



ANNUAL OVERVIEW

A binder with relevant documents (in Dutch) about the institute-wide implementation of TOM*: consisting of;

- Letter of the Executive Board
- overview in figures of the performance of our students in the four modules
- evaluations of the four modules
- the following recommendations which are presented and explained in these evaluations
- findings of the Expert Committee TOM
- Student Guidance in TOM
- Overview of the commitments University Council

TOM = Twents Educational Model

ANNUAL OVERVIEW IN FIGURES

- B1/P performance increased from 37% to 52%
- Shift of students from the group with 15 EC-44 EC to the group with 45EC-60EC; students achieved more EC.

Indication that drop-out is earlier.

- Drop out <1-2 is higher compared to 2009-2012
- Drop out B1 total is higher compared to 2009-2012

But no indication that the drop-out in the Bachelor is rising: .

- Drop out B1 is lower than the drop out B1-B3 in cohorts 2009-2012
- Students who re-enroll achieved more EC than in earlier cohorts.

ANNUAL OVERVIEW IN FIGURES

- Bachelor Performance in the programme BMT; the KPI is based on nominal + 1 year, conclusion are possible in September 2015.
- BSA (binding recommendation on the continuation of studies): (1721 students)
 - 65% positive
 - 16% negative
 - 5% deferred
 - 13% no BSA, because they dropped out before 1-2

ANNUAL OVERVIEW IN FIGURES

It is a great boost to all who have worked so hard on it, that the information about this first year has strong indications that TOM is having a really positive influence on the study performance of our students.

Of course, after only one year of TOM it is too early to know with certainty whether we will achieve all of our objectives, but these first results are promising.

EVALUATION OF THE MODULES 1 – 4

TRENDS

- Workload of teachers
- Experimenting
- Thanks for tremendous effort
- Responsibility of students
- Assessment
- Fixed classrooms
- Assessment in week 30,
- Module participation

EVALUATION OF MODULES 1 – 4

MATURITEITS MODEL

	Module 1	Module 2
<ul style="list-style-type: none"> - No major differences in M 1-4 - All 4^e modules have a minimum of 3,5 on the aspect “Karakter / character” - Assessment; also in M4 a shift to the right. - Less outliers in module 4, more equality of the modules. 		

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RECOMMENDATIONS M1 – M4

- Conclusion: When possible and relevant the recommendations are implemented. But a common approach and priority is lacking.

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EXPERTCOMMITTEE OF TOM

Advice is based on evaluations M1 – M3

Focuses on TOM Education Principles,, scope of the programmes, educational quality & support.

Conclusion

- Pretty good view on development of TOM, especially the modules.
- Workload of teachers and students is high.
- Development in first phase of maturity model.

EXPERTCOMMITTEE OF TOM

RECOMMENDATIONS

- Staff survey, provided that it is clear how this information can be acted upon.
- Expand the information to the Examination Boards. For instance with financial information, reports about KPI's, EER.

EXPERTCOMMITTEE OF TOM – REACTION OF THE BOARD

The Board,

- Is satisfied with the advice and with the conclusion that the implementation of TEM is a gradual process. With the understanding that the distinct Educational programmes are in a different phase.
- Emphasizes that all the points are recognized and put in the PCDA-cycle.
- Is examining if the request of the staff survey could be accommodated within the employee satisfaction survey of Vision 2020.

REPORT STUDENT GUIDANCE

Reported issues related to accommodating students who are; “out of phase”, encountering “under construction” problems, or having problems with regulations (BSA).

Rough estimates show that 30% of the students are facing illness, handicap, pregnancy, top-class sport, double educational programme, transfer or other special circumstances.

- 4% of the students have now an adjusted programme
- 3% of the students appear to have stopped as a result of the combination of TEM and the special circumstances.

REPORT STUDENT GUIDANCE

- Research shows that 8% of all students with special circumstances are in need of extra facilities. About 4% need an adjusted programme.
- The drop out of TOM combined with the personal circumstances has attracted the attention of the Board:
 - Baseline measurement is missing
 - About finding a balance in a tailor made programme and the well-being of the student.

COMMITMENTS UNIVERSITY COUNCIL

- Commitments A – N
- All commitments are, or completed, ongoing or no longer relevant
- Commitment G: Every educational programme, minus the electives, retains access to at least one related Masters programme.
 - This is not possible with the programmes AT and CreaTe, because of the broad focus of these programmes. These students need disciplinary knowledge for admission to a Masters programme. But this is the choice of the student.
 - CreaTe and AT meet the requirements of the Minister of OCW. Every programme retains access to a related Masters programme.

FINAL CONCLUSION

Too early to draw conclusions.

1. TOM must support the educational profile of the UT (HTHT, 3 O's, entrepreneurship).
2. The drop-out rate must be reduced considerably
3. The pace of study must be raised. Studying nominally must be the norm.
4. Structural higher numbers of enrolled students, particularly in technical educational programmes.
5. The costs must be reduced.
6. TOM should lead to an effective and sustainable educational organization.

FINAL CONCLUSION

- Big operation
- A lot has happened, 20 educational programmes changed totally.
- Great educational change requires several years
- Much appreciation for the efforts of the staff

POINTS OF INTEREST

Points of interest:

- The workload of teachers and students;
- The use and goals of assessment;
- The integration of the learning line "mathematics";
- The integration of the different parts in the module;
- The further development of the pedagogical vision behind TOM (continue towards 'student driven education');
- Attention for the educational organization