

# Evaluation report Minor Aircraft Engineering

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*The evaluation committee has evaluated the minor Aircraft Engineering by analysing the SEQ questionnaire, which is sent to 122 students. 61 students filled in the questionnaire, which gives a response of 50%.*

The minor Aircraft Engineering scores a 3.5 which is more than sufficient for a bachelor module. The statements 'As whole, I learned a lot in the module' and 'Based on the module, I would recommend this UT study programme to others' scored the best with respectively an 4.1 and 3.8. The statements 'I got useful feedback on the assessments I made' and 'The tests were suitable to determine whether I'd learned sufficiently' scored the worst with respectively an 1.9 and 3.0. The students comment that it was unclear how far their conceptual aircraft design had to be elaborated. Students also think that the project groups were too large and they mention that there were big differences in knowledge and mentality between the participating studies, some students even mention that the participation of IEM (Industrial Engineering and Management) students should be reconsidered (even by IEM students themselves). There are also a lot of complaints about the examinations schedule, this only became available 2 or 3 days before the (oral) exams. At last it need to be mentioned that the students appreciate the enthusiasm of the lecturers during the minor.

*These are the main conclusions of the evaluation. The interpretation is based on the remarks of the respondents. For an overview of the results, see the graph at the end of this report.*

## **Recommendations of previous evaluation**

No previous report was found. It is therefore not possible to state the recommendations of the last evaluation.

## **Recommendations by the committee**

The quality of the course can be improved. Based on the results of the questionnaire, some recommendations for improvement are provided. The most important recommendations are:

- Make clearer how far the conceptual aircraft design has to be elaborated.
- Consider to use smaller project groups.
- Consider to exclude IEM students from participating in this minor.
- Make the examination schedule earlier available.
- Keep going with this enthusiasm.

## **Reply by the minor coordinator**

For a part of the students the level of prior knowledge was too low. However the motivated students of this group were able to gain the knowledge by themselves. The level of the content of the minor will remain the same. The exact time slot for the oral exams for the students will be published on BlackBoard in the first week of the module instead of the week before the week in which the oral exams will take place. Extra lecture hours will be planned for feedback on the assignments the students have to make. Lectures given by guest speakers will be planned directly before or after lunch instead of at the end of the day because students do not seem to be able (or do not want) to follow (free) lectures at the end of the day. Attention will be paid to group dynamics within the multi-disciplinary project groups. Further, students will be stimulated to take a task/specialism within the project group that is not directly related to their major programme. In this way students can (hopefully) learn more from fellow students. The assessment will again consist of the assignments (but next time with more pro-active feedback), the project exam and an oral exam on the three courses of the module. Some students expected a longer time for the oral exam which is more in relation to the amount of the theory they learn. This can be accomplished next year, because there will be an additional teacher, such that each course is taught by a different teacher. It is the intention to have an oral exam of 25 minutes for each course. On request of the students during the lecture series more time will be spend on demonstrations of oral exams and the kind of questions that can be expected. In comparison with the minor Aircraft Engineering in the former BSc system many more students participated in the new minor (around 30 in the old minor and now 115). However, only 1% of all students who followed the minor in the former 11 years failed for an oral exam. Now 26% failed and have to take a re-sit. Further, in the former 11 years only one project group had to do a revision of their report while this year 3 project groups had to carry out such a revision. Regarding the topic of excluding IEM students, IEM students will not be excluded from the minor, next year. Some IEM students scored better during the oral exams, compared to a certain amount of more (fundamentally) technically oriented students. Finishing the minor successfully depends mainly on effort and commitment.

## **Overview**

- Due to the fact that this evaluation is based on the results of the EvaSys questionnaire, no graph could be produced and is therefore not represented.