



AALBORG UNIVERSITET

Minutes

Subject: Study board meeting – No. 2025.1
Date: 15 January 2025
Minute taker: Tatiana K. Madsen
Participants: Tatiana K. Madsen, Henrik Schiøler, Troels Bundgaard Sørensen, Jens Myrup Pedersen, Steffen Tidou Pedersen (CE), Anders Peter Bundgaard Kristensen (ES), Mathias Lykholt-Ustrup (ROB), Julie Holm Bengtsson (CYBER), Marie Hastrup Brisson (CCT)

Observer: Charlotte Hoeg

Cancellations: Thomas B. Moeslund, Peter Koch, Heidi Sørensen, Ronja Katharine Pihl (PDP)

Agenda

1. Approval of agenda
2. Approval of minutes from meeting in December 2024
3. Quality assurance reports (Kvalitetsrapporter)
4. Yearly report from the censor corps (Censorformandsskabets årsrapport)
5. Dispensations
6. Use of gAI by students – analysis of the collected data
7. Semester descriptions Spring 2025
8. Messages
9. A.O.B.

Minutes

Ad. 1. Approval of agenda

The agenda was approved.

Ad. 2. Approval of minutes from meeting in December 2024

With minor changes, the minutes were approved.

Ad. 3 Quality assurance reports (Kvalitetsrapporter)

Charlotte Hoeg has participated in the meeting.

This year the quality assurance reports are prepared for ROB bachelor and master, PDP bachelor and master, ICTE, CCT and CYBER educations. The drafts of the reports were made available to ESN members prior to the meeting. During the meeting we went through the reports. The main focus were on the items marked as “attention”.

For CCT and Cyber educations the following has been pointed out:

- **Cyber drop out:** Currently, the numbers for drop out on Cyber are acceptable:
 - In 2021 0 students
 - In 2022 1 student
 - In 2023 4 students out of 39 (1 student is heavily handicapped and it was not possible to provide necessary conditions; 1 student could not provide the payment for next semester; 1 student has changed the education; 1 student has not met up)However, we see indications that with rapidly increasing number of students, the drop out rate will increase.
- ESN has concerns about STUD/VIP ratio, especially with more students on the coming Cyber-diplom education. E.g. currently there are ca 50 master thesis students on the 10th semester supervised by 5 teachers.
- **Cyber rapid growth:** The two points mentioned above give concerns whether the growth of the number of students on Cyber is too fast. Additionally, if we want to make the education prestigious in the eyes of the students, it is a bad strategy to dimension education such that all applicants are accepted, e.g. regardless their grades or previous experience.
- **Cyber self-paying students:** we are having more students who are paying themselves for their studies. It seems that some of them have to work to collect money and it affects their performance. **Action point:** this will be further investigated (exam passing/ universities students are coming from).
- **CCT drop out:** last year we have observed that out of 10 dropped out students 5 were girls. This set a number pf initiatives, e.g. the education coordinator, Lene Sørensen, organizes café meetings for girls. This initiative has already received a positive feedback, since girls can discuss their concerns.
- **CCT time used for studies:** the numbers are lying on the lower end. There can be several reasons:
 - Students are counting only confrontation hours or hours when they are physically at campus, without counting preparation hours. **Action point:** in onboarding process put more attention on what is expected from a student at uni and how time consumption is calculated. **Responsible:** education coordinator
 - High living expenses and student jobs. However, relevant study jobs have also positive impact on the future carrier.



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- **CCT exam statistics:** exam grades for CCT are lower compared with other bachelor educations. One should note that for majority of CCT students this education was 2nd priority or they are accepted via 2nd round. The situation becomes better with years.

For ROB bachelor and master educations the following has been pointed out:

- **Transition rate between bachelor and master:** approx. 50% of bachelor students are choosing not to continue on ROB master. This brings a question whether the content of ROB master is attractive to the students and whether new elements should be added and whether the current balance between robotics/ health applications/ computer vision applications is attractive for students.
Previously, some ROB bachelor students were choosing to continue on Automation & Control master, however they do not do it any longer after several masters were merged into Electronic Systems master.
Two years ago we have started to give a joint presentation of different possibilities for ROB bachelor to continue on the masters, however it does not give the desired effect.

For PDP education the following has been pointed out:

- We continue having focus on arrangements with industry to help with a smooth transition to job market.

ESN has discussed the process around Quality assurance reports and we wish for **higher involvement of education coordinators and education groups**. We suggest that it is tried out next year.

Ad. 4. Yearly report from the censor corps (Censorformandsskabets årsrapport)

The report was discussed during the meeting. **Conclusion:** no adjustments should be done based on the report.

It can be noted from the report that at AAU we are using the same censor 6 times as much as at DTU. There can be several explanations for this:

- We invite "local" censors, as the experience shows that it is easier to find a proper date
- We often use the same censor twice for morning and afternoon project exams
- We have more exams compared with other universities due to project exams

Ad. 5. Dispensations

Dispensation applications were processed.

Ad. 6. Use of gAI by students – analysis of the collected data

To have a better understanding of how students are using generative AI in their education, all COMTEK5 groups were asked to make an appendix to their reports explaining how they were using gAI



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during Fall 2024 semester. The collected feedback was made available for ESN. During the meeting we have discussed the collected data.

The collected data shows that the use of gAI is fair, reasonable and critical. Students are using these tools; they are now a part of their toolbox, and the students are aware of consequences, advantages and disadvantages. gAI is also becoming a natural tool to use in teaching, e.g. in PBL course or programming courses. Some use of gAI is very innovative, e.g. to use a chat-bot to train to solve conflicts in a group.

Conclusion: no adjustments in the current procedures or study regulations should be made based on the performed analysis.

Ad. 7. Semester descriptions Spring 2025

We are still challenged collecting the semester descriptions in time for ESN approval. There are two new semesters: ESD6 and COMTEK6. For COMTEK6 semester and courses descriptions are ready, however they were not extracted from moodle by the study administration. For ESD6 semester the descriptions are not approved.

It is important that semester coordinators go through the descriptions, including all semester courses.

Action point: to remind coordinators during pre-semester meeting and via information email from ESN. **Responsible:** TKM

Ad. 8. Messages

- Rikke Gade is taking a seat in ESN from February 2025.
- CCT has some courses scheduled Wednesday afternoon preventing an ESN member to participate in the meetings in Spring 2025. Heidi will investigate.
- Written exam hold in Gistrup hall got neutral feedback from students
- Application to make Networks and Systems course elective on ES8 has not been processed yet by education legal department (uddannelsesjura). If we don't hear from them before semester start, Spring 2025 ES8 semester will run according to the old study regulation.

Ad. 9. AOB

None



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