

Semester evaluations, Study Board for Cross-Cultural Studies (CCG and Tourism), Spring 2018 September 2018

CCG

Unfortunately the response rate is not satisfactory. We only received 57 responses. Of these 37 belong to 8th semester and 20 to 10th semester. However, not all of these actually responds to all comments in the survey.

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 83% evaluate their own work efforts to be satisfactory.

Respondents generally feel well-informed about coherence between study activities in the semester (68%). Looking at the responses on the academic outcome of attending the programme shows that for 50% it has been 'big' or 'very big' but 45% answers 'average'. The high percentage finding the benefit of their studies to be average is a concern for the Study Board. The few qualitative responses provide us with little knowledge on the reasons for this unfortunately. Some write that the core courses have not been beneficial and think that there has been too much repetition from 7th semester.

A majority of the respondents took part in group work while writing projects (55%). A large majority also states that the group work went well (63% completely agree and 25% agree). One student disagreed in this statement. 34% conducted their project with an external collaborator.

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 cafeteria (options and opening hours) is assessed negatively.

The 2018 Evaluation of the Programme

This evaluation was answered only by 18 students which makes it hard to generalize. However, the numbers we do have are positive. 73% of the respondents experience the coherence and progression between modules/courses to be very clear or clear. Even better tendencies can be read from experiences of academic competences (94 % 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 (89%-94%) completely agreeing or agreeing. In the individual comments students mention reflexiveness, analytical skills, and abilities to engage in group work as some of the main competences. The university's career

counselling is given mixed comments and students in general (assessing from the qualitative comments) that there is room for improvement here.