Minutes of meeting (2024-09) in the Study Board of Build, Energy, Electronics and Mechanics in Esbjerg 30.10.2024

Present:
Matthias Mandø (MMA) (Chair), Daniel Ortiz Arroya (DOA), Mads Pagh Nielsen (MPN), Jeppe Akash Bundsgaard Sørensen, Jesper Liniger, Christian Winther Dissing, Anette Larsen (ALL) (secretary)

Absent:
Ulisse Valeriani, Visnu Ritesh Vijayakumaar Palanisamy

Copy:
Sara Lindberg Hildebrandt, Britta M. Jensen, Charlotte Slot Lolk, Anne Linde Poulsen, Pia Vestergaard Jensen, Christian Winther Dissing, Mads Pagh Nielsen, Tamas Kerekes, Gitte Hageman Christensen, Head of department, Rikke Steensbæk.

Minute taker: ALL

Agenda

1. Approval of agenda
2. Approval of minutes of meeting 09.10.2024
3. Follow up after meeting 09.10.2024
4. General announcements
5. Results from the Danish study survey 2023 (Christian Winther Dissing)
6. Graduate survey (Christian Winther Dissing)
7. Analysis of study start test – summary of math questions
8. The Outreach Initiative (Den opsøgende indsats)
9. Minutes of semester group meetings
10. AOB
11. Credit transfer and exemptions (confidential)

Minutes

1. Approval of agenda
Approved.

2. Approval of minutes of meeting
Minutes approved.

3. Follow up after meeting 09.10.2024
MMA has talked to teachers, one is outstanding, and MMA will talk to him. No further action.

4. General announcements
Separation of Bachelor of Science and Bachelor of Engineering. The two programmes will be separated to a much larger degree than they are now. This process is ongoing and expected to be finalized in the new year, so that the changes can take place from September 2025.
This is a task for the Aalborg Study board and not Esbjerg, primarily as our programmes are not intertwined. BEEM will be informed about changes to Bachelor of Engineering of Sustainable Energy.

Study programme revision. This work is also ongoing, all the changes that you have approved have been incorporated in the new versions of study programmes to be effective from September 2025.

5. Results from the Danish study survey 2023 (Christian Winther Dissing)
Danmarks Studieundersøgelse / The Danish Study Survey

Introduction

- A new survey which is handled by the Danish Ministry of Education, and it is sent out to all students in Denmark every second year.
- The purpose of the survey is to publicize the evaluation results from each study programme on the website uddannelseszoom.dk so prospective students can see how the students evaluate their programmes. 5 percent of the subsidies AAU get from the state are now based on the results of this survey.
- AAU has decided to evaluate the study environment quantitatively exclusively through this new survey to minimize the number of surveys we ask the students to participate in.
- The survey comprises a long list of questions regarding different aspects of the study environment.
- In these slides, I have aggregated the results from the different programmes because there are not very noteworthy differences between them except for a couple of instances which I have highlighted. Instead, I have illustrated the results on faculty, department- and study board-level to compare how our students evaluate their studies. Results for each individual study programme can be found in the enclosures and in PowerBI for those who have access.
- The survey is very comprehensive so I have only included the results where there are interesting differences to note or points of critique that the study board should discuss. The results are exclusively in Danish, but I will translate to my best ability during my presentation.
- While I present the results, please do not hesitate to interrupt or ask questions.

Comments:

- The survey was made a year ago, but the university has been slow to send it out. However, it has also been delayed in the BEEM study board. So, this is a presentation of a one-year-old survey. And we will therefore have a new survey next year.

Response rate

- Slightly below the faculty's average but above AAU's.

Time spent (on studies)

- BEEM's students spend an average of 45,4 hours per week on their studies. This is very comparable to the Energy students in Aalborg and the faculty average. They Energy students spend around two hours more on their studies per week than the BEEM students.
- BEEM: 24,3 of the hours are spent preparing while 21,1 hours are spent on participating in teaching, group work, lab work, etc.
- Interestingly, the BEEM students spend more time on preparation than participation compared to the Energy students and the faculty average.

Time spent (on after-school work)

- 24,6 % of the department's students have voluntary work. These spend an average of 4,9 hours per week on this.
- 50,6 % of BEEM's students have after-school work with pay. They spend an average of 14 hours per week on this. Compared to the Energy students and the faculty, a higher proportion of the BEEM students have after-school work (17,6 percentage points more than the Energy students) and they spend significantly more hours working.

Comments:

- ECTS. One ECTS corresponds to approximately 45 hours of work per week. This is what is expected, and we are very close. It is better to hit 45 and below than be over.

- Work in spare time: There is one semester where there are four exams, and we are working to spread out the exams to ease the load in a very short period of time. We will try this in one study programme first. This should give a less intensive exam period.
- It is positive that the students have paid jobs, e.g. this will help the international students to meet people.
- MMA has had meeting with the study counsellor who informed us that a number of students struggle with work-life balance issues A higher percentage of Esbjerg students work on the side. Study counsellor emphasizes that teachers should set clear goals for the students course work. MMA have already emphasized this to teachers on last Section meeting. Study counsellor will be invited to the study board next year instead of only having a talk with the of the study board.

Teaching environment: Constructive feedback

- The students from the Energy department are more satisfied with the amount of and the quality of their feedback than the faculty average.

Comment:

- Learning environment. There has been a lot of changes to the physical environment, and hopefully this will boost the figures next year.

Social and academic environment

- The department's students in Aalborg rate the social environment higher than the students in Esbjerg.
- The department's academic environment is very highly rated and slightly higher rated in Aalborg.

The physical environment

- Overall, the department's students are satisfied with the physical environment especially when compared to the university average.
- The students in Aalborg are happier with the physical environment than the students in Esbjerg.
- Comments: Several students in Esbjerg commented that the group rooms were too cold. This was due to the room temperature being limited to max 19 degrees so this will have had a negative effect on the evaluation results. MMA: This has already been brought up with CAS but they refuse to acknowledge the problem.

Comments:

- Physical environment. The figures are not bad compared to the faculty average, and it will be interesting to see next year after the densification.
- Temperature. We will keep complaining about the temperature, which is too low.

Well-being

- 80 % of the students from BEEM strongly agree or agree that they feel comfortable in their study programmes which is the same level as the faculty and university average.
- Stress: Over 40 % of the department's students experience stress in their study life. No noteworthy differences when compared to the faculty and university averages.
- Sense of belonging: A higher proportion of the students in Esbjerg can become in doubt whether they belong at their study programme.
- Loneliness: 17 % of the students in Esbjerg have often experienced loneliness and 3 % always. In Aalborg it is 5 % and 2 % respectively.
- Knowledge of support options: 32 % of our students in Esbjerg have gained support and guidance because of a lack of well-being. A much higher proportion of the department's students know of the different support options compared to the faculty and university averages.
- Conclusion: The students in Aalborg thrive more than the students in Esbjerg but the Aalborg student's level of well-being is also exceptionally high.

- Comments: A comment regarding a worry about having the group rooms removed, and a comment from an international student who notes that it is difficult to become integrated in the study programme and with the Danish groups.

Comments:

- Figures on individual study programmes: stress and sense of belonging; 17 percent have felt loneliness. Can this be explained by young people coming here and not knowing how university life works. Maybe we must so something extra. There are offers, but maybe they do not have time, if they have to work a lot. BSc Civil engineering deviates significantly from the rest on 'social environment'. MMA has informed Coordinator about this. We will monitor to see if this will improve next year.

Indicator benchmarking

- The survey is split in 12 indicators and ministry has coded questions to an index score from 1 to 5 where "very dissatisfied" is coded as 1 and very satisfied as 5 for example. This makes it easy to benchmark how the department is doing across these 11 indicators.
- An average score above 4 is deemed very good while a score under 2.5 indicates a very poor one.
- The department scores very high with a total score of 4.24.

Indicator benchmarking – BEEM

- BEEM has a lower score than Energy in Aalborg which is unsurprising considering the previous slides. However, it is still above 4 and therefore considered very good.
- Here you can see a big contrast when comparing the results from the Energy study programme (4.5 total score) and civil engineering (2,78 total score). Especially the social environment is rated much lower on civil engineering than energy.
- Should the study board follow up on this?

Indicator benchmarking – Summary

- The department has the second highest total average score on AAU. Only Math has a higher average score by 0,02.

6. Graduate survey (Christian Winther Dissing)

Introduction

- The graduate survey has also been conducted by Ministry of Education like the Danish Study Survey.
- The purpose of this survey is to evaluate the study programmes' employment rates, the transition from studies to the labour market and how the graduates view the quality of their programmes.
- I have included the aggregated results for all the department's study programmes since there are no significant differences in the results between the different programmes. You can find the results for the individual programmes in the enclosures and in PowerBI.
- The graduate is significantly smaller in scope than the previous survey we went through, so I have included all the results in this presentation.
- Unfortunately, these results are also only in Danish so I will translate during the presentation.

Response rate

- The response rate is quite low in general. For the BEEM graduates, 25 % has answered the questionnaire so the results should be viewed in light of this.

Job status

- 5 % have not been employed since their graduation.

Job focus

- 41 % of our graduates strongly disagree or disagree that AAU emphasized job seeking and job opportunities during the final stages of the study programme.

Comment:

- Job focus. 41 disagreed that AAU emphasize job seeking during final stages of the study programmes. This is surprising, as we have a lot of initiatives. Can we be sure the wording of the question is suitable?

Job seeking

- The majority of our graduates began seeking employment before they finished their programme.
- 30 % found employment by applying for a job formally while 28 % got their job from their internship (project-oriented study in an external organisation), 19 % through their network, 13 % from their after-school job.

Transition to job

- 27 % of our graduates agree or strongly agree that the transition to the labour market was difficult which is the same as the faculty average and 10 percentage points lower than the university average.
- The 3 primary reasons that they have found this transition difficult are: they do not think they use a lot from their studies in their job (47 %), they feel they lack certain competencies in their job (40 %) and they find their job does not match the expectations they had while studying (33 %).

Comment:

- Transition to job. We will monitor this next time we get this survey. It is a problem if the students do not get the competences they need.

Most important aspects to getting a job

- Top 3 reasons: The competences from their studies (77 %), the study programme is a prerequisite for their jobs (58 %) and internship (45 %).

Acquired competencies

- Overall, our graduates assess that they have acquired the list of competencies to a very high degree.
- The top 5 competencies the graduates use in their job are: ability to gain

7 Analysis of study start test – summary of math questions
MMA goes through the document. There is an improvement from 2023 to 2024.

8 The Outreach Initiative (Den opsøgende indsats)
You are encouraged to take a look at the survey. The study board refers students that we have difficulties reaching, to the Outreach Initiative.

APEL, AIAS
No attendees. The reason is unknown. This might indicate no perceived issues. This is believed to be the first cancellation.

Civil 1
JEL:

- Positive feedback on Calculus.

- Issues with PBL (Problem-Based Learning):
  - Not seen as relevant to their work.
  - PBL teachers focus on abstract concepts rather than concrete math information.
  - Students prefer practical applications over the PBL framework.
  - New teacher might be a reason for some negative feedback.
  - No major concerns from JEL or Jeppe.
  - Uncertainty about exam form.

Mechanical 1
- Positive feedback on Christian's Calculus.
- Similar feedback as Civil 1.
- No mention of exams.
- We are confident that PBL instructors will absorb and reflect on comments.

Energy 1
Some students prefer Calculus to be taught on the blackboard.
- PBL:
  - Similar issues as Civil 1 with PBL.
  - Students need to understand the purpose when it is not hardcore engineering science.
- No mention of exams.
- MMA will investigate into Overleaf and LaTeX course.

Civil 3
- Comments about Advanced Statics and Mechanics of Materials. Course materials are now in Moodle. Teacher did not show up for one lecture, students hope for rescheduling.

Mechanical 3
- No remarks.

Civil 5
- Dynamic and Fatigue:
  - Lack of connection between teaching and assignments.
  - No input for the study board.
  - MMA to contact one teacher and possibly the other.
  - JEL says it is the same for Mechanical. Good teaching feedback but lack of coherence between teaching and exercises.

Mechanical 5
- No remarks.

AIE 5:
- No remarks.

FPS 1
- MPN will talk to teacher in Aalborg.

OES 1
- System Identification: Some students lack prerequisites, but teaching is good.

OES 3
Comments about teacher's use of blackboard. MMA will talk to Esbjerg teacher.

10. AOB
The above surveys showed some really good news. We will put this on info screen.

11 Credit transfer and exemptions (confidential)
Survey of list in WorkZone.

Action points, incl. responsible people – Study board meeting 30.10.2024
MMA to talk to teachers as per above.