Program Evaluation

2019

Executive summary

This report analyzes student responses to the program evaluation survey for the year 2019. The survey investigated students' satisfaction with the learning environment at BTH, focusing on factors such as their interaction with the academic and non-academic staff, the physical, digital and social learning environment and the ability of students to influence their education. A total of 853 students completed the survey, representing a response frequency of 36.6%. Approximately 87% of the respondents were campus students while 13% were distance students. In addition to the survey questions, students were asked to supplement their answers by writing in a text response. These comments were coded and analyzed. Where relevant, the report compares the results from 2019 survey with those of the 2017 survey.

The results of the 2019 survey show that students were mostly satisfied with their student experience at BTH. Students reported that program directors and lecturers were supportive of their learning. This was also true for the non-academic staff across the university, such as the library, IT-helpdesk and the student advisers. In addition to the positive feedback, students suggested areas for improvement. Factors such as improving transparency surrounding course evaluations; creating a standard format for course pages; and increasing the availability of group study rooms were identified as especially important.

There have been marked improvements in the degree of student satisfaction since the last evaluation was conducted in 2017. Recent changes in the physical environment, such as expanding the number of group study spaces, upgrading the furniture and upgrading the computer rooms increased student satisfaction. In addition, students reported a greater level of satisfaction with the social learning environment compared to 2017. On the other hand, the introduction of the Canvas learning platform was met with mixed responses.

1. Communication between students and program coordinators

Students were asked about the quality of communication with their respective program coordinators. There were 850 responses to this question, of which the majority were positive. Over 77% of the respondents reported that they were satisfied with their communication with the program coordinator. In addition to the responses reported in Figure 1, 208 students gave more detailed comments. An analysis of these comments revealed two areas that determine students' level of satisfaction with their interaction with the program director: frequency of communication and how available the program director is to address students' concerns.
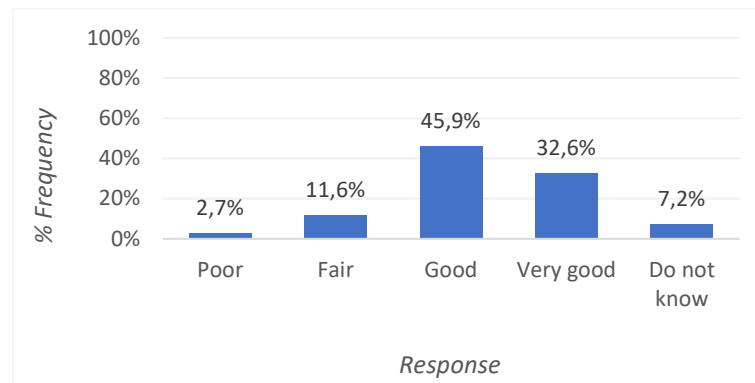
1.1 Frequency of communication

Frequent communication with the program director had a positive impact on student satisfaction, whether through face-to-face meetings or regular electronic updates. The comments revealed that there was a wide variation in how frequently program directors interacted with students. Table 1 summarizes the variation in communication frequency by type of communication: electronic communication and program-level meetings.

Frequent communication. Some students reported that their program director maintained close contact with them throughout their course of study and that this had a positive impact on their overall experience.

> *"[The program director] has created a well-structured program. The education I receive is good and well-planned. [The program director] provides regular updates by email or by coming to meet students at lectures."[1]*
>
> *I haven't had any personal interaction with the program director; nevertheless, we receive regular updates from the program director regarding current events."[2]*

Infrequent communication. Some students reported that their program director did not maintain close contact with their cohort. They reported that their program director did not provide regular updates, and in some cases, their only interaction with the program director was through the welcome letter they receive at the start of the program. In addition, a common response was that students were unaware of who their program director was and what his or her responsibilities included.

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[1] [Programansvarig] har bra struktur på programmet. Utbildningen känns bra och välplanerad. [Programansvarig] ger ofta ut information via mail eller genom att träffa elever på vissa föreläsningar

[2] Har inte haft personlig kontakt med programansvarig, dock får vi regelbundna meddelanden från programansvarig om aktuella händelser.

I haven't had any direct communication except for an annual follow-up in the middle of the year[3].

"I haven't [been] contacted by programme director since the program ... started. The last thing that I remember is welcome letter..."

Table 1: Variation in the frequency of student - program director interaction

Type of communication	Never	Once since the start of the program	Once per year	Regular contact throughout the academic year
Electronic communication from the program director		X	X	X
Program-level meetings with the program director	X	X		X

1.2 Availability of the program director and quality of the information shared

Another factor highlighted by students was the perceived availability of the program director to discuss individual concerns. Students reported that being able to discuss their concerns in a face-to-face meeting with the program director had a positive influence on their overall experience at BTH. This was also true for those students who were able to receive support through other channels, such as through emails and text messaging.

"[Communication with the program director] has worked well. I usually get a quick response if I have a question or problem[4]"

"Email contact is usually fast. Otherwise it is possible to reach him via chat or in office[5]"

In addition to being available to assist students, the quality of the information shared by the program director was another important determinant of student satisfaction. Students reported a high level of satisfaction with program directors who provide adequate individual support as well as those who provide timely information.

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[3] inte haft någon direkt kommunikation mer än en uppföljning i mitten av året
[4] Det har fungerat bra. Man får snabbt svar om man har någon fråga eller problem.
[5] Mailkontakt går alltid snabbt, annars går det att nå honom via forum, chatt och på kontoret.

> *"I have received a lot of support...I have received the attention I needed to complete my course of studies in the best way possible."* [6]

Negative experiences. The text analysis shows the main areas of concern for those students who are displeased with the level or quality of communication with their program coordinator. In such cases, students reported that they were not able to reach their program director electronically. In addition, students report that the program director provided incorrect or incomplete information.

> *"I wish that the communication was more often and that all information passing was streamlined. Since my programme had a coordinator with my Indian university and a program director at BTH. I felt there was a lack of transparency between the points of contact."*

> *"There is not a lot of information. Whenever I wished to know something, I have had to direct my questions to students from previous years. I would like for there to be seminars or meetings where all [...] students can give feedback on the education..."* [7]

Comparison with 2017 survey is not possible as this question was not addressed in the previous survey.

2. Pedagogical communication between students and lecturers

The survey investigated how satisfied students were with the pedagogical communication with their lecturers. Figure 2 shows that most students responded positively to this question, with over 80 percent of respondents stating that communication was good (52.8%) or very good (31,8%). The share of students who were highly pleased with the communication with their lecturers increased by 3 percentage points since 2017. However, this increase was outweighed by the overall decline in the share of students who were satisfied with the quality of pedagogical communication with the teaching staff. Specifically, the share of students who gave the rating "good" declined by 6 percentage points since 2017.

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[6] Jag har fått mycket bra stöd hela tiden...jag [har] fått den uppmärksamhet jag behövt för att få min studiegång på bästa sätt.

[7] Det kommer inte ofta ut information. Det jag velat veta har jag ofta frågat elever från tidigare år. Men jag vill kunna se möjligheten till ett seminaruim/möte med alla [...] elever där alla kan ge feedback på utbildningen och förbättringar på vissa kurser. Detta för jag tror att utbildnings föreningarna inte klarar av att ta upp allt utan det är oftast personliga intressen. Vilket medför att inte allas åsikter kommer upp på programmötena.

Figure 2 Responses to the question "How good was the pedagogical communication between you and your lecturer?"
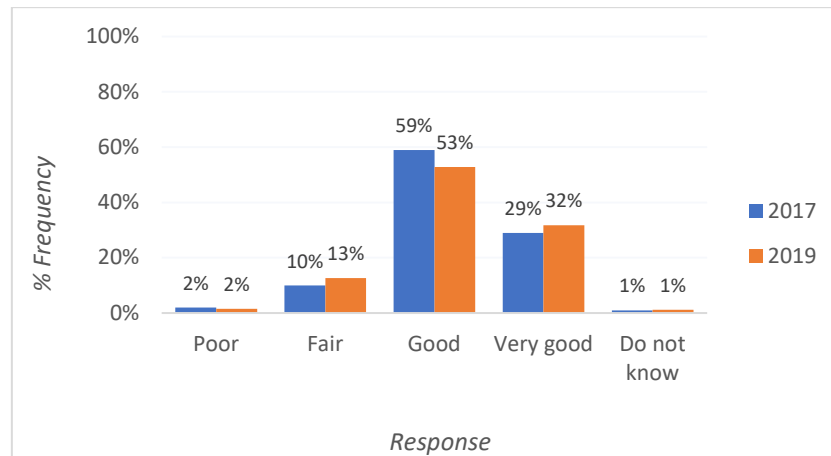
There were 243 comments in which students gave more detailed responses that may explain this decline. Most comments stated that the quality of communication with the teaching staff varied across courses and they described instances in which students were less satisfied. A text analysis identified the main attributes of pedagogical communication that determine student satisfaction. These include ease of communication with lecturer and the quality of feedback received.

2.1 Ease of communication

Positive responses. The comments described how communication with lecturers influenced students' overall experience. Students who responded positively reported that they had no problems contacting their lecturers and receiving a quick response. They also reported that their lecturers were welcoming and willing to assist them.

> *"[In] most cases –very good. Almost all teachers have been competent, friendly, and willing to take time to answer questions and help students outside of lecture hours".[8]*

> *"This has varied a lot from teacher to teacher. Some teachers are exceedingly quick at responding and providing detailed feedback, both orally and in writing. Other lecturers have been slower and or give short comments and grades...In general I think we receive a lot of feedback and good information..."[9]*

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[8] I det allra flesta sammanhang väldigt bra. Nästan alla lärare har varit väldigt kompetenta, vänliga och villiga att ta sig tid för att svara på frågor och hjälpa till i studierna även utanför lektionstid.

[9] "Detta varierar enormt från lärare till lärare. En del lärare är otroligt snabba på att ge respons och ger omfattande respons både skriftligen och muntligen medan andra är långsammare och/eller ger en kort kommentar och betyg... Generellt sett tycker jag att vi får mycket feedback och bra information..."

Negative responses. The text analysis reveals that students had problems with the time it took for lecturers to respond to their emails as well as the quality of the information shared by their lectures. Students were less satisfied when teachers either took too long to respond to emails or did not respond at all. There was also some confusion as to which tools students could use to contact their lecturer. Some students stated that it was difficult to contact lecturers via Canvas.

2.2 Adequate Feedback

Receiving adequate feedback was another major concern for students, as a large share of comments addressed this problem. Many students were unsatisfied with what they deemed to be insufficient or generic feedback on assignments. They expressed the need for more detailed feedback describing their strengths and suggesting areas for improvement. Students also expressed dissatisfaction when teachers assigned a grade without providing more detailed feedback.

> *"I did not receive constructive feedback. It has usually been superficial...I would appreciate more constructive feedback, even if I have passed the assignment. I think it is useful to get an idea as to what is good and in what areas I can improve, something I did not receive from lecturers at BTH."*[10]

> *"...responses on assignments are usually terse. Otherwise, communication has varied between courses. In some courses, it has worked well while others were catastrophic, with unresponsive lecturers."*[11]

> *"I think lecturers have helped me to the best of their ability. One disadvantage is that the feedback has been generic on assignments for which I received G. The teacher writes the same response to several students. I would have preferred if the lecturer spoke more about one's strengths and weaknesses"*[12]

Furthermore, students stated that, in some courses, the time between submitting an assignment and receiving feedback was too long and often exceeded the 15-day guideline. This delay in receiving feedback has had a negative impact on their student experience. There was also an

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[10] Jag saknar konstruktiv feedback. Det har varit ganska ytligt och inte så djupgående. Hade uppskattat mer konstruktiv feedback på mina inlämningar. Även då de är godkända. Upplever att det är nyttigt att få en uppfattning av vad som är bra och vilka förbättringsmöjligheter som finns, något jag inte fått av lärarna på BTH.
[11] Som nämnt ovan så är responsen på inlämningar ofta fåordig. I övrigt har kommunikationen skiftat stort mellan kurser, i många kurser har den fungerat mycket bra, medan ett par kurser varit katastrofala, med lärare som varit oresponsiva stora delar av kursen.
[12] Jag upplever även att dessa har hjälpt mig efter bästa förmåga. En nackdel är att feedbacken har varit generiskt när man har fått G på ett arbete, det skrivs samma sak till flera personer. Hade gärna sett att läraren pratade mer om ens styrkor och svagheter.

issue of fairness. Students stated that they would have liked for there to be greater clarity surrounding how grades were assigned.

Finally, a handful of comments expressed dissatisfaction with teachers' pedagogical skills. They pointed out that some teachers' instructions were unclear and that they failed to communicate goals. The comments do not allow for an analysis by program or department, as it was not possible to identify students by program of study.

2.3 Comparison with 2017 survey

In the 2017 report, students identified two main characteristics of pedagogical communication that influenced their study experience, including the time between contacting the lecturer and receiving a response and the quality of information or feedback provided by the lecturer. Similar to the 2019 survey, students reported that there was a wide variation in the quality of pedagogical communication. The 2017 survey also showed that students were less satisfied with the quality of the feedback received, as it was often too late or not detailed enough. One improvement since 2017 is that there were no comments in which students expressed dissatisfaction with not having received relevant information prior to the start of a course.

3. Communication with the non-academic staff

The 2019 survey included a question on students' perception of the level of support provided by non-academic staff, such as librarians, IT helpdesk staff, study advisers, student health services and the international office. The results are shown in Figure 3. More than a quarter of the respondents (26.7%) stated that they had no opinion on the level of service provided by the non-academic staff. In the comments, many students reported never having used any of the non-academic services. Those who have sought the services of the non-academic staff often reported receiving adequate assistance. There are, however, differences across functions. The comments were analyzed by function and the results are reported in Table 2.

Figure 3: Responses to the question "How has the support from other staff members connected to your program worked?"
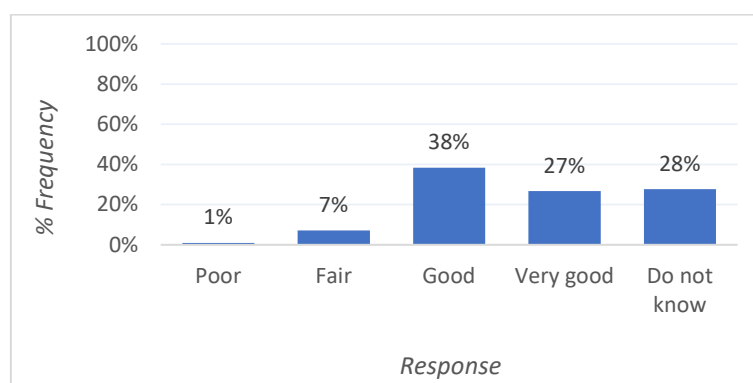
Table 2 shows the variation in student experience when accessing various non-academic services. Students were most pleased with the librarians and IT helpdesk staff. The responses describing students' experiences with the health services/counsellor and the study advisers were mixed.

Table 2: Quality of student interaction or communication with non-academic staff

Function	Quality of communication				
	Good reception	Poor reception	Unclear or inconsistent information	Unable to help	Unavailable to help
IT helpdesk	X			X	
Library	X	X		X	
International office		X			
Study advisers	X	X	X		X
Health services /Counsellor	X	X	X		X

IT Helpdesk. Students reported having a mostly favourable view of the support provided by the IT helpdesk staff and most reported receiving adequate assistance. Students raising concerns regarding the level of support provided by IT stated that they were not been able to obtain assistance with course projects. In particular, some students from the spatial planning department reported that IT helpdesk was not able to assist them with special equipment.

Library. Most students reported getting the support they needed when interacting with the library personnel. One concern raised was the shortage of course books or the absence of certain books and online resources.

International office. The text analysis reveals that students were not satisfied with the level of service provided by the international office. Students expressed a general dissatisfaction with the service, without describing specific instances in which they did not get the required assistance.

Health services. Student feedback on the support provided by student health services was varied. In some cases, students reported receiving the required assistance while others reported receiving poor reception and insufficient support. The number of students who reported problems with the health services provided by BTH exceeded those reporting positive experiences.

Study advisers. Most students reported being satisfied with the service provided by the study advisers. "I have maintained close contact with the study advisers over the course of my studies

at BTH and they have been extremely helpful."[13] However, a few students reported that they did not receive the required support from the study advisers.

4. Student voice

The program evaluation also investigated students' ability to influence their education. The survey asked whether students felt their feedback or opinions were taken into consideration. Figure 4 show that 42 % of students stated that their opinions were taken into consideration while 16% strongly believed that their feedback was taken into consideration by staff. This is a decline compared to 2017. In addition, a significantly higher share of students was uncertain whether their feedback was taken into consideration. In 2017 16% of students stated that they did not know whether their feedback was well-received. This figure has jumped to 29% in 2019.

Figure 4: Responses to the question "How have your opinions been received in situations (program meetings or meetings with program representatives) when concerns relating to your program and its contents are discussed?"
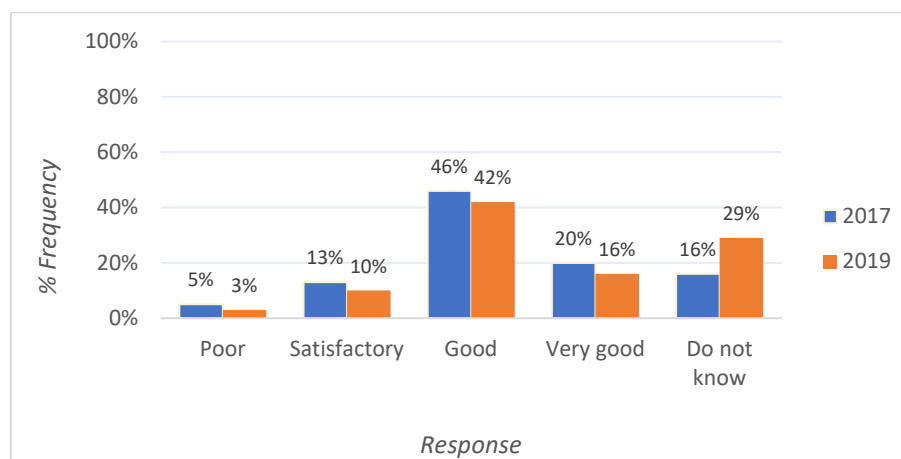
The text analysis revealed that students' comments were almost evenly split among three types of responses:
1. Feedback is taken into consideration
2. Feedback is not taken into consideration
3. The outcome is unclear

Almost all comments focused on the outcome of course evaluations, and very few students described their experiences with program council/ representatives and program meetings.

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[13] "Har varit i nära kontakt med Studievägledarna under mina år på BTH och de har varit extremt hjälpsamma."

4.1 Feedback is taken into consideration

Many students reported that teachers and program directors took their feedback into consideration. Some students stated that teachers often implemented suggested changes, and in so doing, positively affected their student experience.

> *"...The staff is responsive and it is clear that there are continual efforts to improve"[14]*

> *"Very good. But due to my background in the student council, I probably have an unusually positive experience of this."[15]*

4.2 Feedback is not taken into consideration

Many students reported that their feedback was not taken into consideration and that there were not enough channels through which they could voice their opinions. They described situations in which courses would continue as is despite receiving negative evaluations. Based on their interaction with their peers, they found that junior students often had the same problems that had been previously identified in earlier course evaluations.

> *"Unfortunately, there are courses that a lot of us have complained about, but this has not resulted in any changes. The classes below us (4th and 3rd year students) complain about the same things that my class has previously identified."[16]*

> *"It feels like many of the changes that have been suggested have fallen on deaf ears, and when they are taken into consideration, it is usually with a negative approach. It feels as if teachers believe that the system/ course structure is good even though many students point to the opposite"[17]*

4.3 The outcome is unclear

A common response was that students did not know whether course evaluations have led to real changes since any such change would be implemented in subsequent years.

> *"In the beginning we had a student meeting at the end of every course, where students had the chance to share their opinions directly with the*

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[14] Verkligen mycket bra. Personalen är lyhörd och det är tydligt att det pågår ett ständigt förbättringsarbete.

[15] Väldigt bra, men på grund av min bakgrund i studentkåren kanske jag har orepresentativt positiva erfarenheter i detta.

[16] Tyvärr finns det kurser som många av oss klagat på, men det har inte skett några förändringar. Klasserna efter oss (4:or och 3:or) klagar på samma saker som också min klass påpekat.

[17] Känns som mycket av de förbättringsarbete man föreslår till programmet slås dövörat till och när det väl lyssnas på är det ofta med ganska negativ inställning. Känns som att lärarna många gånger tycker att system/upplägg på kursen är hur bra som helst trots att flera studenter påpekar motsatser.

program director. This has unfortunately been taken away and I do not know what happens after completing my course evaluation."[18]

"If our feedback has had any effect on the class below us is beyond my knowledge."[19]

4.4 Comparison with 2017 survey

The 2017 survey also produced similar results in which students were uncertain as to the outcome of their course evaluations. The 2017 responses were divided into the same three categories used in the current report. That is, students were either certain that their opinions were taken into consideration or they believed their opinions were not taken into consideration while a large share of the responses indicated that students did not know what the outcome was.

5. The physical environment

The survey also sought students' feedback on the physical learning environment. The results are reported in figure 5. The 2019 survey shows an 8.2 percentage point increase in the number of students who were extremely satisfied[20] with the physical environment at BTH. This increase could be attributed to recent improvements to the campus. This is supported by the text analysis which shows that students were pleased with the improvements in the physical learning environment. Specifically, students were satisfied with recent efforts to increase the number of workspaces for independent study as well as the refurbishment of some computer rooms.

"The new screens and the new decoration in programming rooms are really nice. The computers are quite modern..."[21]

"It has been a great plus to be able to sit in group rooms when working in larger groups; in addition to being able to use the laboratories when needed and to get access to a room of our own for the entire duration of larger projects."[22]

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[18] I början hade vi studentråd i slutet av varje kurs, där studenterna kunde dela sin åsikt direkt till programansvarig. Detta tyvärr inte längre möjligt och jag vet inte vad som sker efter att jag lämnar in min kursutvärdering.

[19] Om våra synpunkter har haft någon effekt på den efterkommande klassen är utom min vetskap

[20] Those responding to a great extent and to a very great extent.

[21] Dem nya skärmarna samt inredningen i salarna för programmeringen är mycket tvevliga och fräscha. Datorerna är ganska moderna och känns bra.

[22] Det har varit en stor fördel att kunna sitta i grupprum när man arbetat i större grupper, samt att vi fått ta del av laborationslokaler när det behövts samt fått tillgång till en egen lokal under hela arbetets gång då vi arbetat i större projekt.

Figure 5: Responses to the question "To what extent does the physical environment support your learning?"
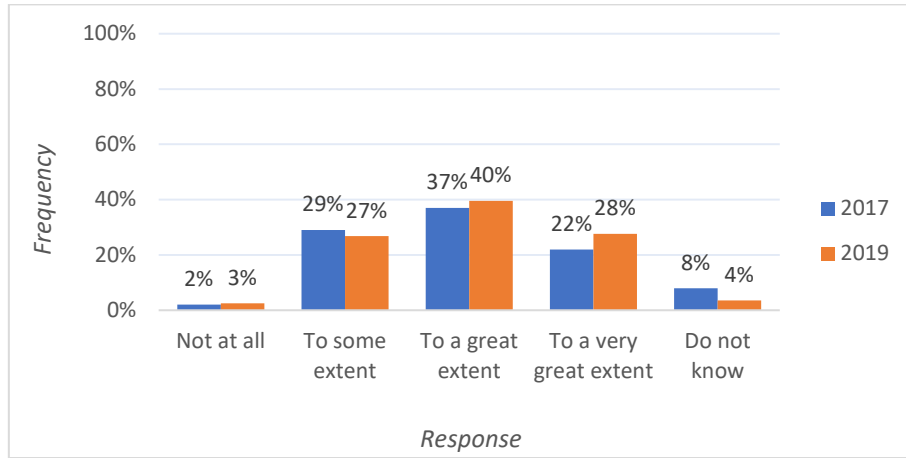
The most frequently discussed aspect of the physical environment was that of having access to group study rooms. This was followed by clean and well-ventilated lecture halls, a well-organized and highly accessible library and access to computer rooms and laboratories with state-of-the-art equipment. Students were also concerned with general maintenance, such as cleanliness of the facilities and the upkeep of appliances and lighting fixtures. Table 3 summarizes the findings of the text analysis.

Table 1: Students' perception of the physical learning environment

Type of response	Room			
	Group rooms	**Library**	**Lecture halls**	**Computers rooms and laboratories**
Positive	- A great asset in facilitating studying	- Well-organized - Good study environment - Aesthetically pleasing -Accessible	- Satisfactory	- Good study environment in laboratories - Good access to e-resources, sound equipment and computers
Negative	- Too few group rooms - Unclear rules surrounding use of group rooms - Poor maintenance - Poor ventilation	- Noisy - Too few study spaces - Poor ventilation in group rooms - Lack of ergonomic furniture - Too small -Shortage of course books -Shortage of power sockets	-Too few -Too few seats -Poor ventilation - Poor lighting - Inability to use projector and whiteboard simultaneously -Lack of ergonomic furniture - Poor upkeep	- Outdated computers - Unclear rules for borrowing equipment - Too little storage space -Outdated method room equipment - Not enough computers for individual study

Group study rooms. The most frequently raised concern was the shortage of group rooms and individual study spaces. In addition to increasing the availability of group rooms, students would like to see clearer rules for their use as well as better maintenance.

> *"There are too few group rooms. There should be a mixture of bookable rooms and those that can be used on a first-come-first-served basis, and stricter rules for booking in order to avoid misuse"[23]*

Library. In the comments, students stated that the library was an important part of the physical environment that positively contributed to their studies. They stated that they were happy with the library's extended opening hours as well as the general aesthetics of the library. However, they also indicated two main problems with the library—the noise volume during certain periods and the shortage of seats. In a few cases, students expressed the need for a bigger library to effectively serve the student population.

> *"The library is too small for the number of students... Moreover, it is rarely quiet...the librarians should try to ensure that students who want to work in a quiet environment have that opportunity"[24]*

Computers and equipment. Another important feature of the physical learning environment is the availability of computer rooms, laboratories and special equipment. Students were satisfied with the ability to access specialized software and other equipment through BTH. On the other hand, some students stated that the computers and equipment were often outdated, the storage space allotted to students was too small and that the software on the school's computers were not updated to the latest versions. Getting access to computers was also a problem students experienced.

> *"There needs to be better access to better computers. One example can be with more powerful digital ocean servers. Doing IT-related work [using the school's computers] can at times be slow"[25]*

Lecture halls. Students described the problems with the lecture halls that affect their learning. These ranged from poor ventilation, uncomfortable chairs and poor maintenance. In some cases, students reported that lecture halls at times were too small for the class size. Several

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[23] För få grupprum på skolan. Borde finnas en blandning mellan bokningsbara och icke bokningsbara, i så fall även ha striktare regler för bokningar för att undvika att det missbrukas.

[24] Biblioteket är alldeles för litet för det antalet studenter som studerar på skolan. Speciellt ingenjörer som inte har en egen avdelning på samma sätt som sjuksköterskor och fysplan har. Vidare råder det sällan/aldrig arbetsro i biblioteket, varken på första eller andra plan. Något bibliotekarierna behöver ta hårdare på för att försäkra att studenter som faktiskt vill studera i en lugn miljö har möjlighet till att göra det.

[25] Skulle behövs bättre tillgång till bättre datorer. Ett exempel kan vara med tyngre digital ocean servrar. Det är segt att göra IT relaterat arbete på dem ibland

students also stated that the poor ventilation in many of the lecture halls made it difficult for them to concentrate during lectures.

> *"In general, I am very satisfied with the rooms. The library, the rooms in the J building work well. Unfortunately, I think the air circulation in the C and G buildings do not work well. It does not take a long time before it becomes noticeably oxygen deficient and warm in G340 among others. It affects my performance and it is easy to lose focus."*[26]

Campus Karlshamn

Students from the campus in Karlshamn have also identified aspects of the physical environment that can be improved. The availability of group rooms and access to the workshop and atelier are two areas where students are less satisfied. Students also stated that having better access to the library would positively contribute to their student experience.
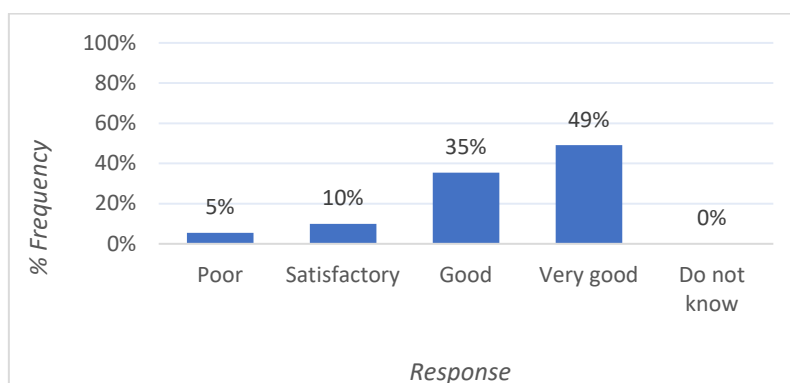
5.1 Comparison with 2017 survey results

In the 2019 survey, most comments identified the availability of group rooms and study spaces as crucial components of the overall student experience. Students described problems with the physical environment. They identified the high noise level in the library, poor ventilation in some lecture halls and the shortage of state-of-the-art computers and equipment as areas for improvement. They also stated that they were not satisfied with the general maintenance of the campus, especially the cleanliness. These comments were similar to those provided in the 2017 survey, where students expressed concerns about the ventilation system, the shortage of workspaces and the cleanliness of the campus. The recent changes to the campus, including the new study spaces in the corridor were seen as positive steps to improve the physical environment.

6. Distance education

In this question, students who were registered for online courses were asked about their experience with the tools and methods teachers used in these courses. The responses are presented in Figure 6.

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[26] I regel är jag mycket nöjd med lokalerna. Bibliotek, lokaler i J–huset m.m. är väl fungerande. Dessvärre anser jag att luftflödet i allmänhet i både C– och G–huset fungerar mycket dåligt. Det tar inte lång tid innan det blir märkbart syrefattigt och varmt i bland annat G340. Det påverkar givetvis min prestationsförmåga och det är lätt att tappa fokus.

Distance students were mostly satisfied with the methods of instruction that teachers use. Most students stated that the level of support from methods and tools that lecturers use in distance courses was good or very good. There were 31 comments in which students provided more detailed feedback. An analysis of these comments shows that distance students were satisfied with courses where teachers made extensive use of digital tools that facilitated communication with teachers as well as discussions among classmates. They also stated that adequate use of digital learning tools like video lectures, lecture notes and discussion forums supported their learning.

Communication with teachers and classmates. Online courses in which teachers regularly communicated with students using discussion forums and messaging services were highly appreciated by students. In addition, students were satisfied with the quick responses they received using these tools.

> *"Because teachers are always active in the forums, online discussion platforms, and livestream, I always get my question answered. Even on weekends."[27]*

Learning support Students viewed digital tools like video lectures and PowerPoint slides as essential in promoting learning. There was also a difference in student satisfaction based on the tools that teachers use. Students were especially pleased with the platform dwebb.

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[27] Då lärarna alltid är aktiva i forum, chatter, livestream så får man alltid sin fråga besvarad. Även på helger.

"Very good lectures for the most part. To me it is very good to be able to listen when I want... I have used the forums and chats a lot. I have not used Hangouts. Being forced to record my own videos was also useful."[28]

"Many teachers are experienced and [the courses] have a very good structure that make it easy for me to understand the subject... The courses I like best are those where the planning is complete from the beginning [and] assignments are present. That way I know what to expect and it is easier to schedule time for my studies."[29]

Negative feedback. In some cases, students stated that there was inadequate support from teachers. They described courses in which self-study was the main method used and there were no live broadcasts, video lectures, or online meetings.

"Most of the course was self study. Only in very few courses did the instructors offer learning support"

"Basically we are asked to read a book and then [there] are two assignments and an exam. So far I have not seen any recorded or broadcasted lectures, I also have not done any chat, we once setup a call to get support on an assignment and it was complete waste of time..."

Other comments addressed specific features of the technology used. Students would like video lectures that are cut into shorter segments and organized by topic. They also stated that hosting videos on platforms like YouTube that give them the ability to speed up or slow down a video would be helpful.

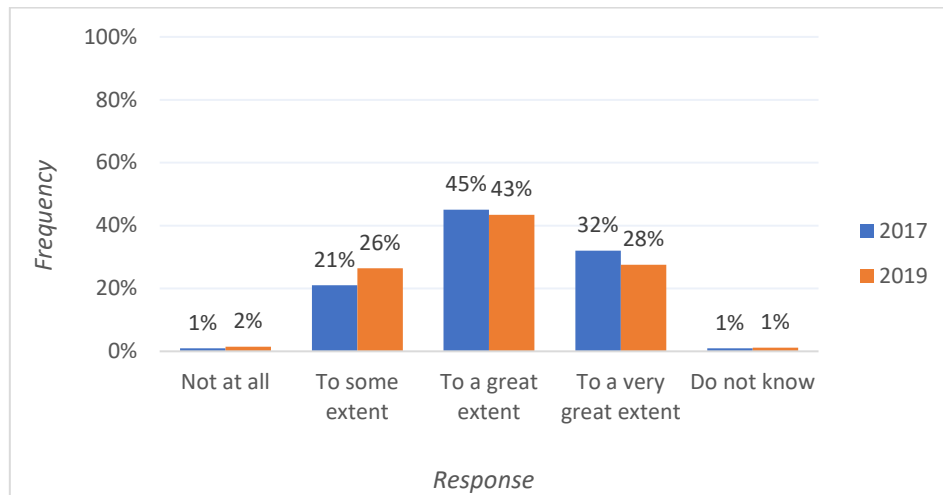## 7. The digital learning environment

The digital learning environment was also investigated in the program evaluation. Figure 7 shows that 71% of students reported that the digital learning environment supported their learning. This is a decline compared to 2017, where 77% of students stated that the digital learning environment supported their learning to a great or very great extent. In addition, there were 207 comments with more detailed responses. The text analysis shows that, in general

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[28] "Jättebra föresläsningar för det allra mesta. Mycket bra för min del att kunna lyssna när man vill, när man är redo att ta till sig kunskapen. Forument och chatten har jag använt mycket. Hangout har jag inte använt. Att tvingas spela in filmer själv är också nyttigt."

[29] "Många lärare är rutinerade och har ett väldigt bra upplägg som får mig att lätt komma in i ämnet och stödjer mitt lärande så jag klarar av kursen.
Tycker bäst om de kursen som från början har all planering klar, inlämningsuppgifter finns. Då vet jag vad som förväntas och har lätt för att planera tiden för mina studier."

students found that "... access to e-resources has been good" and were "happy with the range of resources we have access to."[30]

Figure 7: Responses to the question "To what extent is the digital learning environment (Canvas, digital exams, e-resources) useful and supportive of your studies?"

7.1 Canvas learning platform

The introduction of Canvas in the autumn semester of the 2018/2019 academic year represented a significant change in the digital learning environment. The text analysis reveals that students are still adjusting to the new learning environment, as more than 50 percent of the comments compared the performance or user friendliness of the two learning platforms and found Canvas to be wanting. The following subsections discuss students' positive and negative experiences with Canvas.

Positive comments Even though most comments highlighted negative experiences with the Canvas platform, some comments described a well-functioning and straightforward learning platform. Furthermore, as over 70% of the respondents expressed satisfaction with the digital learning environment, it is worth exploring these positive comments to gain insight into the aspects of Canvas with which students are satisfied.

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[30] I många avseenden är Canvas hur vi interagerar med kurser. Fungerar inte det väl riskerar kursen att inte fungera väl.
Åtkomst till e–resurser har fungerat bra. Jag är nöjd med det utbud vi har tillgång till. Overleaf, Office 365 m.m. har varit välkomna. Digitala tentor har i helhet fungerat väl.

"An online-based service like Canvas or its predecessor Itslearning is a requirement. Without it, it would not be possible to communicate with [lecturers] or other students..."[31]

"I think it was easier to navigate ItsLearning that Canvas, but both work well enough so as not to be a hindrance to my studies..."[32]

"I personally appreciate the migration from Itslearning to Canvas...one gets a clearer overview and a greater structure, which makes it easier for students and probably lecturers as well. Digital exams are also an extremely good development, which is not only easier on the environment, they also increase access to written exams.[33]

"Canvas is only as good as teachers make it. That is, if it is a teacher who rarely updates the course page then the information is insufficient. On the other hand, if the teacher updates the page regularly then it is extremely good. Very easy to access from many parts of the world."[34]

Negative feedback. The decline in student satisfaction since 2017 can be attributed to several factors which were revealed in the comments in which students described what was wanting in the Canvas system. These are summarized under the following four categories:

(i) Students have not yet learned how to use the learning platform

Many students stated that getting acquainted with using the system took quite a while and this learning period had a negative impact on how they viewed the switch from Itslearning to Canvas.

"[Itslearning] worked better than Canvas, but it could be because I am not yet proficient in the system..."[35]

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[31] "En onlinebaserad tjänst som Canvas eller föregångaren Itslearning är ett absolut krav, utan det hade kurser inte haft någon kommunikation med de deltagande studenterna.
Digitala tentor kan vara bra, men det blir ofta tekniska problem. Även stora problem med digitala tentor har lösts i mina fall, men det hade ju självklart varit att föredra att de inte uppstår alls."

[32] "Jag tyckte att det var lättare att navigera ItsLearning än Canvas, men båda funkar tillräckligt bra för att inte förhindra mina studier.
Jag har inte haft några digitala tentor och jag använder mig inte av särskilt många e–resurser förutom lärarplattformen."

[33] Jag uppskattar personligen övergången från Itslearning till Canvas. Ifall man bortser från inlärningsperioden för alla funktioner så upplever jag att man får en tydligare helhetsbild och en ökad struktur, vilket underlättar både för studenter och troligtvis även för lektorer. Digitala tentor är också en otroligt bra övergång som inte endast besparar miljön, utan även underlättar åtkomsten till skrivna tentamen.

[34] "Canvas är ju bara så bra som lärarna gör det. Dvs att om det är en lärare som är dålig på att uppdatera kurs sidan så är det dålig information. Är det däremot en lärare som uppdaterar den bra så är den extremt bra! Samt väldigt smidig och ta sig in på från olika ställen runt om i världen."

[35] Its fungerade bättre än Canvas, men det kan delvis ha att göra med att jag än så länge inte har full kännnedom i Canvas. Det kanske blir bättre..?

> *"Canvas is fairly new, everyone is still learning how the system works. Otherwise it is good"*[36]

> *"After several months of using Canvas, it is still difficult to navigate and find what one is looking for. The other resources work well, but Canvas remains a disappointment."*[37]

(ii) Lecturers use different layouts, making it difficult to adapt

Students frequently reported that the absence of a standard layout made it difficult to become accustomed to using Canvas. They stated that having to adjust to a new layout for each course required them to re-learn how to use the system. However, the 2017 survey showed that students had a similar experience when using Itslearning as there was no standard format for course either.

> *"Much better than Itslearning. On the other hand, ...all courses have different structures on Canvas so that one has to re-learn everything each time. There should be strict guidelines."*[38]

> *"The structure on Canvas must improve. Lecturers should agree on how course pages should look and how the layout should be"*[39]

(iii) Lecturers do not know how to use Canvas, making it difficult for students to navigate the course sites

Another frequently appearing comment was the view that lecturers "did not appear to know how to use Canvas."[40] Students found that this inability to use the platform and take advantage of its features did not support their learning.

> *"During the Itslearning era, I found that lecturers were familiar with the platform and used it well. With the change to Canvas, I have not seen the same level of familiarity with the system among teachers. There have even been times when we could not access the course until a week or so in the learning period because the lecture had not published the course. I suspect*

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[36] Canvas är ganska nytt, alla lär sig fortfarande hur det fungerar systemet. Annars är det bra.

[37] Canvas i sig är även efter flera månader av användning svårt och jobbigt att navigera i och finna det man vill. Resterande resurser funkar väldigt bra(i mycket hög grad) men canvas förblir en besvikelse i nuläget.
[38] Mycket bättre än itslearning, däremot borde lärare ha en gemensam kurs om hur man bör lägga upp kurserna. Alla kurser har så olika struktur på canvas att man få lära sig allt på nytt var gång, de borde ha strikta riktlinjer!
[39] Måste bli bättre struktur på canvas och där lärarna tillsammans kommer fram hur de olika kurssidorna ska se ut och hur upplägget ska vara
[40] Lärarna verkar inte ha så bra koll på Canvas

that lecturers have had the chance to learn to use the platform, but I think that it has not been sufficient. Otherwise the system has worked well."[41]

(iv)   The system performs poorly

Other comments focused on specific features like the user friendliness of the platform. Some students found this to be lacking in Canvas. Problems with creating groups and submitting assignments using the group function were also identified by many students as shortcomings with the platform. That the mobile application does not include all functionality available on the website was also identified as a weakness.

> *"Canvas has shortcomings with regards to user friendliness, which, considering BTH's profile, is absurd. Far too often notifications do not appear, and half the time it is not possible to open documents that have been uploaded"[42]*

> *"I do not think that Canvas has functioned properly this first year. We have had to submit some assignments via email. For example, it is harder to modify file submissions if you happen to submit the wrong file."[43]*

7.1.2 Canvas versus Itslearning learning platform

A comparison between the 2017 and 2019 survey results shows that the problems with Itslearning have reappeared with the move to Canvas. The 2017 survey, students reported problems such as: inconsistency in the layout across courses, lecturers' inability to adequately use the learning platform, and poor user friendliness. The transition to Canvas has not solved these problems as yet. According to one student, "Neither Itslearning nor Canvas have been perfect systems unfortunately."[44]

7.2 Digital exams

Most students reported positive experiences with Inspera. However, in a few cases, students described technical errors students experienced when using Inspera. Other comments

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[41] "Under itsLearning–eran upplevde jag att lärare var bekanta med plattformen och utnyttjade den väl. I och med bytet till Canvas har jag inte alltid sett samma bekantskap hos lärare. Det rör sig om tillfällen då vi inte har fått åtkomst till kurser förrän någon vecka in i perioden då kursen inte publicerats av lärare, filer som inte dykt upp m.m. Jag misstänker att lärare har fått möjlighet att lära sig plattformen, men jag anser att det inte varit tillräckligt. I övrigt har Canvas i mitt tycke fungerat väl."

[42] Canvas har dock tillkortakommanden i användarvänlighet, som känns orimliga med tanke på BTH's profil. Alltför ofta kommer notifikationer inte fram, och hälften av gångerna går det inte att öppna de dokument som finns uppladdade.

[43] Tycker inte att canvas har fungerat särskilt bra nu det första året. Vi har behövt göra vissa inlämningar via mail. Det är t ex svårare att justera filinlämningen om man råkat välja fel fil än vad det var i itslearning.

[44] Varken itslearning eller canvas har väl varit några ultimata verktyg tyvärr.

questioned the suitability of digital exams. Students stated that this format does not lend itself to all types of questions, arguing that digital exams work best when they require to recall facts, while they are less suitable for programming courses.

7.3 Studentportalen

Nearly all comments on Studentportalen described negative experiences. Students highlighted problems such as problems navigating the site, signing up for exams, getting important information and retrieving their grades.

8. Distance students' satisfaction with the digital learning environment

Figure 8 shows that distance students were more satisfied with the digital learning environment than campus students. However, one fifth of the respondents saw the digital learning platform as only partly supportive of their learning.

Figure 8 Responses to the question "To what extent is the learning platform (Canvas or other platforms) useful and supportive of your studies?
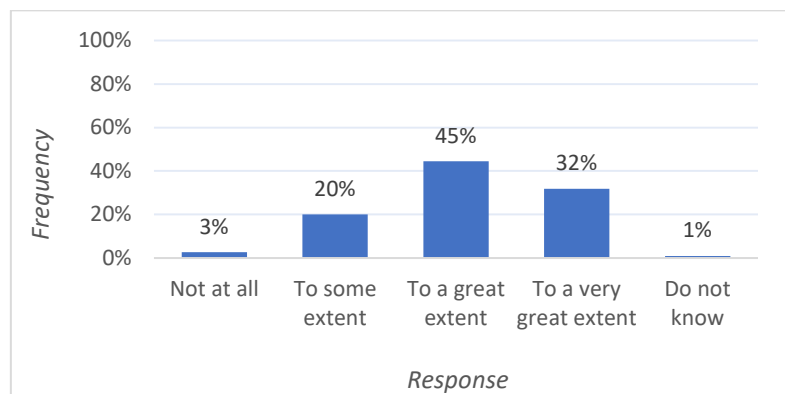

Echoing the comments made my campus students, distance students described some problems with the introduction of the new learning platform, Canvas. Students reported finding Canvas to be less user-friendly than its predecessor, Itslearning. Like campus students, distance students found that lecturers were less familiar with Canvas than they were with Itslearning, making it difficult for students to use the course pages. Students were satisfied with the platform Dbwebb and preferred using it to Canvas.

9. Social learning environment

Students shared their views on the social learning environment—meaning communication with teachers and classmates, group cohesiveness within programs, both in person and electronically. Figure 9 shows that over 70 percent of students were highly satisfied with the social learning environment. There were 134 comments in which students described their level of satisfaction with the social learning environment within their classes and programs as well as between programs. Most comments indicated that the social learning environment between teachers and students and among student groups within individual classes was good. Lecturers helped to facilitate a sense of community through their interaction with students, both electronically and otherwise. Also, students stated that group projects also contributed to the social learning environment by creating a context for them to work together and learn from each other.

Figure 9: Responses to the question "To what extent is the social learning environment supportive of your learning?"
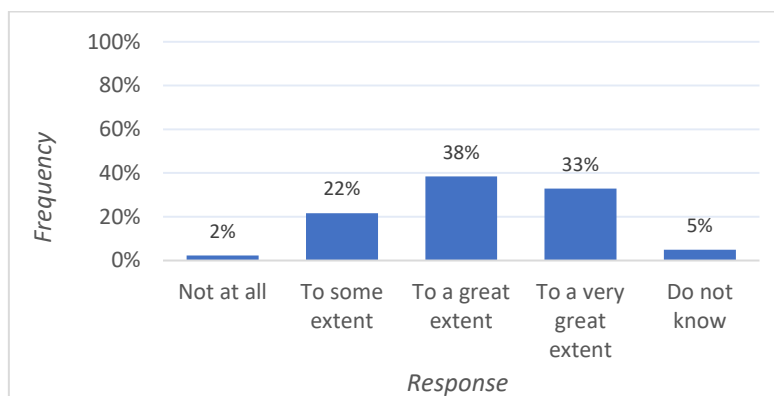
At the program level, there was some degree of community between year groups in some programs. This was aided by the use of social media and student organizations that bridged the connection among students.

At the program level, there was some degree of community between year groups in some programs. This was aided by the use of social media and student organizations that bridged the connection among students.

Very few students stated that the social learning environment did not support their learning, while 21,6% report that it only provided limited support. The text analysis reveals areas in which students were less satisfied. One weakness identified by students was that there was little interaction between programs and little interaction between international/exchange students and local students.

> *"I became extremely depressed and quite frankly my enthusiasm was broken for the program by the total segregation of the rest of the students from the international program.*

The only chance we really had to meet other students was during [one] course. That was my favourite aspect of the course. In the future you should allow 'international' students to take classes with other masters students."

Another factor raised by several students was the effect of poor attendance or high attrition in some programs. They described the negative impact on the social learning environment when students did not show up for class or dropped out of the program altogether. They also highlighted the role of university-led efforts in improving the social learning environment. Initiatives such as having an introduction week where students had the chance to meet their new classmates were appreciated by students.

9.2 Comparison with 2017 results

The social learning environment has improved since 2017. While the 2017 survey did not include an identical question, it included two separate questions investigating group cohesiveness both within year groups and at the program level. Approximately 54% of respondents stated that there was a poor sense of community within their respective programs. The text analysis showed that students found that there were few opportunities to meet senior or junior students. Regarding social cohesion within classes, two-thirds of the respondents found this to be satisfactory in 2017. Working together on group projects contributed to an increased sense of community within classes.

10. Additional feedback

Students were asked to submit additional comments. Most students took the opportunity to reiterate points made earlier in the survey: They underscored how pleased they were with their experience at BTH and emphasized areas for improvement that were already identified in the survey. These include improving the physical environment, greater transparency regarding the outcomes of student evaluations, better access to computers and other equipment, improved information on exchange studies, and integrating international students into the student body to increase their sense of belonging.

Students also raised new concerns in this section. The most common response was that the restaurants on campus charge too high prices. Students would like a better selection of restaurants and cafes on campus, and more student-friendly prices. Other concerns include forging closer connections to the business world, implementing more sustainable waste management practices such as "more accessible paper recycling for students," strengthening the cooperation with the students' union and strengthening the cooperation between the Karlskrona and Karlshamn campuses.

> *"I think BTH should develop a mentorship program, both between students and the private sector as well as between senior and junior students. It is highly rewarding and contributes to personal growth. By having a mentorship program among students, ... junior students get an increased understanding of what is to come later on in the program and perhaps even become more motivated. In addition, students who are in their final year at BTH are on their way to joining the working world and [the mentorship program] will increase the linkages between education and the working world."[45]*

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[45] Jag tycker att BTH borde satsa mer på mentorprogram, dels mellan studenter och arbetslivet och dels mellan äldre och yngre studenter. Det är väldigt lärorikt och utvecklande. Genom att ha mentorprogram mellan studenter så går det dels att öka genomströmningen i och med att de yngre studenterna får en ökad förståelse för vad som kommer framöver i utbildningen och kanske även en ökad motivation. Dessutom så är de studenter som läser sina sista år på BTH snart ute i arbetslivet och på så sätt ökar kopplingen mellan utbildning och yrkesliv."

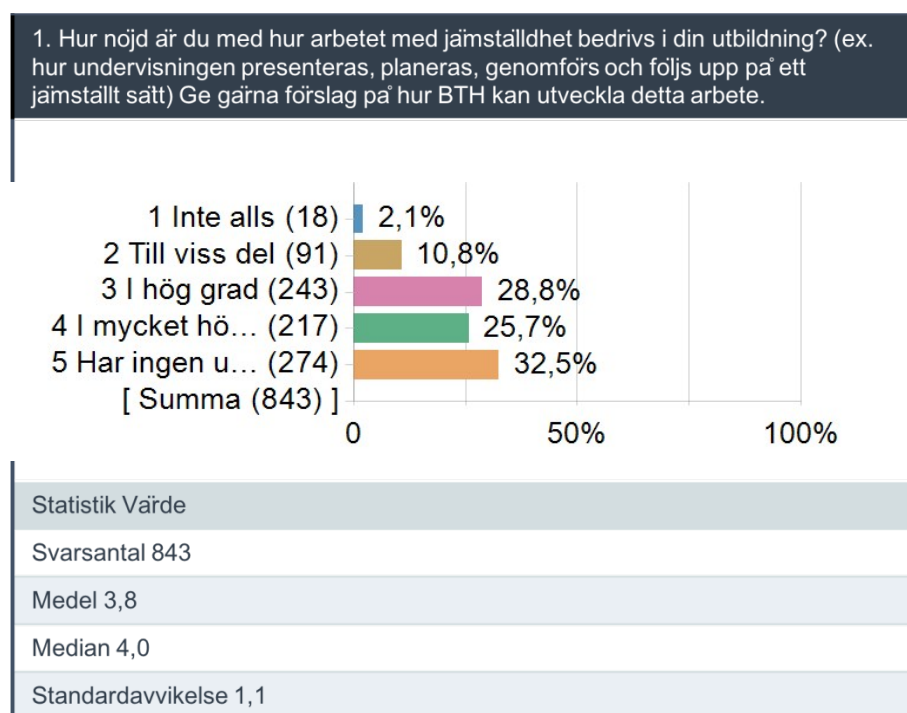# Analysis of questions regarding aspects, all programs

Programme evaluations are carried out every second year among students enrolled in the second semester or later of a study programme. The results will constitute decision and planning documentation for quality development measures for programmes which are provided as feedback to relevant stakeholders.

Analysis and follow-up of general questions within the following areas:
- Gender equality
- External engagement
- Research links
- Sustainable development
- International perspective
- Discrimination

Question: How satisfied are you with the work on gender equality in your programme? (e.g. how the teaching is presented, planned, carried out and followed up with regard to gender equality)
We welcome suggestions on how BTH can further develop this work.

1. Hur nöjd är du med hur arbetet med jämställdhet bedrivs i din utbildning? (ex. hur undervisningen presenteras, planeras, genomförs och följs upp på ett jämställt sätt) Ge gärna förslag på hur BTH kan utveckla detta arbete.

1 Inte alls (18)	2,1%
2 Till viss del (91)	10,8%
3 I hög grad (243)	28,8%
4 I mycket hö… (217)	25,7%
5 Har ingen u… (274)	32,5%
[Summa (843)]	

Statistik Värde	
Svarsantal	843
Medel	3,8
Median	4,0
Standardavvikelse	1,1

In 2019, 54% responded that they are satisfied to a great extent or to a very great extent with the work on gender equality.

12.9% said they were not at all or to some extent satisfied.
32.5% responded that they had no opinion.

Different respondents seemed to have very different understandings of what gender equality is.
Many felt that gender equality already exists and that everyone is treated equally. Some responses stated that students do not notice any work taking place and that it is not needed either. Responses e.g. that there should be a focus on knowledge and that a focus on gender

equality is not needed. Responses that there are only female students in the brochures and IGEday, but that this is positive.

Others responded to the contrary, that it is not obvious that any work is taking place but that it is really needed. All teaching staff do not live up to a professional standard. One lecturer is said to have provided examples with sexist comparisons. One respondent wrote "Thanks to this question I have just realised that we have not had a single female lecturer during the course". Another respondent said that the balance of women and men has been good among lecturers, but that guest lecturers have only been men. One lecturer is said to have explained in a lecture that male students who have academically educated parents find it easier to learn how to write academically. According to this lecturer, male students have better prospects.

Several respondents commented that BTH is very homogenous and that there are only male students in the class so there is nothing to compare with. The gender distribution is extraordinarily bad; marketing to women should be prioritised.

Some felt that equality with regard to gender and cultural diversity is handled well, but that the work on gender equality with regard to different individual needs is not sufficient. There were requests for BTH to pay more attention to different conditions with regard to VFU placements, to produce timetables further in advance, and not to accept bad supervisors.

Some lab assistants seemed more interested in helping women.

Several comments that it is a strange question, several comments that students feel provoked by the question. Some respondents said that there should be a focus on other things given that the gender equality is already so good.

A comment on the number of hours per day? A comment on streaming more lectures. Some students wondered why we are not asking about equality instead of gender equality.

Connection to 2017
The question asked was partially different. "Do you feel that the programme has links to gender equality?"
50% responded that there were links to gender equality to a great extent or to a very great extent.
19% responded that there were links to gender equality not at all or to some extent.
31% responded that they had no opinion.

In 2019, we asked "How satisfied are you with the work on gender equality?"
54% responded that they are satisfied with how the work on gender equality is conducted.
13% said they are not at all satisfied or to some extent.
32% responded that they have no opinion.

Despite the questions being posed differently, a cautious conclusion is that the trend is heading in the right direction.

Overall, the students continue to have very different understandings and expectations of what gender equality is and how it is relevant in their programmes. The most common theme in the comments is the absence of female students in the programmes and that the culture on campus is too male-dominated, as well as insecurity issues. To choose broader required reading (from men and women) and to have early information in the programmes on gender equality is still stated as desirable.

What would you like to maintain?

BTH should maintain parts of the culture that contribute to the experience of high gender equality. The gender group's work is again highlighted this time and should be utilised and further disseminated. There are ambitious goals set in BTH's strategic plan and these should continue to provide guidance – "BTH shall ensure that equal opportunities, gender mainstreaming, diversity and cultural competence characterise the organisation and work norm-creatively in planning and implementation."

Which short-term measures for change do you propose?

In the short term, BTH should strengthen its work on creating and maintaining gender equality. It should continue educating managers, lecturers, students and support staff and continue to establish different activities and dialogues and involve more people in taking responsibility for creating a school with gender equality. Gender equality is something that everyone involved creates together. Research on sexual harassment shows that there is potential to get more observers to act, that bystanders can play a role.
A position has been created at BTH from 2019 to broadly work on gender equality and equal opportunities.
Analysis, planning and follow-up of the ongoing work is led by the Council for Gender Equality and Equal Opportunities and documented in the plan Active Measures. Approved guidelines for a positive learning environment and procedures for when a situation occurs need to be better communicated. When situations arise requiring management, the follow-up needs to be improved.

Procedures and work methods in organisational planning have been developed in 2019 with a specific focus on gender equality and will continue to be developed to increase awareness and systematic development work as part of the internal work at BTH.

The work on conscious decisions with regard to gender equality in the wording of descriptive texts, required reading, guest lecturers and gender-neutral examples should be intensified and should work on education and awareness of language manipulation and master suppression techniques in group work and in plenary meetings. Efforts to get more men to see the advantage of gender equality and to see their role in creating gender equality.

Which long-term measures for change do you suggest? In the long-term, BTH will take part in and benefit from the five-year research project "How can sexual harassment and gender-based discrimination in academia be counteracted?" commencing in 2019. Dialogue and exchange of experience will take place with other organisations and universities.

Question: How satisfied are you with the external engagement with working life in your programme? (e.g. guest lectures, study visits, internships, student projects in collaboration with businesses/organisations and similar)?
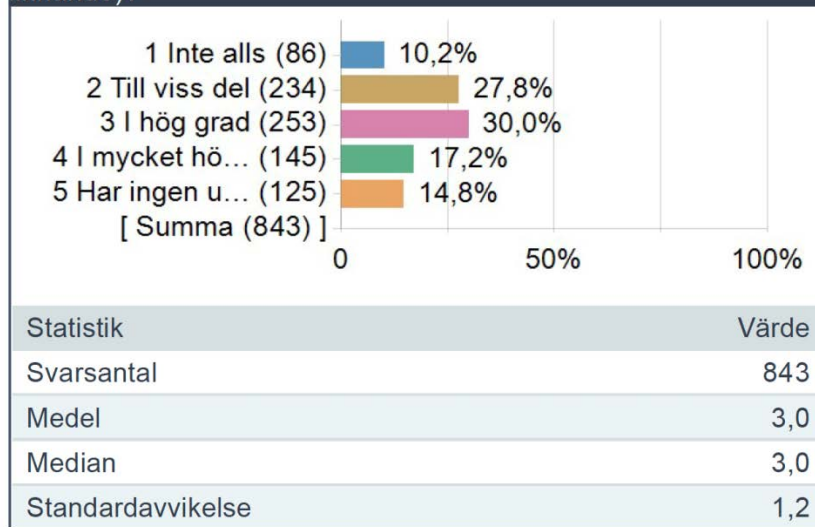
Analysis of this year's results

An introductory note is that, in line with the 2017 programme evaluation, it would be interesting to know the students' expectations of external engagement in the programme. These expectations could then be considered in relation to how satisfied students are with the external engagement in their programme. High expectations of external engagement is a good indicator that we have managed to attract students who wish to study in a programme that includes external engagement with the wider world. At the same time, we have to be vigilant about ensuring that the discrepancy is not too big between the expectations and the actual experience of external engagement as this would indicate that we do not live up to our marketing with regard to external engagement.

With this noted, the previous picture of external engagement, or lack of it, is again apparent in the analysis of the results.

- Regardless of how satisfied or unsatisfied the students are with the external engagement in the programme, in general they request many more guest lectures, study visits, student projects etc. These activities are often considered to be valuable as they provide insight into the 'reality' of businesses/organisations and therefore also valuable insight into potential future professional roles.
- As previous evaluations have shown, some students feel there is a big discrepancy between how BTH markets the external engagement in its programmes and what it looks like in practice within their programme specifically. The students who have many opportunities for external engagement in their programmes may think that external engagement is one of the areas of strength at BTH, while those students who have not had a single study visit or a single guest lecture naturally have a much more negative view of external engagement at BTH.
- Even without taking a closer look at the results for each programme, it is clear there are significant differences between the programmes. Some programmes have practically no guest lectures, study visits and student projects, while other programmes are well equipped with such external engagement activities. The experiences also differ within the programmes depending on which year the student is

studying as some programmes have relatively few external engagement activities early on in the programme. Furthermore, the experiences of external engagement may vary between weeks and courses (e.g. well-functioning external engagement within a specific course, but not in the next one).

- Many students are satisfied that programme associations and other student groups organise activities with businesses/organisations, however, as in previous evaluations, they question why BTH does not have a clearer role in these kinds of activities. Among other things, they mentioned the PlanKan/Arkipelagos careers day, the student association EKEN's IE Day, #ROOT's Security Day, the Blekinge Student Union's careers day etc. It should be noted that in many cases, BTH contributes both financially and in other ways to the events, but that this is possibly not communicated very clearly to the students. Furthermore, there is a conscious strategy for certain external engagement activities specifically connected to careers days or similar to be organised by the students, with the support of BTH.
- Some students would like guest lectures by alumni who have completed the study programme themselves and can demonstrate the link to professional life.

Compare this year's results with the 2017 programme evaluation if the question was asked then.
In the 2017 programme evaluation there were very similar results with regard to how many students were satisfied with the external engagement 'to a great extent' or 'to a very great extent' (47% in 2019 compared to 46% in 2017).

Based on the information, it is difficult to assess if there are any specific measures for change that have had results in terms of maintaining or increasing satisfaction regarding external engagement. The picture that emerges from the free text responses however is relatively clear and does not differ significantly from the 2017 programme evaluation.

Summary

What would you like to maintain?
Despite not yet being able to establish any direct impact, I am convinced that we should continue the ongoing inventory (planning and follow-up of the 'external engagement profile' in each programme) which we are doing with the help of goal matrixes and programme follow-ups with corresponding reflections. In this way, with relatively little work for the programme directors, we can highlight the programmes' support requirements. As needs, abilities and resources can be very different, it is likely that individually adapted support is required within the different programmes.

Which short-term measures for change do you propose?
- An overview of all degree project courses at BTH to facilitate contacts between external parties and degree project course directors primarily with regard to student projects based on challenges from external parties. [Commenced]
- An advertising portal on the BTH website to simplify contacts between external parties and programme directors/course directors/student groups primarily with regard to degree projects, student projects, internships, summer jobs, casual jobs, etc. [Commenced]
- Economic "lubricants" with the aim to encourage and assist programmes to carry out external engagement activities. These funds should be available to course or programme directors to fund initiatives to develop courses or programmes with regard

to external engagement activities. Examples of activities that can be funded are study visits to businesses or organisations, invitations to guest lecturers, organising theme days with external parties etc. Student social activities will not be funded.
[Commenced]

Which long-term measures for change do you propose?
One proposal is to create an overview of the external engagement activities for the year that can then be adapted at the programme level to communicate expectations more clearly and plan for external engagement activities within each programme. (E.g. one study visit per term, one guest lecturer per course, etc.)

Research links

Response rate for this question: 841 responses from a possible 2350, or 35.8%.
The number of free text comments was 122.

Question: What do you think about the research links in the programme? Research links can be e.g. the presentation of current research in the field, research-based reading, research-based issues raised in lectures, the encouragement of independent and critical assessment and analysis in your course examinations or training in research methods as part of your studies.

Statistik	Värde
Svarsantal	841
Medel	3,2
Median	3,0
Standardavvikelse	1,1
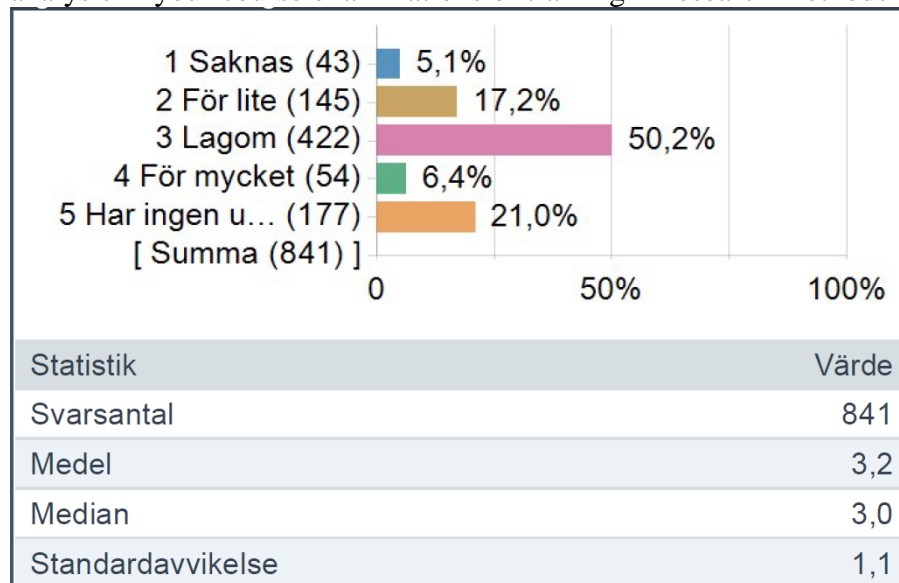
The average value of the responses is stated above as 3.2 out of 5. A fairer value is to only take the average value for the response options 1-4, resulting in an average value of 2.7 out of 4. This general evaluation demonstrates that of the 664 who had an opinion, 422 (or 64%) felt that there were enough research links in their programme, while 28% would like more and 8% would like fewer research links.

The comments from the respondents add some nuances to the picture. The following are some of the areas that several respondents referred to:

- The opinions on the number of research links vary, with comments such as there being way too many, "basically the only thing the programme is about", to it not being brought up at all during the studies.
- Students would like to know more about the lecturers' research activities, and would like to be able to find this on the BTH website.
- Concerning the timing in the programme, there were points of view on it being included too early and too late.
- There were requests for more information on the scientific method, particularly prior to laboratory work. Laboratory work is considered to be too controlled, no space for personal deliberations and hypotheses.
- Several respondents stated that the research presented is dated and does not follow the developments taking place in the area. There were also requests for courses to relate more often to what is state-of-the-art in the area.
- Research Methodology and Final Degree Project are mentioned as those courses where research often plays a part and in a positive way.

- Suggestions were given for more projects that could be conducted at the research laboratories at BTH.
- Of those stating that there is too much research in the studies, some suggest that there could also be a more professionally focused programme so that the student could choose a research specialisation or a professional specialisation.

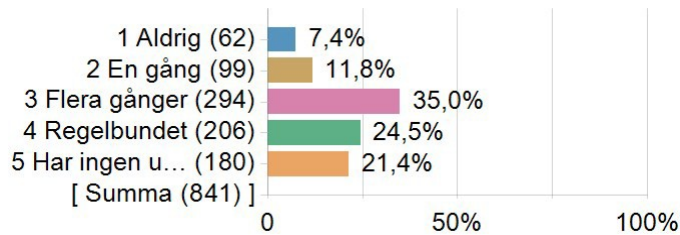**Comparison with the 2017 programme evaluation**

A comparison of the responses according to the different response options shows that the same large proportion of responses as in the 2017 programme evaluation think that there are enough research links, however, the proportion that now feel there should be more has increased.

When it comes to the free text comments it is difficult to compare the responses, there is a similar spread of comments and it is not possible to establish any general tendencies from the differences.

Proposed measures

The significant differences in how research links are perceived are found partly at the individual level, as you would expect, but differences are also found between the different programmes. Ongoing analysis of the conditions and needs of each programme will need to take place. A review of the work should take place each semester at the meetings that the pro vice-chancellor and deans have with the programme directors.

Question: How often do you feel you have come across the concept of sustainable development (according to the definition that current and future generations are ensured a healthy and positive environment, economic and social wellbeing and justice) in your studies?

1 Aldrig (62)	7,4%
2 En gång (99)	11,8%
3 Flera gånger (294)	35,0%
4 Regelbundet (206)	24,5%
5 Har ingen u… (180)	21,4%
[Summa (841)]	

Analysis of this year's results

An analysis of the survey responses must be undertaken from the perspective of the BTH goal states that all programme students should have the opportunity to come across the concept of sustainable development in their studies. The goal does not state anything on how or to what extent.

The spread of the survey responses says that 599 of the respondents have come across the concept of sustainable development once, several times or regularly, 62 have never come across the concept. Those 180 respondents who had no opinion is a group that has potentially come across the sustainability perspective. In these cases, the sustainable development concept has not been formulated in a way that the student has been able to understand or remember from their studies.

130 comments were made in the survey responses. The comments have been analysed and the following can be stated:
- There is a spread from sustainable development characterising all courses and study programmes to it only being included in courses on sustainability.
- There is a spread among the students' understanding of the need to come across the concept of sustainable development in their studies. Some respondents believe it should be a comprehensive and necessary concept in all courses – others believe that the concept is not relevant to their specific studies.
- Several comments were about requests for more research links on sustainable development and more depth with different sustainability issues being set against each other.

This year's results compared to the 2017 programme evaluation

Compared with the 2017 programme evaluation, there are 319 fewer responses to the question on the concept of sustainable development in the 2019 programmes.

When comparing the responses from 2017 and 2019 it is surprising that the option "no opinion" had such a large proportion of the responses and that it increased in 2019. It is positive that the proportion of responses of "never" have clearly reduced from 10.0% to 7.4%.
The proportion who responded "regularly", "several times" or "once" have all remained largely unchanged at 71%.
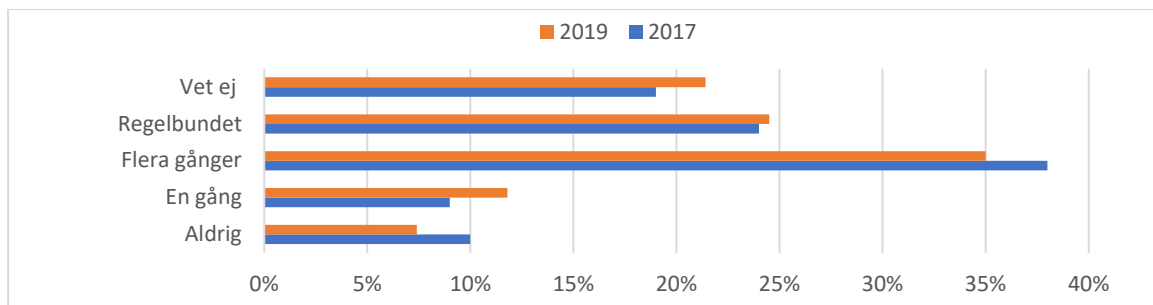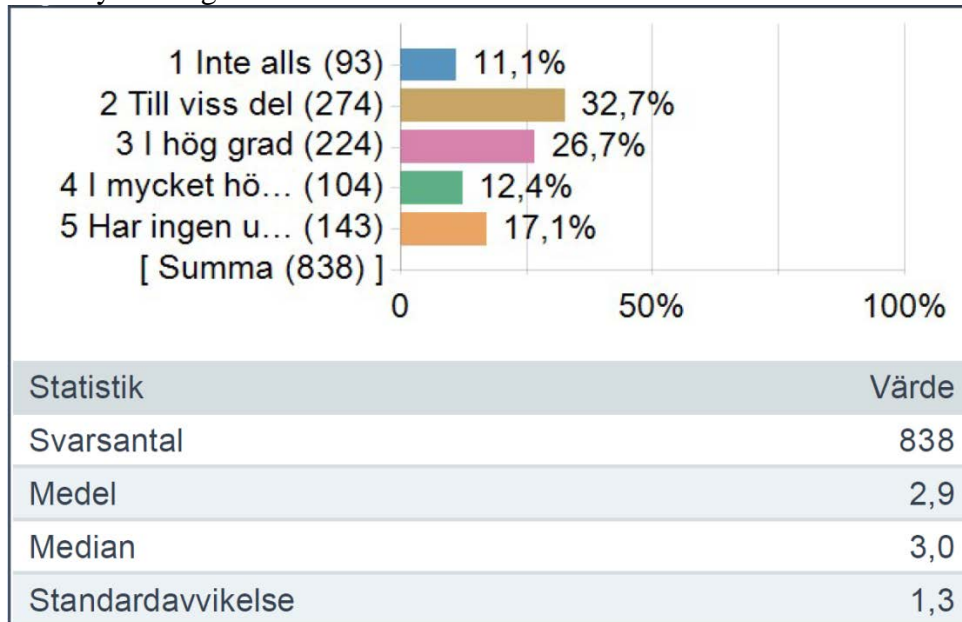
Summary

The question in the survey comes from the goals for sustainable development approved in 2013. The goals are formulated as a quantitative aim that is measurable, however, the surveys as a whole show that students also want to come across the concept in greater depth, with greater complexity and with more research links.

The goals for sustainable development are under review and a new decision is to be taken. I propose that reflections from the survey responses be included in the process for the decision on new goals.

Question: To what extent do you think there is an international perspective in your studies (e.g. with regard to the content, required reading, exchange studies in your programme)? International perspectives may include studying circumstances outside Sweden, perspectives on how a topic is addressed in other countries, other cultural perspectives within business, industry and organisations.

Svar	Antal	%
1 Inte alls	(93)	11,1%
2 Till viss del	(274)	32,7%
3 I hög grad	(224)	26,7%
4 I mycket hö…	(104)	12,4%
5 Har ingen u…	(143)	17,1%
[Summa	(838)]	

Statistik	Värde
Svarsantal	838
Medel	2,9
Median	3,0
Standardavvikelse	1,3

The average value of the responses is stated above as 2.9 out of 5. A fairer value is to only take the average value for response options 1-4, resulting in an average value of 2.5 out of 4. This general evaluation demonstrates that there is potential for improvement, barely half of the respondents with an opinion felt that there is an international perspective to a great extent or to a very great extent in their studies.

The comments provide some interesting information. They cover many areas of internationalisation such as
- content, required reading and perspectives
- work methods and conditions
- exchange studies

Content, required reading and perspectives/outlook

The picture is very fragmented in this area, with four main groups:
- International reading lists are used, international perspectives are given, globalisation is raised, there are international guest lecturers, and this is positive.
- The subject areas itself is international, so the question is irrelevant. It is not something that specifically needs to be addressed or highlighted.
- The studies focus on Swedish circumstances, and this is positive.
- Currently, there are too few or no international perspectives, more focus on circumstances and methods outside Sweden are needed.

To a certain extent the responses can be explained based on which programme the student is studying, the perceived need for an international outlook varies a lot between the different programmes.

One point of view that is raised in several places is that the international perspective is perceived to focus on the Western world; there is a call for a broader perspective.

Work methods and conditions

Some of the responses requested more courses in English in preparation to work internationally. Several respondents wrote that valuable perspectives arose from studying together with international students and greater integration between Swedish and international students would be desirable. The diversity of students at BTH is reported as a great asset. On the other hand, there was also a comment that the lecturer could not justify why group work should be conducted in mixed groups.

Exchange studies

The results on the one hand indicate that those who have been on exchange feel it was very rewarding, and on the other that it was difficult to organise the exchange. Some of the difficulties mentioned were:
- not enough or irrelevant partners, i.e. they need updating
- missing information
- the international office does not work well enough
- exchange semesters create problems, they are difficult to get approved and there are not enough courses that are approved for credit transfers

Comparison with the 2017 programme evaluation

The responses according to the different response options gave slightly lower values than in the 2017 programme evaluation. With regard to the free text comments, a comparison is difficult to make, however, there is possibly a larger breadth now in the kinds of comments that are given. This may be due to an increased awareness of different aspects of internationalisation among teaching staff and programme directors, and that this has reached the students.

Proposed measures

When it comes to content, work methods and perspectives etc. work needs to continue on the conditions and needs of each programme. A review of the work should take place each semester at the meetings that the pro vice-chancellor and deans have with the programme directors.

For exchange studies, the work to attain more and better-matched exchange agreements needs to continue and clearer mapping should be produced for each programme with suggested course packages at receiving universities to facilitate credit transfers. The support for exchanges from the international office also needs to be reviewed. A change has recently been made to how the office works, which is unlikely to have had an impact on the responses to a great extent, however, this needs to be followed up.

Question: Are you aware of the occurrence of any form of discrimation or harassment based on the seven grounds of discrimination during your studies: sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

1. Har du upplevt att det förekommit någon form av diskriminering eller trakasserier utifrån diskrimineringsgrunderna under dina studier: kön, könsöverskridande identitet eller uttryck, etnisk tillhörighet, religion eller annan trosuppfattning, funktionsnedsättning, sexuell läggning och ålder.

Statistik Värde	
Svarsantal 839	
Medel 1,6	
Median 1,0	
Standardavvikelse 1,2	
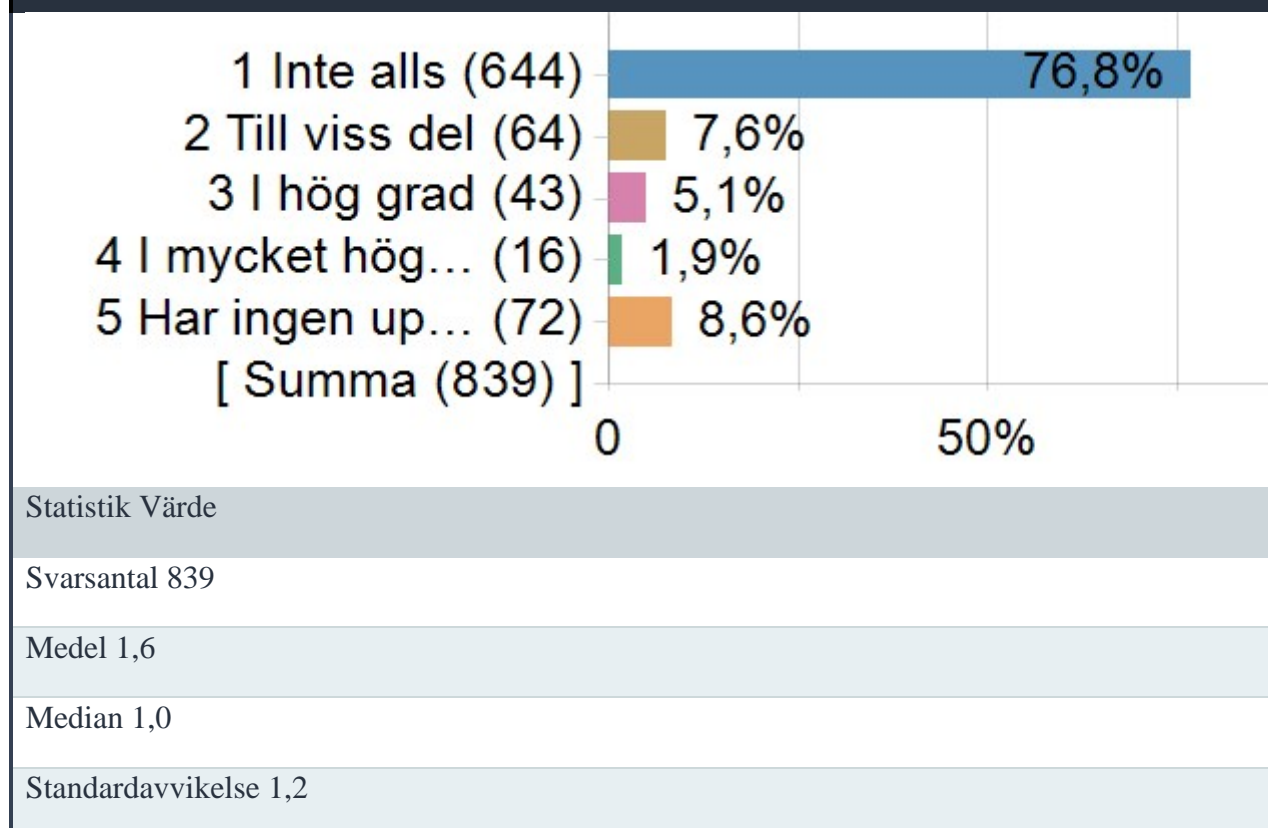
Analysis of this year's results

76.8% of the respondents report that they were not at all aware of any occurrence. This corresponds to 644 people.

14.6% of the respondents were aware of discrimination or harassment based on the seven grounds of discrimination. This corresponds to 123 people.

8.6% did not have an opinion, i.e. 72 people.

It is pleasing that 644 people responded that they were not at all aware of any occurrence! Discrimination and harassment are prohibited according to the law. 123 people is 123 people too many. The number of responses is significantly lower than the number of reported cases which is worth considering, particularly when you consider that far from all students responded and that, according to research, there is a tendency not to report. Quite possibly, there is an unrecorded number of cases due to normalisation and resignation.

Extracts/Summary of comments

There were several comments that there have not been any cases of discrimination and that people are generally respected and treated well at BTH. One example given was that a person who identifies as transgender has not come across any discrimination. On the other hand, some other respondents wrote that they have heard and/or experienced derogatory comments aimed at LGBT+ and non-binary people.

Some comments referred to inappropriate and discriminatory comments and behaviour from lecturers, e.g. "it is like talking to a small child".
One respondent comments that there are other forms of discrimination, such as favouritism and passing students who should not be passed, or that certain ineligible people are allowed to take courses, while others are not. One respondent feels that they have been discriminated against due to their ethnicity in the form of lower grades than their fellow students in the course.
One respondent commented that whispering and sniggering occurs during presentations. One commented that oral presentations and high demands on compulsory attendance can be particularly challenging for people with psychological difficulties. It is also important to pay attention to individual needs for breaks.

One respondent commented that fun and games between students occurs but within reasonable limits. There were some comments on discrimination, bullying between students, one respondent described a tough environment for students during the past two years, both on campus and outside the study environment. As a female student, you always become the "secretary" in all the projects. One commented that women seem to work harder and receive fewer acknowledgements for their work. Another wrote, male students receive more recognition than female students.

One respondent wrote that it took place once but that action was quickly taken and in a positive way.
Another commented that a friend was a victim – the perpetrator received a "warning" – and concluded that "nothing happened" and that the friend is always scared now when they cross paths with the perpetrator at university. Another stated that they have been bullied and that the lecturer did not take any measures. Yet another respondent wrote that age discrimination may occur. One respondent commented that the lack of a nursing mothers' room is behind the times.

Spatial Planning is highlighted as a good example with a high degree of awareness and a welcoming and inclusive culture.

Some respondents have heard inappropriate comments about LGBT+ people and immigrants during their internships/VFU placements.

One comment stated that it was discriminatory that everyone who had been abroad or was born abroad were forced to have blood tests. There was a comment on the title Nurse being in the feminine (in Swedish) and that most people studying in the programme are women.

Several respondents felt that BTH is socio-culturally homogenous which in itself means it is lacking in representation and a kind of silent discrimination. Many lecturers find it difficult to pronounce non-Swedish names and on occasion there are jokes about it.

Compare this year's results with the 2017 programme evaluation if the question was asked then.
The question was not asked in 2017.

Summary
What would you like to maintain?
BTH should maintain the parts of the culture that are perceived as open, inclusive and stimulating. The gender group's work is also highlighted here and should be utilised and further disseminated. In BTH's strategic plan, ambitious goals have been set – "BTH shall ensure that equal opportunities, gender mainstreaming, diversity and cultural competence characterise the organisation and work norm-creatively in planning and implementation." BTH should continue to have this high ambition in order to ensure continued wellbeing and high results.

Which short-term measures for change do you propose?
BTH does not accept any form of discrimination or harassment. In the short term, BTH should strengthen its work to create and maintain a good learning environment free from discrimination and harassment. Preventative work is the most efficient form but procedures to handle situations should also be improved.

BTH should continue to educate managers, teaching staff, students and support staff and continue creating different activities and dialogues and involve more people in taking responsibility to protect the rights of every person. A learning environment is something that is created by everyone involved in it. Research shows that when it comes to sexual harassment there is potential to get more observers, so-called "bystanders", to react. This may even apply to other discrimination grounds and should be investigated. If we are successful with this, the number of cases could potentially increase in the short term, but it will be beneficial in the long term. Everyone who is a victim or witness of discrimination or harassment should be encouraged to report it in accordance with the procedures in place.
A position has been created at BTH from 2019 to broadly work on gender equality and equal opportunities.
The analysis, planning and follow-up of the ongoing work is led by the Council for Gender Equality and Equal Opportunities and documented in the plan Active Measures. Approved guidelines for a positive learning environment and procedures for when a situation occurs need to be better communicated. When situations arise requiring management, the follow-up needs to be improved.
BTH is taking part in the Pride Parade for the first time in 2019 and will continue to do so. Procedures and work methods in organisational planning have been developed in 2019 and will continue to be developed to increase the awareness and systematic development work in the internal work at BTH.

Which long-term measures for change do you propose?

In the long-term, BTH will take part in and benefit from the five-year research project "How can sexual harassment and gender-based discrimination in academia be counteracted?" commencing in 2019.
Dialogue and exchange of experiences will take place with other organisations and universities and, in the long term, BTH should continue to further develop its activities and work methods based on best practice. In the long term, the internal development work is predicted to have an impact on the education as well.

With regard to more equal gender representation among students, teaching staff and guest lecturers, long-term work is underway to achieve gender equality.