Annual Report Examination Board CE/CEM/CME 2022

Enschede, 29-11-2022

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

Preamble

This annual report covers the first 2 quartiles of 2022. From September onwards, the annual reports will follow the academic year. The next annual report will cover the academic year 2022-2023.

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 '*Rules and Regulations Examination Board CE/CEM/CME*' and the *'EER Students' Charter for BSc 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, 12 Dec 2016' (Chapter 3.1 PDCA cycles for Quality Assurance Student Assessment) and the 'Assessment Policy ET, Nov 2020'.

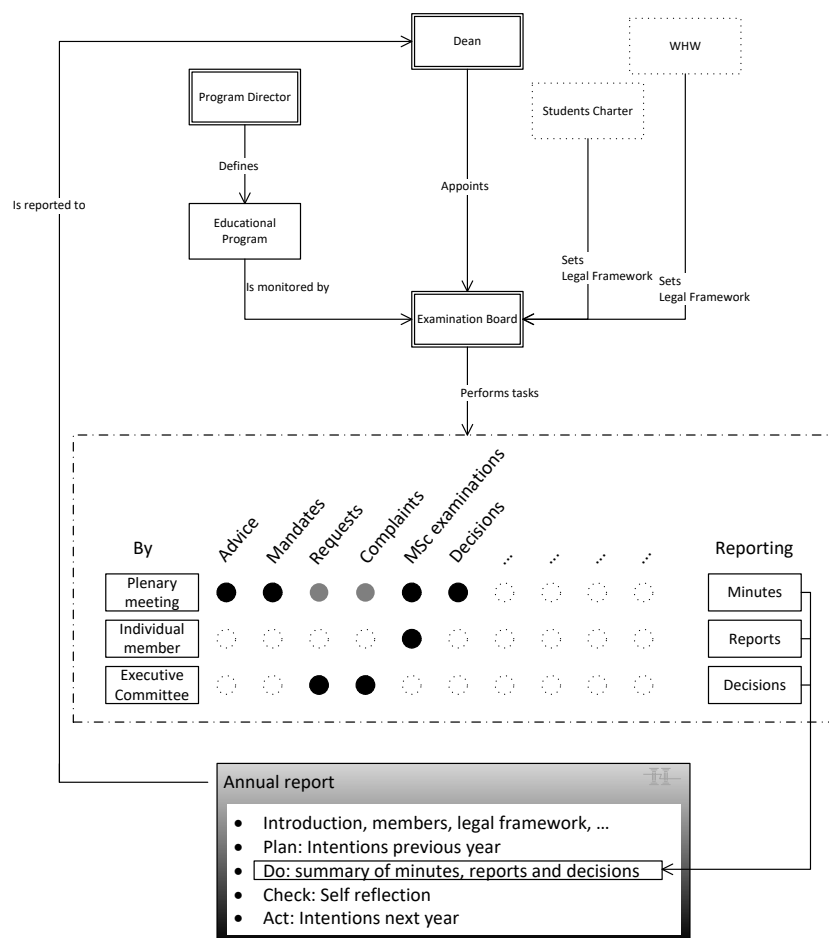- The annual report is based on factual and verifiable information, but not traceable to individuals.

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 2022

Member	Department	Task and period
prof.dr.ing. K.T. Geurs	Transport Engineering and Management	Chairman 1-10-2020 –
Prof.dr. K.M. Wijnberg	Water Engineering and Management	Vice-chairman 1-10-2020 –
Dr. Ir. B. Borsje	Water Engineering and Management	Member, 1-4-2022-
ing. K.M. van Zuilekom	Educational Support ET	Secretary 1-1-2016 – 30-04-2022
Dr. K. Vink	Construction Management and Engineering	Secretary 01-05-2022 -
ir. J.P. Boutkan	Province of Overijssel	External member 13-1-2018 –
dr. J.T. Voordijk	Construction Management and Engineering	Member 1-6-2010 –
dr. M.S. Krol	Water Engineering and Management	Member 1-10-2020 –

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

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. D.C.M. Augustijn
- Program Coordinator Bachelor CE/ Program Master Coordinator CEM/CME: Peter Jansen (from Feb 1, 2022)
- 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).

For support on educational issues, one of the faculty educationalists can be invited.

1.3 Organization of EER implementation
Relevant organizational structures for implementing the EER are:
1. Admittance approval CEM/CME is assigned to the secretary of the admittance committee. Whenever necessary the secretary of the admittance committee will consult the examination board. Admittance approval to start the Master program via the pre-master program is assigned to the secretary of the admittance committee on the basis of the pass/fail rules of the pre-master program.
2. The Bureau of Educational Affairs checks 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.
3. The Bureau of Educational Affairs is assigned to approve the MSc-thesis committee when the committee complies to the rules as set by the examination board (graduation lecturer: 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.
4. The student-advisor is assigned to define students study program in case of illness, activism and top sport. The student-advisor will report the number of involved students for the annual report of the examination board CE/CEM/CME.
5. The student-advisor handles the 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.
6. Examiners are assigned to set the pass/fail rules for their courses.
7. The pre-master coordinator is assigned to define the study programme in case of deficiency.

1.4 Mandates
The examination board has the right to delegate well-defined tasks to officials. The pre-master coordinator is mandated to define the study programme in case of deficiency. In 2021 all existing mandates have been reviewed to verify if they are truly mandates, and one mandate has been added. Either the student advisor or the Bureau of Educational Affairs will report the number of involved students for the annual report of the examination board CE/CEM/CME. The complete overview of the mandates is as follows:
1. The student advisor is mandated to handle exceptions to the demands for entering the profiling track (minor).
2. The Track coordinators are mandated to approve the study program within their Master Track.
3. The student-advisor is mandated to approve a language course of more than 5 EC in the minor.

2 The activities of the examination board in 2022

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 the start of the year (2.1 Intentions)
- **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 next year (2.10 Intentions)

2.1 Intentions
The annual report of 2021 did mention the following points of attention:
- Completion and introduction of the MOD12 BSc-thesis rubric and preparation MSc-thesis rubric.
- Evaluation of the MSc-thesis rubric
- Introduction of test assessment for the master.

2.2 Meetings by the examination board
The examination board CE/CEM/CME had four plenary meetings in 2022, roughly every six weeks during the academic year: 17-01-2022, 07-03-2022, 09-05-2022, and 13-06-2022.

The executive board of the examination board met whenever there was an urgent need. These meetings are not formally documented.

2.3 Decisions
10 formal decisions were made during the plenary meetings of the examination board.
The majority of the decisions, 4, concerned requests of individual students. Note that the decisions of the last meeting of the year are concluded during the meeting in the AY22/23 and thus not yet included in this report.

Individual requests are in general handled by the executive board unless the complexity or implications require a broader scope. Requests which arrive about a week before the plenary meeting are added to the agenda too, regardless of the nature of the request. The aim was, if possible, to create a general rule in order to streamline the decision process.

Table 1 Decision by the examination board in 2021

Count	Nature of the decision
1	General managerial
1	Mandate
3	In relation to the examination in general
1	In relation to the educational programme
4	Requests of individual students
10	

2.4 Advices

In 2022 one advice is given to the Program Director:

- To adjust the cum laude rules for the cohort of 2020 and later in order to allow a student who obtained the grade of 6 or 6.5 for a maximum of 3 study units to be eligible for cum laude, if all other conditions for cum laude are fulfilled.

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 a MSc assignment examination 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 discussed in the plenary meeting of the examination board and shared with the first responsible examiner. In principle each member of the examination board will attend two MSc examinations per year.

In 2022 three members of the examination board attended three MSc final assignment examinations. The results of the observations are discussed in the examination board meetings and shared with the graduation lecturer. In one case, the procedures and outcomes were not in line with the expectations of the observer. This has been brought to the attention of the main supervisor by the examination board, whose response will be discussed in the next board meeting in the AY22/23.

2.6 Requests

In 2022 the examination board sent 41 emails to 26 unique students. One email was sent relating to employees (table 2). One email was sent again after four days as it contained the wrong student number; this is taken into account in the statistics as a separate email.

Table 2 Development of the Email correspondence 2016-2022

Year	Emails	Unique students	Employees
2022	41	26	1
2021	52	42	-
2020	51	43	3
2019	128	96	4
2018	119	95	2
2017	147	115	-
2016	164	118	1

In almost all cases an email was a response to a request of a student. Of the 30 unique students a minority of the students (3) received two or more emails from the examination board, and 1 student received 9 emails (table 3).

Table 3 Number of Emails per individual student in 2022

Number of Emails to an individual student	Number of students	Number of Emails
1	26	26
2	3	6
3	0	0
9	1	9
Total:	30	41

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 were handled via email. Although there is no formal response time for requests the aim is to avoid long response times and exceeding students deadline (table 4).

Table 4 Email response percentage for the yeas 2018 to 2022

Days	2022	2021	2020	2019	2018
7	48%	30%	36%	19%	58%
14	65%	58%	55%	55%	82%
21	88%	78%	66%	60%	83%
48	100%	98%	91%	91%	90%

The workflow is organised in such a way that requests and decisions 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 sent 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 received, date answered, reference, subject).

Before the Covid-19 pandemic the majority of the emails were, related to the binding recommendation continuation of study (BSA), sent during the summer holidays. This year the results cover only two quarters of the year, and it is too soon to derive any conclusions as to the spread of requests (table 5).

Table 5 Email correspondence per quartile for the years 2019 to 2022

Quartile	2022	2021	2020	2019[1]
1	9	10	14	12
2	41	20	14	14
3	n.a.	10	16	83
4	n.a.	12	7	19
Total		52	51	128

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[1] Not published in the annual report of 2019, but could be constructed by use of the source data of 2019.

There were 4 cases of fraud or plagiarism reported (table 6). After hearing the student and inspection of the written material the examination board found in 6 of these cases fraud or plagiarism proven (table 7).

One decision was challenged via Board of Appeal for Examinations in 2021. This is now reported in table 6 for this year, as this case was not yet finalised in 2021.

Table 6 Email correspondences 2022 by subject.

Description	Frequency
Exemptions and recognition of Earlier Gathered Competences	
Exemption allowed	2
Exemption allowed, recognition of Earlier Gathered Competences	1
Extra resit and requests for extension of expiration date of results	
Resit for Module study unit allowed	7
Resit for Module study unit rejected	2
Extension of expiration date of Module study unit	3
Examination of equivalent course at different programme allowed	1
Adjustment of examination allowed	2
Examination of equivalent course at different programme rejected	1
Variations in educational programme	
Free elective (minor) BSc	2
Individual study program BSc	1
Individual study program MSc	2
Fraud and Plagiarism	
Suspicion of fraud or plagiarism	4
Fraud or plagiarism proven	6
Complaints	
Requests for mediation	1
Cum Laude	
Admittance of Cum Laude	1
Various	
No decision possible or no decision needed	4
Total	**52**

Table 7 Proven cases of fraud or plagiarism since 2016.

Year	Proven cases of fraud or plagiarism
2016	9
2017	0
2018	3
2019	4
2020	0
2021	8
2022	6

2.7 Other activities

The influence of Covid-19 on the examination has been a regular topic in the plenary meetings of the examination board. As a result of the UT policy and the national regulations the examination were, as normal, on the Campus. For a specific individual situations examination in a separate room is allowed. Illness and quarantine made extra attempts necessary for individual students.

Handling cross programme issues was one of the topics in the Platform Examination Boards UT meetings. A concrete fraud case of a CE student in a EEMSC course lead to a guideline for process, activities and responsibilities in these kind of cross programme issues. The examination boards EEMSC and CE/CEM/CME have proposed this cross programme guideline to a meeting of the UT Platform Examination Boards April 6, 2022. The proposal was accepted.

The overview of examiners is enriched with the status of UTQ University Teaching Qualification (UTQ) and Senior University Teaching Qualification (SUTQ).

2.8 BSc and MSc graduations
Table 8 The number of graduations per educational program in the year 2022 (2021, 2020, 2019, 2018, 2017 and 2016)

Educational Program	Total graduations	of whom with Cum Laude
Bachelor Civil Engineering	46 (57, 57, 55, 50, 55, 53)	4 (3, 2, 3, 3, 3, 0)
Master CEM	38 (46, 62, 51, 45, 46, 65)	4 (5, 3, 6, 3, 5, 8)
Master CME	8 (18, 30, 20, 21, 27, 17)	1 (1, 2, 3, 0, 1, 1)

2.9 Reflection

As this is a transitory period and this report does not cover a full year, there is no reflection as of yet. The next annual report will reflect on the academic year 2022-2023 and the preceding months of January-August 2022.

2.10   Intentions for the academic year 2022-2023
The intentions for 2023 are:
- Evaluation of the guidelines for plagiarism checks for BSc and MSc thesis projects (introduced academic year 2022-2023)
- Evaluation of the preparation MSc thesis rubric
- Evaluation of the MSc-thesis rubric introduced in the academic year 2021-2022