EMA
Erasmus Mundus Students and Alumni Association

MARIHE-Research and Innovation in Higher Education

Course Quality Advisory Board of the Erasmus Mundus Student and Alumni Association
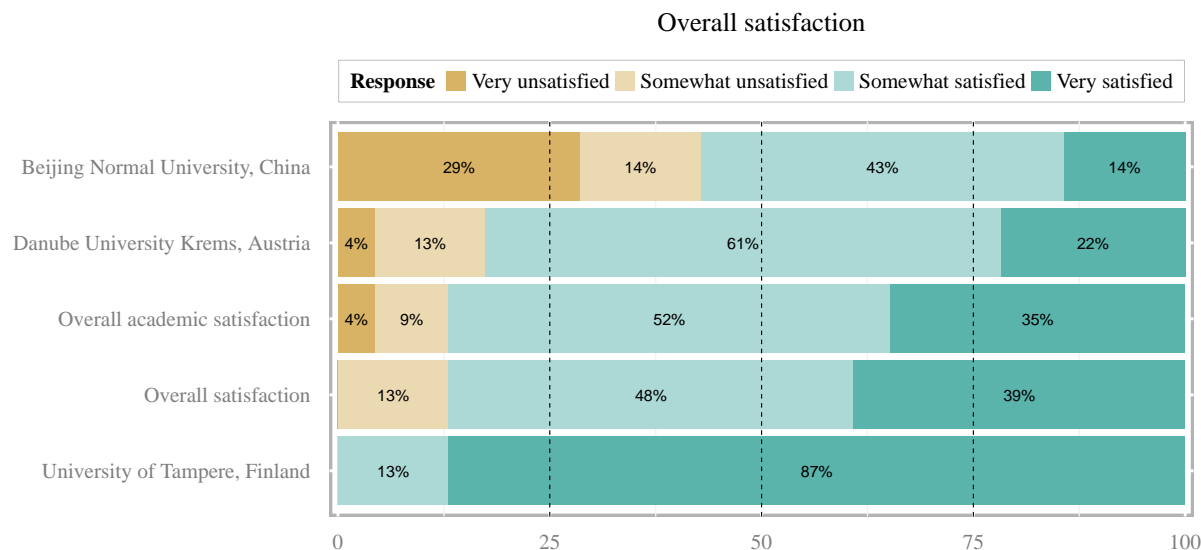
Report was generated on 17 Dec 2015

Contents

1 Executive summary (?)

Overall satisfaction

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

Beijing Normal University, China — 29% / 14% / 43% / 14%

Danube University Krems, Austria — 4% / 13% / 61% / 22%

Overall academic satisfaction — 4% / 9% / 52% / 35%

Overall satisfaction — 13% / 48% / 39%

University of Tampere, Finland — 13% / 87%

(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 23 students of your program. They represent 15 countries and collectively they have spent more than 463 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	23	3.13	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	23	3.85	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	23	2.74	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

Question:B.1.1

Rate the information and support received before the start of Erasmus Mundus master
course on the following aspects
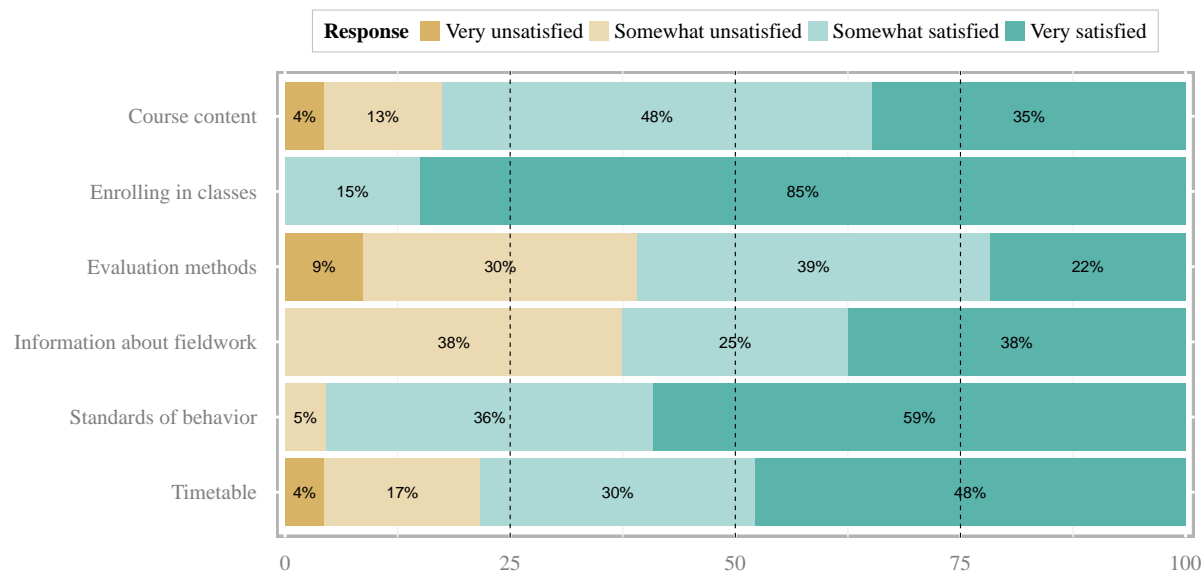
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Course content	23	3.13	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	23	3.85	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	23	2.74	3.03	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76
Information about fieldwork	23	3.00	2.95	2.00 - 2.80	2.81 - 3.00	3.01 - 3.19	3.20 - 3.57
Standards of behavior	23	3.55	3.44	2.77 - 3.29	3.30 - 3.42	3.43 - 3.63	3.64 - 3.90
Timetable	23	3.22	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 Beijing Normal University, China

Rate the following items regarding the logistic information and support received
before the beginning of studies in this university (n = 19)

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

Accommodation — 23% | 31% | 46%

Estimation of living expenses — 42% | 58%

Language courses — 30% | 30% | 40%

Local transportation — 8% | 38% | 54%

Visa issues — 27% | 18% | 55%

0   25   50   75   100
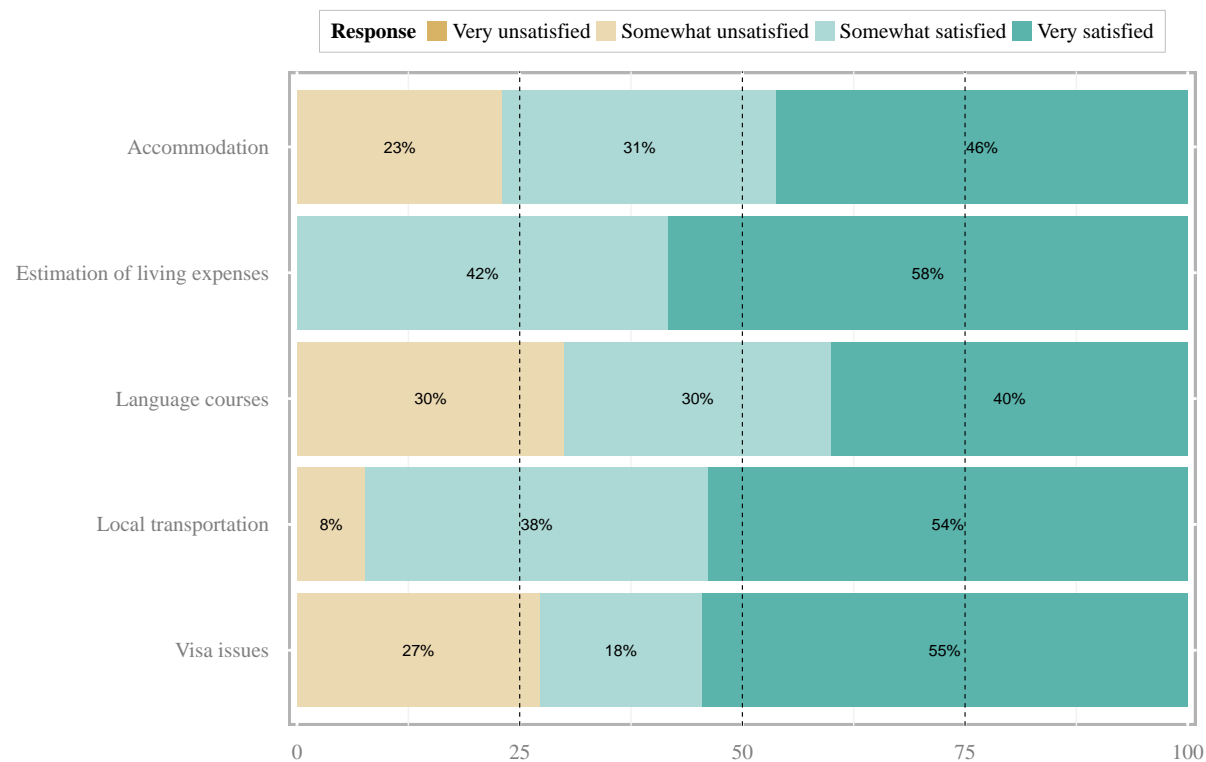
3.1.3   Danube University Krems, Austria

Rate the following items regarding the logistic information and support received
before the beginning of studies in this university (n = 28)

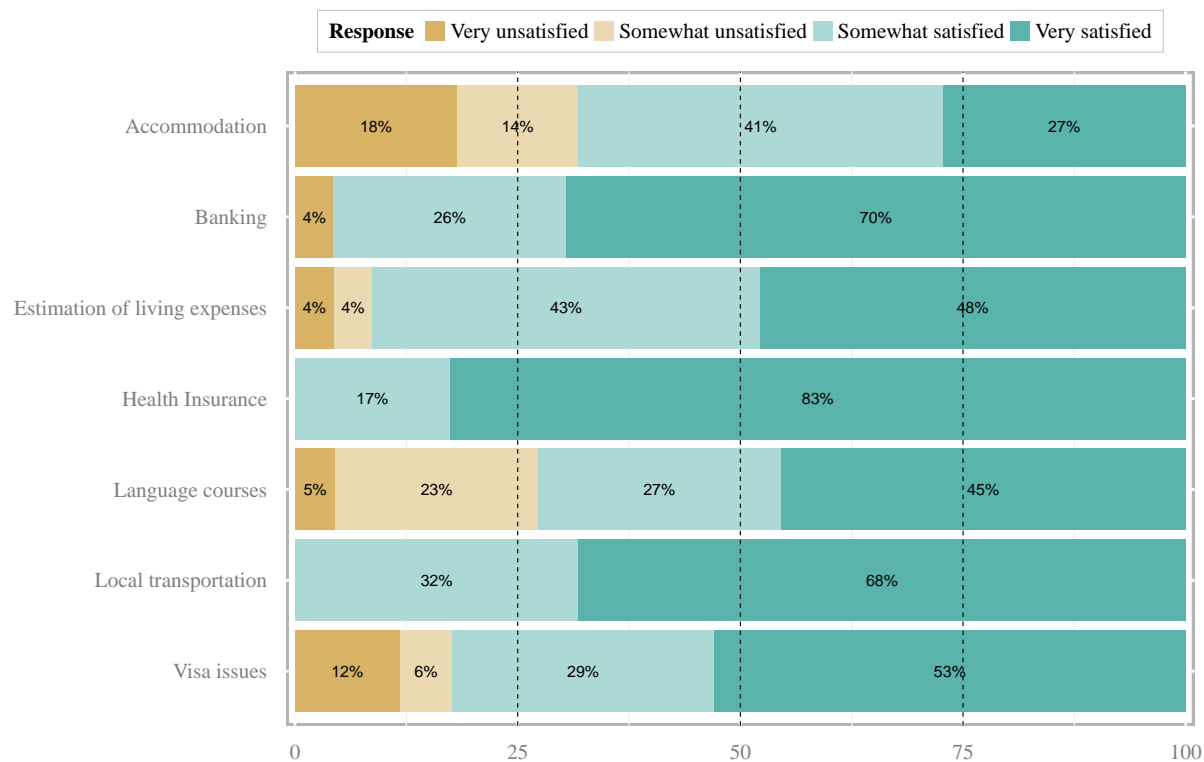### 3.1.4   University of Tampere, Finland

Rate the following items regarding the logistic information and support received
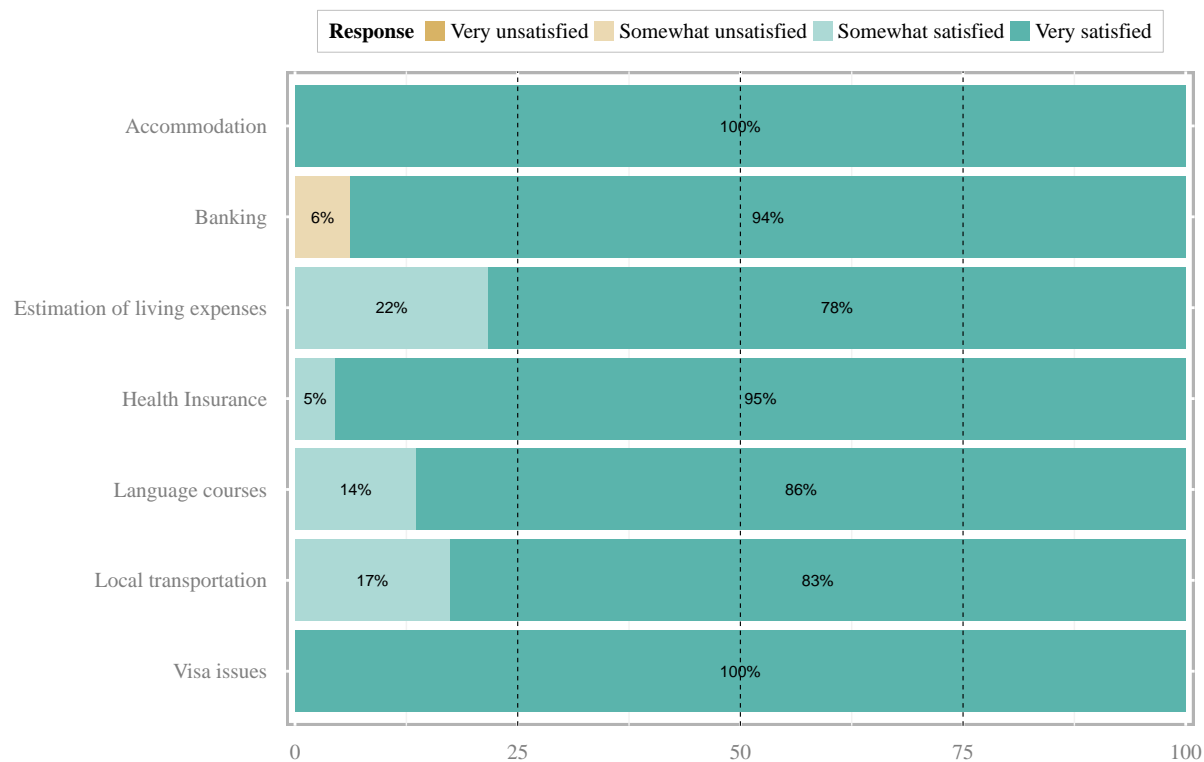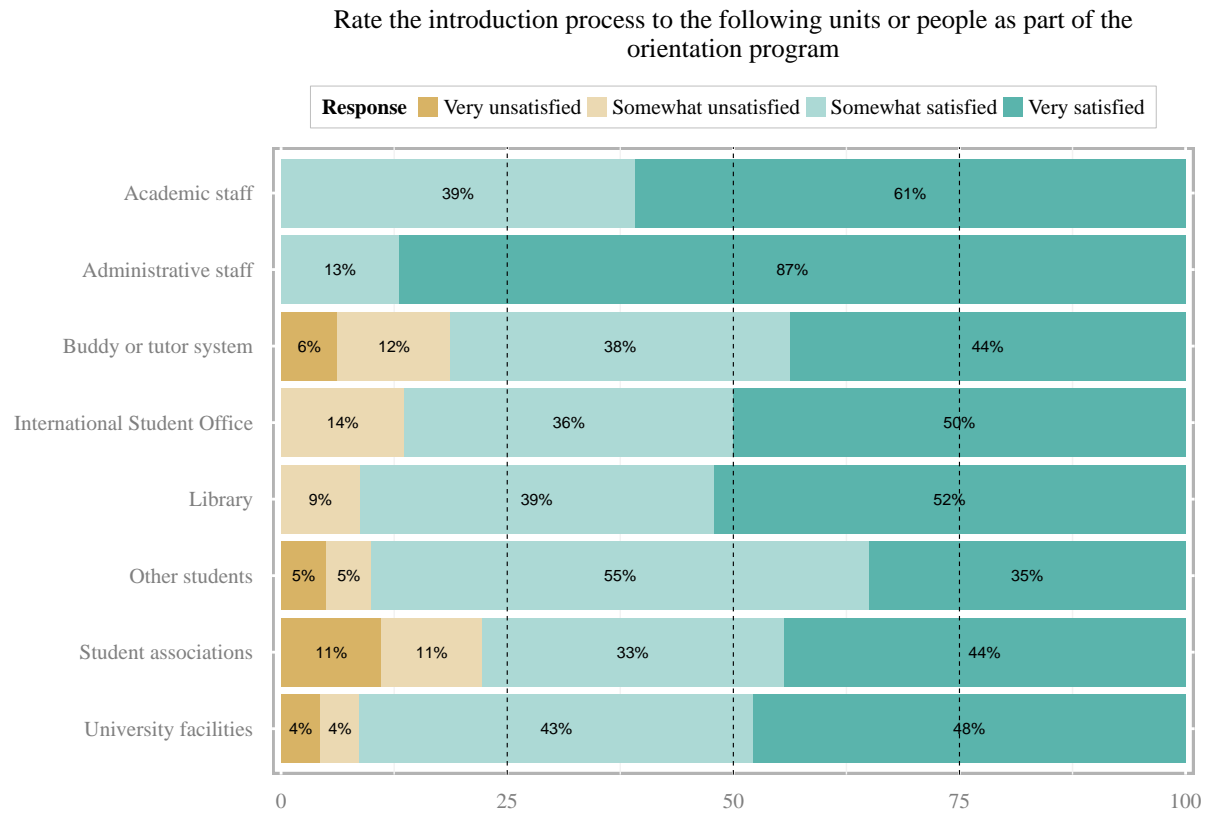before the beginning of studies in this university (n = 28)

3.2   Support received during the orientaion program

3.2.1   Consortia

Question:B.1.3

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

	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	23	3.61	3.44	2.40 - 3.29	3.30 - 3.47	3.48 - 3.63	3.64 - 3.92
Administrative staff	23	3.87	3.39	2.30 - 3.20	3.21 - 3.43	3.44 - 3.62	3.63 - 3.93
Buddy or tutor system	23	3.19	2.96	2.00 - 2.88	2.89 - 3.06	3.07 - 3.20	3.21 - 3.64
International Student Office	23	3.36	3.24	2.47 - 3.04	3.05 - 3.27	3.28 - 3.48	3.49 - 3.90
Library	23	3.43	3.37	2.50 - 3.20	3.21 - 3.35	3.36 - 3.58	3.59 - 3.91
Other students	23	3.20	3.33	2.36 - 3.18	3.19 - 3.36	3.37 - 3.47	3.48 - 3.86
Student associations	23	3.11	2.99	1.92 - 2.76	2.77 - 3.02	3.03 - 3.22	3.23 - 3.62
University facilities	23	3.35	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   Beijing Normal University, China

Rate the introduction process to the following units or people as part of the
orientation program at this university (n = 19)

3.2.3 Danube University Krems, Austria

Rate the introduction process to the following units or people as part of the orientation program at this university (n = 28)

3.2.4   University of Tampere, Finland

Rate the introduction process to the following units or people as part of the
orientation program at this university (n = 28)

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

Unit/People		
Academic staff	9%	91%
Administrative staff	4%	96%
Buddy or tutor system	9% / 4%	87%
International Student Office	17%	83%
Library	9%	91%
Other students	5% / 14%	82%
Student associations	4% / 17%	78%
University facilities	4%	96%

3.3   Helpfulness of units and people

3.3.1   Consortia

Question:B.2.1

Rate the helpfulness of the following units of people
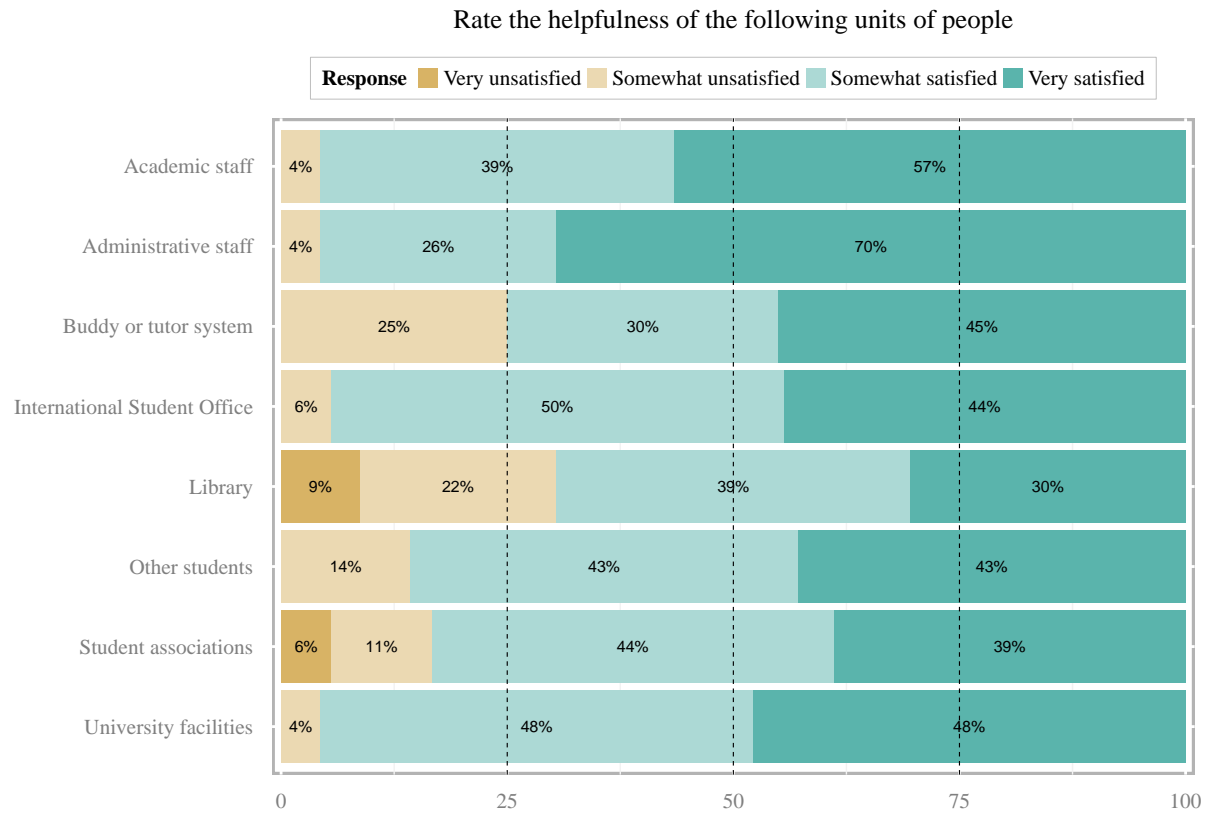
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	23	3.52	3.45	2.50 - 3.30	3.31 - 3.46	3.47 - 3.62	3.63 - 4.00
Administrative staff	23	3.65	3.35	2.10 - 3.18	3.19 - 3.45	3.46 - 3.61	3.62 - 4.00
Buddy or tutor system	23	3.20	3.03	2.20 - 2.90	2.91 - 3.06	3.07 - 3.20	3.21 - 3.73
International Student Office	23	3.39	3.25	2.45 - 3.09	3.10 - 3.27	3.28 - 3.50	3.51 - 3.71
Library	23	2.91	3.42	2.80 - 3.20	3.21 - 3.44	3.45 - 3.60	3.61 - 3.93
Other students	23	3.29	3.40	2.45 - 3.21	3.22 - 3.39	3.40 - 3.55	3.56 - 3.85
Student associations	23	3.17	3.04	2.10 - 2.92	2.93 - 3.08	3.09 - 3.24	3.25 - 3.68
University facilities	23	3.43	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 Beijing Normal University, China

Rate the helpfulness of the following units of people at this university (n = 19)
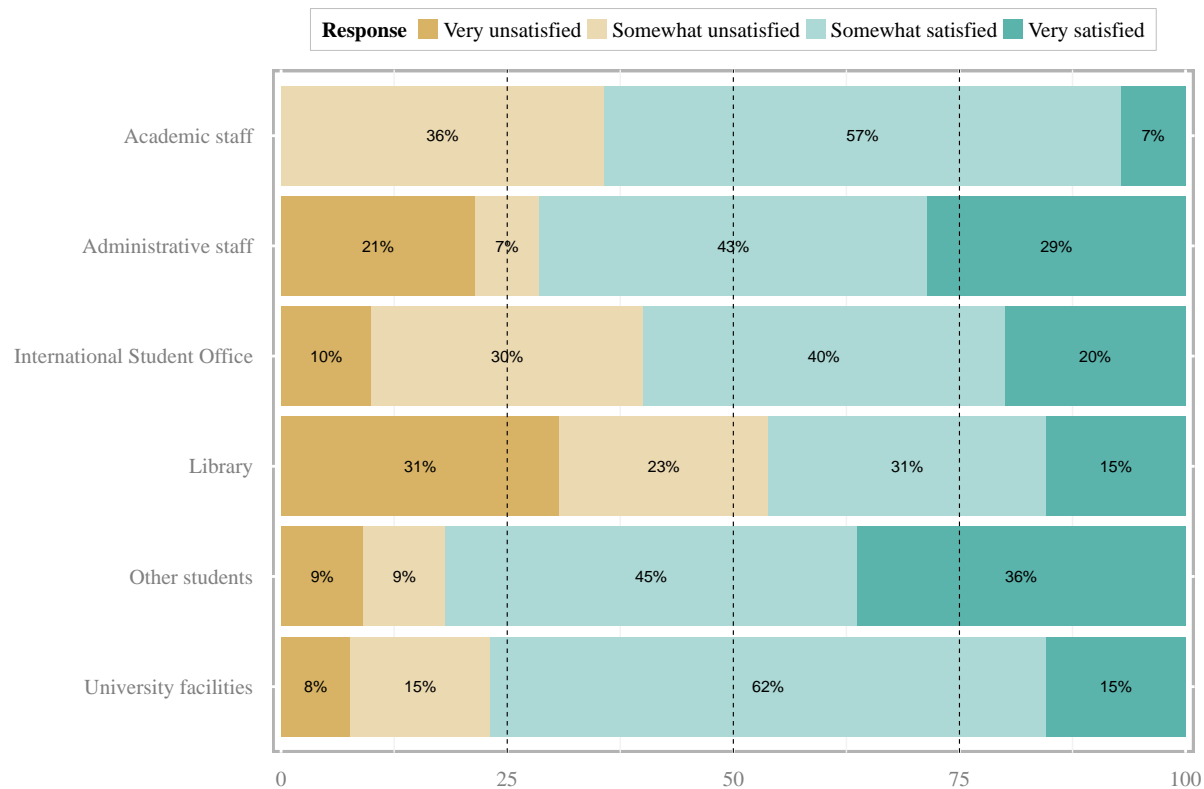
3.3.3 Danube University Krems, Austria

Rate the helpfulness of the following units of people at this university (n = 28)

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

Unit	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied
Academic staff		9%	30%	61%
Administrative staff		4%	30%	65%
Health services			38%	62%
International Student Office	6%	18%	12%	65%
Library	4%	39%	17%	39%
Other students	7%	27%	27%	40%
University facilities		18%	27%	55%
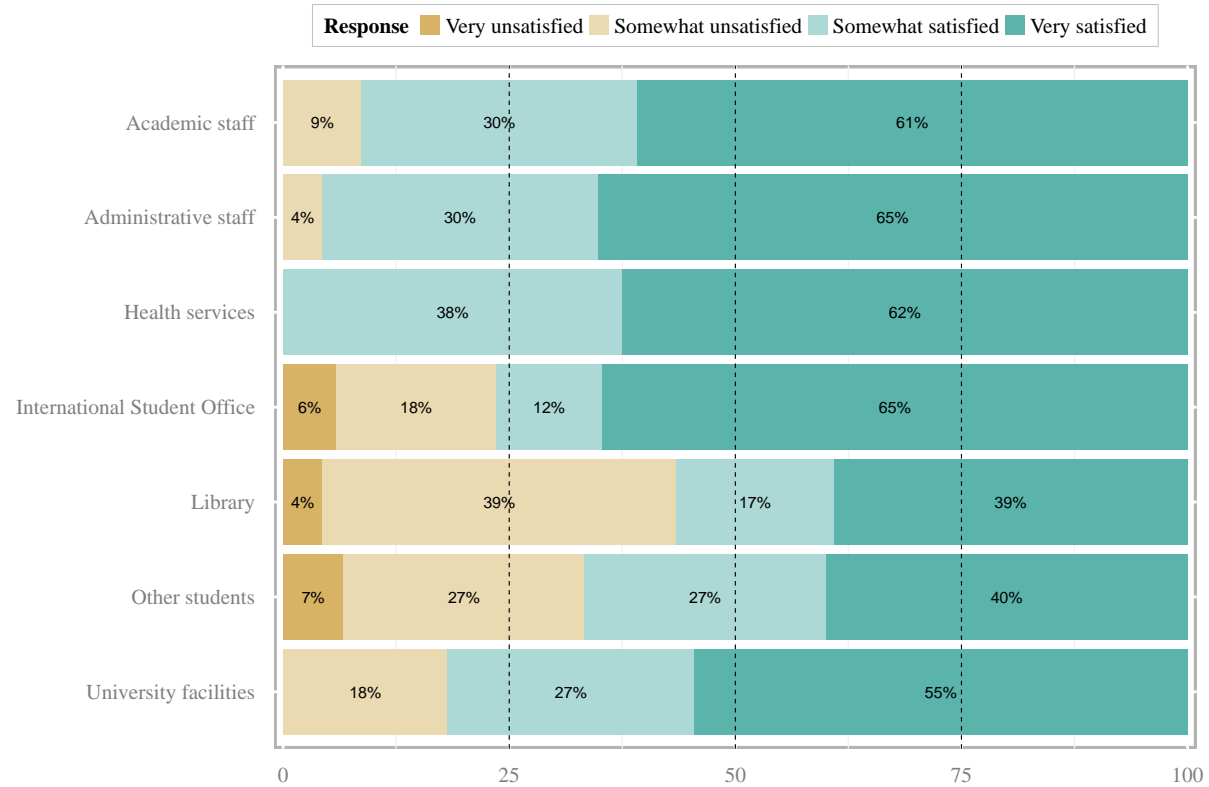
3.3.4 University of Tampere, Finland

Rate the helpfulness of the following units of people at this university (n = 28)
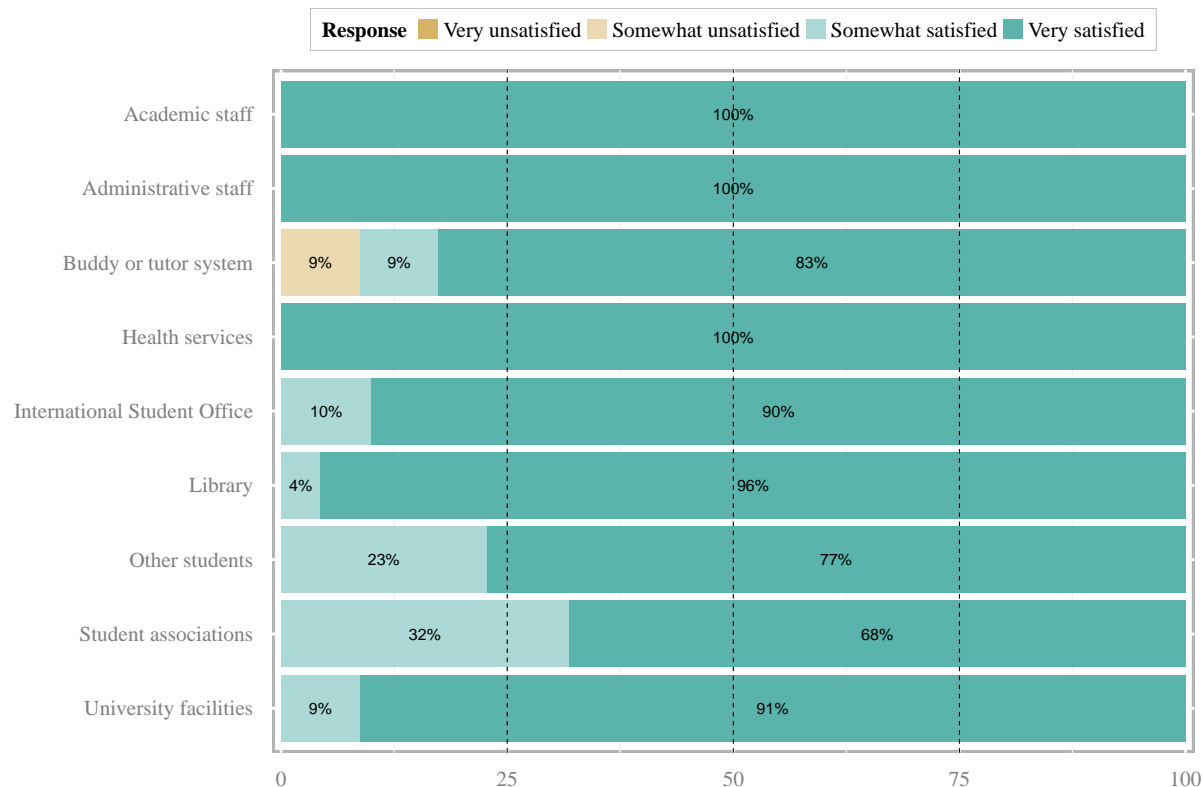
3.4 Support received on various issues

3.4.1 Consortia

Question:B.2.2

Rate the support received on the following issues
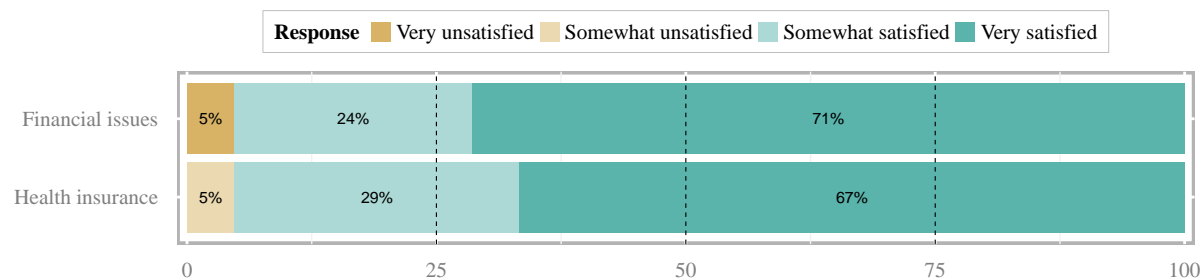
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Financial issues	23	3.62	3.34	2.50 - 3.19	3.20 - 3.40	3.41 - 3.57	3.58 - 3.90
Health insurance	23	3.62	3.36	2.54 - 3.25	3.26 - 3.38	3.39 - 3.56	3.57 - 3.84

Table 4: Summary statistics

3.4.2 Beijing Normal University, China

Rate the following items for first university (n = 19)

3.4.3   Danube University Krems, Austria

Rate the following items for first university (n = 28)

3.4.4   University of Tampere, Finland

Rate the following items for first university (n = 28)
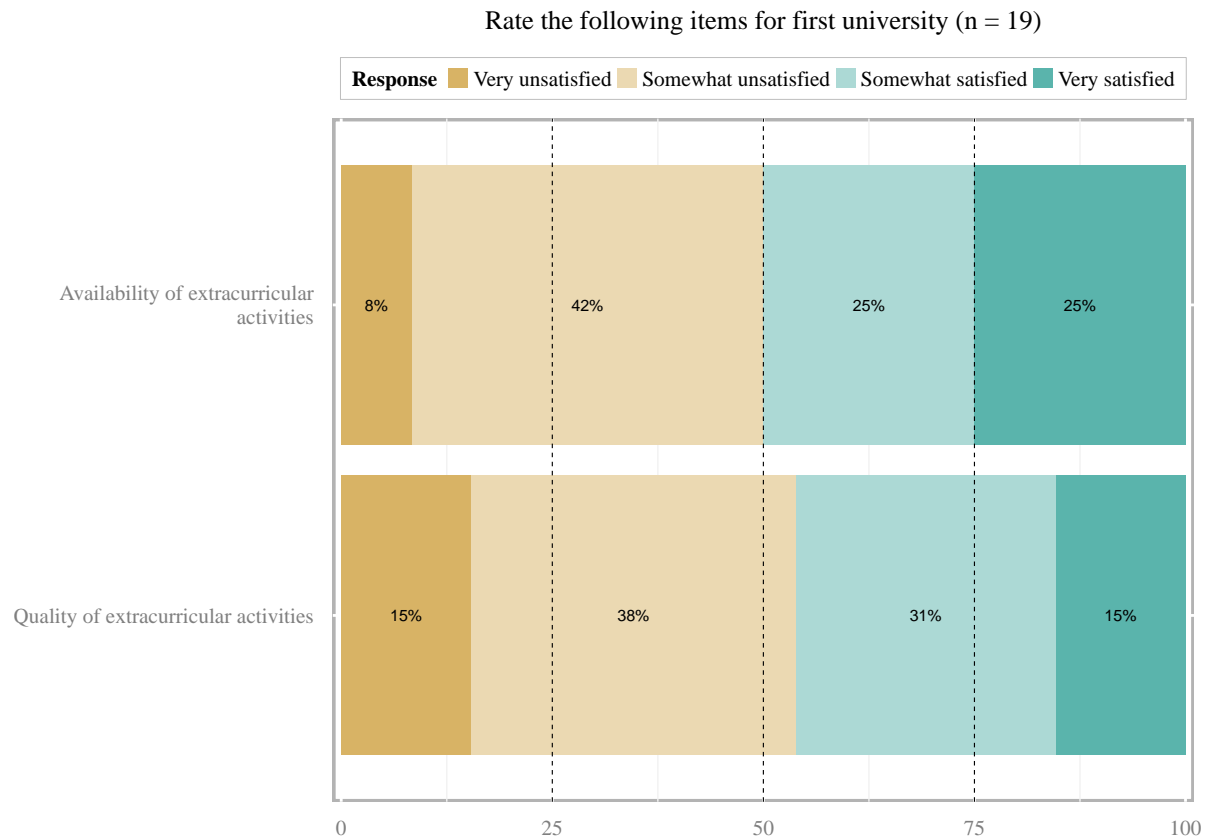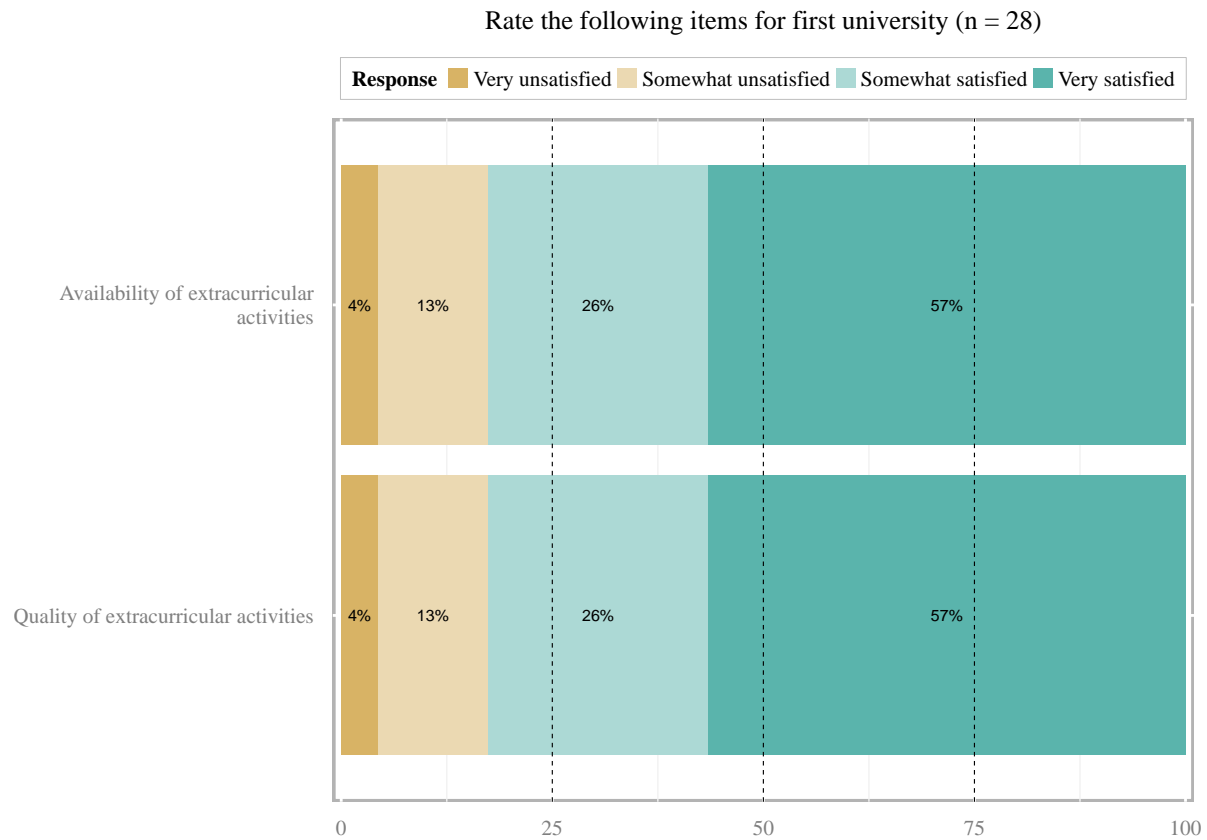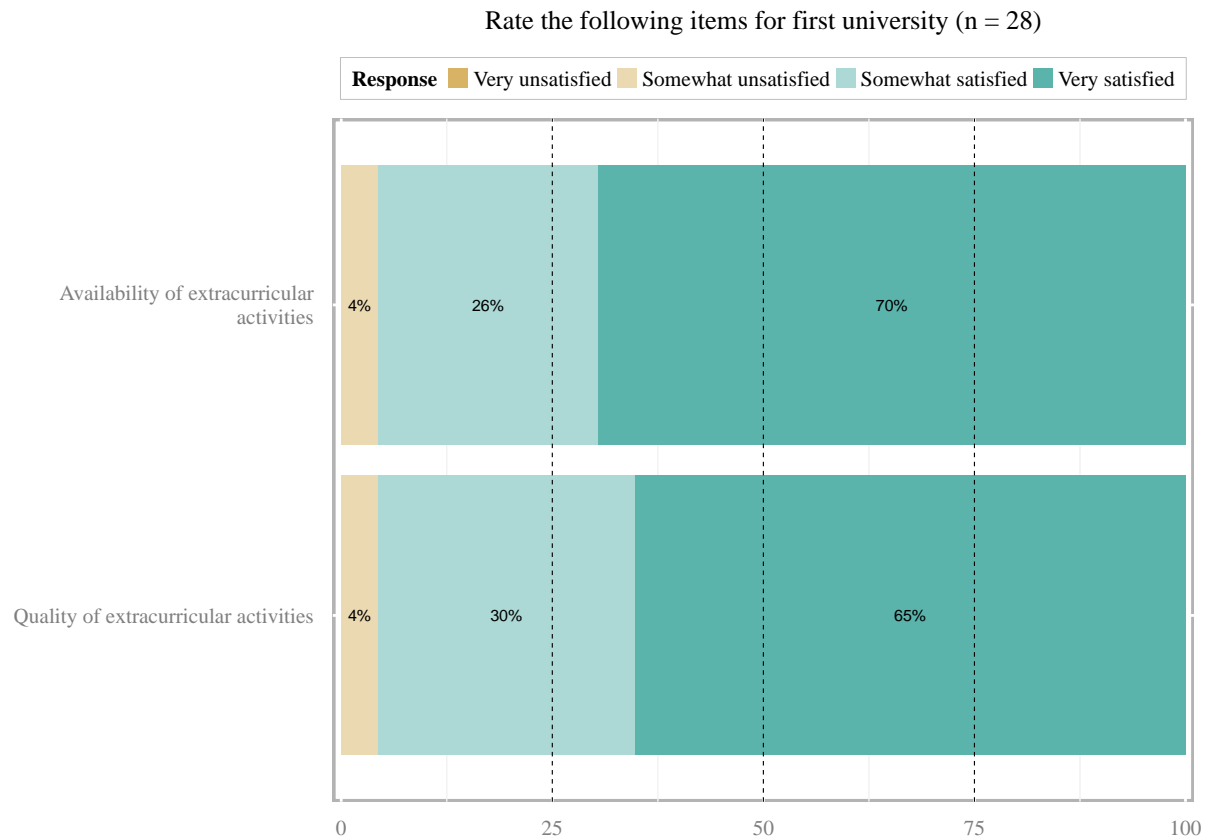
4   Assessment and feedback

We will have some text here.

4.1   Module assessment

4.1.1   Consortia

Question:C.1

Rate the following items

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

Item	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied
Availability of course coordinator to discuss questions or problems related to my studies and mobility experience	9%		52%	39%
Clarity of evaluation criteria across universities	30%	17%	39%	13%
Consistency of moduleÃ s assessment across universities	22%	35%	35%	9%
Feedback on evaluation results and grades	30%	35%	30%	4%
Formalised system by university consortium for students to share opinions and feedback on course	9%		57%	35%
Grade conversion across universities	4%	39%	35%	22%
Implementation of recommendations given by students to improve EM course experience	18%	23%	55%	5%
Information provided about provision of certificates and transcripts	9%	13%	35%	43%
Information provided about the type of degree s to be awarded	4%		48%	48%
The willingness and ability of the course coordinator to follow up on unresolved issues addressed	4%	17%	48%	30%

	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	23	3.30	3.28	2.10 - 3.12	3.13 - 3.33	3.34 - 3.49	3.50 - 3.90
Clarity of evaluation criteria across universities	23	2.35	2.77	1.90 - 2.55	2.56 - 2.79	2.80 - 3.00	3.01 - 3.60
Consistency of moduleÃs assessment across universities	23	2.30	2.81	1.89 - 2.58	2.59 - 2.79	2.80 - 3.01	3.02 - 3.50
Feedback on evaluation results and grades	23	2.09	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	23	3.26	2.91	1.75 - 2.73	2.74 - 2.97	2.98 - 3.19	3.20 - 3.55
Grade conversion across universities	23	2.74	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	23	2.45	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	23	3.13	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	23	3.43	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	23	3.04	3.23	1.80 - 3.00	3.01 - 3.32	3.33 - 3.47	3.48 - 3.92

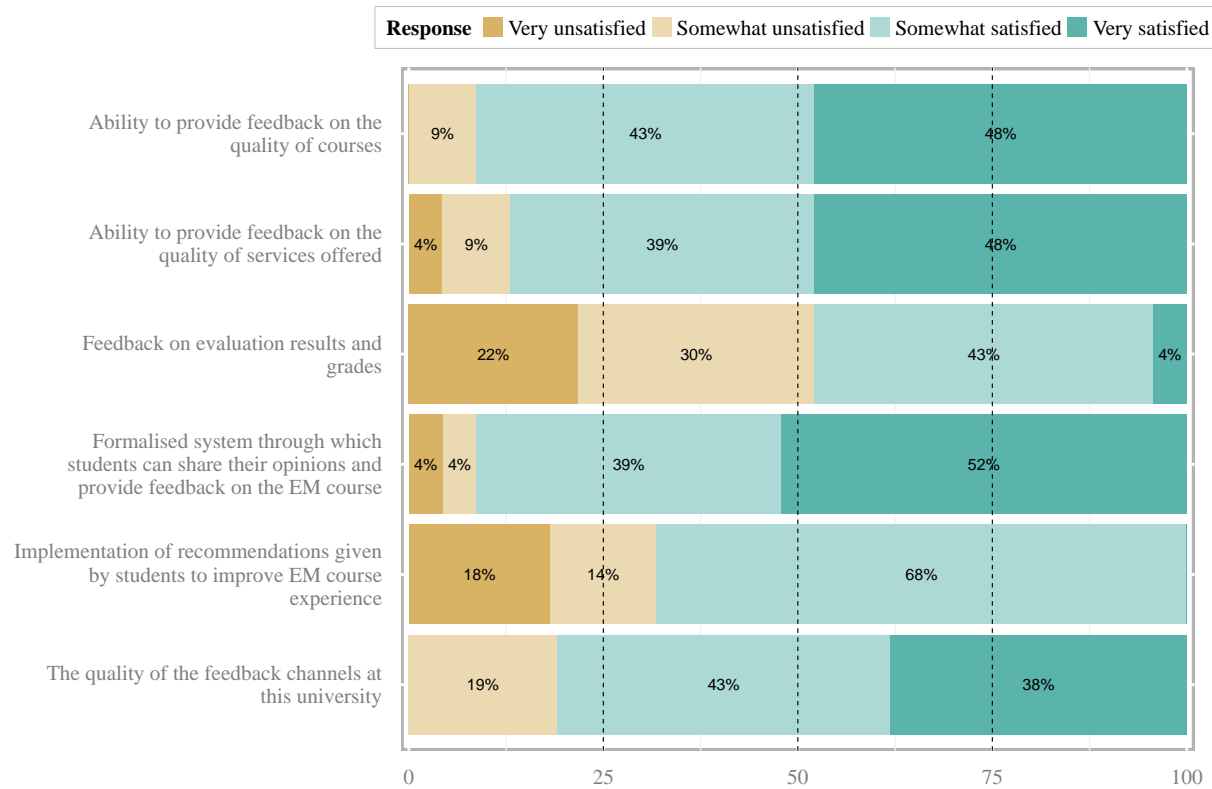Table 5: Summary statistics

4.1.2   Beijing Normal University, China
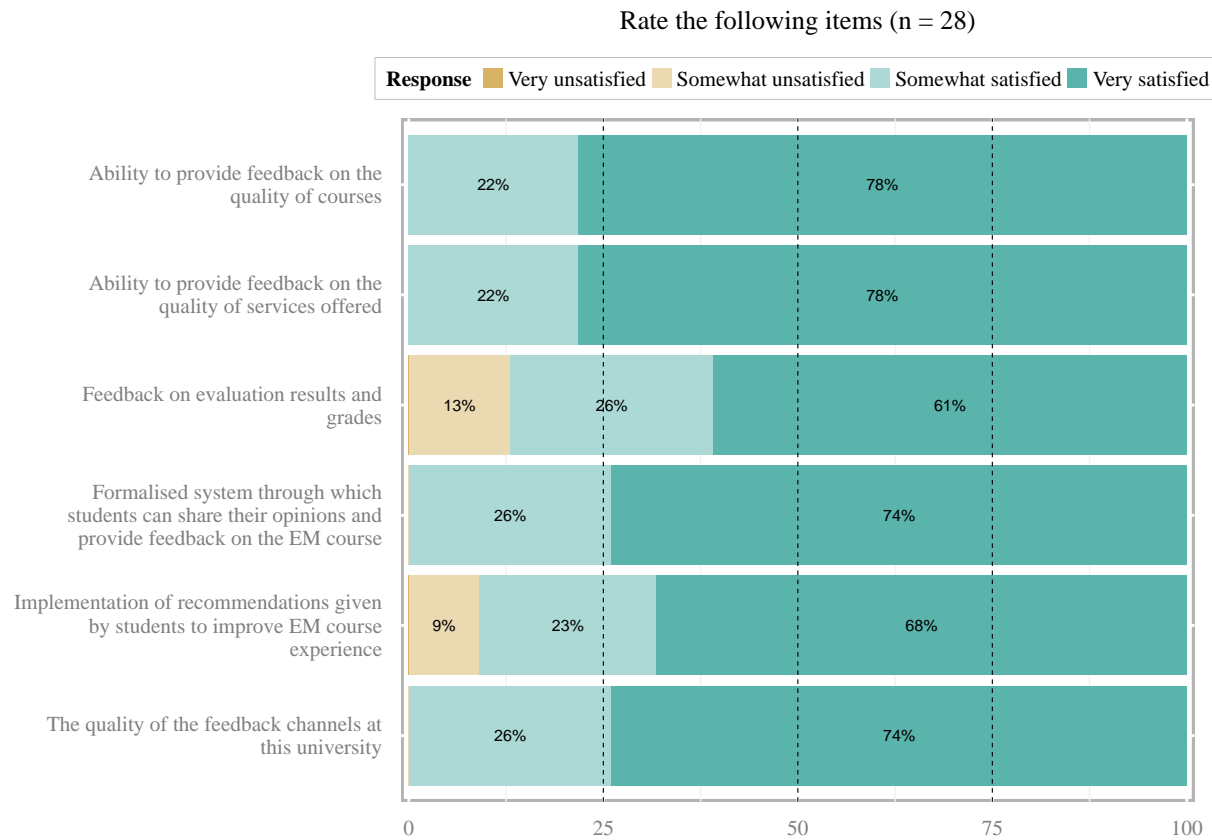
Rate the following items (n = 19)
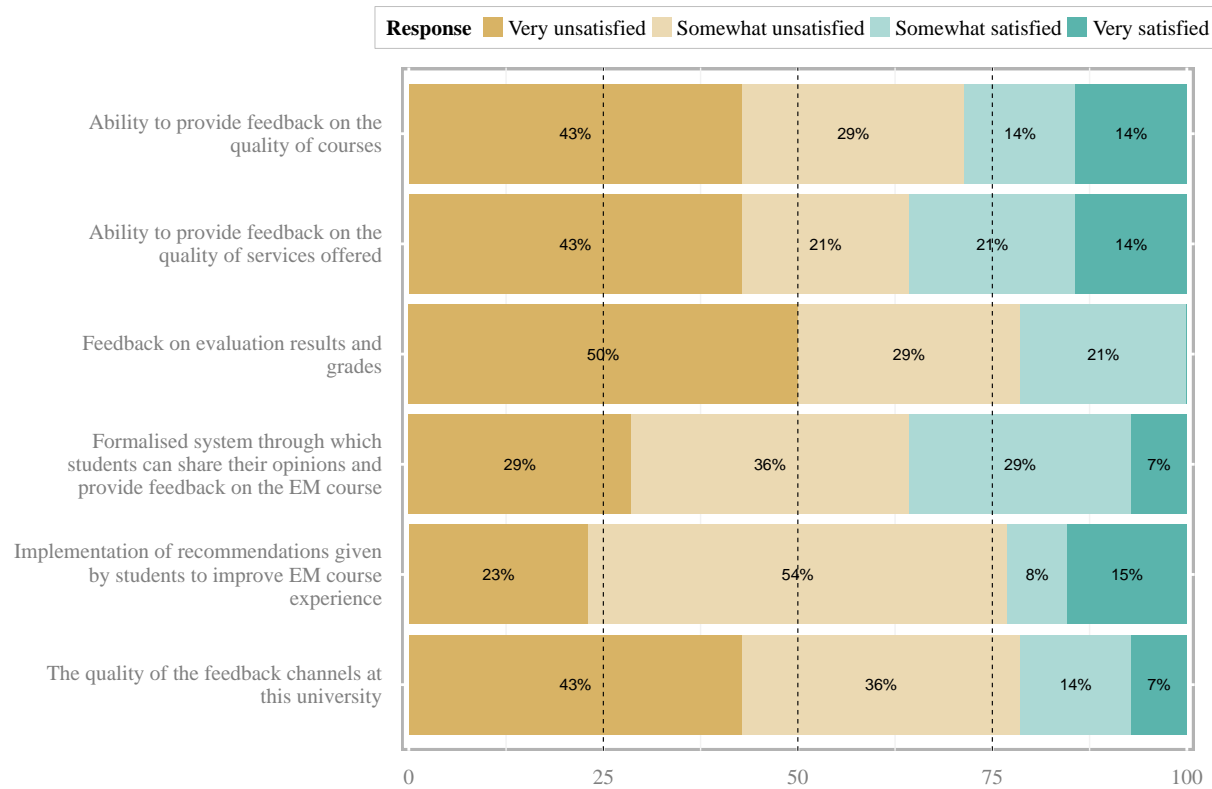
4.1.3 Danube University Krems, Austria

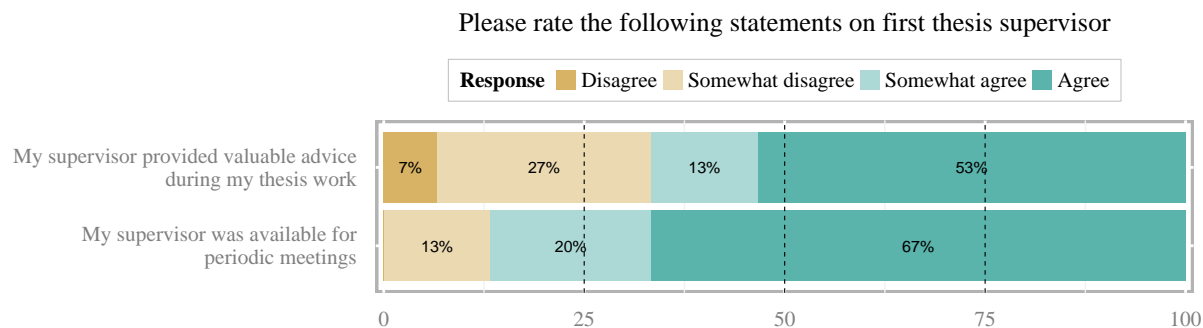Rate the following items (n = 28)

4.1.4   University of Tampere, Finland

Rate the following items (n = 28)

5 Teaching/learning and supervision

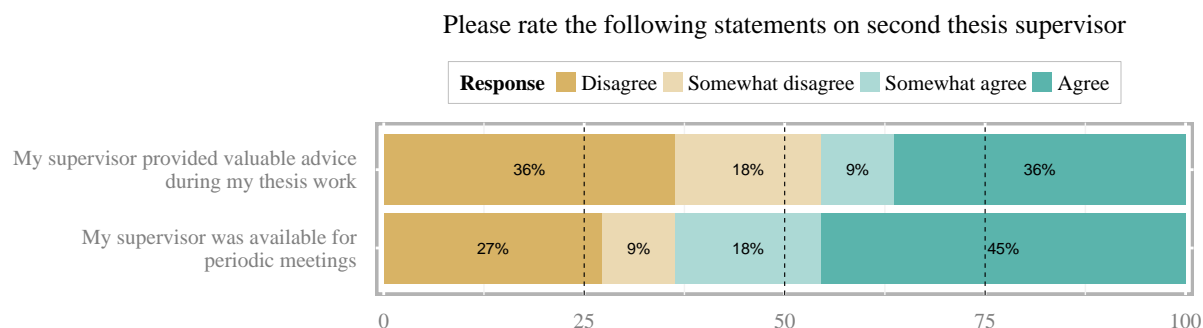We will have some text here.

5.1 First supervisor.

Question:L.4

Please rate the following statements on first thesis supervisor

| | Response | Disagree | Somewhat disagree | Somewhat agree | Agree |

	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
My supervisor provided valuable advice during my thesis work	23	3.13	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	23	3.53	3.54	2.79 - 3.46	3.47 - 3.62	3.63 - 3.80	3.81 - 4.00

Table 6: Summary statistics

5.2 Second supervisor.

Question:L.5

Please rate the following statements on second thesis supervisor

| | Response | Disagree | Somewhat disagree | Somewhat agree | Agree |

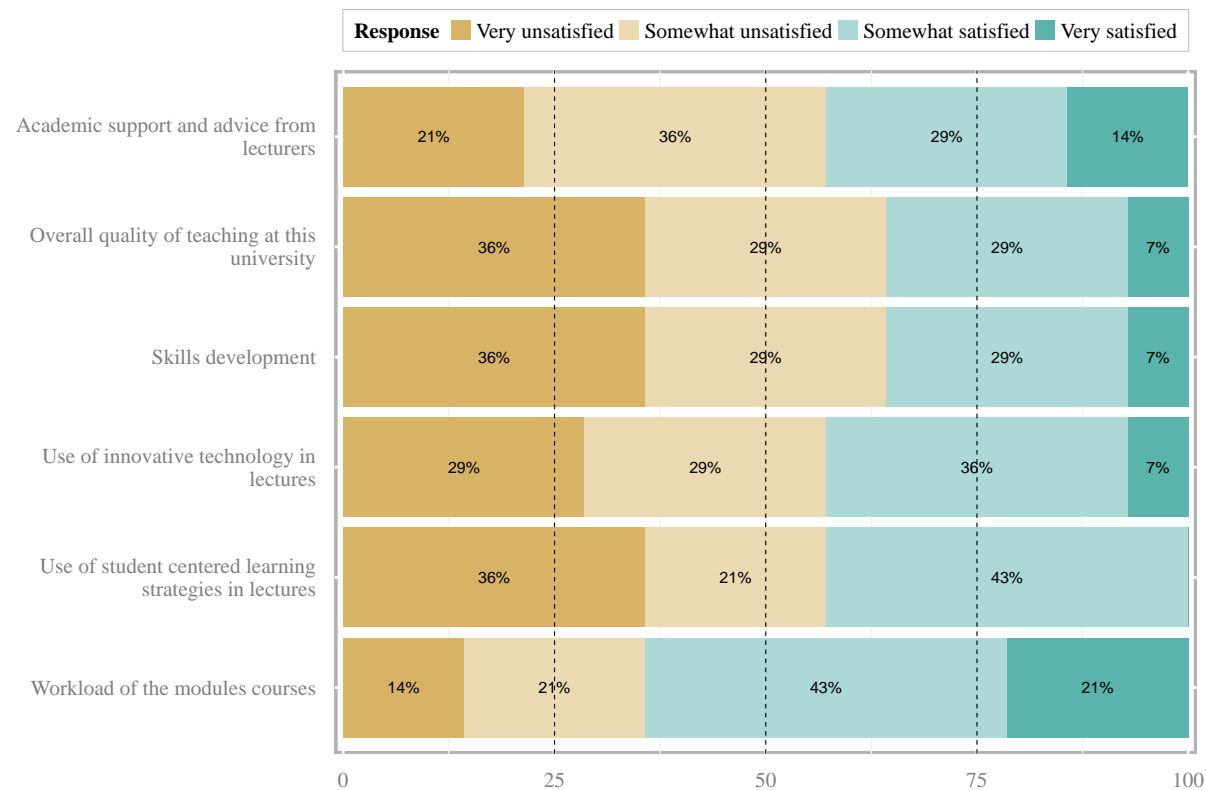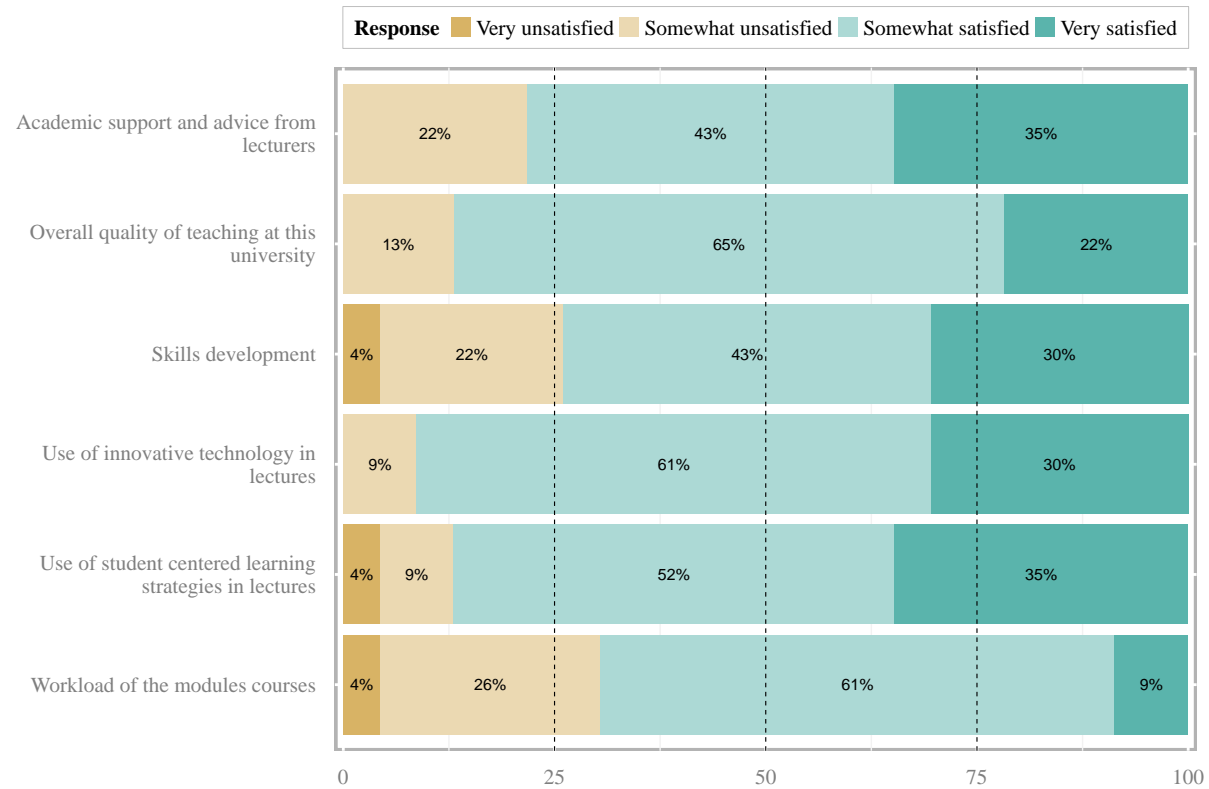|	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
My supervisor provided valuable advice during my thesis work	23	2.45	3.40	2.45 - 3.12	3.13 - 3.48	3.48 - 3.71	3.72 - 3.91
My supervisor was available for periodic meetings	23	2.82	3.37	2.50 - 3.00	3.01 - 3.50	3.51 - 3.70	3.71 - 3.91

Table 7: Summary statistics

5.3 Teaching/learning

5.3.1 Beijing Normal University, China

Please rate the following items (n = 19)

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

| Item	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied
Academic support and advice from lecturers	21%	36%	29%	14%
Overall quality of teaching at this university	36%	29%	29%	7%
Skills development	36%	29%	29%	7%
Use of innovative technology in lectures	29%	29%	36%	7%
Use of student centered learning strategies in lectures	36%	21%	43%	
Workload of the modules courses	14%	21%	43%	21%

5.3.2   Danube University Krems, Austria

Please rate the following items (n = 28)

5.3.3 University of Tampere, Finland

Please rate the following items (n = 28)
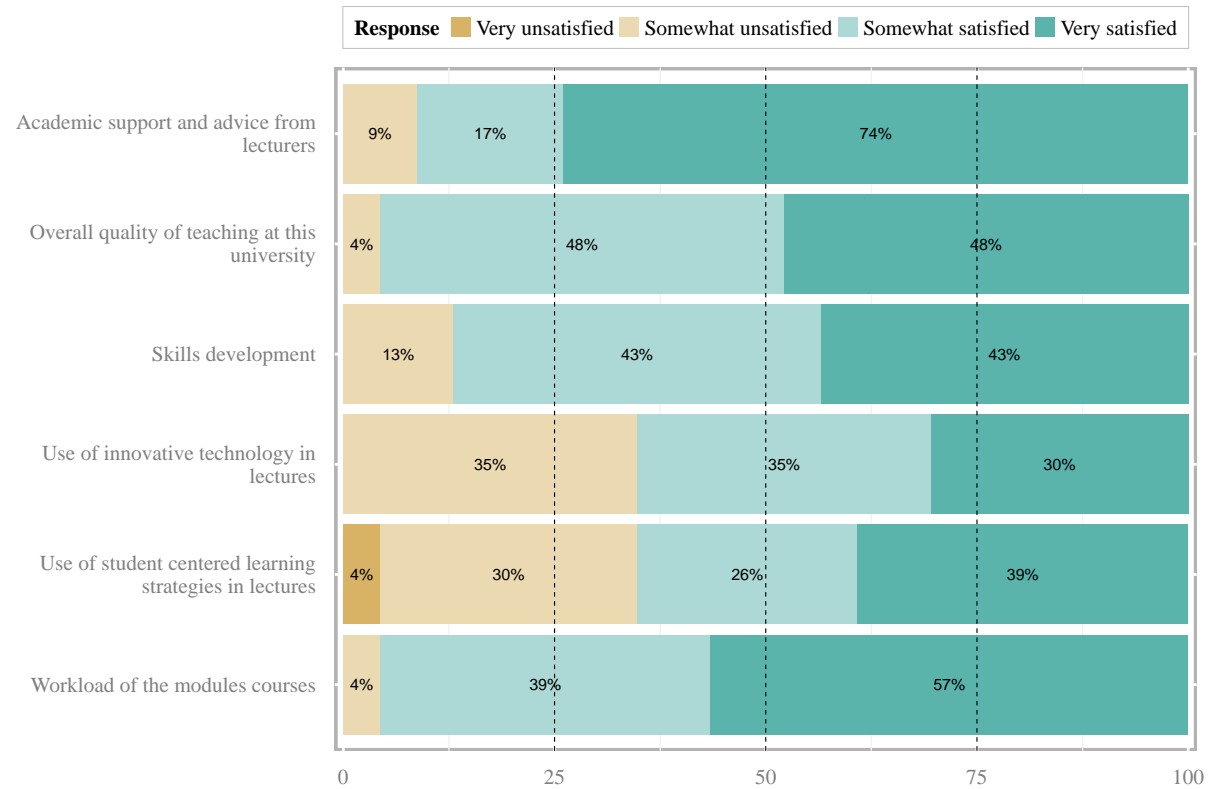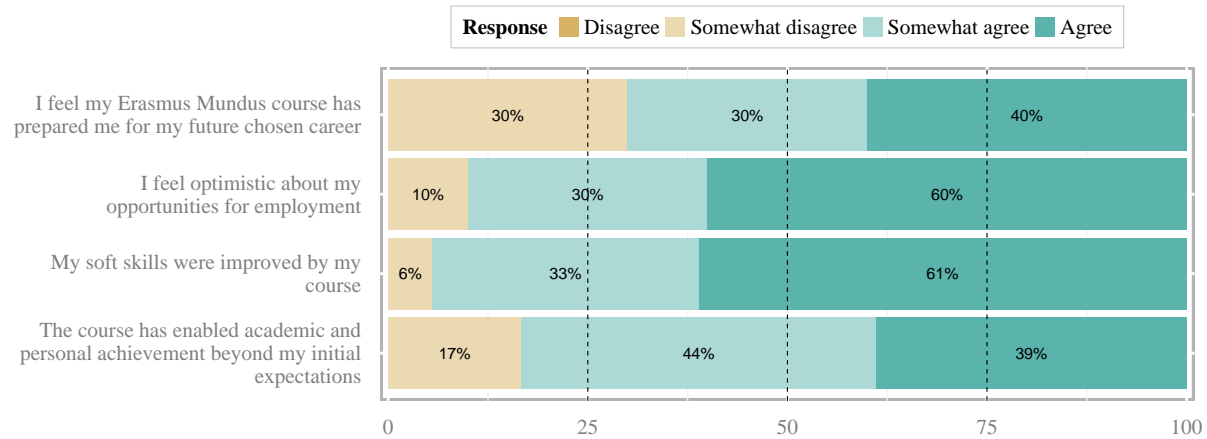
6   Internship/field experience and personal development

We will have some text here.

6.1   Personal development.

Question:L.6

<div align="center">Rate the following statements regarding personal development during EM course</div>

	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
I feel my Erasmus Mundus course has prepared me for my future chosen career	23	3.10	3.38	2.43 - 3.17	3.18 - 3.35	3.36 - 3.54	3.55 - 4.00
I feel optimistic about my opportunities for employment	23	3.50	3.27	2.50 - 2.95	2.96 - 3.29	3.30 - 3.50	3.51 - 3.71
My soft skills were improved by my course	23	3.56	3.49	2.90 - 3.40	3.41 - 3.56	3.57 - 3.71	3.72 - 4.00
The course has enabled academic and personal achievement beyond my initial expectations	23	3.22	3.28	2.46 - 3.20	3.21 - 3.37	3.38 - 3.56	3.57 - 3.91

<div align="center">Table 8: Summary statistics</div>

7   Acknowledgments

Some concluding remarks