The Study Climate Survey 2013 – Summary

- A total of 425 students took part in the survey resulting in a response rate of 25%. The result is slightly worse than 2012 (448/27%) but slightly better than 2011 (414/24%).
- The response rate for first year students was 177/23%, for third year students 129/26% and for fifth year students 119/27%.
- Amongst the first year students there is for the third year in a row a significant decline in the number of students who have been actively involved in the running of a student organisation within the university. At the same time students pinpoint these organisations as a key factor for why they give high scores for the ÅAU study climate. When will we see effects of the ongoing process?
- Of the first year students 13% answered that their teacher tutor has not contacted them. The percentage was exactly the same in 2011 and 2012.
- In accordance with earlier years the students found the study orientation week to be too intensive. They were not able to remember substantial parts of the information. The students suggested that certain parts of the package would be presented later in the autumn (e.g. information on IT services, library services and studies abroad)
- Approx. 30% of the students on their third and fifth year remarked that they did not reach their own set goals for the study year. 20% of the third year students did not find joy in their studies. The lack of study motivation was considered a major obstacle not to proceed with the studies.
- Of the respondents approx. 30% did not find it possible to achieve 60 study points per study year. The percentage matches the results in the surveys of 2011 and 2012.
- According to the students the level, the pace and the workload varies a lot between courses. As two courses of similar size might require very different investments in time it is hard for the students to design a functional study plan.
- In some study programmes the workload varies from a relatively quiet first year to a very hectic second and third year.
- The students want detailed instructions on what is expected of an written assignment during the course. They would also like the teacher to send the course participants an e-mail with a general presentation of the assessment criteria after an examination. The students found it difficult to contact the teacher after receiving a surprisingly low grade. The students were afraid of being branded as a difficult person.
- For several years students have pointed out that teachers are sloppy with deadlines. A student that hands in his/her work several days after deadline is assessed without any consequences. This is regarded as a great injustice amongst students who have put in an effort to deliver their work in time. These students point out that they often make qualitative compromises to finish within the deadline.
The training of generic skills such as project management and the ability to work in multicultural environments differs quite a lot from programme to programme. Which generic skills that should be systematically trained simultaneously with the scientific substance is a strategic question for each programme and ÅAU as a whole.

- Of the third year students 79 % had fulfilled or at least started with their Candidate Thesis whereas 9 % had not yet started to plan for the process. Amongst the fifth year students the corresponding figures for the Master Thesis were 39 % and 10 %.
- If a third year respondent where given the possibility to start over with the current knowledge of the studies 9 % would chose the same study programme but another University. 74 % would make the same choice again. Amongst the fifth year students 13 % would change University but continue with the same education while 79 % were happy with both the programme and ÅAU.
- Of the fifth year students 14 % estimated that they will have graduated by the end of the fifth year.

Call to the study programmes

Based on the results of the Study Climate Surveys the programmes are instructed to look at the workload per study point and the possibility to complete 60 sp per study year when planning for 2014-2015.