

Semester evaluations, Study Board for Cross-Cultural Studies (CCG and Tourism),  
Spring 2016 9 September 2016

## CCG

Unfortunately the response rate is not satisfactory. Out of a total of 184 students only 58 filled out the survey. This is a response rate on 31% - however, this includes both 8. Semester students (30) and 10. Semester students (28) and offers a very low response rate for the 8<sup>th</sup> semester.

It is positive to see that a majority (63%) is spending between 30-40 or 40 hours or more on their studies. It has been a goal for the Study Board to maintain a high level of study activity. This is also the self-perception of the students where a total of 79% evaluate their own work efforts to be satisfactory.

Respondents generally feel well-informed about coherence between study activities in the semester (72%), of the programme modules (76%), and find that the academic outcome of attending the programme has been 'big' or 'very big' (51% combined) or 'average' (36%). The fairly high percentage finding the benefit of their studies to be average is a concern for the Study Board. Also four students describe their benefit as small or very small (one student). The qualitative responses provide us with little knowledge on the reasons for this unfortunately. One thing that does come up is that students following the CMC stream tend to find the core courses of less relevance than other stream students.

A majority of the respondents took part in group work while writing projects (65%). A large majority also states that the group work went well (50% completely agree and 35% agree). No one disagreed or completely disagreed in this statement.

It should also be noted that the physical conditions are commented in the qualitative responses. Especially the need for more work spaces is mentioned specifically.

### **The 2016 Evaluation of the Programme**

This evaluation was answered only by 24 students which makes it hard to generalize. However, the numbers we do have are positive. 93% of the respondents experience the coherence and progression between modules/courses to be very clear or clear. Only two students experience it to be less clear and no one as not clear. Similar tendencies can be read from experiences of academic competences (83 % completely agree or agree), and experiences of the ability to identify and formulate problems; to approach and work with problems or organize long work projects and achieve goals all have large majorities (88%-92%) completely agreeing or agreeing.