

# Semester evaluations, Study Board for Cross-Cultural Studies, Fall 2021

## Tourism - Copenhagen

50 students out of 100 (response rate of 50%) filled out the questionnaire. 29 from 7th semester and 20 from 9th (one not indicated). A note in that respect is that it is not possible to distinguish 7th sem. respondents from 9th sem. respondents (where they are not taking classes or involved in in-house activities), which makes conclusions somewhat vague. At times, the number of respondents is also very low, which means that valid conclusions cannot be made.

30% of the 9th sem. respondents did a university transfer and 28% did an internship in Denmark or abroad, which is somewhat low compared to previous years. However, the data seem somewhat off considering the 'no' responses from 9<sup>th</sup> sem. students in this regard (not doing university transfer (70%) and not doing an internship (72%)), which means that these cannot be considered fully reliable.

A majority (56%) of the respondents indicate to have spent between 30-40 or 40 hours or more on their studies, equivalent to full time or more. A total of 46% of the respondents indicate less time spent, which is somewhat high in comparison to other years. It needs to be noted though that it is not possible to separate 7th and 9th sem., which makes it difficult to see what the circumstances are around these responses. 95% of the respondents assess their own work efforts to be satisfactory or above, but the comments indicate that some challenges were experienced regarding the scheduling, which is of course something that always needs consideration.

The respondents generally state to be well-informed of coherence between study activities in the semester (77%) and the academic outcome of attending the programme was rated 'very big' (32%) 'big' (27%) or 'average' (36%), and one respondent indicate a small academic outcome.

In relation to specific competences obtained or improved, 'the ability to define, analyse and discuss how different stakeholders are important to destination development/management' scored highest (81%), although other competencies also score relatively high. Teamwork is assessed relatively positive, but comments reveals that some challenges in expectations between group members. It is however also reflected in the comments that respondents understand this as part of the learning process.

24% of the respondents indicated to have worked with an external collaborator during project work. Again, this is one of the places that it is difficult to assess what this actually means, since both 9th sem. internship students as well as other students doing ordinary project writing and study activities are impossible to distinguish, which means that it becomes difficult to conclude much on this basis.

81% of the respondents indicate that they have felt well informed about practical issues. This is a higher score than the past couple of semesters, which is potentially a positive outcome of the fact that we are physically back at campus and therefore may have more direct contact and communication with the students. A few comments were given regarding problems with the information flows.

The physical environment was overall assessed to be satisfactory, with a few negative comments about missing plugs/power for laptops in classrooms, and a need for more space for group work. The facilities for socializing were assessed positively, and only a couple of negative comments about available options of food and opening hours.

Overall, 71% indicate a satisfactory study community and 90% state to be thriving in the programme, and no qualitative comments were added. No respondents directly indicate not to be thriving, but 10% (equal to two respondents) indicate 'neither agree/disagree', which is not a clear response and therefore could indicate some hesitation to this question.