

W.I.S.V. 'Christiaan Huygens'
Board 68 Annual Education Report

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1 Policy Progress

1.1 General

1.1.1 Committee with students who are involved in education

In the policy there were plans to start a committee containing students who are involved in education, through the Boards of Studies or the Faculty Student Council. In Q1, these groups had a meeting together to discuss this.

The conclusion was that it is difficult to find points where the tasks of these two groups overlap to discuss, and having the committee for both students of mathematics and computer science makes this even harder.

For next years, it is recommended to get to know the students of the Faculty Student Council and Board of Studies and create a WhatsApp-group with them, but it is not needed to create a committee for these students. For the meetings with the Board of Studies, it is recommended to meet shortly before a meeting with just the student members of the relevant Board of Studies. In this meeting the agenda points and other business can be discussed to create unity and clear goals for the students.

1.2 Applied Mathematics

1.2.1 Evaluation Curriculum Change

The Commissioner of Mathematics Education Affairs visited the welcome assembly for freshmen and he managed to let a total of twelve and eight students join the feedback panels of the first and second quarter respectively. Feedback received through the regular channels was passed on accordingly to the relevant people, including the the subject teacher, the Board of Studies, and the director of the Applied Mathematics BSc programme, as well as the programme coordinator. The feedback received was not specific to the curriculum changes, but rather general courses and feasibility. This is more discussed in section 3.2.1.

The Commissioner of Mathematics Education Affairs has decided to not visit any more lectures, and sees no added value to ask specific questions in WhatsApp groups. Since the new curriculum has now been finalised, all courses will be evaluated regularly each year, like previously in the old curriculum.

1.2.2 Supporting Students through the Transition Regulation

The Commissioner of Mathematics Education Affairs managed to organise an information assembly for students who are affected by the transition regulation. The slides of this assembly can be viewed through wisv.ch/transition. The faculty decided to not publish its internal transition regulation assisting Excel tool, because students cannot derive rights from it. The Commissioner of Mathematics Education Affairs does not see the added value of seeking out individuals following subjects of the old curriculum. Generally, the online information for these subjects is sufficient, and no concerns have been raised to the Commissioner of Mathematics Education Affairs.

1.2.3 Information Master Specialisations

The Commissioner of Mathematics Education Affairs has been in active contact with the master Director of Studies to advocate for improvements. Currently, the Brightspace pages for the independent master specialisations are being updated. The programme did not see any added value for a subject graph, so it was decided to not create it. The Commissioner of Mathematics Education Affairs also brought up implementing master tracks in the electives of the bachelor, however due to the low number of electives this turned out not to be feasible anymore. He has not found the time to approach master students about testimonials.

1.3 Computer Science

1.3.1 Evaluate new DSAIT master

Because of the introduction of the new DSAIT master, many courses have changed and moved in the Master curricula. The Commissioner of Computer Science Education Affairs has set out to gather information and feedback on these changes, and to aid both the students starting the CS or DSAIT master, and the students who are already following the CS master. To achieve this, the Commissioner of Computer Science Education Affairs has organized two extra Master feedback panels per Master, and this year the Commissioner of Computer Science Education Affairs is making extra promotion in the Masters for W.I.S.V. 'Christiaan Huygens', as well as for the Commissioner of Computer Science Education Affairs himself as a place to go for feedback and help.

The panels during the second half of the year were organised together with Quality Assurance, and students were offered gift cards for participating. The structure of these panels worked well, where the Master Coordinator interviewed the students per theme. Unfortunately, the faculty is not willing to help out in providing snacks or lunch in the future, like they are doing in the Bachelor.

2 General Current Affairs

2.1 Book Sale

W.I.S.V. ‘Christiaan Huygens’ has ended its contract with W04YOU.nl to facilitate a book sale. The association does not plan to continue to sell books due to a combination of factors that will be explained in this section.

First of all, there are rarely benefits from the student’s perspectives. The demand for textbooks is declining as courses increasingly use digital handouts and lecture slides, and the textbooks that are used can often be freely obtained online in digital formats. This affects a larger, both proportional and absolute, amount of Computer Science students than Applied Mathematics students. In addition, the few students who purchase new books tend to favour online webshops with faster delivery times and more competitive pricing. There are also a number of students who buy second-hand options from peers or online resale platforms.

From an organisational perspective, benefits have also been decreasing. Organising a book sale costs the Board quite some time, and the monetary profits for the association are non-existent, as was decided by the General Assembly in Board year 45. Furthermore, since there has been a decline in students buying books, there has been less benefit of student contact. The Board has informed the mathematics teachers that the book sale has stopped since the end of this year, when the contract officially ran out.

In an effort to promote sustainable habits among members, and fill the gap left by the removal of the book sale, W.I.S.V. ‘Christiaan Huygens’ decided two years ago to collaborate with studieboekswap.nl, an online website to resell books. The Commissioners of Education Affairs currently have the option to publish books on this site, and are in close contact with the owner in case any issues arise. Apart from a few passive posters around the association room, not much promotion is done for this website. The Book Desk has also been rebranded as the Education Desk, with new appropriate posters hanging on the door promoting the Commissioners of Education Affairs.

2.2 Education Desk

After stopping with the book sale, the Commissioners of Education Affairs decided to rebrand the book desk of W.I.S.V. ‘Christiaan Huygens’ to the official education desk in an effort to promote their approachability. Two posters have been hanging on the door to better inform students who the Commissioners of Education Affairs are and how to contact them. A minor increase in students contact has been noticed in the first two months.

For the next year, it is recommended to keep this desk open, and, to the extend that the Commissioners of Education Affairs find useful, expand the promotion and informational material.

3 Applied Mathematics

3.1 Current Affairs

The beginning of the year was marked for the Commissioner of Mathematics Education Affairs by the electives of the new curriculum. The Commissioner of Mathematics Education Affairs pushed for this list to be finalised as soon as possible, so students going through the transition regulation would be able to plan their coming years quickly and effectively. Unfortunately, due to bureaucratic difficulties, it took longer than expected. A list of approximately 18 courses was almost finished, when the Dean disallowed it due to budget cuts. It should be noted that the plan was not to have 18 courses being taught every year, but rather 10 courses being taught every other year, with yearly examination possibilities. This way, the work load would have been reduced which would comply with budget cuts, and students would still be able to follow a large number of electives. This is possible because the differentiation between second- and third-year electives will be removed. This way, every student could follow all subjects, either in their second or third year. The Board of Studies of Applied Mathematics also supported this plan.

Sadly, the Dean and other members of the upper management of the faculty, were not in favour of this proposal, for PR and budget reasons. The programme eventually caved to the displeasure of many sections that had to cut their favourite electives, the most notable of which is the probability section, which had to drop its Decision Theory elective.

The current plan for the electives is listed below. The Commissioner of Mathematics Education Affairs is displeased that the total number of electives has now been reduced from twelve in the old curriculum to nine in the new one.

1. Fourier Analysis
2. Mathematical Models
3. Advanced Numerical Methods
4. Graph Theory
5. Markov Processes
6. Advanced Statistics
7. History of Mathematics
8. Inverse Problems
9. Machine Learning

After the electives drama, the Commissioner of Mathematics Education Affairs also brought up issues of conflicting information of the new curriculum online and a vague formulation concerning resit opportunities of rule 11 of article 17 in the ‘Rules and Regulations of the Board of Examiners’ document for the 2024-2025 academic year to the bachelor and master Directors of Studies. The rule now reads the following lines:

‘Gedurende de bachelor- en masteropleiding heeft een student eenmaal de gelegenheid een tentamen dat met goed gevolg is afgelegd, opnieuw af te leggen (zie OER, Artikel 17A, lid 1), behoudens de bevoegdheid van de Examencommissie hiervan – in uitzonderlijke, individuele gevallen op verzoek van de student – af te wijken. Hiervoor geldt dat een voldoende resultaat alleen opnieuw kan worden afgelegd in hetzelfde studiejaar waarin dit resultaat is behaald. Bij deze eenmalige herkansing geldt het hoogst behaalde resultaat. Het in de eerste volzin bedoelde tentamen kan uit meerdere deeltentamens bestaan. De beperking in dit lid geldt voor elk vak waarvoor de student het eerste voldoende cijfer heeft behaald in het studiejaar 2024-2025, of daarna.’

The conflicting information has been resolved, and the Board of Examiners is looking into clarifying the rule in the Rules and Regulations of the Board of Examiners.

Finally, there are a few things the the Commissioner of Mathematics Education Affairs of Board 69 should monitor in the upcoming year. Firstly, there is a new study advisor for the bachelor. This person is quite experienced, so no startup trouble is expected, but it is something to keep an eye out for. Secondly, the bachelor coordinator has been unable to fulfil his responsibility in the past year due to personal circumstances. It looks like he will take on more workload next year, and it should be monitored if the bachelor coordinator related needs of the students are properly met. Thirdly, curriculum committee is currently discussing a master curriculum revision which is planned to start in 2027. The committee is looking for a lot of student input, which the the Commissioner of Mathematics Education Affairs can help with.

3.2 BSc Applied Mathematics

3.2.1 Year One

The first year of the new curriculum has been going relatively well. There has been little to no reason for concern so far. A total of twelve, eight, six and four students joined the feedback panels of the first, second, third and fourth quarter respectively. Some feedback was given on individual subjects and passed on through the appropriate channels.

3.2.2 Year Two

There have been very few feedback points from second-year students so far. Most of the students that the Commissioner of Mathematics Education Affairs is in contact with find it difficult to combine studying with extracurricular activities. There are also some slight insecurities for students not studying nominally due to the curriculum change. A total of nine, eight, nine and six students joined the feedback panels of the first, second, third, and fourth quarter respectively, with the group representing a wide range of students. The only notable thing were some clashes in scheduling of the courses of PDE and modelling, which meant a number of students had to take the resit opportunity of the exercise classes during the summer holiday through no fault of their own. The other feedback points were mostly small.

3.2.3 Year Three

A total of six, seven and three students showed up to the feedback panels of the second semester for the third year. They note that the general feasibility is good, with some having better experiences than other which seems to be dependent on the chosen electives. A few individual comments were made on these courses and passed on to the programme.

As for the Bachelor thesis, students have quite ranging experiences based on the supervisor and project. Some improvements could be made on information supply of the general procedure of a BEP, mainly on choosing a BEP, project supervisor and assessment committee. There were also a bit more students and less projects available this year than usual which meant a number individuals were given projects they did not like. This is something to keep an eye out for next year.

3.2.4 Double Degree Programme Applied Physics and Applied Mathematics

At the start of the year, some concerns were raised by a member of the General Assembly to the Commissioner of Mathematics Education Affairs about the impact of the new curriculum changes on the first-year students of the double degree programme. Unfortunately, the Commissioner of Mathematics Education Affairs does not have much contact with double degree students. The bachelor Director of Studies informed him that there were no official signs that give reason for concerns, since all double degree students had passed the first quarter mathematics subject, was found to be easy by the general population of students. The Commissioner of Mathematics Education Affairs also approached the Commissioner of Bachelor Education Affairs of the Vereniging voor Technische Physica, who informed him that he also had been on the lookout, but had not seen any reason for concerns so far. The Commissioner of Mathematics Education Affairs concluded there was not much to be done for now.

A total of ten people showed up at the feedback panel, which is good. The population consisted of one first-year, four second-year and five third-year students. As for the second feedback panel, there was a concerning low amount of show up of two students. The main reason for this is the lack of effective promotion towards the students. Current WhatsApp groups seem to be outdated as a good form of outreach for the newer students. This is because new students are not part of these older groups. Brightspace and visiting the exercise classes are recommended alternatives for next year.

Some small feedback points on courses and the programme were given and passed on.

3.3 Minors

3.3.1 Computational Science and Engineering

The Commissioner of Mathematics Education Affairs is not aware of the current affairs of the Computational Science and Engineering minor. The feedback process has not been going as planned this year.

It all started with the lack of sign ups for the feedback panel. Since it was planned the day after the Christmas holidays, there was no promotion done during regular lectures of the programme. In the end, zero students showed up for the feedback panel. The Commissioner of Mathematics Education Affairs tried to get the feedback panel rescheduled with no luck.

The Commissioner of Mathematics Education Affairs asked Quality Assurance how this lack of student input would be accounted and compensated for in the evaluations. Both him and Quality Assurance have had trouble with contacting the minor coordinator, Mr. Budko. No further developments are expected to happen in this matter.

Since not much has been changed from previous years, the assumption is that the minor is doing fine. There is not much that can be done to compensate for the lack of student feedback, since the minor is already finished. This problem of no students showing up at the feedback panel should be carefully monitored in the coming years, however, since a similar situations have happened in the academic years 2020-2021 and 2021-2022.

3.3.2 Finance

The feedback panel for this minor was successful. There were, however, some slight communication errors made, which meant the minor coordinator was not aware that it was expected from him to chair this session. This resulted in the feedback panel not having an agenda, until 5 minutes into the session. The minor coordinator also invited teachers to the session, which is suboptimal. The Commissioner of Mathematics Education Affairs decided to not interfere with this, since he did not want to waste more time, but it is something to keep an eye out for in future sessions. A summary of the feedback given follows.

Most students anticipated a significant emphasis on mathematics, which aligned with the course structure. While one student expected less mathematical content, they did not encounter any issues. Furthermore, the second quarter has a higher number of exams compared to the first quarter. This increased load is manageable for students. Additionally, the lecture-free weeks in Q2 are appreciated, as they provide students with additional time to prepare for their exams. Moreover, students suggested scheduling clinics at the end of the week, after all lectures, to allow them to address questions before assignment deadlines. Furthermore, they expressed a preference for clinics to continue until all course deadlines have passed. Initially, there was some confusion about which teaching assistants would be present during clinics. However, this issue was resolved through weekly Mattermost messages sent by the minor coordinator. Students universally appreciated the use of Mattermost for communication. However, at the start of the course, there was some uncertainty about how to access all the relevant channels. While this information is included in the introductory message sent at the beginning of the minor, many students tend to skim this message and miss details. To address this, students recommended including a concise explanation within Mattermost itself on how to join channels. Individual feedback on subjects was also

given and will be used by the programme to further improve their courses.

3.4 MSc Applied Mathematics

At the start of the year, Quality Assurance promised to provide the feedback panel with sandwiches. A few weeks later, however, they retracted this offer. They believe master students are old enough to realise the value of feedback, and should not be given sandwiches to be persuaded into coming to the feedback panel. Budget cuts throughout the whole faculty also play a role. The Commissioner of Mathematics Education Affairs does not align himself with this viewpoint. From his perspective, the sandwiches are a nice gesture towards students, who are taking time out of their day to provide feedback on courses, that will be used in later years. He believes it is not their obligation to improve the education they pay for. It also removes a practical barrier, because students who are offering their break for a feedback panel, don't have to worry about their lunch for that day.

Luckily, through good connections with the programme, the Commissioner of Mathematics Education Affairs was able to arrange a temporary solution for this with the Director of Studies, Mr. De Groot. That meant, even though Quality Assurance disallowed it, there were still sandwiches at the feedback panel. The Commissioner of Mathematics Education Affairs believes this helped in attracting a total of ten students to the first feedback panel. There were eight first-year students and two second-year students, who are all following subjects from the first year. A point to improve on is also involving more international students.

The feedback panel for the second semester had less people present. Based on the provided comments following an investigation by the Commissioner of Mathematics Education Affairs, people did not attend the feedback panel primarily due to scheduling conflicts. Several individuals mentioned that the event coincided with a MasterMath exam in Utrecht, which was the main reason they and a large portion of their group could not attend. Other reasons included being too busy with deadlines late in the quarter, as well as one person needing personal time to rest and feeling they lacked sufficient experience to contribute useful feedback. Promotion for the second session was noted as being clear. Minor feedback was given and passed on to the programme in the second feedback panel. Since there were no additional comments throughout the semester, the Commissioner of Mathematics Education Affairs believes there is little reason for concern. Regular feedback cycles will continue.

4 Computer Science

4.1 Current Affairs

The main point of change for this year in the Computer Science curricula is the introduction of the new master of Data Science and Artificial Intelligence Technology, abbreviated by DSAIT (pronounced “de-site”). Courses from the Computer Science curriculum were adjusted and moved to this program, to create a new cohesive program for all Artificial Intelligence and Data courses. The other courses are changed and kept in the Computer Science master. Both masters now contain themes, consisting of three courses for Q2 through Q4, where students can choose two themes to follow alongside core courses. This reduces the amount of freedom but can make it easier for students as the amount of options is reduced and courses can be made to fit together more.

The Board of Studies for Computer Science is made even larger than it already was this year to accommodate the new workload that comes with the new master program. The main activities for the Board of Studies during the first semester have been choosing focus points and looking through course proposals for master electives. For the second half of the year, the Board has been involved with the accreditation chapters for the BSc CSE and MSc CS.

Besides the changes in the master programs, there were also minor changes in the bachelor of Computer Science and Engineering. In year 1, the Object-Oriented Programming Project was replaced by the new Collaborative Software Engineering Project (abbreviated CSE Project, where CSE does not stand for Computer Science and Engineering). More on these changes in the section below.

Finally, the accreditation for the bachelor CSE and the master CS are due next year with visitations in November 2025. The Commissioner of Computer Science Education Affairs was involved in writing the accreditation student chapters for both programs, together with two groups of students. He mainly wrote parts in the BSc chapter, and for the MSc chapter he read through it as part of the Board of Studies.

4.2 BSc CSE

4.2.1 Bilingual Track

Since the splitting of the bachelor’s into the bilingual and full English tracks, there has been the issue of attracting enough Dutch-speaking students for the bilingual track. In a way, this is good, because it shows that the Dutch students who do enroll have sufficient opportunities to join the program. This year, only the bottom 20% of the enrolled Dutch students were excluded from the selection procedure. This led to about 280 bilingual students. The bilingual places that were not used were replaced with enrollments from the English track, meaning a bit more international students than usual were selected. There were plenty of enrollments for this track, as per usual.

Another important point of focus for the bachelor is the policy for international students. For now, it seems that part of the bachelor can stay in English, but the university must focus more on keeping these students in the Netherlands after their studies. To achieve this, program management is also looking into how to get students to get experience at companies with a new internship minor, and there are talks with W.I.S.V. ‘Christiaan Huygens’ to connect companies more to international students.

4.2.2 Curriculum Revision

The curriculum for the bachelor is due for re-evaluation. The director of studies has appointed a curriculum committee with one teacher from each of the research groups in Computer Science for this. The main goals of this revision are adhering to the new guidelines for Computer Science, and changing the curriculum to focus more on professional skills.

The Association for Computing Machinery (ACM) publishes guidelines for Computer Science education and the curriculum change is focusing on incorporating the most recent recommendations in the curriculum to keep the program relevant and valuable. With professional skills, “soft skills” are meant, including

presenting, academic writing, and collaboration/group work. Program management feels that these are important to represent the TU Delft vision of a “TU Delft student” who is invested in professional work and prepared to work in the industry. The Commissioner of Computer Science Education Affairs judges these changes to be valuable to students, as long as the program stays inclusive to students who are not already good at this, and the quality and depth of subjects do not decrease.

To perform the role of verifying whether the curriculum committee is making changes in the best interest of students, the Commissioner of Computer Science Education Affairs was part of the “Advisory board to the curriculum committee”. This advisory board consists of academic counsellors, students, and program management with the coordinator and director of studies. This advisory board can steer the curriculum committee to make more general direction changes.

For now, the main changes that are proposed are moving courses to and from the core courses of the curriculum. There is a proposal to change the structure of variants and electives. The plan would be to have all electives in Q3 of Year 2 and Year 3, where students choose 15ECTS in Y2 and 10ECTS in Y3. There would still be a possibility to have electives that have one preliminary other elective, so that students could follow these courses in Y3 after completing the preliminary in Y2. The first semester of Y2 would be filled with core courses without elective space. Computer Security and Computational Intelligence would become core courses, and Computer Graphics would be moved to the electives space. This reflects the growing importance of AI and cybersecurity in CS. The university is looking to split the Research Project over two quarters in Y3, first doing 5 ECTS in Q3 and then 10 ECTS in Q4. It is unclear what course would be added in Y3Q4.

4.2.3 Other

The feedback panels for the bachelor have good attendance, averaging between 15 and 20 students per session. Live promotion is very valuable in this, where the Commissioner of Computer Science Education Affairs goes to the shared labs and asks students sitting there to sign up. Over the second half of the year, some concerns were raised over the feedback panels having the same subgroup of students every time. For next year, it is recommended that the promotion for feedback panels is shared first on Brightspace and in large WhatsApp-groups, rather than in a CH-specific group with a small group of active students. By doing this, more diverse perspectives can be captured in the feedback.

4.2.4 Year One

The feedback panels for year 1 showed good results in the courses. Attendances were 15 and 27, respectively. Swapping the programming project (now CSE Project) with Algorithms and Data Structures is received well by students. It is generally seen as a good move because giving students this kind of programming experience early on allows them to learn to code more thoroughly before taking the Java-heavy ADS. They also enjoy learning to code more in a project format. A feedback point for next year is that the students would like more guidance/tutorials in the programming tools/frameworks that are used in this course, which are Boot, Git, and JavaFX.

The skill circuits are still seen as strong points for all the courses where they are applied. Feedback from students suggests adding skill circuits to even more courses.

In the Mentorate, a new campus tour was introduced to be followed by the mentorate group. This is a nice addition to the mentorate program. However, in these mentoring sessions still more can be done to help connect the students rather than only providing them with information. The quality of the mentorate sessions seems to be strongly dependent on the quality of the teacher and TA. This is also applicable to project courses in the bachelor's.

4.2.5 Year Two

In year 2, Software Engineering Methods was moved to Q1 and Computer Graphics to Q2. This aids the study ability of the curriculum because SEM can now be resit by students in time to still pass it as a requirement to start the Software Project. Pushing CG to Q2 was risky due to the heavy load

in combination with Algorithm Design, but most students seem to have handled it. Especially for the systems track, it was difficult to have AD, CG, and Embedded Software at the same time. The second and third courses both have lots of deadlines.

Variants are still seen as a nice way to opt for a direction in the curriculum, and students like that the courses in variants build upon each other. The multimedia track is still seen as the most intensive track, but according to students, this is not always a problem because the people who choose the track generally like the kind of work they get to do. When choosing tracks this should be mentioned, however.

Finally, in SEM the oral presentations are still seen as adding a lot of value to both the course and the curriculum in general. The project was removed from SEM, making it less time-intensive. Students do say that they would have liked to have a project to work on, however, so it is to be seen whether this has a good impact on the course as a whole.

4.2.6 Year Three

For year three, the elective courses were similar to last year. Intro to Quantum Computer Science is still seen as being one of the more difficult courses. Computer Security was the most popular course. The places for this elective were completely filled, probably due to the increasing relevance of cybersecurity.

There are still some due changes for the Research Project. Like last year, there was a boot camp for RP in Q3 week 5. This was liked by students, but it was still felt the preparation could be done differently, for example by having an entire course as preparation. Furthermore, it was felt there was a mismatch between when the students would receive different research and writing boot camps and when they would need these skills. The course coordinators are looking into changing this for next year.

4.3 Minors

It remains difficult to have a good grip on the progress and state of the minors, as students are usually not involved in CH and feedback doesn't reach the Commissioners of Education Affairs. It is recommended that the Commissioners of Education Affairs introduce themselves early on in the year at a course from the minors, to improve this for the next years.

4.3.1 Computer Science

Roughly 150 students followed the minor CS. In general, the feedback from students shows that it is a good minor program with nice courses that fit together. The course Computer Organization is included in this program, but students find that it doesn't relate a lot to the other courses; in a way, this course falls more under Computer Engineering rather than Computer Science. Offering Signal Processing as an alternative to Computer Organization could be a good solution.

Another point of discussion is the low passing rates, especially the course Visual Data Processing had a pass rate of only 51.1%. For next year this should be investigated to see whether it's a trend.

4.3.2 Engineering with AI

The minor in Engineering with AI is a good introduction to AI subjects for students outside of Computer Science. The projects were very useful for the students. In Q1, the Introduction to Python programming course had a low pass rate of only 44%. This can be partly due to students not taking the exam at all, but the evaluation and surveys also showed that students felt the pace was a bit high, especially for beginners. There is currently (Q3.3) an ongoing discussion to see whether an extra resit can be offered for this course. The course lecturers are hesitant to allow an extra resit, but for students this can be important as this can cause them to do an extra study year for just a single course.

One other problem in the course was that in week 2.6. On Tuesday, there were lectures with new material, and on Wednesday and Thursday, there were two exams, with the second having subjects from the lecture in that same week to study from.

4.4 MSc

As usual, program management cooperated with W.I.S.V. ‘Christiaan Huygens’ to organize the Master Your Start event at EEMCS, an event for first-year master students to introduce them to Delft and EEMCS. The master coordinators of EEMCS organized the day program, and afterward, the ComMA organized a barbecue for students. A new addition for this year was that the CH barbecue was promoted by Program Management in their promotion material. Thanks to this, the attendance at the barbecue was good.

In the masters, a lot of restructuring has happened following the introduction of the new DSAIT master. Many courses are introduced or reshaped to fit the new program. This gives advantages in scheduling and planning for new students, however, it also introduces some problems for students following the old edition of master CS.

To track how this is going and see where improvements can be made, the Commissioner of Computer Science Education Affairs scheduled extra feedback panels for the masters CS and DSAIT during the first quarter. Additionally, in Q3 and Q4 there will be a budget to compensate students to be theme representatives for the ten themes in the DSAIT masters. These students will attend feedback panels in Q3 and Q4, and get a twenty-five euro gift card for Bol.com (also a “Bol.kadon”) in return. For next year, a plan still needs to be developed to increase attendance in master feedback panels.

4.4.1 Computer Science

Generally, the new structure and themes are liked by students. It was nice to be able to choose the master themes throughout Q1 and to have time to adjust and look into the options. Another new change is the move to group projects in courses in Q2. A plan for the restructuring was to change all courses in Q2 into group work. The goal of this is to give students some group work experience, so they can evaluate this in the course Responsible Computer Science. The Commissioner of Computer Science Education Affairs has limited information on how this is perceived by students. In the feedback panel, students mentioned that this increased the workload for some courses. However, most still judged the feasibility of the second quarter as doable and some remarked that they liked to work in groups.

Students who are following the old edition of the master have also raised some concerns. For this group, it can be difficult to find out which courses they can follow to complete their program. Information provision for this is sufficient, but it takes extra steps and going to the academic counsellors. Additionally, scheduling for this group doesn’t always work out. In some Q2 courses, older-year CS students weren’t placed in groups and had to reach out to lecturers to get assigned groups for the group work. This issue is known by Education and Student Affairs and will be worked on for the coming quarters. Furthermore, some students who started in February were left out of the mentoring sessions. It is expected that this issue will not apply over the next years, as old-curriculum students will be less and less.

4.4.2 Computer and Embedded Systems Engineering

W.I.S.V. ‘Christiaan Huygens’ is only partly involved with the master’s in Computer and Embedded Systems Engineering. Since this master falls under the studies of both the Commissioner of Computer Science Education Affairs and the Commissioner of Education of The Association of Electrical Engineering, both have not been involved actively with the quality of education. The director of studies for this master, Mister Langendoen, has organized the feedback panel. There are plans for the Commissioner of Computer Science Education Affairs to contact him and discuss how he would like for W.I.S.V. ‘Christiaan Huygens’ to help out in this process.

Over the second half of the year, students of this master have been involved in setting up a master dispute, called CENO (as in, CESE, CENO pronounced “que si, que no”). This dispute will start next year, and will take over the task of education affairs for this master. The dispute will write semi-annual report, on which the Commissioner of Computer Science Education Affairs can report in the semi-annual educational reports of W.I.S.V. ‘Christiaan Huygens’.

4.4.3 Data Science and Artificial Intelligence Technology

The long-awaited new master of Data Science and Artificial Intelligence Technology has attracted quite a lot of students. There are about 200 new first-year students for this master's. This is expected for a new master, but since the number of Computer Science master students did not decrease this year it is a significant increase in the load of students for the faculty.

For this master's, program management made a lot of effort in scheduling and planning. As a result, there are currently no overlapping lectures, and students can choose their themes however they want. For this program, the Commissioner of Computer Science Education Affairs also did extra evaluations. Similar to the master computer science, Q2 was perceived as more effort because of the group work. Besides this, there were some issues in new courses, but these are expected to be ironed out more next year. The minutes of the feedback panels can be read for a more detailed description.