Quality Assurance at TH Köln

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Schedule

09:00 – 09:10  welcoming address by the Vice President for Academic Affairs

09:10 – 10:45  Quality Assurance at TH Köln (presentation and discussion)

10:45 – 11:00  coffee break

11:00 – 12:30  Quality Assurance and Accreditation at TH Köln (presentation and discussion)

12:30 – 12:45  photo op

12:45 – 14:00  lunch break

14:00 – 16:00  Presentation of AQAS, an accreditation agency
Structure of this presentation

- you will get a PDF file of this presentation, its notes, and further material shown
- brief introduction of TH Köln
- implementation of ESG at TH Köln
  - brief call-back to each ESG
  - info about its implementation at TH Köln
  - time for your ideas and questions about that ESG
- accreditation process at TH Köln
Technische Hochschule (TH Köln)

- founded 1971
- more than 25,000 students
- 411 professors*
- 52 bachelor and 45 master programs
- 3099 graduations in the academic year of 2014/15
- 5 campuses in Cologne, Leverkusen and Gummersbach

* The following data stems from the presidential report 2015
TH Köln’s vice presidents and president each have their own area of operations – a bit unusual for German universities.

The Standing Presidential Committee For Academic Affairs and Reform (SK1) is a counseling body headed by the Vice President For Academic Affairs (VP1). It consists of professors, research associates, and administrative employees as well as employees of central services (like the libraries, IT, etc.).

The deans are responsible by law to organize and conduct evaluations as a measure of quality assurance. The academic deans, and the committees for academic reforms support the academic departments in their tasks of planning and revising courses.

The administrative Department for Quality Management has 7 employees (6 full time, 1 part time) who work on developing and implementing the university’s quality assurance system.

The administrative Department for Legal Counsel is part of the quality assurance processes because these processes frequently touch the subject of data protection. On top of that, they make sure that laws and legal regulations are adhered in our quality assurance measures.

The Competence Team Academic Development takes part in planning and revising courses, as well as in individual quality assurance measures (like the course evaluation form Teaching Analysis Poll TAP, see below). On top of that, this team offers on-the-job training for professors to support the implementation and improvement of a learning system focused on the students, and based on the students’ competences.
Quality Assurance in the Bologna area

source: ESG in their current edition of March 2015

10 standards that define what is required of QA in Higher Education

practices and processes at TH Köln that implement ESG here
“Institutions should have a **policy for quality assurance** that is **made public** and forms **part of their strategic management**. **Internal stakeholders** should **develop** and **implement** this policy through **appropriate structures and processes**, while **involving external stakeholders.**

TH Köln has a university development plan (**Hochschulentwicklungsplan = HEP**) which guarantees that quality assurance is part of the overall strategic management of TH Köln. The HEP is publicly available on TH Köln’s website. All departments of TH Köln have collaborated in developing it and will continue to do so for future HEPs, in accordance with the process defined for this purpose. This process uses the existing structures and organizational bodies of TH Köln:

- the executive committee,
- the conference of academic departments
- the conference of administrative departments,
- the standing presidential committees,
- the university council and
- the university’s senate

The HEP defines the implementation and further development of a quality management system based on the ESG. The HEP in its current version (HEP 2020) was published in 2011. Currently, based both on our newly developed self-image as TH Köln as well as the state wide university development plan enacted 2016 by the state of North Rhine-Westphalia, TH Köln’s HEP is being revised. TH Köln’s implementation of its HEP and the ESG-based quality assurance measures contained therein is the further content of this presentation.
Like all other universities in North Rhine-Westphalia, TH Köln has a set of general evaluation regulations (adopted in their current third version on Dec 12th 2013), which govern the QA structures and processes for the whole university (all campuses/academic departments, all classes etc.).

One of the core tasks of HR4 is conducting, or supporting the conduction of, the different forms of evaluation. Each instrument used in these evaluations (i.e. mainly the questionnaires) is discussed and agreed on within TH Köln; most importantly within SK 1.

The regulations not only describe the forms of evaluation but also how the retrieved data is processed and who is to be involved in the different procedures (for example external as well as internal actors).
These surveys contain questions and reflections about:

Survey of new students:
- Advice and information for the switch from school to university
- Support and collaboration with the university
- First phase of exams
- Choice of program: as of now, do you think you chose the right program?

General satisfaction survey (mostly identical questionnaire since 2008):
- Range of courses
- Advice and support
- University services
- Infrastructure and facilities
  ➔ Using an almost identical set of questions over an extended period of time allows to draw conclusions on measures of improvement implemented in academic affairs.
  ➔ Handwritten comments are categorized and sent to the appropriate contact person (e.g. dean, head of administrative department, executive committee etc.)

Graduate survey (conducted yearly in cooperation with over 70 universities all across Germany):
- Professional career
- Competence and qualification profile of current profession
- Retrospective evaluation of their program and the competencies that it taught

Evaluation of individual courses: more on this on the next slides.

From the Q&A: TH Köln uses paper questionnaires for the course evaluation, since response rates are much higher for these; and both paper and online questionnaires for the satisfaction and new students survey. The graduate survey is online only.
All questionnaires mentioned here are available in English and German.
From the Q&A: How do you prepare professors to receive feedback if they’re unwilling? Answer: we can’t. We can only work to only appoint new professors who are open to our approach to teaching and learning, and who are willing to take part in this kind of feedback system. And we can work on persuading the unwilling professors that feedback, specifically this feedback, is helpful. We do offer positive reinforcement and incentives in the shape of our teaching award (see later slides). We also offer workshops and coaching to all teaching staff on a voluntary basis (see later slides).
Example of a questionnaire for course evaluation at TH Köln (full-sized copy at end of this presentation)

- Questions regarding
  - Course environment
  - The lecturer
  - Workload
  - Student’s development
    - subject-related skills
    - Social skills
    - Academic interest/self-competence
  - Personal information
  - Comments

- Items are analyzed individually, and also grouped into indicators in their blocks
- Machine readable (software is called EvaSys)
- Semi-automatic statistical analyses
- Handwritten comments (last two sections: “what would have helped you learn more?” “What aspects of the course did you particularly like?”) are scanned and rendered as images which are forwarded to the professor (there is a note in the questionnaire stating as much, for students concerned that their handwriting might be recognized)

From the Q&A: Response rate almost 100% due to how the process works (see next slide)

The graduate survey is much longer (44 pages) and thus isn’t attached (and has a much smaller response rate of ~20%), but it does contain among many other questions two sets of questions to evaluate the applicability of what students learned – “What kind of command did you have of the following abilities when you graduated?” / “How much does your current job demand command of the following abilities?” → if the answers to both question sets differ from each other (“not much command, but high demand”), steps should be taken to revise the program.
ESG 1 course evaluation instruments at TH Köln

- at least once per academic year; newly appointed professors twice per semester
- choice of which course/class/year through dean’s office
- at ~60% of semester duration
  - Qualified feedback is possible for students
  - Reworking of class, if necessary/wanted, is possible for teacher
- anonymously
- two forms of evaluation possible: questionnaire and Teaching Analysis Poll (TAP)

- Can happen even more often than once per academic year; decision is made by dean (can be prompted by students).
- Twice per semester for newly appointed professors can be lowered if these new professors have several years’ prior teaching experience
- Dean’s office organizes which specific class/year gets evaluated (winter/summer semester, students’/professor’s workload are other aspects)
- Anonymous paper-based evaluation is handled by a third person appointed by the professor, or by the students themselves. The filled questionnaires are placed in an envelope and sealed while still in the classroom, and handed directly to the department of quality management for analysis.
- Analyses that include handwritten comments are sent back (with a reading manual) to the professors who then discuss the results with their students, with the aim of improving the course.
- Analyses without the handwritten comments (i.e. data-based only) are also sent to the dean’s office and other addressees.
- Analyses of evaluations for newly appointed professors are also sent to the commission that examines their pedagogic performance.
- Analyses of evaluations of lecturers are also sent to the head of the program and/or institute that assigned the lecturer.

From the Q&A: there are no penalties or other measures if the evaluation shows bad performance, beyond talking to the professor and trying to convince him*her to do better, due to strong laws and tradition of Academic Freedom in Germany/Europe. TH Köln doesn’t compare the academic departments with each other, since they are too diverse.
While teaching staff is required to discuss the evaluation results with the students, some unfortunately choose not to.
ESG 1 Teaching Analysis Poll at TH Köln

- one person each from the Department of Quality Management and the Competence Team Academic Development
- in-person, but without the professor (= anonymously)
- three questions are discussed in small groups:
  - what helps you learn?
  - what interferes with your learning success?
  - what are your ideas about how to improve the interfering factors?
- results are weighed ("how many of you agree with this?")
- feedback consultation with the professor
- professor talks results over with their students

- TAPs are voluntary for all except newly appointed professors.
- Professors can opt to have their chosen course be evaluated through the standard questionnaire, or through a TAP
- a tap session takes about 30-45 minutes and can be done in all class sizes
- TH Köln started offering TAPs four semesters ago
- Demand has risen continuously
- Last TAP period has seen 24 TAPs
- partaking students and professors both judge TAPs extremely positively and see it as an effective tool for improving quality
- Newly appointed professors include their TAP results in their teaching profiles
ESG 1 Summary

- TH Köln has **evaluation regulations** which govern what gets evaluated and how often.
- **All instruments** aim at ensuring and improving **quality of learning**, under the tenet of **competence-based learning**.
- Instruments include **student surveys**, **graduate surveys**, and **course evaluation**, both in online, paper, and in-person forms.
- Results are used to **improve classes/courses, programs, additional services (libraries, IT, etc.), administrative services (exams management, academic advice, etc.), and overarching strategies (academic development, research strategies etc.)**.

*From the Q&A:* TH Köln students do experience evaluation fatigue, but we try to keep the number of questionnaires as low as possible. On average, a student encounters around 4 or 5 questionnaires per academic year.
„Institutions should have **processes** for the **design and approval of their programs**.

The programs should be designed so that they **meet the objectives** set for them, including the intended **learning outcomes**.

The **qualification** resulting from a program should be **clearly specified and communicated**, and refer to the correct level of the national qualifications framework for the higher education and, consequently, to the Framework of Qualifications of the European Higher Education Area. “
The process called „Curriculum Workshop“ was developed with participation of several deans, the Vice President of Academic Affairs, and with help from the Department of Quality Management.

- It contains a line-up of the steps necessary to develop a program that is consistent with German/European laws and regulations, and with TH Köln’s self-concept, our overall academic profile and strategy, and our overall quality goals.

- This process defines the steps taken, the people taking them, the organizational groups and stakeholders that have to be involved, routes of information and communication, and time frames.

- It also contains its own quality goals, plus quality goals and requirements for new programs, and it defines milestones at which these goals and requirements are evaluated in order to better steer the process, or (in the worst case) to call the process off entirely.

- Last but not least it defines the people who are responsible for the quality of this process and its outcome.

- These last two aspects ensure that each new program is consistent with TH Köln’s idea and aim of quality in academic affairs.

From the Q&A: The process was developed over several years, with some critics, but a lot of support among the executive committee (especially VP1) and deans. It was then implemented by one academic department as a model, and has since then been taken up by more academic departments.
When you develop a new program (or revise an existing one), you **start out with the outcome**:
- which qualifications and competences do you want your graduates to have when they graduate?
- Going from that answer: what do you need to put in the program to ensure that your graduates will have these qualifications and competences?
- And how can you measure your (and their) success along the way?

This competence profile should be developed in a **collaborative process** with relevant internal and external stakeholders (teaching staff, dean/student dean, board of advisors etc.).

In order to get a clear competence profile, you need to analyze:
- the labor market
- your prospective students
- other stakeholders
- the competition.

TH Köln’s processes and quality assurance measures also require that the competence profiles and program outcomes also are in accordance with TH Köln’s overall strategic and academic profile.

The interests and strengths of the professors you already have, or intend to hire, should also be taken into consideration.

**From the Q&A:** how do external cooperation partners figure in when developing joint programs? Answer: They fall under “external stakeholders.” Are there quality assurance measures to ensure the quality of their contribution? Answer: not specifically/expressly.
Benchmarks: what is unique about this program in opposition to other, similar programs at other universities?

**From the Q&A:** Students are part of this development process on the one hand through their feedback in terms of surveys and evaluations, on the other hand in being members of SK1, which is the most important of the decision-making committees mentioned in the slide.
From the Q&A: Below the level of program: For each course and module, the learning outcome level is defined along the spectrum of Bloom’s taxonomy (1 – Remember, 2 – Understand, 3 – Apply, 4 – Analyze, 5 – Evaluate, 6 – Create), and teaching and examination methods should reflect that (i.e., don’t ask students to Analyze in the exam if you only taught them to Understand in class). The level should also be reflected in the number of credit points attainable in, and in the projected workload of, that course or module.

TH Köln also has a set of regulations and benchmarks that help us decide if a program has outlived its relevance and should be shut down. This is not necessarily determined (only) by the number of students enrolled – a program can have a small number of students, but if (for example) all these students find jobs in the field after they graduate, then obviously the demand and relevance of the program on the labor market still exists. The demand among prospective students might not be large enough, though. As of now, we have not had to shut down a program yet, but the structures/regulations for this situation exist. They are flexible enough to allow for situations like the one quoted.
“Institution should ensure that the programs are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.”

TH Köln has successfully entered its teaching and learning concepts into multiple competitions, to promote and improve diversity in teaching, and self-regulated learning of the students. In the most successful and important of these cases, we have continued on a permanent basis what started as projects for these competitions (ProfiL² = a learning/teaching style based on projects, problems, and student research).

Examples for this are:
- interdisciplinary project weeks (30 credit points),
- a re-structuring of all bachelor programs to accommodate these project weeks,
- using learning platforms and other digitalization (flipped classroom etc.) as methods to improve and diversify teaching

TH Köln sets aside considerable resources (Competence Team Academic Development, Project Office ProfiL²) to support a learning and teaching style that helps students develop self-regulated learning strategies that they themselves take responsibility for, including working in heterogeneous teams with diverse scientific and methodic strategies and learning styles.

Definition “flipped classroom”: lecture content that does not change much over time is recorded as a video and uploaded to our learning platform. The students watch and analyze the video on their own before the actual lecture date. On that date, the time can be used to answer questions about the video, or work on application scenarios and other in-depth aspects of the subject matter.
It’s important to us that we do not just set requirements for our professors and students, but actually offer qualification and support so that they can meet these requirements.

The Competence Team Academic Development offers coaching and workshops to every professor and lecturer, enabling them to improve and adjust their teaching style. Newly appointed professors are required to collaborate with a coach for one year, so that they understand our views and standards on quality, teaching and learning, and can adapt and develop their teaching style. These coaches are also available on request for the other professors and lecturers.

Students can attend tutorials in many classes. The tutors themselves are trained extensively (requirement) in how best to support students, i.e. pedagogic competence, learning strategies etc.
**Professional competence:** the ability to obtain professional knowledge, and the ability to apply that knowledge to solve tasks and problems.

**Methodological competence:** knowledge and ability to apply scientific and specific procedures and processes to measure, evaluate and analyze facts, problems and tasks, and develop operative and strategic solutions.

**Social competence:** the ability to bring the aforementioned competences to bear in collaboration and coordination with other people in shared work projects, and the ability to communicate and synchronize in order to bring this collaboration and coordination about.

**Self/personal competence:** the ability to plan, organize and execute learning and working processes, and the readiness and openness to develop one’s self in the aforementioned areas of competence.
"Institutions should consistently apply pre-defined and published regulations covering all phases of the student life cycle, e.g. student admission, progression, recognition and certification."

TH Köln has many regulations that implement German and EU law, as well as the ESGs, in all phases of the student life cycle, for example the examination regulations that provide a framework for each academic department’s own examination regulations. This framework regulation rules that the Lisbon Convention, which regulates the recognition of previous qualifications, be implemented in all subordinate examination regulations.

Administrative department 6 Legal Counsel ensures that all TH Köln regulations are updated to reflect changes in German or EU laws and regulations.

In our implementation of the ESGs, TH Köln has not had to add conditions or provisos to those guidelines, since they are flexible and wide-reaching enough to cover individual situations and approaches that fit each university’s specifics.
“Institutions should assure themselves of the **competence of their teachers**. They should apply fair and transparent processes for the **recruitment** and **development** of the staff.”

TH Köln sees this as one of the most important aspects and standards of quality assurance. That is why we have established several interlinked procedures to assure and develop the competence profile of our teachers (professors as well as lecturers). We invest a considerable amount of resources to ensure we attain our goals.

- Recruitment processes for academic personnel
- Coaching program for newly appointed professors
- Competence Team Academic Development
- Teaching Analysis Polls
- Other evaluations
- Competitions about quality in teaching

**From the Q&A:** We differentiate at TH Köln between “full professors”, “contract professors”, and “assistant lecturers”. The recruitment/appointment process described here is for full professors; minimum requirements and procedures exist for the other two kinds of teaching staff; our offers are open to all of them.

Academic universities, as opposed to universities of applied sciences (like TH Köln), differentiate between more levels of teaching staff. The distinction between academic universities and universities of applied sciences touches other aspects, too, and is a peculiarity of German-language and Scandinavian countries.

These differences also mean that there is hardly any competition for teaching staff between universities of applied sciences and academic universities.
TH Köln has both a set of regulations for the appointment process, and a guideline that members of the appointment committee can refer to during the process. Both go into a lot of detail to ensure that TH Köln’s goals for appointment processes are met.

Every member that TH Köln sends to these committees gets extensive training before they take part in the process.

Developing a competence profile and assessment matrix, and then applying that assessment matrix to the candidates’ performance helps the committee to evaluate and choose on a factual and well-founded basis. “How to do this?” is the training that the committee members get.
One important element of the coaching program is that professors develop a teaching portfolio. This contains reflections about the professor’s style, methods, and contents of teaching, and helps widen and improve the professionality and quality of their teaching.

**From the Q&A**: Theoretically, if TH Köln is not satisfied with the performance of a newly appointed professor after that first year, the professor could be let go. This has not happened yet, which is in all probability a testimony to the quality of our appointment process.
Research promotion: TH Köln has a university-wide concept to support research activities both from students and from professors. TH Köln was the first university in Germany to receive the Award for HR Excellence in Research of the EU project Human Resources Strategy for Researchers.

The concept includes measures like transparency in the application/appointment process, stable and fair working conditions, support and professional development through coaching and further training. It’s not just for professors, but specifically also for research assistants and post-grads/PhD candidates.

The resulting positive work culture in research will hopefully reflect positively on academic affairs as well – this goal will get monitored and evaluated in the next three years.
“Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.”
From the Q&A: How does TH Köln promote cooperation between the university and businesses / industries, and how does TH Köln assure quality in such cooperations?

Answer: there are several ways in which cooperations happen:
- bachelors’ and masters’ theses are frequently (especially in the engineering and natural science departments) composed in cooperation
- many programs contain 3 or 6 months internships in companies
  - QA happens here because a professor always supervises the thesis/usually acquires the internship, so they can ensure the quality of the cooperation/placement.
- each academic department has an International Board of Advisors (IBOA) which consists of members of associations for relevant professions, research experts, etc.
- the IBOA takes part in the process of developing a new program, or revising existing programs. They give input on relevance, current state of regulations or research in the particular profession, etc.
  - QA here happens in the form of the Curriculum Workshop and the checkpoints and milestones for QA that that process entails.
- research cooperations
  - contracts for these ensure that there is no conflict of interest between the company, the professor/researcher, the university, and academic freedom. These contracts also have regulations for patents/intellectual property questions. Same goes for thesis cooperations.
The Academy of Continuing Education has a certified quality management system (DIN ISO 9001, DIN ISO 29990).

These trainings are free for all members of the university (i.e. students, teaching staff, and administrative staff).
The students have the opportunity to evaluate/judge TH Köln’s rooms/labs and their furnishings, general IT equipment and services, and the library. This feedback can influence how future budgeting channels money to those items.

Support and counseling was an important topic within the project Profil² - all projects that are offered within that framework can be supported by tutors, and all tutors are trained extensively in matters like project management, team collaboration, learning strategies, organization of self, time management etc.

There are other support activities and offers, from the teaching staff to the central academic advising office, family services office, career service, international office etc.

The goal of the Counseling Map is to improve accessibility and performance of our advice and counseling services, through transparency of areas of responsibilities, information flows, contact persons etc. It will help a person seeking advice or counseling to find the best match for their concern or question, and will help TH Köln to provide clear and transparent (ideally not overlapping), as well as high-quality, services.

**From the Q&A:** TH Köln offers special support for example for international students, students with disabilities, students who raise kids or have other intense family obligations, students who need or seek financial support. Apart from TH Köln’s own advising and counseling offers, our feedback management, and equal opportunity officers in all academic departments, there is also a peer advice and counseling offer by representatives of the student body, if students feel inhibited to ask “an official” and would rather get advise by another student. The Central Office for Academic Advice has a set of self-imposed rules and standards for client-based counseling that is unfortunately not available in English. In this, they state how they want to counsel students and prospective students, and how they evaluate their work (short questionnaire after each counseling session, for example).
"Institutions should ensure that they **collect, analyze and use** relevant **information** for the effective **management** of their **programs** and **other activities**."

Part of the information collected, analyzed and used by TH Köln is
- yearly statistics/census
- data from program monitoring
- survey results (student/graduate surveys)
- select indicators and target values to evaluate the status quo/rate of achievement
From the Q&A: International students at TH Köln in the academic year of 2011/12:

- 3,365 total
- 1,924 European
- 550 African
- 245 American (North/South)
- 641 Asian
- 1 Australian.
From the Q&A: Drop-out rate is at ~30%, which is not unusual for a university of this size. Reasons differ (from personal reasons like illness, to “wrong program for me” – which we try to minimize by offering good quality advising for prospective students) and are difficult to analyze, because no one is required to tell us why they leave.
ESG 7 Information management – surveys

**Surveys** provide data/information about

- satisfaction of students with services and offers:
  - program and courses
  - further education (soft skills etc.)
  - advice and counseling
  - infrastructure and facilities
- satisfaction of graduates with the adequacy of their education
Teaching staff support of learning process, latest figures (winter semester 2014-15 and summer semester 2015 / 22,503 students):

6 items on a scale from 1 (agree completely) to 5 (do not agree at all):

1) The learning objectives of this course were outlined at the beginning. (1,7)
2) The exam requirements were clearly stated. (2,1)
3) The lecturer - in my opinion - is very interested in promoting his/her student's learning achievements. (1,7)
4) ... supports my learning process by the pedagogical design of the course. (1,9)
5) ... provides useful feedback on my learning progress independent of exam. (2,2)
6) I have learned a lot in this course so far. (2,0)

Unfortunately, the ASC is not available in English. Here is a link to a webpage where you can download (bottom right corner) the short (Kurzfassung) and long versions (Langfassung), if you want to translate them yourself: https://www.verwaltung.th-koeln.de/organisation/dezernatesg/dezernat1/sg13/service/entwpl/u/03992.php

The four aspects monitored in the ASC are
- customer perspective
- process perspective
- resource perspective
- potential perspective
“Institutions should **monitor** and periodically **review** their **programs** to ensure that they **achieve the objectives** set for them and **respond to the needs** of students and society. These reviews should lead to continuous **improvement** of the program. Any action planned or taken as a result should be communicated to all those concerned.”

(we’re bringing up #9 before #8 because the two and their implementation at TH Köln are closely related)

Steps TH Köln takes to ensure this are:
- data based monitoring
- external advisors
- survey data about study progress, exams, advising and counseling
- appointment of program managers and module managers
- implementation of Curriculum Workshop
- implementation of feedback management

From the Q&A: part of the reviewing process is providing data that shows labor market relevance of the program. This is usually done via data from the graduate survey, but also via input from advisory boards who are comprised of members of professional associations, among others.
Data based monitoring looks at the average number of credit points attainable per semester and monitors the median, first and third quartile of students (median: value attained after 50% of cases; first/third quartile: after 25/75% of cases). This catches both the cases with a „problematic“ amount of progress as well as those with above-average success. „Problematic“ only means „low number of credit points“, which isn’t necessarily a signal of a potential failure (it might just be a part-time student).

We can also look into study progress as evidenced by credit points for drop-outs as well as graduates, trying to deduce indicators for potential drop-out cases who can then be offered counseling and support.

We also analyze failure rates, number of failed attempts and procrastination (postponement of exams). These also can be indicators for potential drop-outs. If many students register for a particular exam much later than the planned study progress would project, or if a particular exam shows many students with (multiple) failed attempts – these can be indicators for a structural deficit in the program or a problem with the member of the teaching staff who gives that class and/or sets that exam.
From the Q&A: The program manager is responsible for the (re-)accreditation process. He*she gets support for this from the university, both through the processes implemented for these procedures, and through data, forms and templates (including text modules that they can use in the self report). The self report itself has a template that is highly self-explanatory, and which integrates into the appropriate steps of the Curriculum Workshop process.
„Institutions should publish information about their activities, including programs, which is clear, accurate, objective, up-to-date and readily accessible."

TH Köln offers a large amount of information online. We differentiate between information available to the public, and information available to members of the university. Members of the university are: students, teaching/academic staff, and administrative staff.
"Institutions should undergo **external quality assurance** in line with the ESG on a cyclical basis."

TH Köln holds the view that external reviews should not be the impetus to implement quality assurance systems and procedures. Rather, an implemented and living, learning quality assurance system should pursue goals that the organization sets for itself. The ESG are not arbitrary; they have at their core the idea to improve and optimize teaching and learning, based on scientific and proved methods. Goals set by an organization with the same idea in mind will closely align with the ESG or similar sets of regulations (ISO standards, future African sets of regulations). If those goals are attained (or at the very least monitored and failure-to-attain explained), the requirements of external accreditation or certification procedures should be met in any case.

With this in mind, we will look at how TH Köln prepares programs for accreditation and reaccreditation in the following slides. The accreditation and reaccreditation steps are part of TH Köln’s program developing procedures, for example the Curriculum Workshop. However, the necessary indicators and quality goals are monitored continuously, not just for and because of accreditation or reaccreditation dates.

**From the Q&As:** Who evaluates work of QA at TH Köln? answer: (re-)accreditation agencies give feedback on QA within programs, and indirectly on QA within the process of developing programs. TH Köln also has the goal of attaining a system-wide accreditation, which would add another layer of external evaluation of our QA.
You will get a full-size version of this process along with the PDF of this presentation.

Another point that’s important to mention is that the VP1 as well as at least one dean take part in these deliberations, to ensure that the management point of view is heard as well as the ideas of program managers and/or module managers.

There have been instances of program drafts being turned back to their developers by SK1, usually with advice about possible or necessary improvements.
From the Q&As:

*Does TH Köln offer student housing? Are there regulations for that?* - we don’t, but there is in any city that has one or more universities an organization which does offer housing, food, counseling and other things to students. And they have regulations, both by the state and self-imposed.

*Are there regulations for students with disabilities (access, support)?* Yes, there are, both by the state and self-imposed. New buildings have to adhere to building codes that include wheelchair/seeing-impaired accessibility, old buildings are outfitted with mobile ramps etc. to further accessibility. Support structures include specific counseling, for example with regards to help in courses/exams, and access to special funding.

*Is there support for students to find jobs?* Yes, we have a designated Career Service. Also, the interconnection between professors/lecturers and their respective industries often help students find placement. The average time for finding a job after graduation is at ~2.5 months.

*How many universities in Germany?* 428 in total, of which 108 academic universities, 6 pedagogic universities, 17 theological universities, 52 art universities, 216 universities of applied sciences (like TH Köln) and 29 civil service universities.

*Is there QA for online material (learning platform)?* Not beyond individual professors monitoring what they and/or their students put online.

*Are there online programs, and does QA exist for those?* We don’t have online programs. Some professors offer learning material online (e.g. flipped classroom), and that is evaluated through the course evaluation.

*What happens if a professor is found guilty of fraud?* There are legal regulations, both in terms of what happens to the professor’s contract, and what kind of prosecution will follow. Only the former is within TH Köln’s area of responsibility, and we follow the legal regulations in such cases, should they arise.
### Course environment

- The learning objectives of this course were outlined at the beginning.  
  - I agree [☐] [☐] [☐] [☐] [☐]  
  - I disagree [☐] [☐] [☐] [☐] [☐]  
  - n/a [☐]

- I am aware of the significance of this course for my degree program.  
  - I agree [☐] [☐] [☐] [☐] [☐]  
  - I disagree [☐] [☐] [☐] [☐] [☐]  
  - n/a [☐]

- The content of each individual teaching unit is well structured and easily understandable.  
  - I agree [☐] [☐] [☐] [☐] [☐]  
  - I disagree [☐] [☐] [☐] [☐] [☐]  
  - n/a [☐]

- The exam requirements were clearly stated.  
  - I agree [☐] [☐] [☐] [☐] [☐]  
  - I disagree [☐] [☐] [☐] [☐] [☐]  
  - n/a [☐]

- I have access to learning resources (scripts, slides, e-learning applications, etc.) for course preparation and follow-up work.  
  - yes [☐]  
  - partly [☐]  
  - no [☐]

- I have the prerequisite knowledge to adequately follow or actively participate in the course.  
  - yes [☐]  
  - partly [☐]  
  - no [☐]

### The lecturer

- is - in my opinion - very interested in promoting his/her students' learning achievements.  
  - I agree [☐] [☐] [☐] [☐] [☐]  
  - I disagree [☐] [☐] [☐] [☐] [☐]  
  - n/a [☐]

- supports my learning process by the pedagogical design of the course.  
  - I agree [☐] [☐] [☐] [☐] [☐]  
  - I disagree [☐] [☐] [☐] [☐] [☐]  
  - n/a [☐]

- is - in my opinion - open to questions and suggestions.  
  - I agree [☐] [☐] [☐] [☐] [☐]  
  - I disagree [☐] [☐] [☐] [☐] [☐]  
  - n/a [☐]

- provides useful feedback on my learning progress independent of exam.  
  - I agree [☐] [☐] [☐] [☐] [☐]  
  - I disagree [☐] [☐] [☐] [☐] [☐]  
  - n/a [☐]

### Workload

- How much time a week do you on average spend for the preparation / follow-up work for this course?  
  - none [☐]  
  - less than one hour [☐]  
  - 1 to 2 hours [☐]  
  - 2 to 3 hours [☐]  
  - 3 to 4 hours [☐]  
  - 4 to 5 hours [☐]  
  - 5 to 6 hours [☐]  
  - more than 7 hours [☐]

- Compared with similar courses, the workload for this course is  
  - significantly greater [☐]  
  - significantly smaller [☐]  
  - n/a [☐]

- All in all, I find the workload for this course appropriate.  
  - yes [☐]  
  - no [☐]

### Please answer the following questions as they apply to your development during this course only. Subject-related and methodological skills

- I have learned a lot in this course so far.  
  - I agree [☐] [☐] [☐] [☐] [☐]  
  - I disagree [☐] [☐] [☐] [☐] [☐]  
  - n/a [☐]

- I have improved my working practices (research, documentation of results, etc.) during this course.  
  - I agree [☐] [☐] [☐] [☐] [☐]  
  - I disagree [☐] [☐] [☐] [☐] [☐]  
  - n/a [☐]

- I am able to outline important terms and facts related to the topics discussed.  
  - I agree [☐] [☐] [☐] [☐] [☐]  
  - I disagree [☐] [☐] [☐] [☐] [☐]  
  - n/a [☐]

- I am able to summarize the topics discussed so far and can illustrate difficult issues.  
  - I agree [☐] [☐] [☐] [☐] [☐]  
  - I disagree [☐] [☐] [☐] [☐] [☐]  
  - n/a [☐]

- I am able to apply subject-related content and methods to practical problems.  
  - I agree [☐] [☐] [☐] [☐] [☐]  
  - I disagree [☐] [☐] [☐] [☐] [☐]  
  - n/a [☐]

- I am able to independently analyze and assess subject-related problems.  
  - I agree [☐] [☐] [☐] [☐] [☐]  
  - I disagree [☐] [☐] [☐] [☐] [☐]  
  - n/a [☐]

- I have developed my own ideas on how to further advance known topics.  
  - I agree [☐] [☐] [☐] [☐] [☐]  
  - I disagree [☐] [☐] [☐] [☐] [☐]  
  - n/a [☐]
EvaSys  TH Köln - Course evaluation: seminars and comparable courses

Social skills

Did you work in teams / groups during this course?  yes  no

IF YOUR ANSWER IS YES: in this course I have trained to

work on problems and solutions in cooperation with other students.
I agree  I disagree  n / a

as part of a team effort, independently come up with strategies for an solutions to our assignments.
I agree  I disagree  n / a

create - as a team - a common document outlining our results.
I agree  I disagree  n / a

plan a project as a team and organize all corresponding tasks.
I agree  I disagree  n / a

discuss matters within the team in a result-oriented manner.
I agree  I disagree  n / a

take responsibility for the success of our joint tasks.
I agree  I disagree  n / a

Academic interest / self-competence

The course has awakened respectively strengthened my interest in the topic.
I agree  I disagree  n / a

I deal regulary with the topic of the course.
I agree  I disagree  n / a

I have some ideas on how to independently gain more in-depth knowledge of the topic.
I agree  I disagree  n / a

This course has boosted my motivation for my further studies.
I agree  I disagree  n / a

Personal information / comments

Which semester of your program are you enrolled in?

☐ 1st  ☐ 2nd  ☐ 3rd
☐ 4th  ☐ 5th  ☐ 6th
☐ 7th  ☐ 8th  ☐ 9th and higher

Please state your gender:
☐ female  ☐ male  ☐ n / a

What would have helped you learn more, or more efficiently, in this course?
(Handwritten comments will be passed on to the lecturer. We therefore cannot guarantee their anonymity!)

Which aspects of the course did you particularly like?
(Handwritten comments will be passed on to the lecturer. We therefore cannot guarantee their anonymity!)

Thank you for your feedback!
1. Dear Student, when answering a question please mark the appropriate box clearly as shown in the above examples, if possible using a ballpoint pen. Thank you.

1.1 In which degree course are you registered?

- Business Administration
- International Business (BA)
- International Business (MA)
- International Management and Intercultural Management
- Market Oriented Business Management
- Media Law and Media Management
- Insurance (BA)
- Insurance (MA)
- Insurance Dual

1.2 In which semester are you now?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- >= 9.

1.3 I have attended the course

- regularly
- irregularly

1.4 How much time do you spend on preparation and going over this course (rounded off to the next full hour)?

- 0 hrs.
- >= 5 hrs.

2. Course evaluation

You are now requested to evaluate the teaching and guidance given by the lecturer. If you feel unable to evaluate specific points please mark the "n/a" box.

2.1 The lecturer specifies the learning goals

- true
- not true
- n/a

2.2 She/he tries to encourage enthusiasm for dealing with the subject matter

- true
- not true
- n/a

2.3 He/she summarizes individual learning stages

- true
- not true
- n/a

2.4 He/she quotes examples from practice

- true
- not true
- n/a

2.5 He/she allows discussion

- true
- not true
- n/a

2.6 He/she encourages questions

- true
- not true
- n/a

2.7 Students are given sufficient time to contribute

- true
- not true
- n/a

2.8 Independent work is encouraged

- true
- not true
- n/a

2.9 He/she takes time to give personal advice

- true
- not true
- n/a

2.10 How satisfied are you with this course?

- highly satisfied
- highly dissatisfied
- n/a
3. Now please evaluate how the course is organized - using a different evaluation grid, in which the middle value corresponds to the ideal evaluation just right.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
<th>too slow</th>
<th>too fast</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Speed with which the lecturer delivers lectures</td>
<td></td>
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<tr>
<td>3.2</td>
<td>How much knowledge does the lecturer expect students already to possess?</td>
<td>too little</td>
<td></td>
<td></td>
<td></td>
<td>too much</td>
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<tr>
<td>3.3</td>
<td>How does the lecturer deal with interposed questions?</td>
<td>too little</td>
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<td></td>
<td>in too much detail</td>
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<td>3.4</td>
<td>How do you rate the extent of the subject matter?</td>
<td>not enough</td>
<td></td>
<td></td>
<td></td>
<td>too extensive</td>
</tr>
<tr>
<td>3.5</td>
<td>How do you rate the degree of difficulty of the subject matter?</td>
<td>too simple</td>
<td></td>
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<td></td>
<td>too difficult</td>
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</table>

4. Use of didactic aids

How do you assess the use of the aids specified below in the learning process? Please mark the "n/a" box if certain aids were not used in the course.

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<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th>true</th>
<th>not true</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Boardwork, charts are well structured and designed to be comprehensible</td>
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<tr>
<td>4.2</td>
<td>Recommended literature and/or provided material encourage students to acquire subject-matter knowledge and prepare for exams</td>
<td>true</td>
<td></td>
<td></td>
<td></td>
<td>not true</td>
<td>n/a</td>
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</table>

5. What suggestions do you have to develop the course still further?

5.1 What do you think was particularly successful about this course? (Comments will be forwarded to the lecturer in handwritten form. We may therefore not be able to guarantee anonymity!)

5.2 What would you like to change about this course? (Comments will be forwarded to the lecturer in handwritten form. We may therefore not be able to guarantee anonymity!)

Thank you very much for your assistance!
Process: course evaluation

1. At the start of the semester, each academic department (usually dean's office) makes a list of which courses are to be evaluated.

2. HR4 creates paper-based or online questionnaires for these evaluations, by means of a specific software (EvaSys).

3. HR4 forwards the necessary files (paper-based evaluation) or data (link, log-in etc.) to the academic departments.

4. Academic departments organize evaluations after a good half/60% of the semester.

5. Academic departments send filled paper questionnaires back to HR4. Online questionnaires can be accessed by HR4 without any involvement of the academic departments. Both kinds of evaluation are analyzed. The results are forwarded to the professor or lecturer.

6. The professor or lecturer discusses the results and possible changes to the course with the students in order to improve learning success.

7. Once all courses of an academic department have been evaluated, HR4 sends each academic department (dean's office) a list of all evaluation and their relevant results.

8. The dean's office can opt to discuss the results with individual professors/lecturers. The Competence Team Academic Development offers support and counseling/training.

9. Once per year HR4 creates the indicator "Learning Progress" across all evaluated courses, and compares it to the target value for that indicator.
<table>
<thead>
<tr>
<th>Process: Curriculum Workshop</th>
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<td>Process: gaining accreditation</td>
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**Evaluation of support during the learning process**

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<th>Indicator</th>
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<th>F06</th>
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<th>F09</th>
<th>F10</th>
<th>F11</th>
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<td>1.7</td>
<td>1.8</td>
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</tr>
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</table>

**Data from CICS Scale: 1 = agree completely to 5 = do not agree at all**

1. The learning objectives of this course were outlined at the beginning.
2. The exam requirements were clearly stated.
3. The lecturer - in my opinion - is very interested in promoting his/her student's learning achievements.
4. ... supports my learning process by the pedagogical design of the course.
5. ... provides useful feedback on my learning progress independent of exam.
6. I have learned a lot in this course so far.

* Basis: course evaluations from winter semester 2014-15 and summer semester 2015

**Number of cases:** 773, 32, 3,091, 3,019, 1,136, 1,711, 1,666, 3,194, 2,287, 4,490, 886, 22,503