EMA
Erasmus Mundus Students and Alumni Association

EMIN-Erasmus Mundus Joint Master in Economics and Management of Network Industries

Course Quality Advisory Board of the Erasmus Mundus Student and Alumni Association

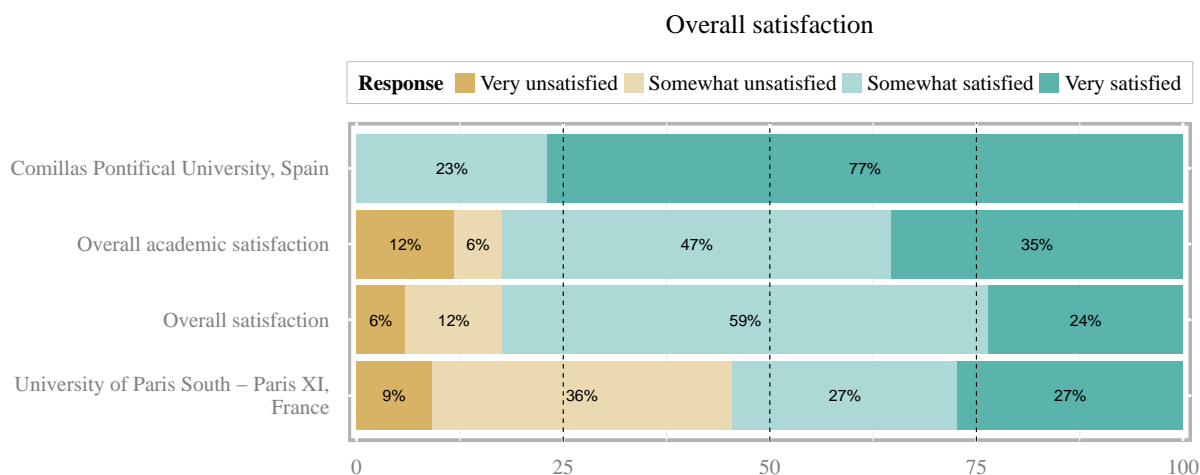*Report was generated on 04 Jan 2016*

Contents

1   Executive summary (?)

Overall satisfaction

Response	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied

Comillas Pontifical University, Spain: 23% | 77%

Overall academic satisfaction: 12% | 6% | 47% | 35%

Overall satisfaction: 6% | 12% | 59% | 24%

University of Paris South – Paris XI, France: 9% | 36% | 27% | 27%

0   25   50   75   100

2   Introduction

2.1   Course Quality Advisory Board

CQAB is an independent advisory body that operates on a voluntary basis, and its members have not and do not receive financial benefits from their CQAB related activity. Membership to CQAB is assured through a competitive recruitment process among EMA members. Internally, CQAB has three main separate structures:

1. Programme Representative Network (PRnet), aimed at coordinating the relation between Erasmus Mundus courses and EMA.
2. Management of the em.feedback@em-a.eu, that assists students with pressing quality issues.
3. Survey Team, tasked with conducting the CQSS survey.

CQAB was created as a result of the pressing and constant concerns of EMA members about the quality of the student experiences as part of an Erasmus Mundus (EM) course. Internally, CQAB has a variety of tools to capture student concerns and to interact with student representatives from various programmes, but the CQSS survey represents its most comprehensive and systematic initiative focused on quality assurance. The inception and design of CQSS is enrooted in the complexity of the EMJMD student experience and driven by two distinct factors: the perceived systemic issues around quality across courses, and the general underrepresentation of students in evaluating the EMJMD programme.

For any concerns, questions or feedback on this report, please contact us at chair.cqab@em-a.eu.

2.2   Introduction to the CQSS survey

Our survey was filled in by 17 students of your program. They represent 10 countries and collectively they have spent more than 572 hours thinking and answering questions of our survey.

We hope that their feedback will help you make your Erasmus Mundus program even more brilliant and unique!

2.3   Structure of current report

The report focuses on providing your course with customized information received from students. The information in this report follows the structure of the CQSS survey. As such, information on how students attending the course evaluated their overall course experience, and also how various universities in the consortia were experienced by students. Only idicators with 10 or more responses are included in the report.

The largest section of the report focuses on providing information about the supporting services available to students before the start of the EMJMD programme, during orientation, the general helpfulness of various units and individuals, as well as the support received on specific student issues. The following section focuses on indicators capturing the assessment and feedback processes. In section four, the responses of students to questions pertaining to teaching, learning and supervision are highlighted. Before concluding, section five touches aon the internship, field experience and personal development aspects evaluated as part of the CQSS survey.

Graph plots the responses from students, while table provides information about how other courses did on that question. Example of a table below:

	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Course content	17	3.12	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	17	3.29	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	17	2.88	3.03	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76

Each row represents a dimension of the question. It contains information about the mean that question received from students of your program.

Calculation of means is based on Likert-scale. Each option corresponds to a numeric value in a following way:

1. "Very unsatisfied" or "Disagree"= 1.
2. "Unsatisfied" or "Somewhat disagree"= 2.
3. "Satisfied" or "Somewhat agree" = 3.
4. "Very satisfied" or "Agree" = 4.

Therefore, average score for any given dimension in a table ranges from a minimum of 1 to a maximum of 4, with 4 being a perfect score for each dimension.

Following that is the mean for all respondents of the survey. Finally, table provides information about distribution of means in all other courses. Distribution is represented by quantiles. This means that 25% of courses will lie in each of the columns. This enables easy comparison of any given program with its peers. The column with the score of your program is highlighted.

3   Supporting services

We will have some text here.

3.1   Support received before the start of the Erasmus Mundus course

3.1.1   Consortia
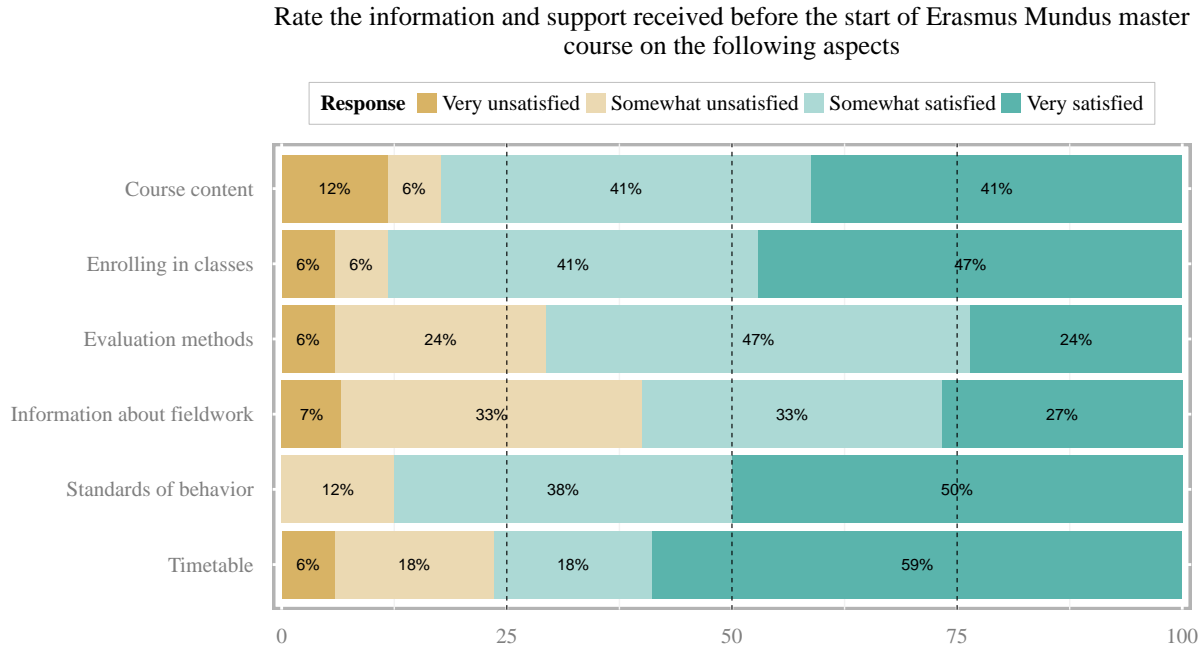
Rate the information and support received before the start of Erasmus Mundus master course on the following aspects

| | | | | Response ■ Very unsatisfied ■ Somewhat unsatisfied ■ Somewhat satisfied ■ Very satisfied | | | | |

	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Course content	17	3.12	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	17	3.29	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	17	2.88	3.03	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76
Information about fieldwork	17	2.80	2.95	2.00 - 2.80	2.81 - 3.00	3.01 - 3.19	3.20 - 3.57
Standards of behavior	17	3.38	3.44	2.77 - 3.29	3.30 - 3.42	3.43 - 3.63	3.64 - 3.90
Timetable	17	3.29	3.13	1.94 - 2.96	2.97 - 3.20	3.21 - 3.33	3.34 - 3.80

Table 1: Summary statistics

3.1.2 Comillas Pontifical University, Spain

Rate the following items regarding the logistic information and support received
before the beginning of studies in this university (n = 17)

| Response | ■ Very unsatisfied | ■ Somewhat unsatisfied | ■ Somewhat satisfied | ■ Very satisfied |

Accommodation	8% 17% 17%	58%
Banking	18% 27%	55%
Estimation of living expenses	8% 33%	58%
Health Insurance	23%	77%
Language courses	33%	67%
Local transportation	8% 8%	83%
Visa issues	9% 27%	64%

0   25   50   75   100

3.1.3   University of Paris South - Paris XI, France

Rate the following items regarding the logistic information and support received
before the beginning of studies in this university (n = 13)

| Response | Very unsatisfied | Somewhat unsatisfied | Somewhat satisfied | Very satisfied |

Accommodation	9%	27%	36%	27%
Banking	27%	9%	27%	36%
Estimation of living expenses	27%		36%	36%
Health Insurance	27%		27%	45%
Language courses	36%	27%	27%	9%
Local transportation	10%		50%	40%
Visa issues	10%	10%	20%	60%

0   25   50   75   100
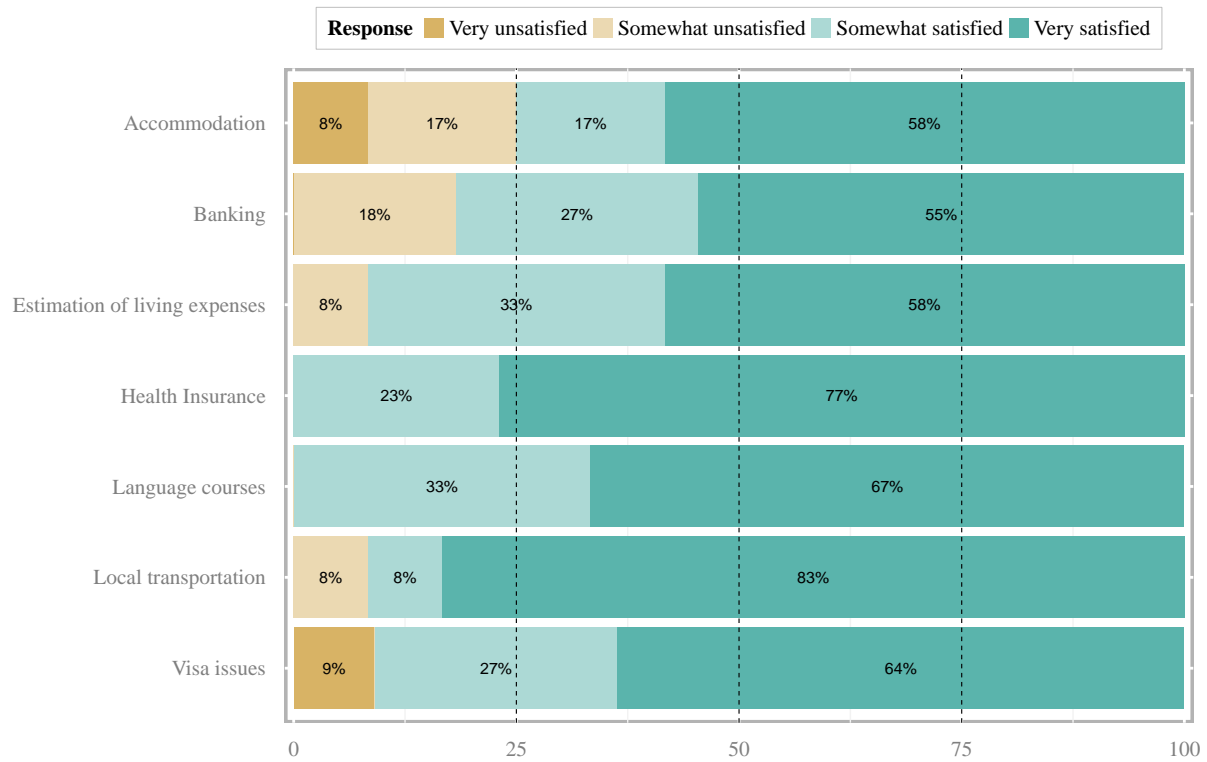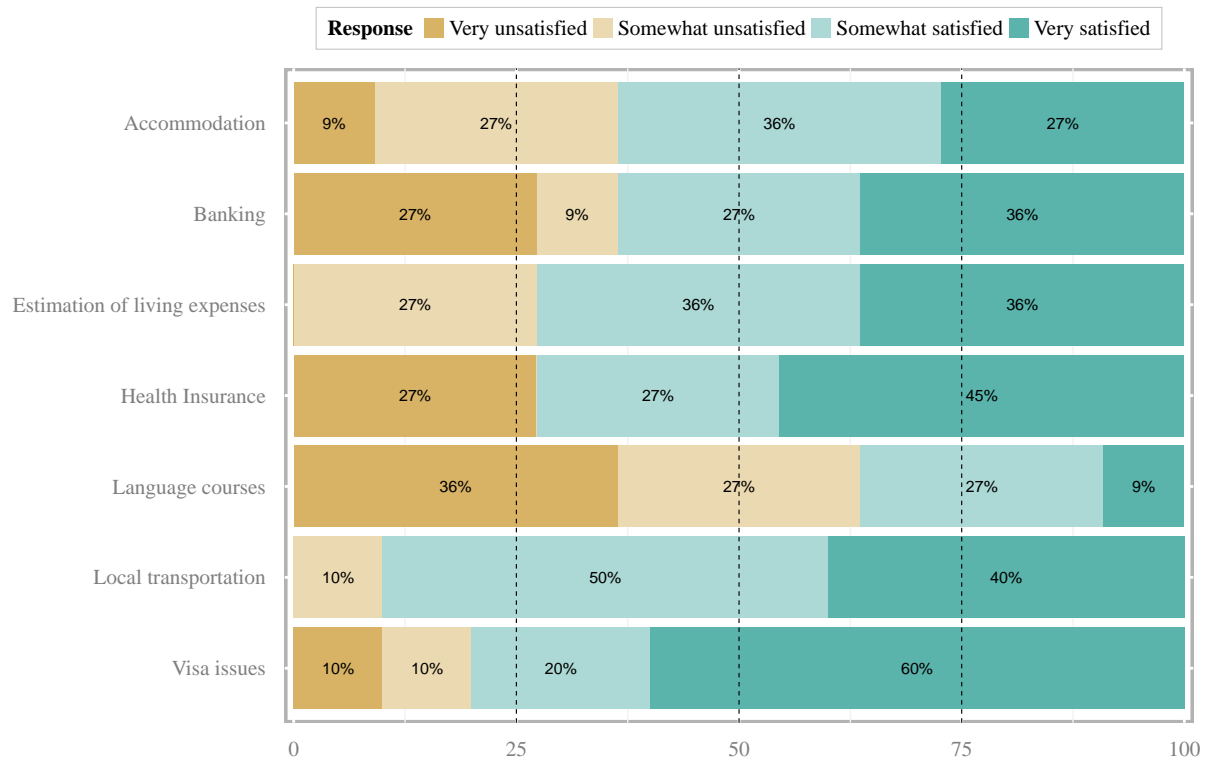
3.2 Support received during the orientation program

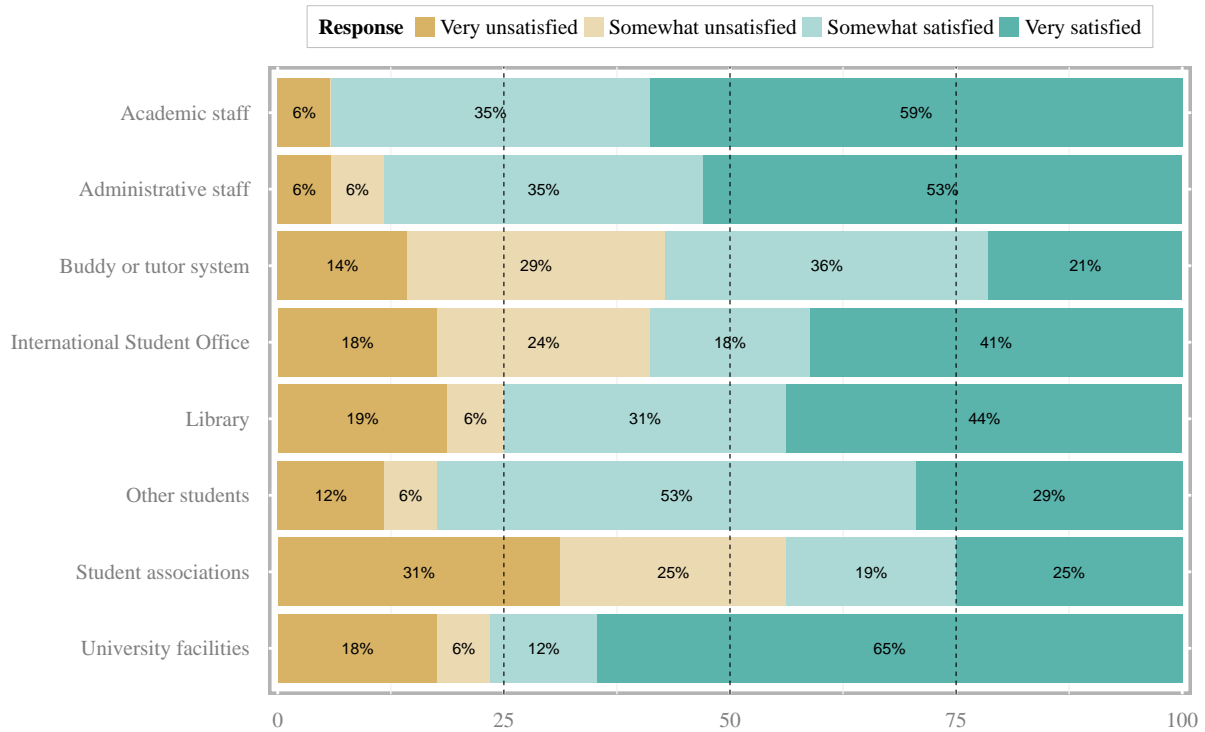### 3.2.1 Consortia

Rate the introduction process to the following units or people as part of the
orientation program

| | Response | Very unsatisfied | Somewhat unsatisfied | Somewhat satisfied | Very satisfied |

	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	17	3.47	3.44	2.40 - 3.29	3.30 - 3.47	3.48 - 3.63	3.64 - 3.92
Administrative staff	17	3.35	3.39	2.30 - 3.20	3.21 - 3.43	3.44 - 3.62	3.63 - 3.93
Buddy or tutor system	17	2.64	2.96	2.00 - 2.88	2.89 - 3.06	3.07 - 3.20	3.21 - 3.64
International Student Office	17	2.82	3.24	2.47 - 3.04	3.05 - 3.27	3.28 - 3.48	3.49 - 3.90
Library	17	3.00	3.37	2.50 - 3.20	3.21 - 3.35	3.36 - 3.58	3.59 - 3.91
Other students	17	3.00	3.33	2.36 - 3.18	3.19 - 3.36	3.37 - 3.47	3.48 - 3.86
Student associations	17	2.38	2.99	1.92 - 2.76	2.77 - 3.02	3.03 - 3.22	3.23 - 3.62
University facilities	17	3.24	3.40	2.40 - 3.21	3.22 - 3.39	3.40 - 3.57	3.58 - 3.92

Table 2: Summary statistics

3.2.2   Comillas Pontifical University, Spain

Rate the introduction process to the following units or people as part of the orientation program at this university (n = 17)
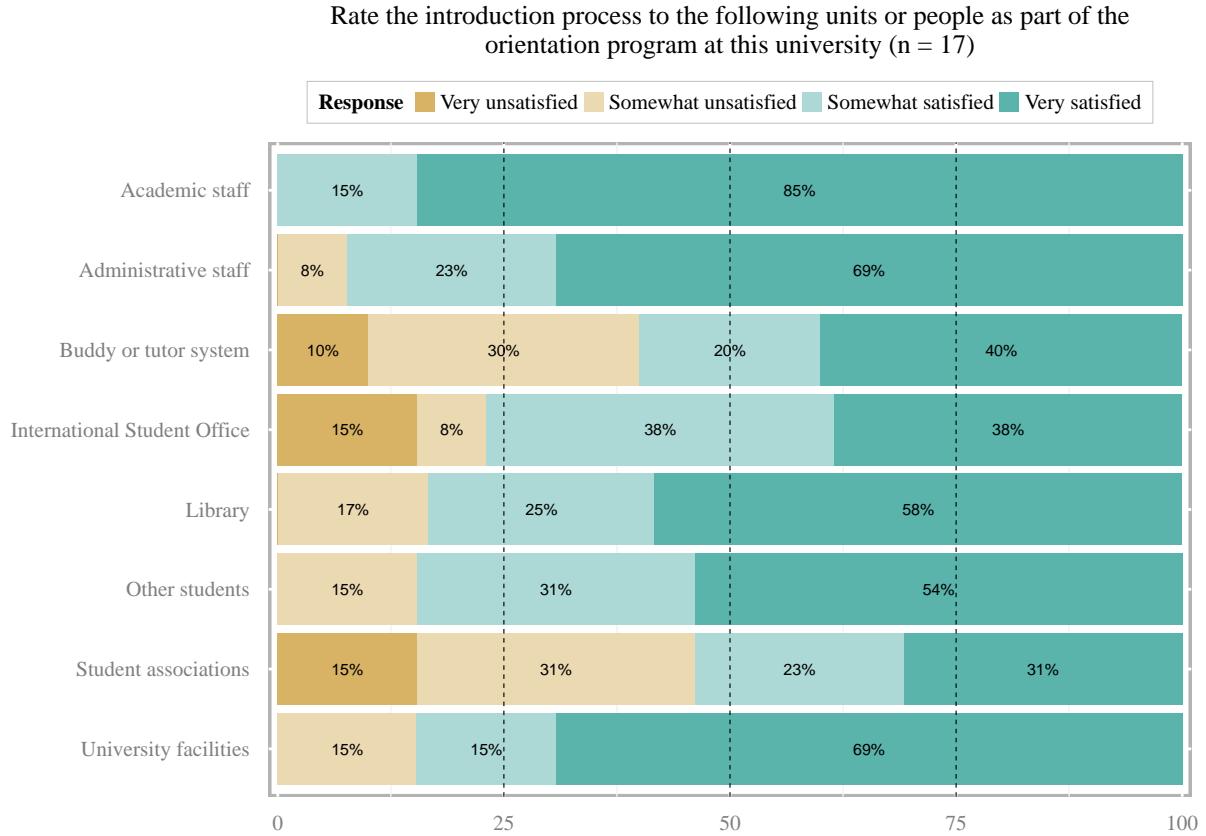
3.2.3   University of Paris South - Paris XI, France

Rate the introduction process to the following units or people as part of the
orientation program at this university (n = 13)

Response	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied

Academic staff	36%	27%	36%
Administrative staff	9% 64%	9%	18%
Buddy or tutor system	50%	10% 10%	30%
International Student Office	20%	40%	30%	10%
Library	20%	20% 10%	50%
Other students	10% 10%	40%	40%
Student associations	20%	40%	20%	20%
University facilities	18% 18%	18%	45%

0   25   50   75   100
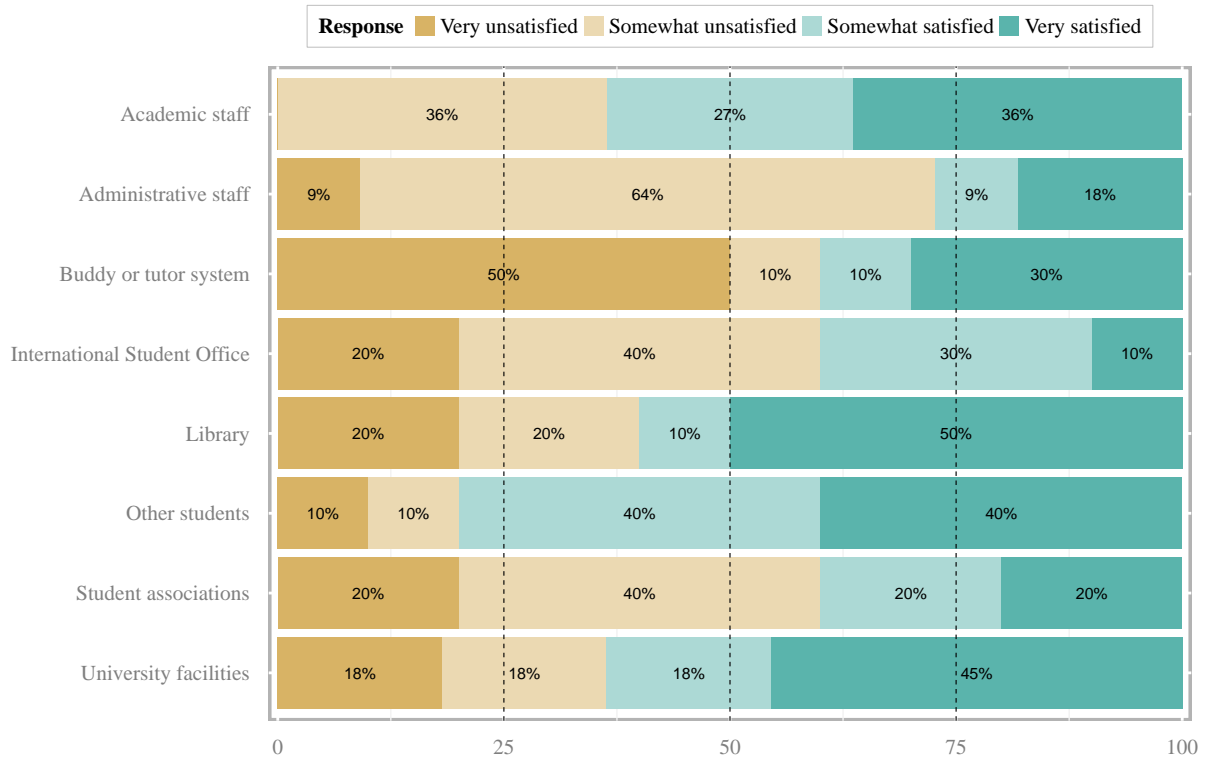
3.3 Helpfulness of units and people

3.3.1 Consortia

Rate the helpfulness of the following units of people
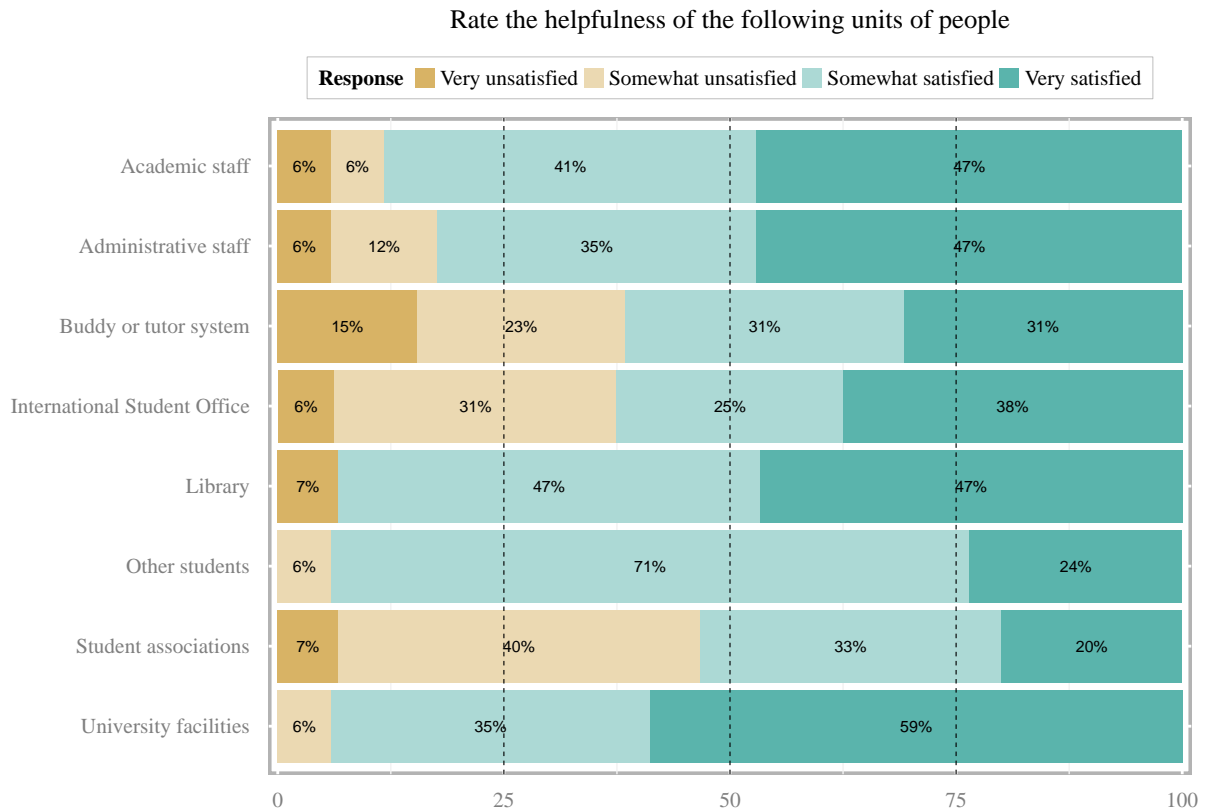
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	17	3.29	3.45	2.50 - 3.30	3.31 - 3.46	3.47 - 3.62	3.63 - 4.00
Administrative staff	17	3.24	3.35	2.10 - 3.18	3.19 - 3.45	3.46 - 3.61	3.62 - 4.00
Buddy or tutor system	17	2.77	3.03	2.20 - 2.90	2.91 - 3.06	3.07 - 3.20	3.21 - 3.73
International Student Office	17	2.94	3.25	2.45 - 3.09	3.10 - 3.27	3.28 - 3.50	3.51 - 3.71
Library	17	3.33	3.42	2.80 - 3.20	3.21 - 3.44	3.45 - 3.60	3.61 - 3.93
Other students	17	3.18	3.40	2.45 - 3.21	3.22 - 3.39	3.40 - 3.55	3.56 - 3.85
Student associations	17	2.67	3.04	2.10 - 2.92	2.93 - 3.08	3.09 - 3.24	3.25 - 3.68
University facilities	17	3.53	3.42	2.71 - 3.27	3.28 - 3.48	3.49 - 3.63	3.64 - 3.86

Table 3: Summary statistics

3.3.2   Comillas Pontifical University, Spain
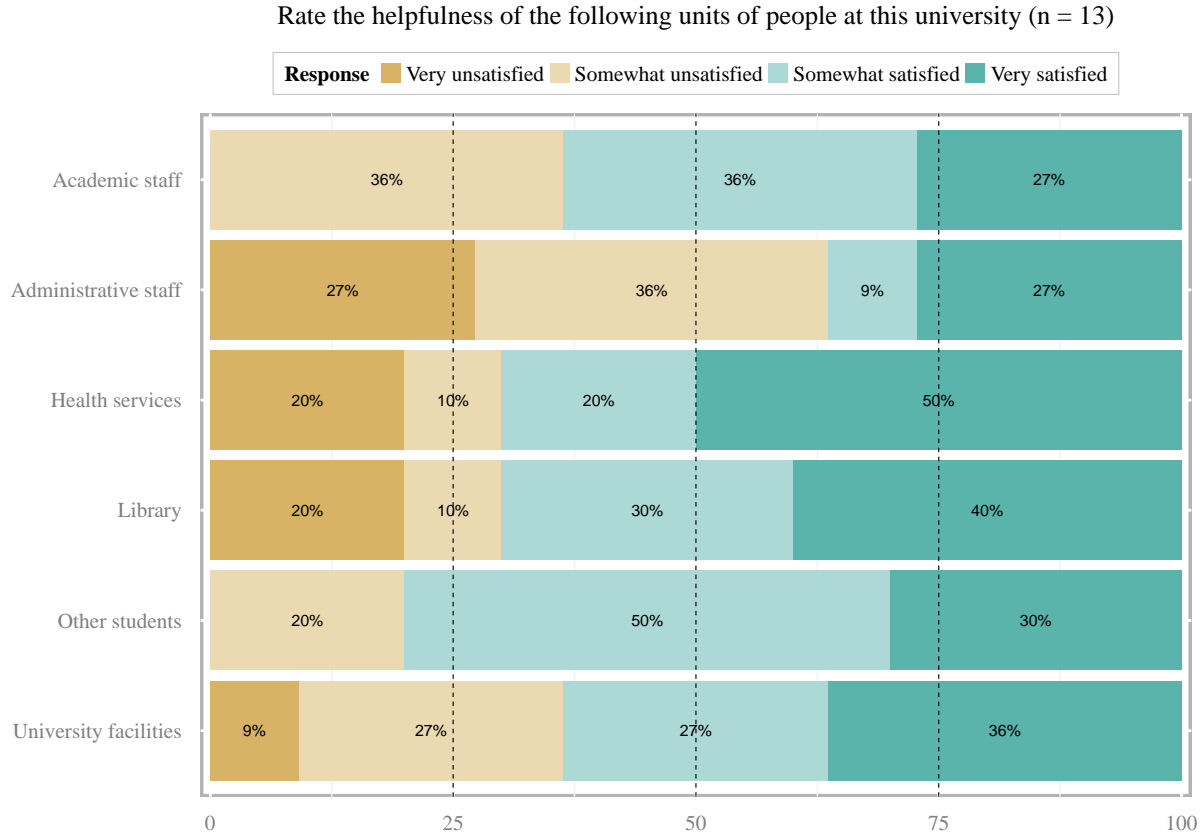
Rate the helpfulness of the following units of people at this university (n = 17)
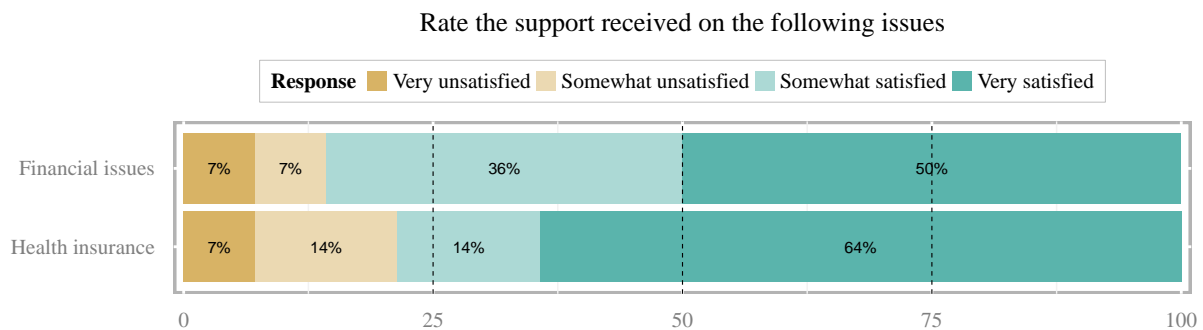
3.3.3   University of Paris South - Paris XI, France

Rate the helpfulness of the following units of people at this university (n = 13)
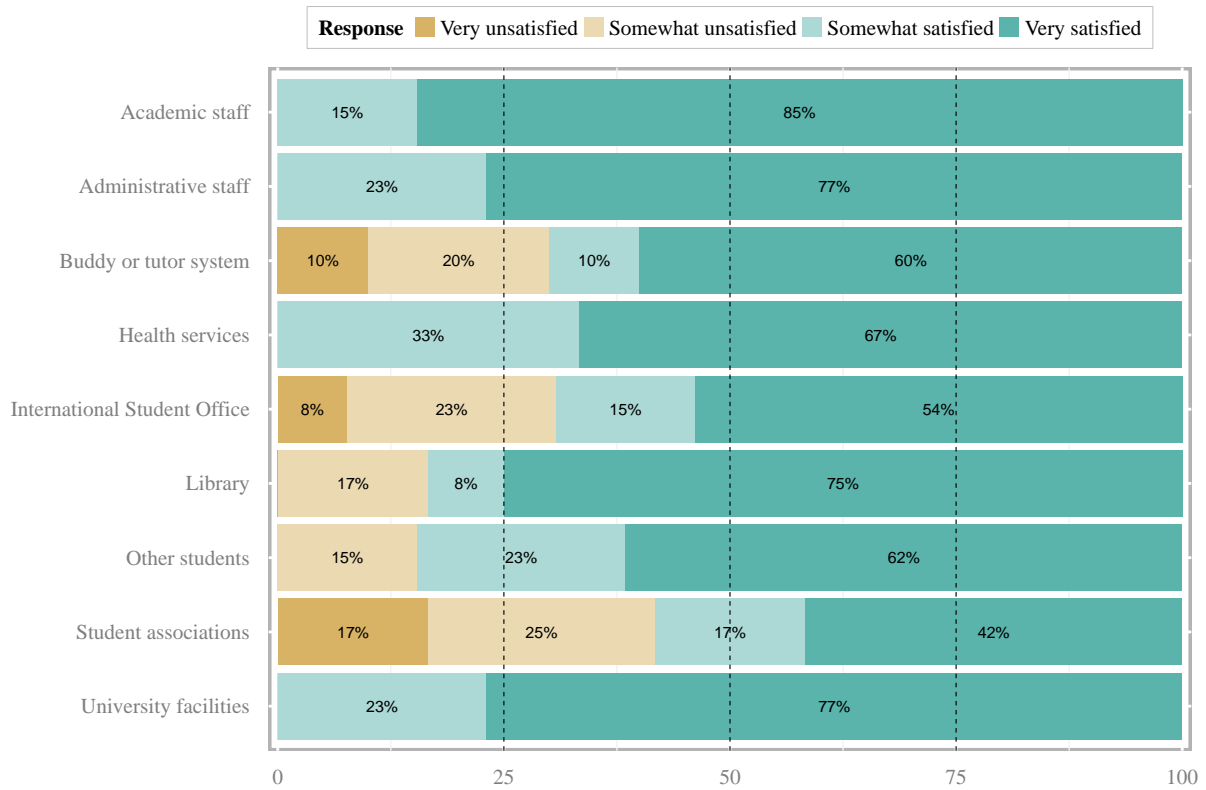
3.4   Support received on various issues

3.4.1   Consortia

Rate the support received on the following issues

	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Financial issues	17	3.29	3.34	2.50 - 3.19	3.20 - 3.40	3.41 - 3.57	3.58 - 3.90
Health insurance	17	3.36	3.36	2.54 - 3.25	3.26 - 3.38	3.39 - 3.56	3.57 - 3.84

Table 4: Summary statistics

3.4.2   Comillas Pontifical University, Spain

Rate the following items for first university (n = 17)
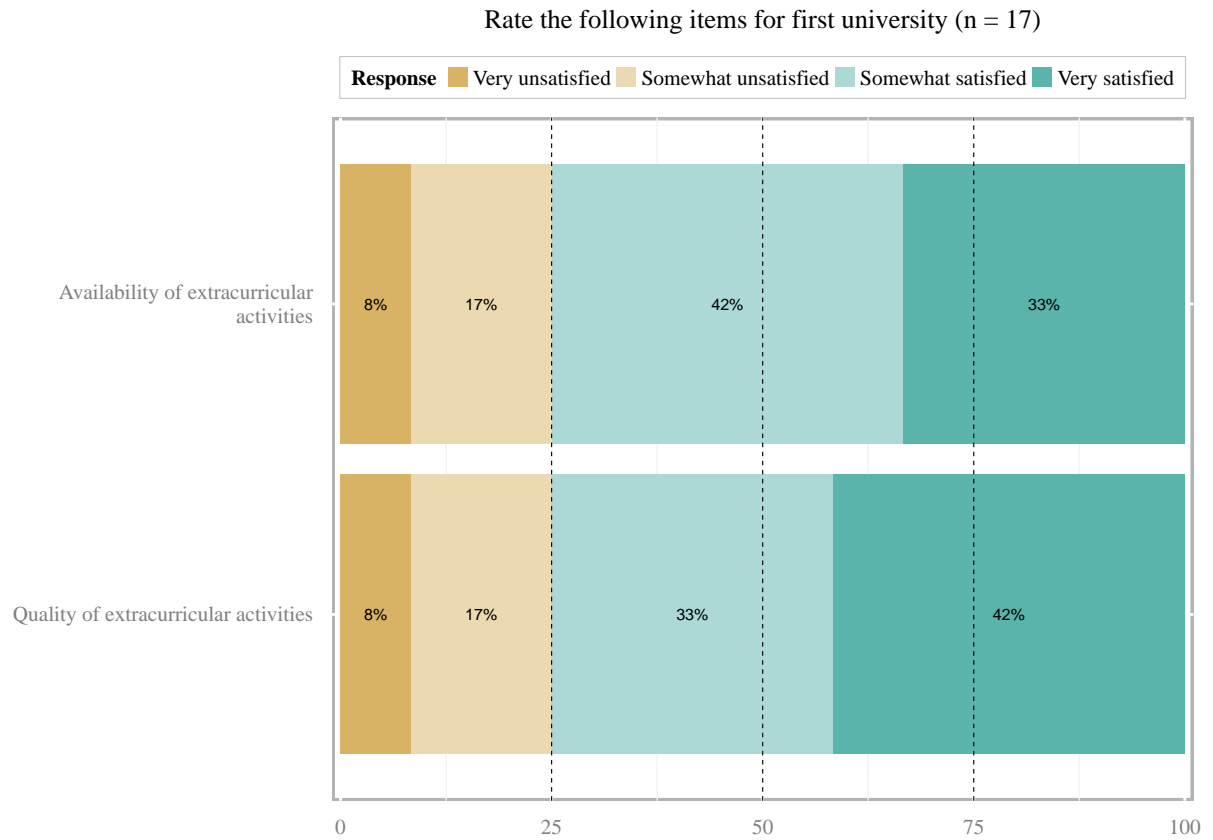
4   Assessment and feedback

We will have some text here.

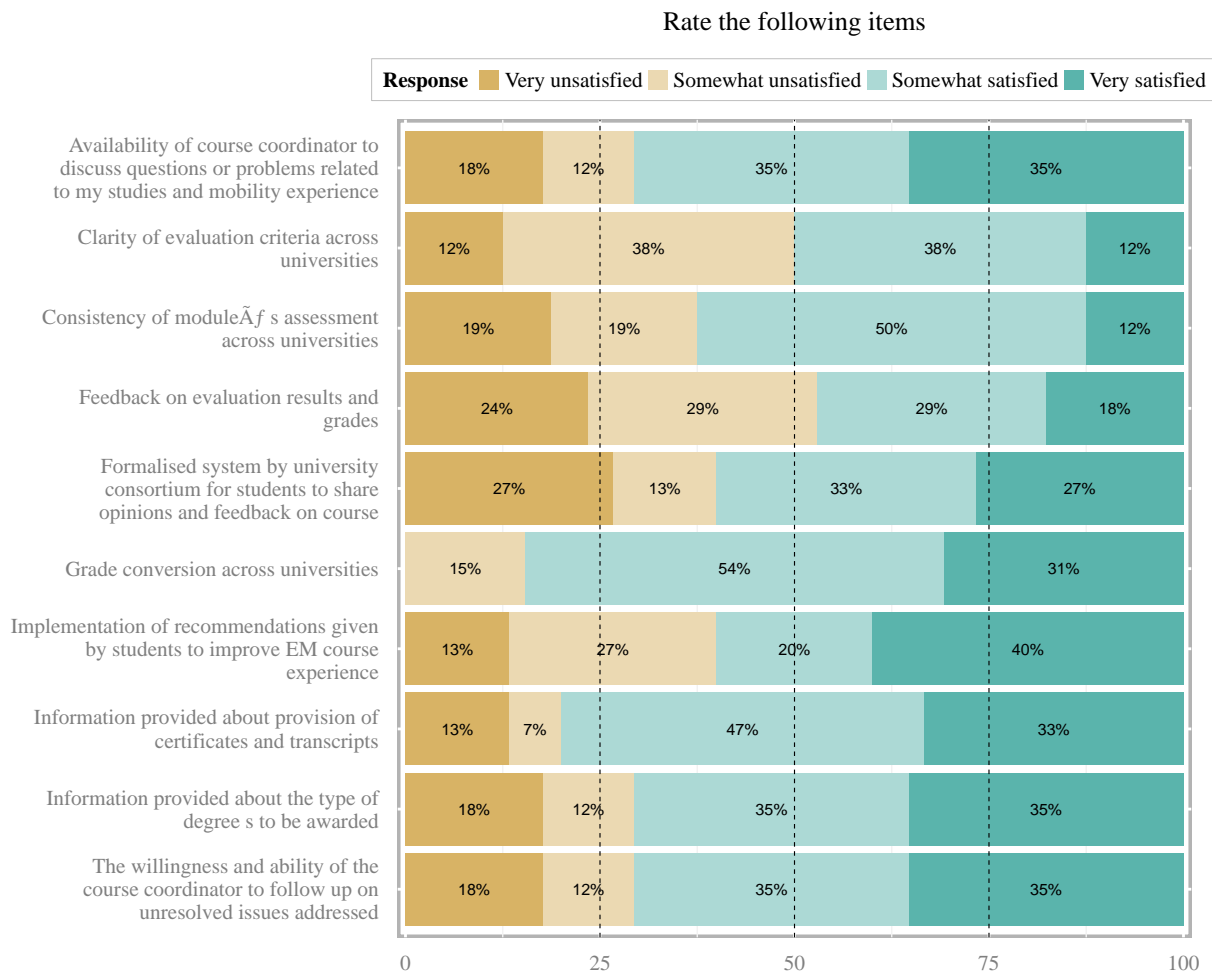## 4.1   Module assessment

4.1.1   Consortia

Rate the following items
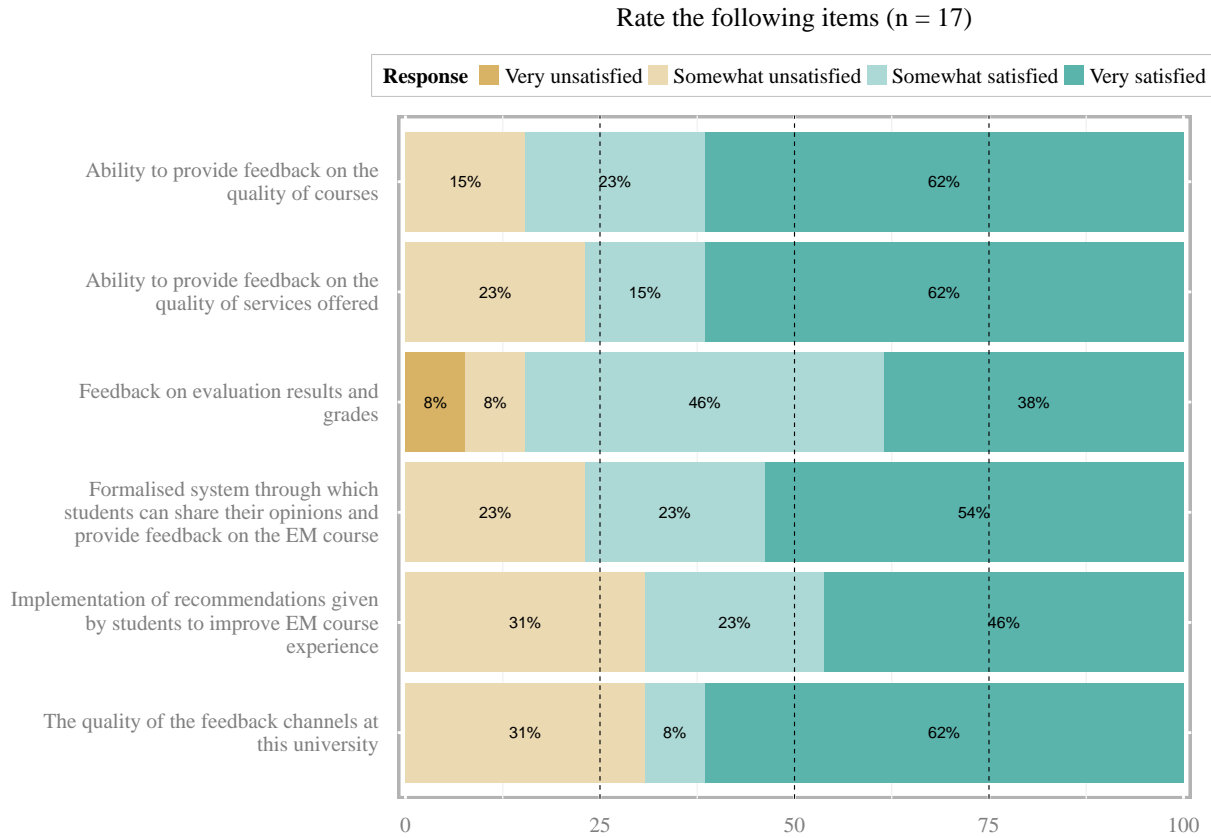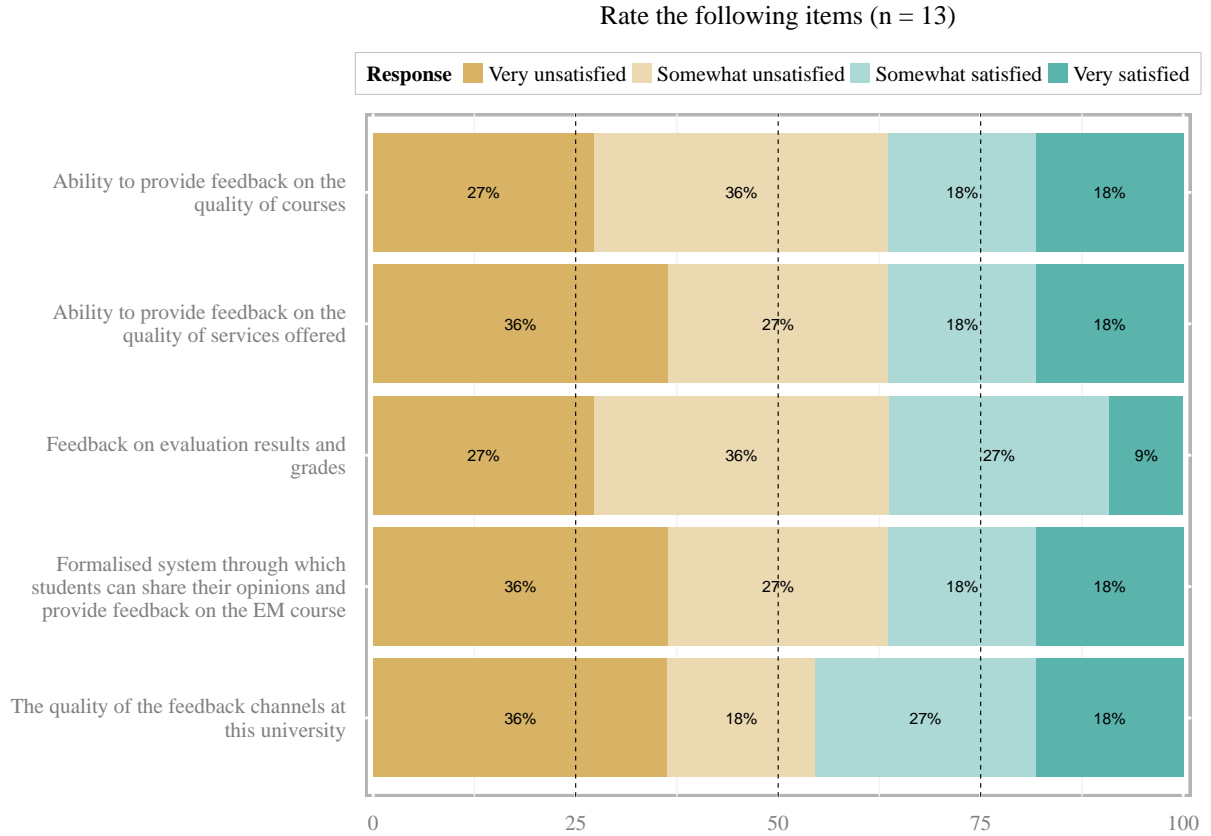
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Availability of course coordinator to discuss questions or problems related to my studies and mobility experience	17	2.88	3.28	2.10 - 3.12	3.13 - 3.33	3.34 - 3.49	3.50 - 3.90
Clarity of evaluation criteria across universities	17	2.50	2.77	1.90 - 2.55	2.56 - 2.79	2.80 - 3.00	3.01 - 3.60
Consistency of module<U+0083>s assessment across universities	17	2.56	2.81	1.89 - 2.58	2.59 - 2.79	2.80 - 3.01	3.02 - 3.50
Feedback on evaluation results and grades	17	2.41	2.77	1.70 - 2.57	2.58 - 2.83	2.84 - 3.00	3.01 - 3.60
Formalised system by university consortium for students to share opinions and feedback on course	17	2.60	2.91	1.75 - 2.73	2.74 - 2.97	2.98 - 3.19	3.20 - 3.55
Grade conversion across universities	17	3.15	2.85	2.17 - 2.71	2.72 - 2.83	2.84 - 3.00	3.01 - 3.56
Implementation of recommendations given by students to improve EM course experience	17	2.87	2.82	1.58 - 2.62	2.63 - 2.86	2.87 - 3.15	3.16 - 3.44
Information provided about provision of certificates and transcripts	17	3.00	3.02	1.96 - 2.85	2.86 - 3.07	3.08 - 3.27	3.28 - 3.67
Information provided about the type of degree s to be awarded	17	2.88	3.12	2.40 - 2.95	2.96 - 3.16	3.17 - 3.35	3.36 - 3.70
The willingness and ability of the course coordinator to follow up on unresolved issues addressed	17	2.88	3.23	1.80 - 3.00	3.01 - 3.32	3.33 - 3.47	3.48 - 3.92

Table 5: Summary statistics

4.1.2 Comillas Pontifical University, Spain

Rate the following items (n = 17)

| Response | Very unsatisfied | Somewhat unsatisfied | Somewhat satisfied | Very satisfied |

Item			
Ability to provide feedback on the quality of courses	15%	23%	62%
Ability to provide feedback on the quality of services offered	23%	15%	62%
Feedback on evaluation results and grades	8% / 8%	46%	38%
Formalised system through which students can share their opinions and provide feedback on the EM course	23%	23%	54%
Implementation of recommendations given by students to improve EM course experience	31%	23%	46%
The quality of the feedback channels at this university	31%	8%	62%

4.1.3   University of Paris South - Paris XI, France
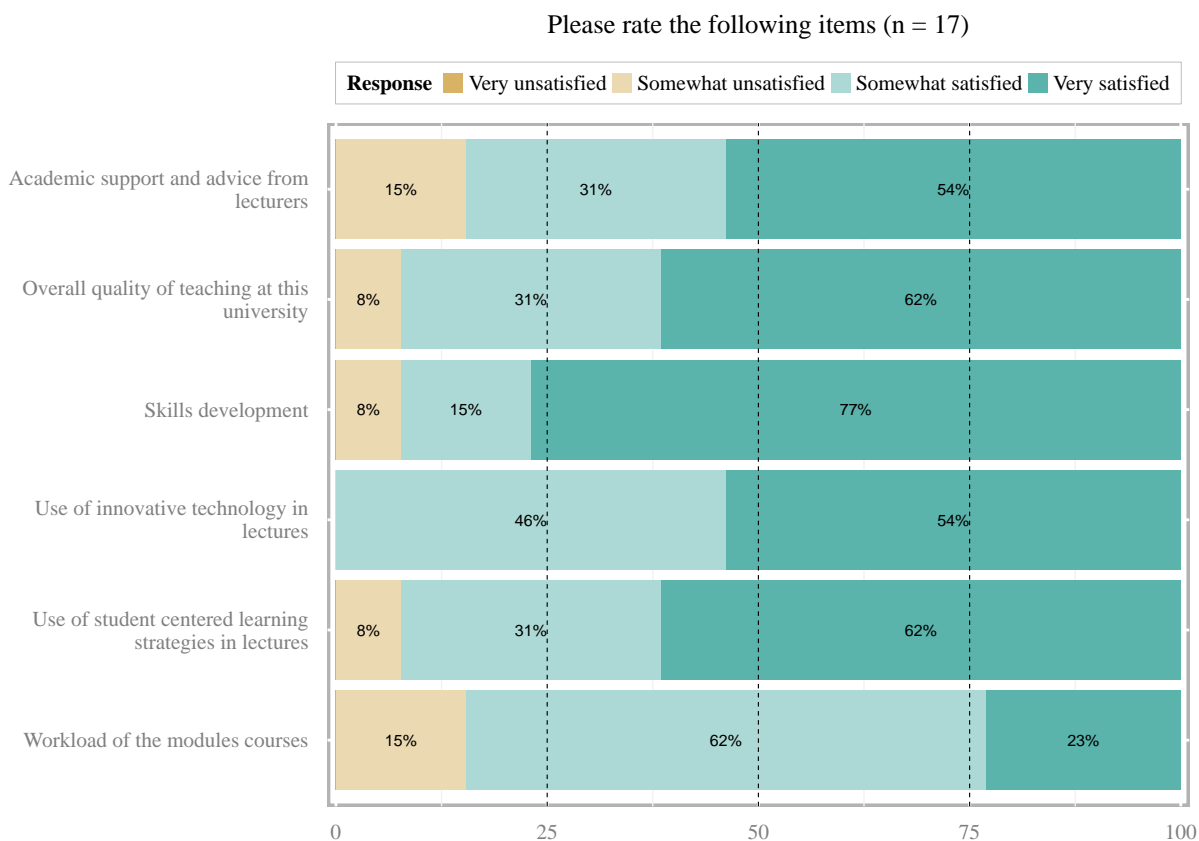
Rate the following items (n = 13)

5   Teaching/learning and supervision

We will have some text here.

5.1   Teaching/learning

5.1.1   Comillas Pontifical University, Spain
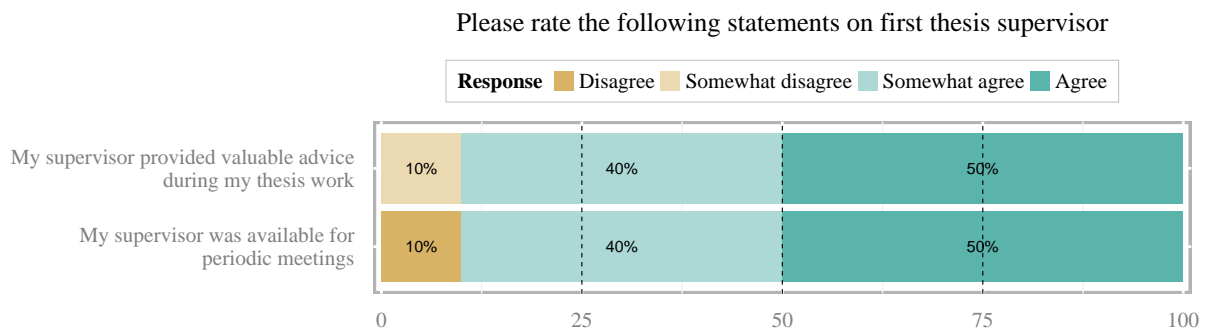
Please rate the following items (n = 17)

| Response | Very unsatisfied | Somewhat unsatisfied | Somewhat satisfied | Very satisfied |

Item			
Academic support and advice from lecturers	15%	31%	54%
Overall quality of teaching at this university	8%	31%	62%
Skills development	8%	15%	77%
Use of innovative technology in lectures		46%	54%
Use of student centered learning strategies in lectures	8%	31%	62%
Workload of the modules courses	15%	62%	23%

0   25   50   75   100

5.1.2 University of Paris South - Paris XI, France

Please rate the following items (n = 13)

NA

5.2 First supervisor.

Please rate the following statements on first thesis supervisor

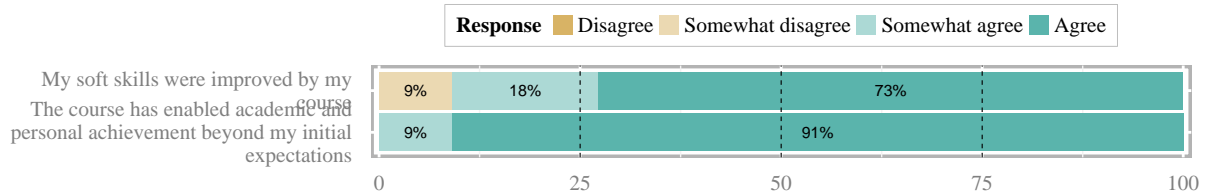|	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
My supervisor provided valuable advice during my thesis work	17	3.40	3.50	2.64 - 3.43	3.44 - 3.60	3.61 - 3.75	3.76 - 4.00
My supervisor was available for periodic meetings	17	3.30	3.54	2.79 - 3.46	3.47 - 3.62	3.63 - 3.80	3.81 - 4.00

Table 6: Summary statistics

6   Internship/field experience and personal development

We will have some text here.

6.1   Personal development.

Rate the following statements regarding personal development during EM course

	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
My soft skills were improved by my course	17	3.64	3.49	2.90 - 3.40	3.41 - 3.56	3.57 - 3.71	3.72 - 4.00

Table 7: Summary statistics

7   Acknowledgments

Some concluding remarks