

# Summary course evaluation report

## Academic year 2023-24

Degree programme(s):	BA/MSc in Sociology
Head of Studies:	Merlin Schaeffer

### All ECTS-generating study activities are evaluated at each pass

Are there any courses or other ECTS-generating study activities that haven't been evaluated, and if so, why?	<i>One summer course was not evaluated. We do not know why this was forgotten.</i>
Are there any courses or other ECTS-generating study activities that haven't been rated due to no or too few responses to the evaluation? If so, what have the Study Board done to ensure the quality of the study activity?	<i>The study board has sent several reminders to all teachers and students to do the evaluations. It is the study board's opinion that if the students do not evaluate despite several reminders it is their responsibility if the teaching is sub-par.</i>

### Response rates

Autumn	
Response rate, Autumn Semester courses	66,8%
Response rate, Autumn semester Bachelor's Project	22%
Response rate, Autumn semester Master's Thesis	26%
Response rate, Autumn semester Academic Internship	27,78%
Response rate, Autumn semester Master's Project	N/A
Response rate, last year, Autumn Semester:	55,9%
Spring	
Response rate, Spring Semester courses:	58,1%
Response rate, Spring semester Bachelor's Project	26%
Response rate, Spring semester Master's Thesis	18%
Response rate, Spring semester Academic Internship	13%
Response rate, Spring semester Master's Project	N/A
Response rate, last year, Spring Semester:	55,9%
Target response rate: 50 %	
Does Head of Studies regularly encourage lecturers to evaluate during teaching hours?	<i>Yes, I send at least two reminders. This is why Sociology has one of the highest response rates.</i>
Does the Head of Studies encourage lecturers to inform new students on which changes have been made to their courses compared to last year, and why.	<i>No. Why would students care what was taught to earlier cohorts. I encourage teachers to explain to students what they are taught now.</i>

Autumn	
If the response rates do not meet the target: Briefly elaborate on what initiatives Head of Studies, Study Board and lecturers have implemented to increase the response rates in the future:	<i>None, they meet the target. Also, evaluations are students' possibilities to impact their education. Accordingly, it is their responsibility to make use of it.</i>

### Processing of the course evaluations

Distribution of the evaluations in the categories A, B and C	Number, autumn	Number, spring
<b>Category-A assessment</b> Category-A assessments are given when evaluations are particularly good, for example when lecturers have taken exemplary initiatives and positive experience has been gained from which other teachers or course elements can benefit.	7	4
<b>Category-B assessment</b> Category-B assessments are given when standards are satisfactory. The communication of the result to the lecturer may still be accompanied by suggested improvements and adjustments, but it is basically up to the lecturer to introduce initiatives.	13	15
<b>Category-C assessment</b> Category-C assessments are given when one or more aspects of the degree programme are so problematic that improvements must be made, supervised by the programme management and/or the departmental management (depending on the nature of the problem(s)). Category-C assessments can also be given if other aspects of a subject element than the teaching as such need to be adjusted, e.g. the course content, requirements in relation to the academic background of participants, the academic level or the extent of the teaching.	1	0

Reflect on the response rates and the distribution of teaching evaluations in the categories A, B and C:
<i>We are happy with the response rate and the ratings. The single C course was assigned to a nw teacher.</i>
What positive experiences have been gained in the A category? Are there any of these experiences which can serve as inspiration for other courses?
<i>Nothing systematic that could serve as inspiration for other courses.</i>
Briefly comment on what characterize the evaluations of the B-rated courses. What works well in these courses, and what can be improved?
<i>These are very diverse courses, no general statement is possible.</i>
Which items of improvement has been identified in the category C courses?, What adjustments and other follow-up initiatives have been or will be implemented as a result of the course evaluations?
<i>We changed the teacher.</i>

Has Head of Studies implemented any competence development initiatives as a consequence to the processing of the course evaluations?

No

According to the UCPH guidelines for course evaluations and publication of course evaluation reports, Head of Studies is responsible for informing Head(s) of Department(s)/Center Director<sup>i</sup> on the results of the course evaluations. Does Head of Studies inform the Head(s) of Department(s) Center Director on the results of the course evaluations and other notable circumstances related to the teaching of a course?

Yes

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<sup>i</sup> There is no Head of Department at the Copenhagen Center for Social Data Science (SODAS). The Director of SODAS is acting as Head of Department in the course evaluation report process.