



## Final report

### HT2024\_FEGC02\_45154\_Marketing Strategies

First time registered students: 43

Answer Count: 8

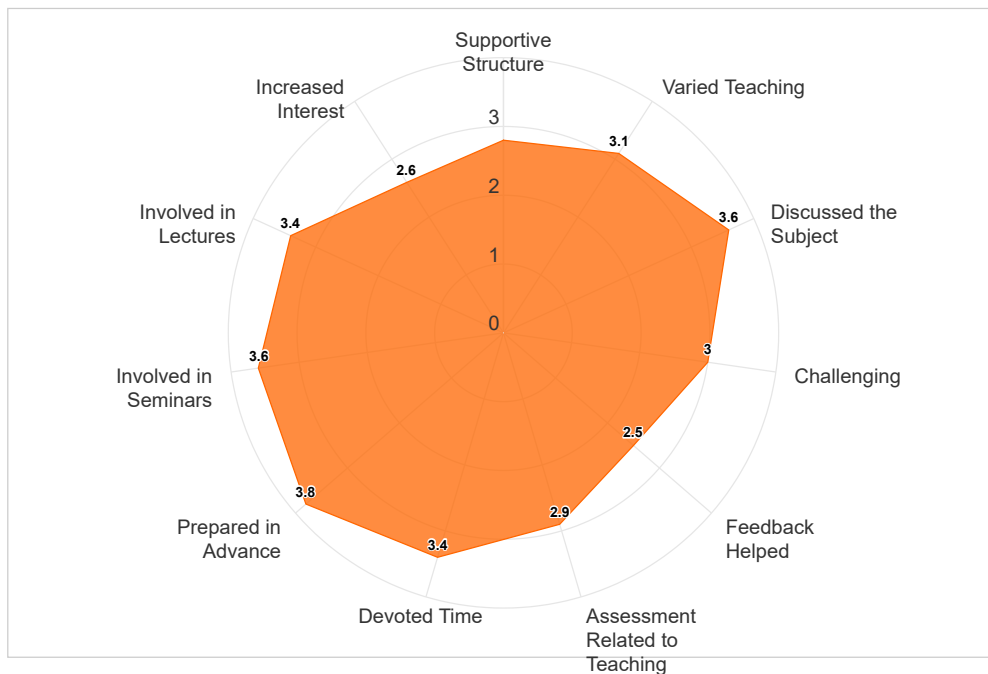
Answer Frequency: 18.60%

The course evaluation could be answered during the period:

09/11/2024 - 23/11/2024

When collaborative courses, several course codes are shown below:

**FEGC02 Marketing Strategies, End date: 2024-11-10**





Mean value for each question. Highest value = 4.

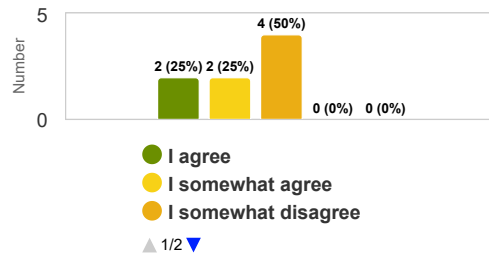
	Mean
Supportive Structure	2.8
Varied Teaching	3.1
Discussed the Subject	3.6
Challenging	3.0
Feedback Helped	2.5
Assessment Related to Teaching	2.9
Workload	2.2
Devoted Time	3.4
Prepared in Advance	3.8
Involved in Seminars	3.6
Involved in Lectures	3.4
Increased Interest	2.6

### Results of learning

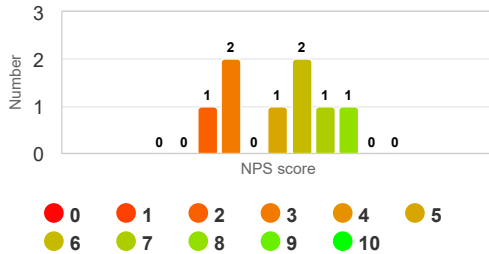
**All in all, the course was valuable for me.**

*Courses that were considered valuable were related to personal development, acquisition of new knowledge and skills, understanding of something. Higher ratings can refer to students' perceived development (learned a lot, and it was useful). Lower ratings can refer to scanty development of knowledge and skills or not understanding certain themes or their parts, not understanding the necessity and significance of the course, problems in the learning environment.*

	Mean
All in all, the course was valuable for me	3



### How likely would you be to recommend this course to a friend or colleague?



**Net Promoter Score (NPS) = -75**

Promoters = 0 (0%)

Passives = 2 (25%)

Detractors = 6 (75%)

The Net Promoter Score (NPS) is a metric that measures student experience and predicts the effectiveness of a course. It calculates an NPS score based on a key question using a 0-10 scale, asking how likely students would recommend the course to others. Respondents are grouped into Promoters, Passives, or Detractors based on their score, and the NPS is calculated by subtracting the percentage of Detractors from the percentage of Promoters. The NPS is a core metric for course evaluation programs and is trusted by educational institutions to engage their students and improve their learning experience performance.



**KARLSTAD  
UNIVERSITY**

## **Comments**

### **Course supervisor's comments**

It is hard to know how much one should read into the results from the work report, when it is only based on 8 student responses. However, there are some good feedback written in the report that should be taken into consideration. Since, the course literature is quite extensive and for some hard to grasp for many of the students, they tend to lack engagement in the seminars. This was something I experienced during the seminars. Even though there were instructions and guidelines for these seminars and the discussions - we as teachers should be more strict, following up on the compliance of them. The individual assignment was presented as something that would benefit the students by preparing them for writing their Bachelor thesis. This is in part true, however, this is of course not the only reason for having this form of examination, but it seems like some students have interpreted as such. This should be corrected and stated next time. Furthermore, the teachers was supposed to have a complimentary lecture along the article seminars, this seems to not have been the case for all lectures and should also be implemented for next year.