



Summary course evaluation report

Academic year 2022-23

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

All ECTS-generating activities are evaluated at each pass

Completed Bachelor's projects, theses, academic internships and Master's projects must be evaluated. Have one of these categories of study activities not been evaluated and, if so, why?	<i>All have been evaluated and no evaluation raised any concern.</i>
Are there courses or other ECTS-generating activities that have not been evaluated and, if so, why:	<i>No.</i>

Response rates

Autumn	
Response rate, Autumn Semester:	55,9%
Response rate Autumn semester Bachelor's projects	22,0%
Response rate Autumn semester master thesis	24,0%
Response rate Autumn semester academic internships	21,0%
Response rate, last year, Autumn Semester:	30,0%
Spring	
Response rate, Spring Semester:	55,9%
Response rate, Spring Semester Bachelor's projects	27,0%
Response rate, Spring Semester master thesis	38,0%
Response rate, Spring Semester academic internships	19,0 %
Response rate, last year, Spring Semester:	57,5%
Target response rate: 50 %	
Does the Head of Studies regularly encourage lecturers to evaluate during teaching hours:	Yes, I encourage with several reminder emails and during staff meetings.
Does the Head of Studies encourage that the first course of teaching begins with the lecturer explaining which changes have been made to the course compared to last year.	No, I leave that to the teachers. But those who do introduce fundamental changes tend to communicate them.

Autumn	
Account in brief for any further action taken to increase the response rate:	The university teachers of this department tell the students that this is their way to make their interests heard and thus also their responsibility to use it.

Processing of student evaluations received

Distribution of the evaluations in categories A, B and C	Number, autumn	Number, spring
Category-A assessment 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.	3	2
Category-B assessment 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.	22	19
Category-C assessment 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.	0	0

Reflection on the distribution of teaching evaluations in categories A, B and C and response rates:
We are content with the teaching evaluations and see no need to take any actions. We continue to remind all teachers to give students time during class sessions to fill out the evaluations.
For category A, focus is on the particularly positive experience gained during the period:
<i>Yes, the heads of studies of SAMF have agreed that A is a course which scores very high on five key questions of the student evaluation.</i>
Category-B (the middle group, probably the largest of the three) are commented on only in brief.
Most of our teaching is compulsory and thus for the whole cohort of ca. 80 students. It seems reasonable that more or less all classes thus fall into the category B. With electives the students

have selected a topic they are interested in and like. With compulsory courses, by contrast, a significant number of students has no choice but to visit the class although they might prefer not to.

For category C, a description is provided of any issues identified as being in need of attention, as well as any adjustments and other follow-up initiatives already implemented or due to be implemented.

We have no classes in this category, not even the demanding and rather advanced statistics lectures.

Follow-up initiatives. Mention is made, in particular, of skills development initiatives.

The study board is about to revise a B course about which some extra complaints were raised.

Does the head of studies regularly inform the head of department about evaluation results and other results of the teaching?

Of course.