Summary course evaluation report

Academic year 2022-23

Degree programme(s):	MSc in Social Data Science
Head of Studies:	Friedolin Merhout

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?	All study activities have been evaluated.
Are there courses or other ECTS-generating activities that have not been evaluated and, if so, why:	All courses have been evaluated.

Response rates

Autumn	
Response rate, Autumn Semester:	69,3%
Response rate Autumn semester Bachelor's projects	N/A
Response rate Autumn semester master thesis	29% (6/21)
Response rate Autumn semester academic internships (15 ECTS)	75% (3/4)
Response rate, Autumn Semester academic internships (30 ECTS)	67% (2/3)
Response rate, last year, Autumn Semester:	87%
Spring	
Response rate, Spring Semester:	39,2%
Response rate, Spring Semester Bachelor's projects	*N/A*
Response rate, Spring Semester master thesis	67% (14/21)
Response rate, Spring Semester academic internships (15 ECTS)	*50% (1/2)*
Response rate, Spring Semester academic internships (30 ECTS)	*100% (1/1)*
Response rate, last year, Spring Semester:	49%
Target response rate: 50 %	
Does the Head of Studies regularly encourage lecturers to evaluate during teaching hours:	Yes.

Autumn	
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.	Will be done going forward.
Account in brief for any further action taken to increase the response rate:	Nothing beyond encouraging dedicated time in class for evaluations.

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.	0	0
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.	8 (8/9)[1]	6 (6/8)[2]
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 that there are no C-courses. Going forward, we hope to also see some A-courses once there is more stability in teacher teams and this continuity allows more consistent

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[1] 9 courses were planned, executed and evaluated, but 1 out of the 9 had a response rate of 0%. For this reason, the course has not been categorized. The uncategorized course was a co-curricular written assignment, and only two students followed the course.

[2] 8 courses were planned, executed and evaluated, but 1 out of the 8 had a response rate of 0%. For this reason, the course has not been categorized. The uncategorized course was a co-curricular written assignment, and only one student followed the course.

development. We also hope that this continuity in teachers will allow us to maintain a consistently higher response rate.
For category A, focus is on the particularly positive experience gained during the period:
Not applicable.
Category-B (the middle group, probably the largest of the three) are commented on only in brief.
All courses in this category have a solid foundation though have also seen some turnover in the teacher team. With more stability in these teams, we are confident that they can be strengthened even more.
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.
Not applicable.
Follow-up initiatives. Mention is made, in particular, of skills development initiatives.
We are currently in the process of mapping the teaching in the program to the digital skills initiative at the University of Copenhagen, which will allow us to assess the opportunity for more systematic development of the program.
Does the head of studies regularly inform the head of department about evaluation results and other results of the teaching?
Not applicable. SDS does not have a Head of Department.