

Dear graduate-to-be!

The semester assessments, to which you have contributed, have provided very valuable insight into how you and your fellow students have experienced the individual semesters, projects, courses, etc.!

However, we would like to have a more general evaluation of how you have experienced the entire program in retrospect, and we therefore kindly ask you to answer 8 main questions – questions primarily concerning your experience of the cohesion and progression of the program!

The questions are answered by providing a number from 1 (best) to 5 (worst). Depending on your answer, you might be asked to elaborate on your answer, but it typically takes no more than 5-10 minutes to complete the questionnaire.

Which semester are you about to complete / have you just completed?

- (1) Do you expect to complete the programme this summer?
(1) yes
(2) no

What is the reason why you do not expect to complete the programme this summer?

To what extent has the programme lived up to your expectations? (1 = very much so, 2 = to a large extent, 3 = somewhat, 4 = to a low degree, 5 to a very low degree)

In what areas has the programme not lived up to your expectations?

How do you assess the academic level? (1 = very high, 2 = high, 3 = average, 4 = low, 5 = very low)

In what areas should the academic level have been higher?

How do you assess the academic content? (1 = very satisfactory, 2 = satisfactory, 3 = neither satisfactory nor unsatisfactory, 4 = unsatisfactory, 5 = very unsatisfactory)

Which parts were missing or ought to be strengthened in the programme?

Which parts of the programme should be removed or toned down?

How do you assess the coherence of the programme, within semesters as well as between semesters? (1 = very good, 2 = good, 3 = neither good nor poor, 4 = poor, 5 = very poor)

In what areas should the coherence be improved?

How can the coherence be improved?

ArT: To what extent do you agree that your bachelor's programme has given you the following knowledge, skills and competences? (1 = strongly agree, 2 = agree, 3 = neither agree nor disagree, 4 = disagree, 5 = strongly disagree)



	1	2	3	4	5
Knowledge on central aesthetic theories	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
Knowledge on technological theories and concepts	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
Skills in evaluating and applying artistic and academic methods within the discipline	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
Skills in carrying out analyses and applying the results in a design process	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
Practical skills in analogue and digital technologies	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
Competences in describing, formulating and communicating problems and results in both an artistic and academic context	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
Competences in structuring your own process and learning	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
Competences in participating in and leading interdisciplinary teams	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

How has your study load been? (1 = very suitable, 2 = adequate, 3 = somewhat, 4 = too high or too low, 5 = much too high or much too low)

In what areas have your study load been too low?

In what areas has your study load been too high?

How do you assess the distribution of your study load over the course of study? (1 = very regular, 2 = regular, 3 = neither regular nor irregular, 4 = irregular, 5 = very irregular)

How should the distribution of study load change?

Supplementary comments about the programme: Thank you very much for your assessments!