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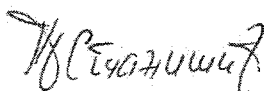
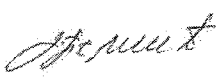


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University of Kragujevac

Faculty of Hotel Management and Tourism in Vrnjačka Banja

THE REPORT ON METORING MASTER STUDENTS IN THE PERIOD
16.11.2015 - 10.06.2016

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Project task:

8.2. Implement employer/professional body/student support committees to help sustain student recruitment

Description of project task:

In order to support students in solving their current dilemmas, mentors were assigned to the defined groups of students. The help in solving dilemmas related to improving the success of studies, the quality of study programs, and teaching and working conditions was provided through group and individual consultations organized during the semester. The Report contains the information on the activities undertaken in the course of the mentoring work with students. The final goal of the undertaken activities was to improve study conditions at the Faculty of Hotel Management and Tourism in Vrnjačka Banja, University of Kragujevac.

Description of outcomes:

This report is the result of the joint work of the teaching staff at the Faculty of Hotel Management and Tourism in Vrnjačka Banja, University of Kragujevac.

The first generation of students enrolled the Master Academic Studies at the Faculty of Hotel Management and Tourism in Vrnjačka Banja, University of Kragujevac in 2015/2016, at the study programs of Management in Tourism and Hotel Management. Within the TEMPUS project *Modernization and Harmonization of Tourism Study Programs in Serbia*, mentoring work with students was organized. The goal of mentoring was to improve the study conditions of the students and support students in overcoming current problems. The implementation of the above activities was expected to affect the overall achievements of the students and the level of their satisfaction with the process of the study. In organizing mentoring work with the students of master studies, the Faculty of Hotel Management and Tourism in Vrnjačka Banja has undertaken a number of significant actions to enable the study conditions and achieved results to be at a satisfactory level in the first year of implementation of the program at the master studies. The mentor of master students within the TEMPUS project *Modernization and Harmonization of Tourism Study Programs in Serbia* was Tanja Stanišić, Associate Professor.

1. Descriptive information regarding the undertaken mentoring activities

1.1. Activities concerning cooperation with students and offering support

In order to intensify the cooperation with students, provide information about their current dilemmas and give support in solving them, the mentor organized individual and group consultations with students. Student group consultations were held in pre-defined periods, while students were able to have individual consultations every Tuesday or in the period previously agreed with the supervisor.

1.2. Dilemmas faced by the students and the proposed solutions

The most common dilemmas the students named during the mentoring work were as follows:

- Absence due to health problems;
- Financial problems of students which have contributed to the settlement of their financial obligations related to the master studies;
- Problems arising from the fact that a number of master students are employed, and that in this respect it was necessary to help the students comply their obligations related to studies to those of their employment;
- Harmonisation of terms and schedule of exams in the January examination period in a way that suits students;
- Issues related to the selection of courses and teachers for the purpose of choosing and preparing the final master work in which students would be able to analyse the desired topic.

The collected information about the students' dilemmas was further communicated to the relevant authorities and Faculty functions (Dean, Vice Deans and Heads of Departments). Solutions to students' dilemmas were the result of the joint effort of the mentor and the relevant

authorities and Faculty functions and the Master Studies teaching staff. In order to provide support to students in improving the success of the studies, and improve the quality of study programs, and teaching and working conditions, the following measures and activities were undertaken:

- With regard to the absence of students due to health reasons, in coordination of the mentor and teaching staff, the students were provided consultative teaching where the instruction was given regarding the material covered during the classes that students have not attended.
- As far as financial problems are concerned, a number of decisions were taken aimed at their lessening or overcoming: a number of students was provided the opportunity to cover tuition obligations at an agreed number of instalments; students were pointed to the possibility of submitting an application for the reduction or exemption of tuition fees; at the level of the Faculty, a decision was made to enable a free application for the first two examination terms.
- Given that a number of master students are employed, it was necessary to undertake a series of activities in order to assist these students to harmonise their business and studying obligations. In cases of absence due to urgent business commitments, problems were solved by organizing consultative teaching. All teachers held colloquiums in two terms, where the students were able to choose the term. Since the research papers were defended at the pre-defined terms, a number of the employed students was provided with the additional terms.
- Concerning the January examination period, a significant number of students in individual and group consultations expressed concerns about the harmonization of examination duties. By mutual agreement of the Faculty management, teaching staff and the mentor, it was decided that in addition to regular examination date in January/February, every teacher allocates two periods in which students would be able to take the required exam.
- The number of students faced the dilemma of the selection of teachers and courses in which to do master thesis. At the meeting of the mentor and teaching staff, and joint consideration of possibilities, these problems were successfully solved by focusing students on the teacher and the subject in which it was possible to analyse the desired topic.
- Certain general activities undertaken within the TEMPUS project *Modernization and Harmonization of Tourism Study Programs in Serbia*, which significantly improved the process of studying at the first year of master studies and the students expressed great satisfaction with are: organizing guest lectures; availability of all relevant information at the Faculty site; organizing seminars and training.

2. Quantitative indicators

2.1. Year and level of studies

Year of studies: first

Level of studies: master studies

Number of study programmes: 2

Names of study programmes: a) Management in Tourism; b) Hotel Management

2.2. The number of students and their sex structure

Number of students: 37

Sex:

a) male: 10

b) female: 27

The number of students at the study programme Management in Tourism: 28

The sex structure of the students attending the study programme of Management in Tourism:

a) male: 8

b) female: 20

The number of students at the study programme of Hotel Management: 9

The sex structure of the students attending the study programme of Hotel Management:

a) male: 2

b) female: 7

2.3. Number of consultations organised with the students

The overall number of consultations: 17

Group consultations: 5

Group consultations were carried out every third Wednesday in the month from January to May 2016.

Individual consultations: 12

The mentor was available to students at the individual consultations every Tuesday, from 11.00 to 13.00, as well as in the terms previously agreed with an individual student. The largest number of individual consultations (8 out of 12) was carried out in January and February 2016. The introduction of this kind of work was very positively received by the students.

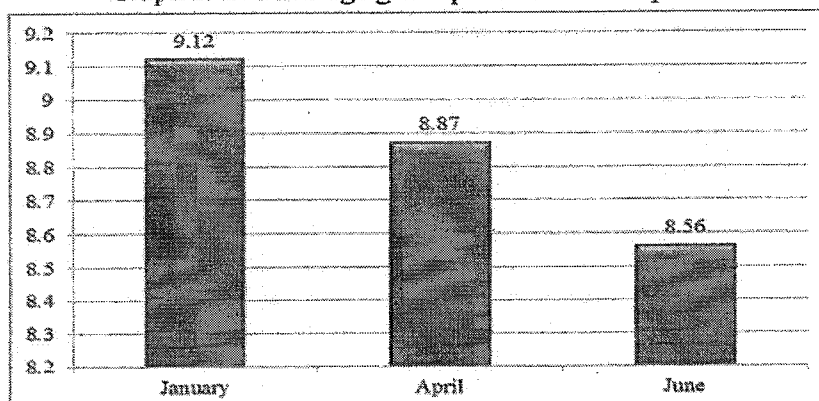


2.4. The analysis of the success of studying

The average score of the students including the June examination period is 8.85, which can be considered as a relatively satisfactory overall success of the first-year students of master academic studies. A positive impact of mentoring on improving the success of studying is confirmed by comparative analysis of the results, i.e. the achieved average grade in January, April and June examination periods in 2015/2016. The largest number of individual consultations with students, on the students' initiative, was held in January and February 2016. Having gained the knowledge of the current issues of the students' concern, during this period, the largest number of activities and corrective measures was undertaken for improving the success of studying and the examination passing rate. In the observed period, the highest average score was achieved in the January examination period.

The Graph 1 shows the average grades of students in the examination periods January - June 2016.

Graph 1. The average grade per examination period



A positive impact of mentoring on improving the rate of passing the examinations is confirmed by the comparative analysis of the passing rate per examination period (Table 1).

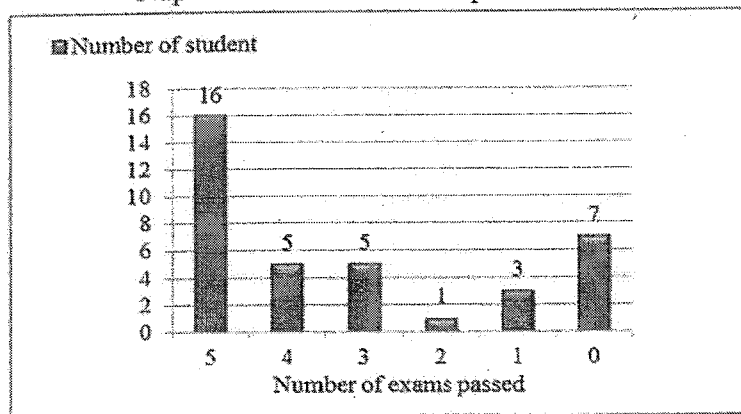
Table 1. The comparative analysis of the results achieved at the exams – January, April and June examination periods

Examination period	Applied	Gave up	Not passed	Passed	Average grade
January	121	24%	3%	97%	9.12
April	42	42%	12%	88%	8.87
June	21	38%	31%	69%	8.56

The result of the intensive cooperation with students from the very start of mentoring process was a remarkable success achieved in the January examination period when it recorded the passing rate of 97%. A slightly lower passing rate registered in the April and June examination periods was the result of the fact that a large number of students who attended courses and actively cooperated with the mentor, teaching staff and relevant Faculty authorities had successfully completed their studying commitments in the January examination period.

At the end of the June examination period, the average number of the passed exams per student was 3.2, and the average number of the realized ECTS credits was 26. The Graph 2 shows the number of the passed exams at the end of the June examination period.

Graph 2. The number of the passed exams



The extraordinary success achieved by students enrolled to Master Studies is confirmed by the fact that, at the end of the June examination period, 16 students (43%) passed all the exams at the first year of Master Academic Studies (a total of 5 exams). It is necessary to point out that those were the students who were actively involved in the process of cooperation with the mentor and who put joint efforts to improve the study conditions. At the end of the June examination period, 7 students did not pass any exam, due to business obligations or health reasons. At that moment, there were no students who dropped out.

The overview of ECTS credits per examination term shown in Table 2 confirms the intensive progress of students in terms of carrying out their duties and achieving the exam success.

Table 2. The number of ECTS credits

January examination period		
	0-35 ECTS credits	40 ECTS credits
No. of students	31	6
%	83.7%	16.3%
April examination period		
	0-35 ECTS credits	40 ECTS credits
No. of students	22	15
%	59.4%	40.6%
June examination period		
	0-35 ECTS credits	40 ECTS credits
No. of students	21	16
%	56.7%	43.3%

On completion of the January examination period, 16.3% of students achieved 40 ECTS credits. After the June examination period, the percentage of students with earned 40 ECTS credits amounted to 43.3%.

In 2015/2016, the first generation of students enrolled Master Studies at the Faculty of Hotel Management and Tourism in Vrnjačka Banja, University of Kragujevac. In this sense, it was not possible to compare students' performance indicators to those of previous years. However, the available data show a very satisfactory success achieved by the first generation of students at the Master Studies. This was certainly contributed by the mentoring work with students, as confirmed by the very students at the last group consultations held in May. Namely, at the last group consultations with students, the solved problems were summarized and a general conclusion was reached that the students were very satisfied with the rate and way of solving problems and the fact that the Faculty cherishes such a program. In the students' opinion, both, the very mentor and the process of cooperation had a significant positive impact on the level of students' motivation and their approach to studying and examination obligations, which resulted in relatively high scores achieved by students and a high degree of the examination passing rate.

Attached is the decision of the Teaching and Scientific Council of the Faculty of Hotel Management and Tourism in Vrnjačka Banja on the appointment of the mentor to the students of Master Studies.

На основу члана 120. Статута Факултета за хотелијерство и туризам у Врњачкој Бањи (пречишћен текст, бр. 303 од 17.03.2015.г.), Наставно – научно веће Факултета за хотелијерство и туризам у Врњачкој Бањи, на седници одржаној дана 22.02.2016. године, донело је

ОДЛУКУ

о именовану ментора за студенте мастер академских студија

- I Именује се доц. др Тања Станишић за ментора студената мастер академских студија.
- II Задатак ментора је да прати рад студената током студирања мастер академских студија.

НАСТАВНО - НАУЧНО ВЕЋЕ
ФАКУЛТЕТ ЗА ХОТЕЛИЈЕРСТВО И ТУРИЗАМ У ВРЊАЧКОЈ БАЊИ
Број 323 дана 22.02.2016. год.

ПРЕДСЕДНИК
НАСТАВНО-НАУЧНОГ ВЕЋА
проф. др Драго Цвијановић *me*

