of mastering English could influence the achievement of the learning

goals. For this reason the examination board wishes to repeat the assessment of English for first year students.

With the Students' Charter 2017-2018 it is possible to distinguish a coherent and a separate part in the Bachelor. The examination board agreed to the proposal for Civil Engineering to define all Mathematics as separate and all other content as coherent. In case a module is not completed fully the period of validity can be lengthened to with an extra year if conditions are met. The conditions for the coherent and separate part need to be defined in the programme-specific part of the Students' Charter.

For a specific circumstance the examiner of a course did request permission for an oral examination. The examination board did give this permission as long as: (1) the same learning objectives were assessed and (2) two examiners would attend the examination.

Changes in the examination opportunities (in comparison to previous years) for Mathematics A+B1 could lead to the loss of a re-site. For this reason the examination board approved CE-students to use the examination opportunity in January.

2.4 Advices

The examination board gave two advices, both to the program director.

The examination board discussed the situations where the duration of an MSc-Thesis exceeds the limit. To what extent does the extra time have an influence on the final assessment? It is advised that delay outside the control of the student should not influence the final assessment. For those situations where the extra time is directly related to the performance of the student, it is advised to limit the final result to a maximum of an eight.

In principle it is valid to have a scientific article as final product of an MSc-Thesis. The examination board did discuss this situation. It is advised to accept an article as final product only if the student is fully responsible for the content. As a result a co-author is not acceptable.

2.5 MSc final assignment examination

The quality of the MSc final assignment examination is assessed by members of the examination board by following the whole MSc examination as an observer. The observer reads the MSc-Thesis in advance and is present during the public (presentation and defence) as well as the non-public part (where the exam-committee comes to their final judgment). The selection of an MSc assignment examinations is not strictly random, but largely dominated by the available time slots in the agenda of the observer. The observer is allowed to ask questions as a member of the public. In the non-public part of the procedure the observer is not supposed to influence the process of determining the final result and arguments supporting this result. The observer writes a report using a pre-defined format. This report is shared with the UT supervisor and discussed in the plenary meeting of the examination board. In principle each member of the examination board will attend two MSc examinations per year.

In 2017 the five members of the examination board attended seven MSc assignment examinations. Discussion of these reports in the plenary meeting led to a few actions. In

particular in harmonizing/standardizing the procedure by informing colleagues in a staff meeting. In general, the procedures and outcomes were in line with the expectations of the observers.

2.6 Requests

In 2017 the examination board sent 147 emails to 115 individual students. In almost all cases it was a response to a request. Twenty eight students received 2 or more emails from the examination board.

The majority of these requests were handled by the secretary of the examination board in cooperation with the chair. For those requests where there was no obvious decision possible consultation and information was sought dependent on the nature of the request.

All requests are handled via email. The workflow is organised in such a way that request and decision are traceable. A basic overview of all requests is available at any time:

- The email request is archived (via an extra copy to the Bureau of Educational Affairs and in the archive of the examination board mailbox).
- Decisions are send to the requester, cc to the UT email archive (the Bureau of Educational Affairs and JOIN student dossier).
- At any moment an overview of handled requests is available in an Excel worksheet (student information, date, reference, subject).

Table 1 Number of emails sent to a student

| emails per student | emails | Students |
|---------------------------|---------------|-----------------|
| 1 | 87 | 87 |
| 2 | 48 | 24 |
| 3 | 12 | 4 |
| sum: | 147 | 115 |

Requests for an extra re-sit and/or extension of the expiration date of results is the largest category (63 emails). In general these correspondences are concentrated directly after the end of the study year when there is an overview of all study results for the first year students.

A large part of the email correspondences has to do with defining or changing the study program of a student (48 emails).

The remaining correspondences (26 emails) are dealing with several categories. A few remarks on some of these correspondences:

- The case of a suspicion of plagiarism showed to be a result of miscommunication between the teacher and the students.
- An MSc-Thesis in Dutch is allowed in the exceptional situation where the student, after many years, decided to finalise his research.
- Complaints had to do with examinations (not enough time for preparation; an error in a written exam; results published not in time; the assessment of results).

- The board of appeal for examination did request mediation in two cases. In both cases the mediation clarified the positions and arguments but did not change the position of the examination board (but didn't lead to an appeal either).

Table 2 Email correspondences by subject.

| Description | emails | Students |
|--|--------|----------|
| Extra re-sit and requests for extension of expiration date of results | | |
| Extra re-sit for a Module component allowed | 36 | 35 |
| No extra re-sit for Module component permitted | 10 | 10 |
| Extension of the expiration date of Module component results | 13 | 13 |
| Expiration date of Module component results not extended | 4 | 4 |
| Variations in educational program | | |
| Free electives (minor) bachelor | 39 | 37 |
| Individual program ET | 3 | 3 |
| Acknowledgement of earlier obtained competences | 5 | 5 |
| No acknowledgement of earlier obtained competences | 1 | 1 |
| Exemptions to admittance | | |
| Exemption to admittance allowed | 3 | 3 |
| Fraud and plagiarism | | |
| Suspicion of fraud or plagiarism | | |
| Penalty as a result of fraud or plagiarism | | |
| Other correspondences related to fraud or plagiarism | 2 | 2 |
| Complaints | | |
| Board of Appeal for Examination requests mediation | 2 | 2 |
| Complaints | 8 | 8 |
| Cum Laude | | |
| Cum Laude rejected | | |
| Cum Laude awarded | 2 | 2 |
| Miscellaneous | | |
| MSc-Thesis in Dutch allowed | 1 | 1 |
| MSc-Thesis in Dutch not allowed | 2 | 2 |
| No decision possible | 3 | 3 |
| Other | 13 | 13 |

2.7 Other activities

Establishing a digital workflow for the Master Thesis was one of the intentions of the examination board. In a meeting with direct involved developers ideas have been exchanged. Further involvement with the development of this digital workflow was not functional as this is a UT-wide software engineering project.

Together with the secretary of the examination board of Industrial Design, the bachelor coordinator CE and the educationalist CE, a blue print for the test assessment is developed. The aim is to implement this test assessment in the study year 2017-2018.

In 2016 an initiative was started to have regular meetings of the chairs of all the examination boards of the UT. The examination board CE/CEM/CME did attend these meetings. The developed blue print for the test assessment was presented in one of these meetings.

2.8 BSc and MSc graduations

Table 3 The number of graduations per educational program in the year 2017(2016 and 2015)

| Educational Program | Total Succeeded | of whom with Cum Laude |
|----------------------------|------------------------|-------------------------------|
| Bachelor Civil Engineering | 55 (53, 68) | 3 (0, 4) |
| Master CEM | 46 (65, 56) | 5 (8, 5) |
| Master CME | 27 (17, 22) | 1 (1, 0) |

2.9 Reflection

The Examination Board CE/CEM/CME succeeded in 2017 to conduct its tasks relatively efficient. A basic operation principle of the examination board has always been to create, if possible, general decision rules that can also be applied in future decisions and which help to streamline the process.

Another important reason for the efficiency in the operation process are the existing mandates (see also section 1.3): (1) the secretary of the admittance committee for admittance approvals; (2) the Bureau of Educational Affairs for checking the pass conditions for the BSc and MSc certificates (3) the Bureau of Educational Affaires to approve the MSc thesis supervising committees when it complies to the rules set by the examination committee; (4) The registration of students to take examinations; (5) The track coordinators to approve the study program within their master track.

The Bureau of Educational Affairs has been mandated to take decisions on granting exemptions in the study program as long as these exemptions can be related to past jurisprudence.

The intentions as mentioned in the annual report 2016 were taken seriously and were translated into actions. The workflow for the Master theses has been digitized, the Students' Charter is now available in English, rules and regulations for the examination board (appointing members, years of memberships, decision procedures) have also been discussed with the dean. The secretary of the examination board also took the initiative to start a committee to evaluate the test assessments of the individual courses and modules.

With respect to the quality control of the MSc assignments, members of the examination board attended seven MSc final assignment examinations. To have an insight of the upper level, members of the examination board yearly review (as members of the jury of the MSc thesis award) the best evaluated theses. In 2016 the examination board also evaluated the lowest evaluated (mark 6) theses to verify if these theses could indeed be evaluated as being of sufficient quality.

2.10 Intentions 2018

In addition to its normal activities, the examination board foresees the following attention points that need to be addressed in 2018:

- The change of 7.5 ECTS courses in the master program of CEM and CME into 5 ECTS courses.
- The evaluation of test assessments of the individual courses and modules.
- The required replacement of at least three members of the examination committee.