EMA
Erasmus Mundus Students and Alumni Association

ARCHMAT-European Master in ARCHaeological MATerials Science

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

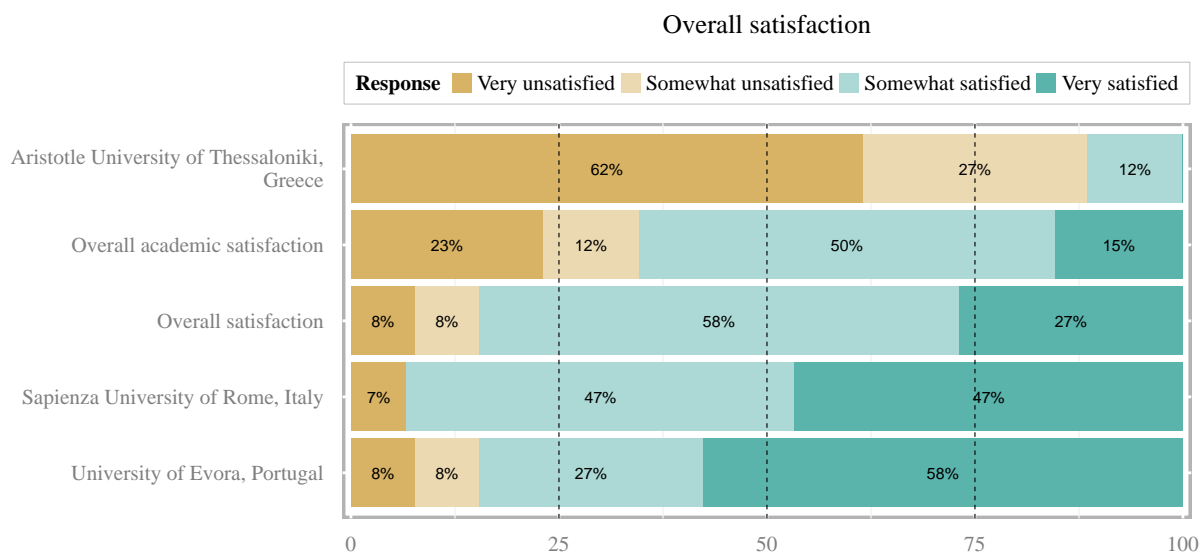*Report was generated on 04 Jan 2016*

Contents

1   Executive summary (?)

Overall satisfaction

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

Aristotle University of Thessaloniki, Greece	62%	27%	12%	
Overall academic satisfaction	23%	12%	50%	15%
Overall satisfaction	8%	8%	58%	27%
Sapienza University of Rome, Italy	7%	47%	47%	
University of Evora, Portugal	8%	8%	27%	58%

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 26 students of your program. They represent 21 countries and collectively they have spent more than 1137 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	26	2.65	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	26	3.28	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	26	2.80	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.
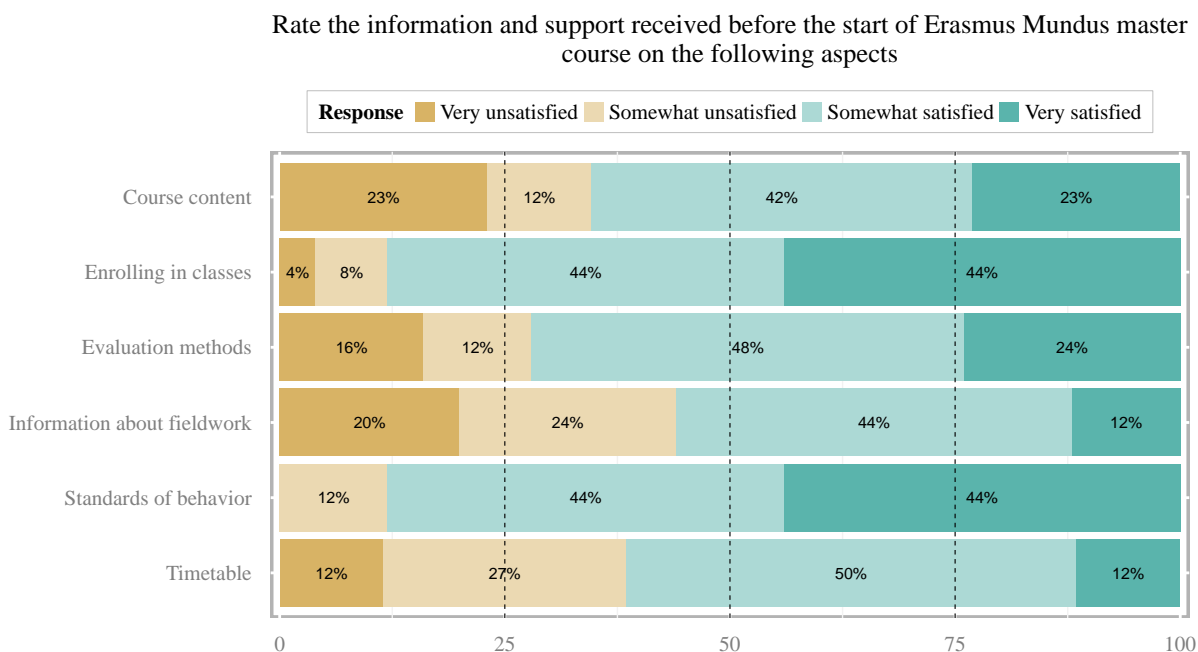
3   Supporting services

We will have some text here.

3.1   Support received before the start of the Erasmus Mundus course

All the six indicators were evaluated as "satisfied" or "very satisfied" by over half of the the respondents but the average safisfaction rate is below the mean of all EM courses. Four indicators received over 25% negative evaluation (score less or equals than 2). 44% of the 26 students feel unsatisfied with the "Information about fieldwork" and 20% are "very unsatisfied". "Course content" received 23% "very unsatisfied" vote and 12% "somewhat unsatisfied". 27% of the respondents are "somewhat unsatisfied" with the "Timetable" and 12% are "very unsatisfied". Also, for "Evaluation methods" the proportions of "somewhat unsatisfied" and "very unsatisfied" are 12% and 16% respectively. All the above four indicators place in Q1 in table 3.1. The indicators "Standard of behavior" and "Enrolling in classes" placed in Q2, both have 44% "somewhat satisfied" and 44% "very satisfied" responses. "Enrolling in classes" has 4% "very unsatisfied" rate. And no "very unsatisfied" responses about "Standard of behavior". Aristotle University of Thessaloniki received dominant (over or close to 50%) "very unsatisfied" responses regarding "Accommodation", "Language courses" and "Visa issues". For Sapienza University of Rome most unsarisfied responses were given to "Estimation of living expenses" and "Accommodation". University of Evora generally provided "satisfied" information and support about "Estimation of living expenses" and "Local transportation", but the "very unsatisfied" and "somewhat unsatisfied" rates about "Language courses" and "Visa issue" are also high.

3.1.1   Consortia

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	26	2.65	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	26	3.28	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	26	2.80	3.03	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76
Information about fieldwork	26	2.48	2.95	2.00 - 2.80	2.81 - 3.00	3.01 - 3.19	3.20 - 3.57
Standards of behavior	26	3.32	3.44	2.77 - 3.29	3.30 - 3.42	3.43 - 3.63	3.64 - 3.90
Timetable	26	2.62	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 Aristotle University of Thessaloniki, Greece

Rate the following items regarding the logistic information and support received
before the beginning of studies in this university (n = 27)
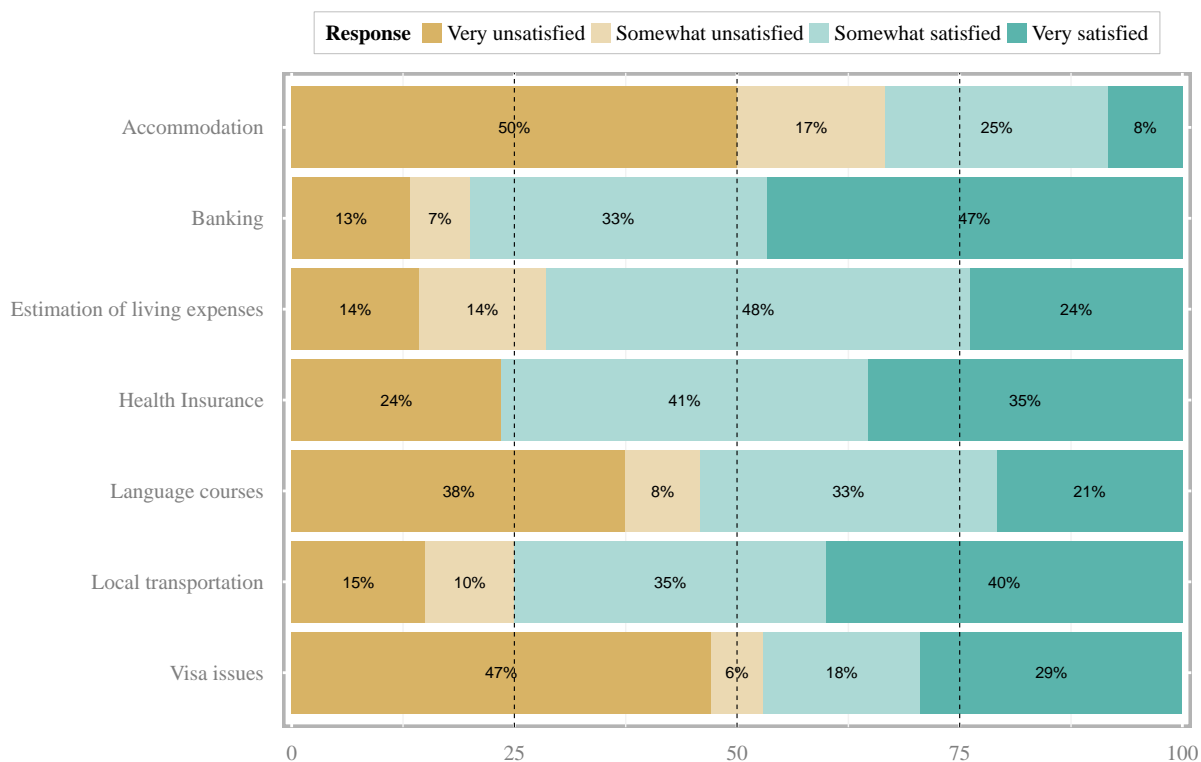
3.1.3   Sapienza University of Rome, Italy
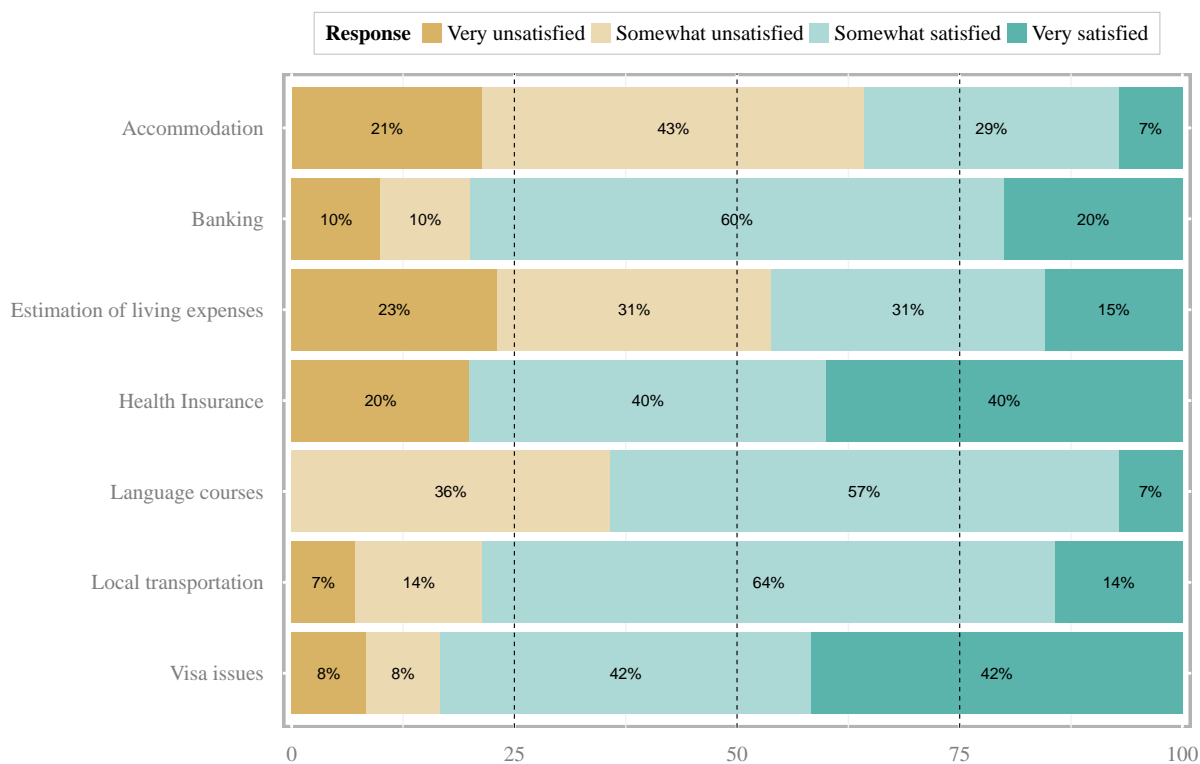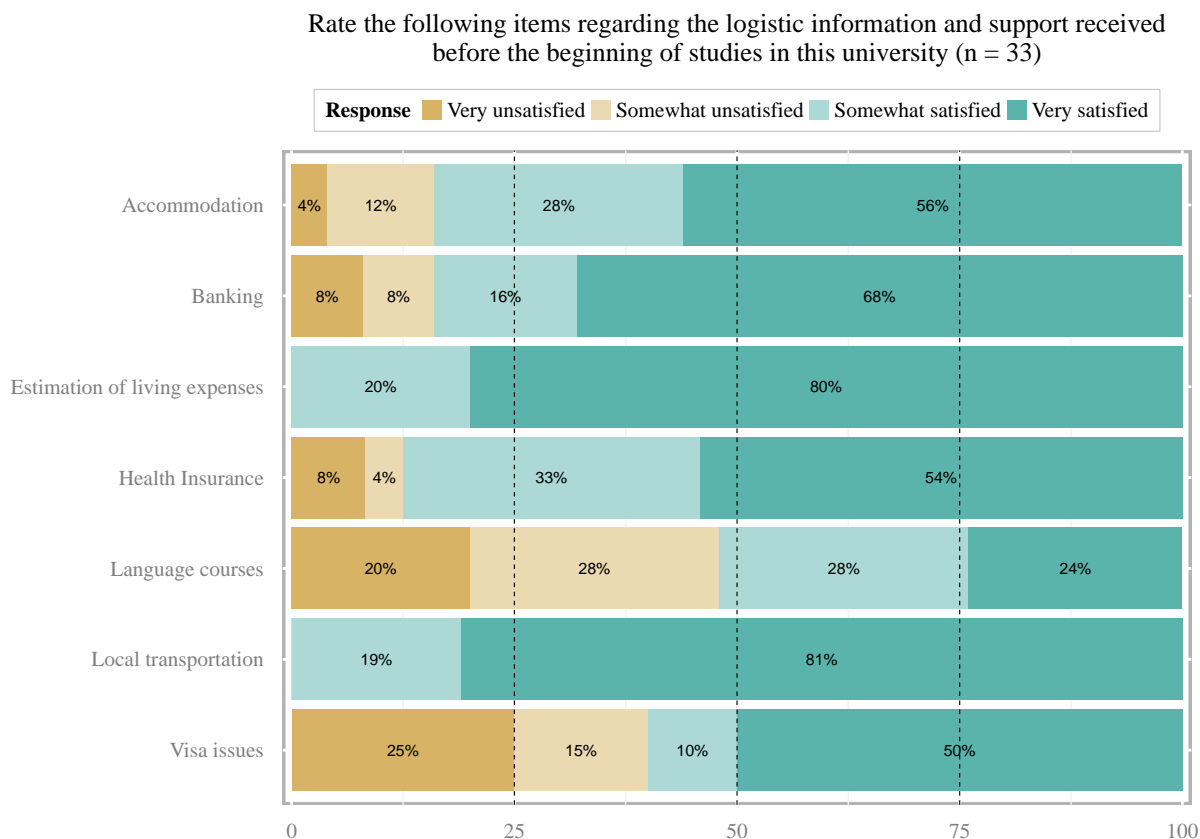
Rate the following items regarding the logistic information and support received
before the beginning of studies in this university (n = 21)

3.1.4   University of Evora, Portugal

Rate the following items regarding the logistic information and support received
before the beginning of studies in this university (n = 33)

3.2   Support received during the orientation program

The majority of the respondents (more than 75%) show satisfaction for all indicators about the support they received during the orientation program, except for the "Buddy or tutor system". 32% of the students feel "some unsatisfied" and 11% respond "very unsatisfied" for "Buddy or tutor system". And 21% show unsatisfaction about "University facilities". This two indicators are in Q1. The "Academic staff" and "Administrative staff" received higher satisfaction rate (88% for both), and both placed in Q3. However, ristotle University of Thessaloniki has unsatisfaction response rates higher than 25% across all the indcators, especially for "Academic staff", "Administrative staff", "Student associations" and "University facilities". Sapienza University of Rome received no unsatisfaction response about "Academic staff" and "Buddy or tutor system", and no "very unsatisfied" response for most other indicators except "Library" and "University facilities". University of Evora has no "very unsatisfied" responses regarding most indicators except "Administrative staff", "Student associations" and "University facilities".

3.2.1   Consortia

Rate the introduction process to the following units or people as part of the orientation program
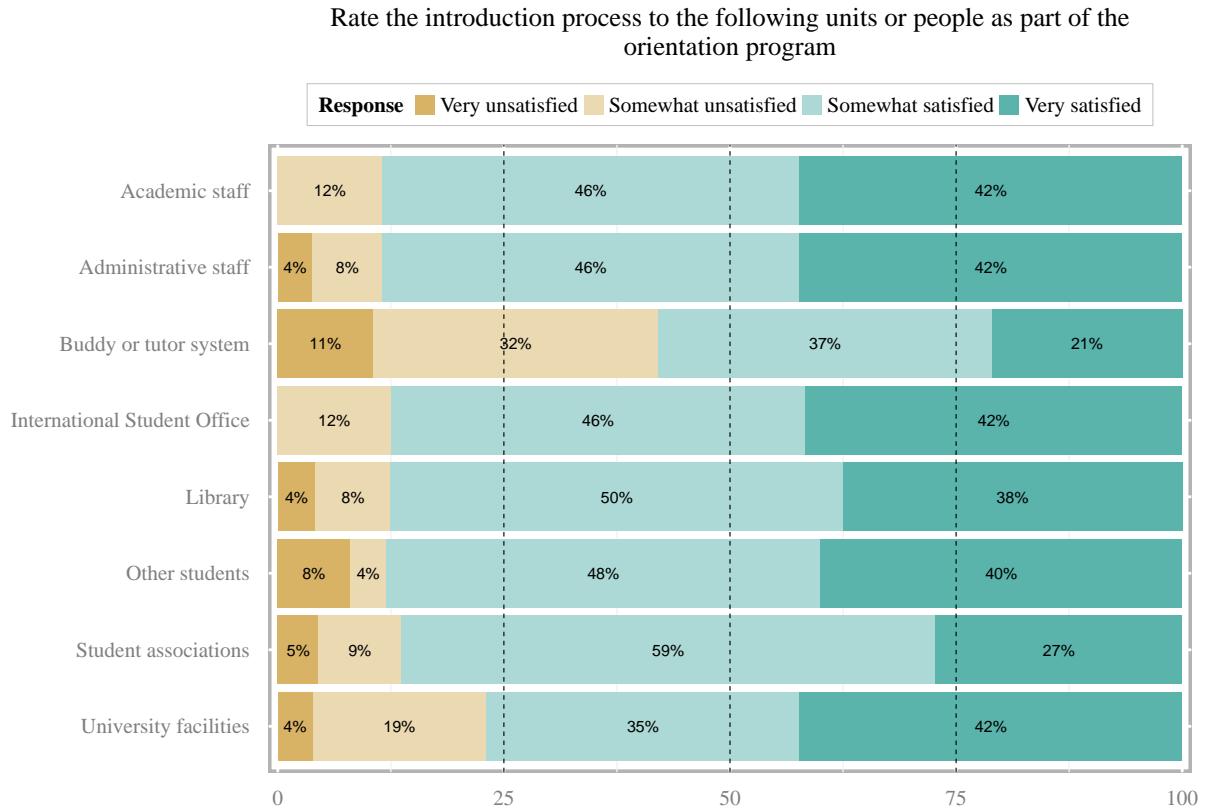
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	26	3.31	3.44	2.40 - 3.29	3.30 - 3.47	3.48 - 3.63	3.64 - 3.92
Administrative staff	26	3.27	3.39	2.30 - 3.20	3.21 - 3.43	3.44 - 3.62	3.63 - 3.93
Buddy or tutor system	26	2.68	2.96	2.00 - 2.88	2.89 - 3.06	3.07 - 3.20	3.21 - 3.64
International Student Office	26	3.29	3.24	2.47 - 3.04	3.05 - 3.27	3.28 - 3.48	3.49 - 3.90
Library	26	3.21	3.37	2.50 - 3.20	3.21 - 3.35	3.36 - 3.58	3.59 - 3.91
Other students	26	3.20	3.33	2.36 - 3.18	3.19 - 3.36	3.37 - 3.47	3.48 - 3.86
Student associations	26	3.09	2.99	1.92 - 2.76	2.77 - 3.02	3.03 - 3.22	3.23 - 3.62
University facilities	26	3.15	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   Aristotle University of Thessaloniki, Greece

Rate the introduction process to the following units or people as part of the
orientation program at this university (n = 27)

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

Unit	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied
Academic staff	38%	35%	23%	4%
Administrative staff	46%	15%	27%	12%
Buddy or tutor system	14%	21%	36%	29%
International Student Office	22%	13%	61%	4%
Library	22%	13%	48%	17%
Other students	15%	10%	50%	25%
Student associations	28%	6%	39%	28%
University facilities	36%	32%	28%	4%
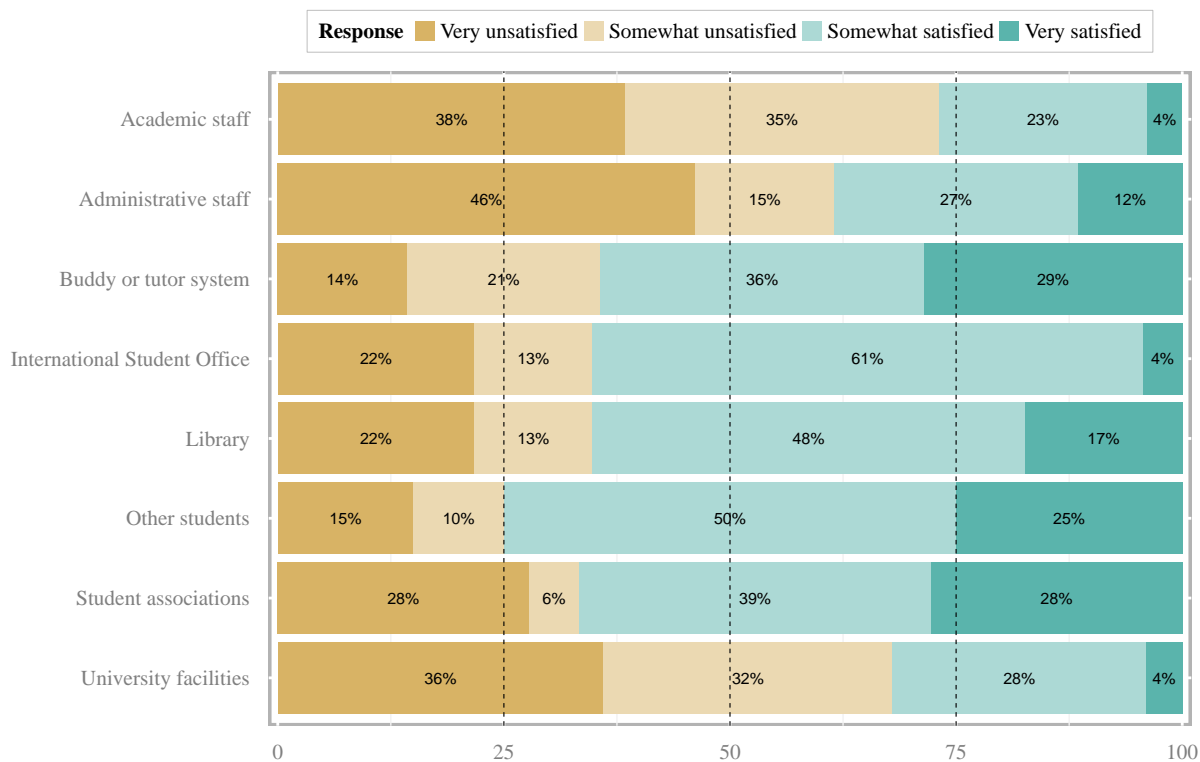
3.2.3   Sapienza University of Rome, Italy

Rate the introduction process to the following units or people as part of the
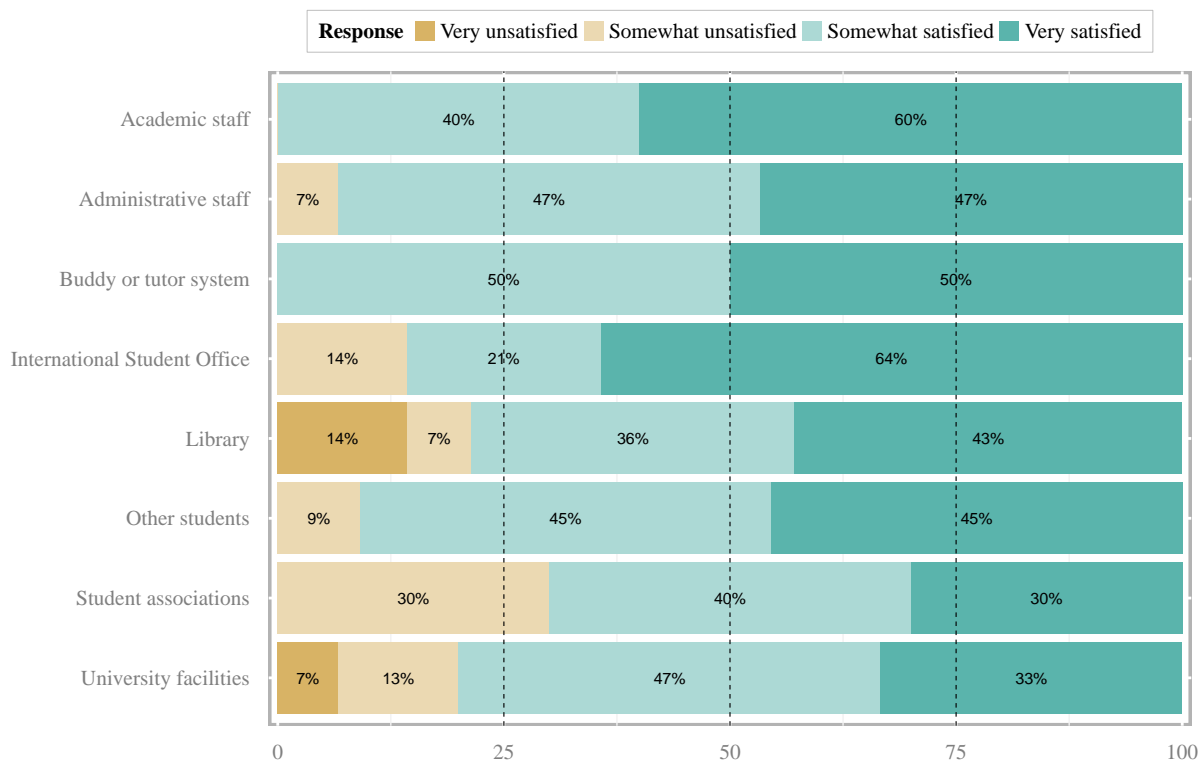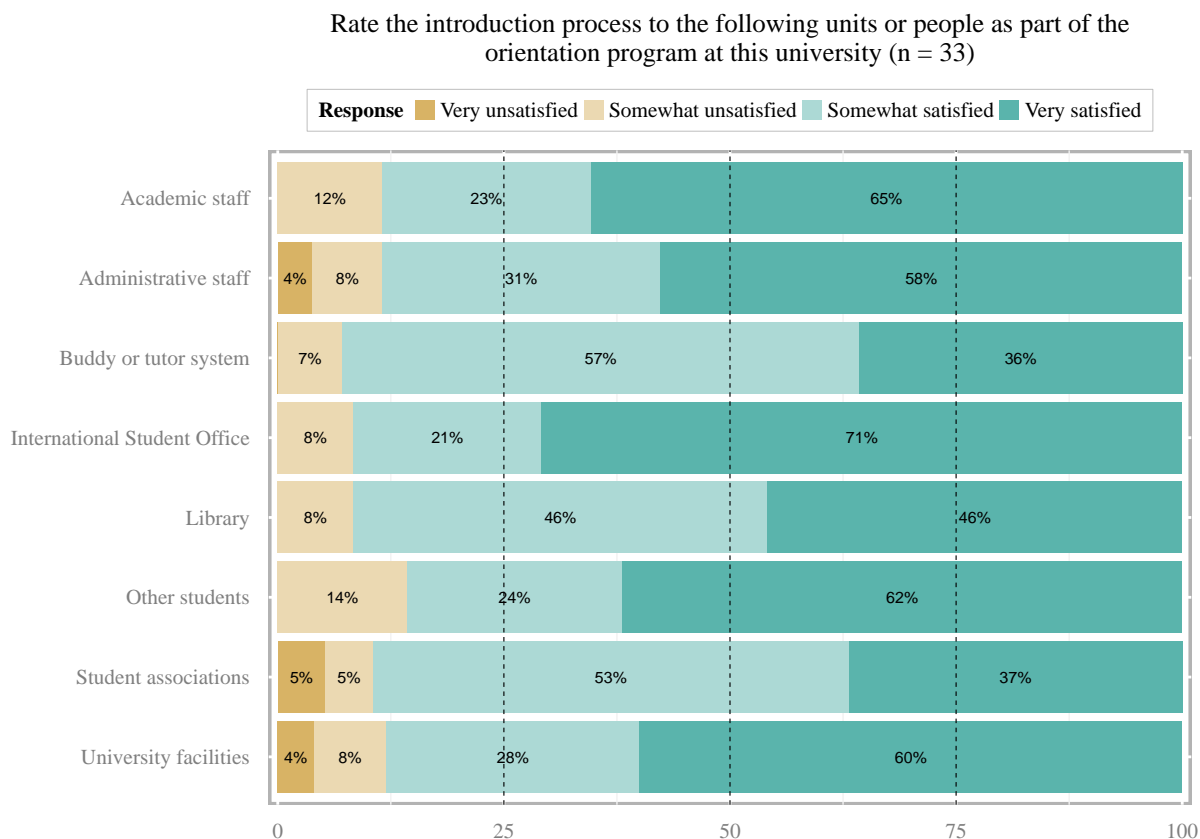orientation program at this university (n = 21)

3.2.4   University of Evora, Portugal

Rate the introduction process to the following units or people as part of the
orientation program at this university (n = 33)

3.3   Helpfulness of units and people

Most respondents have positive opinions in this section but 5 out of 8 indicators dropped in Q1. And
"Administrative staff" and "Buddy and tutor system" stand out the negative value. 36% of repondents
show unsatisfaction about "Buddy or tutor system" and 12% are "very unsatisfied". 23% feels "somewhat
unsatisfied" about "Administrative staff" and 8% are "very unsatisfied". Both of this two indicators are in Q1.
"Library", which placed in Q3, has highest satisfaction rate and only 4% "somewhat unsatisfied" responses
without "very unsatisfied". Aristotle University of Thessaloniki received considerable unsatisfaction for all
indicators. Only 6 indicators have results for Sapienza University of Rome, but 5 have very high satisfaction
rates, and 3 received no negative response. University of Evora received outstanding positive opinion for
"Library" and overall low "very unsatisfied" rate.

3.3.1 Consortia

Rate the helpfulness of the following units of people
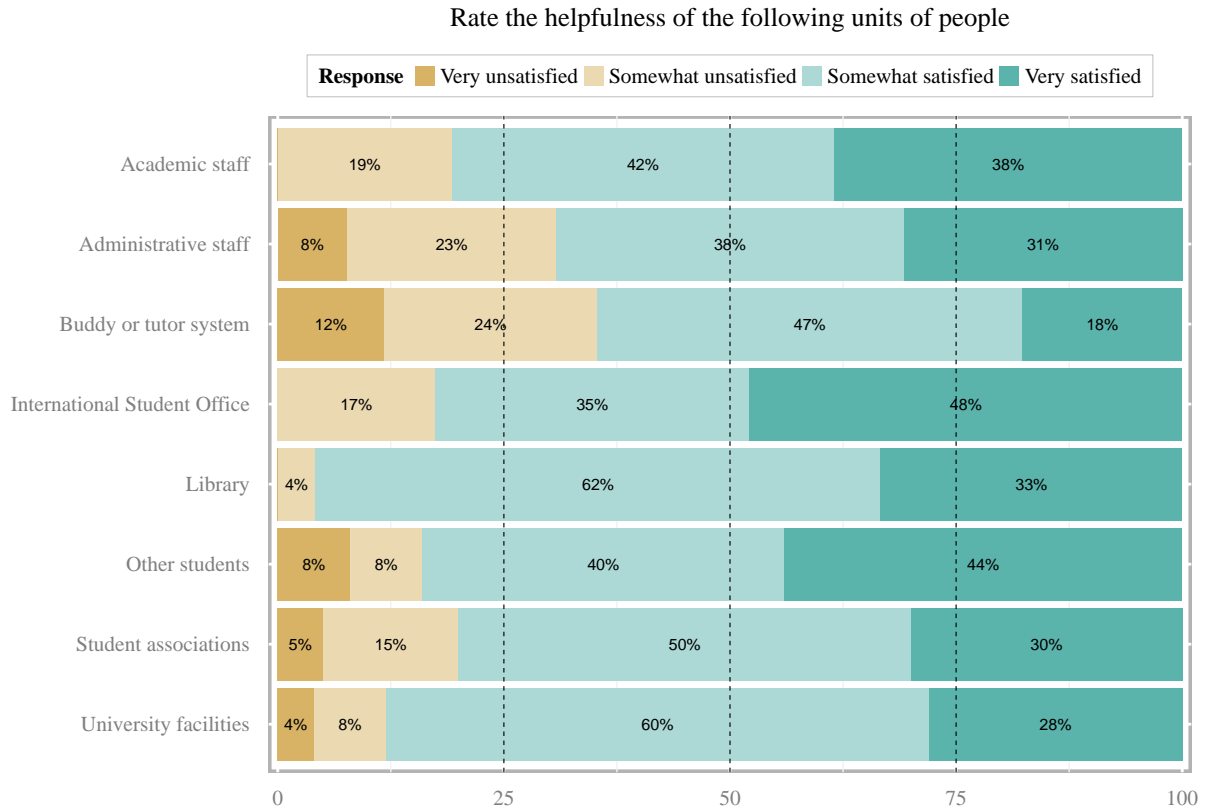
|	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	26	3.19	3.45	2.50 - 3.30	3.31 - 3.46	3.47 - 3.62	3.63 - 4.00
Administrative staff	26	2.92	3.35	2.10 - 3.18	3.19 - 3.45	3.46 - 3.61	3.62 - 4.00
Buddy or tutor system	26	2.71	3.03	2.20 - 2.90	2.91 - 3.06	3.07 - 3.20	3.21 - 3.73
International Student Office	26	3.30	3.25	2.45 - 3.09	3.10 - 3.27	3.28 - 3.50	3.51 - 3.71
Library	26	3.29	3.42	2.80 - 3.20	3.21 - 3.44	3.45 - 3.60	3.61 - 3.93
Other students	26	3.20	3.40	2.45 - 3.21	3.22 - 3.39	3.40 - 3.55	3.56 - 3.85
Student associations	26	3.05	3.04	2.10 - 2.92	2.93 - 3.08	3.09 - 3.24	3.25 - 3.68
University facilities	26	3.12	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 Aristotle University of Thessaloniki, Greece

Rate the helpfulness of the following units of people at this university (n = 27)
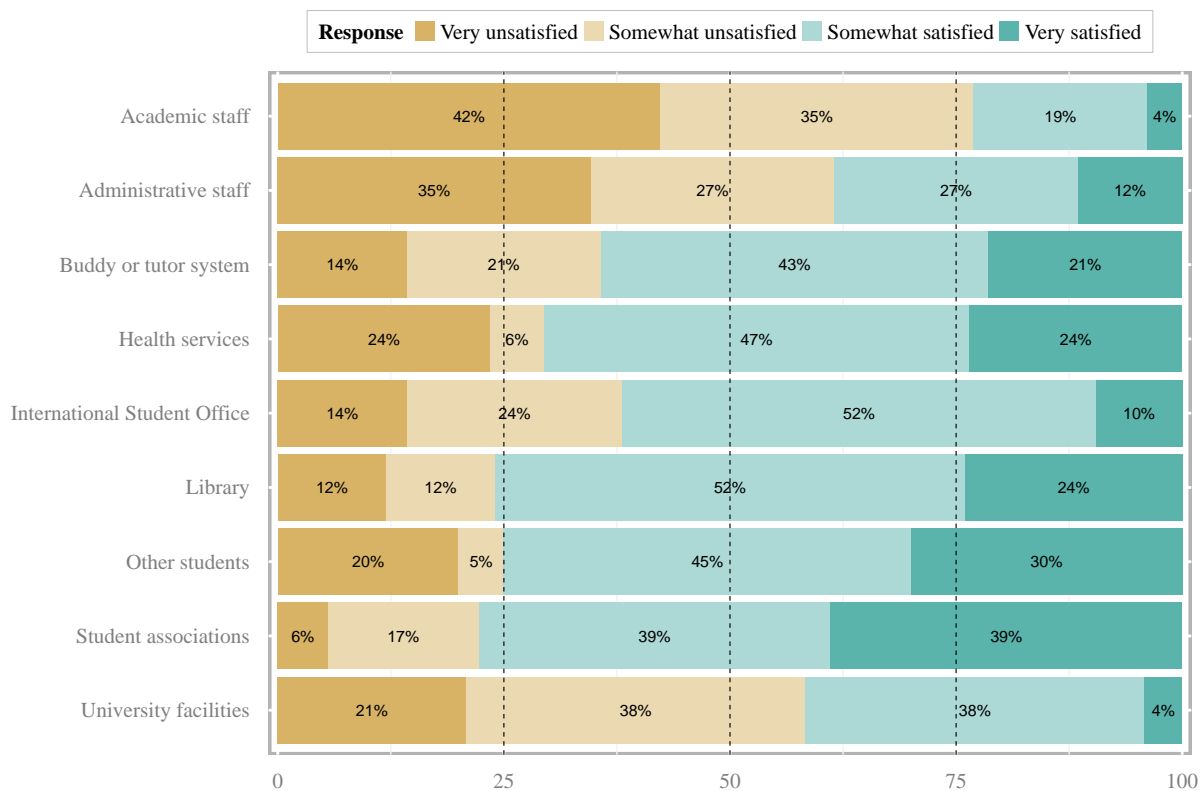
3.3.3   Sapienza University of Rome, Italy

Rate the helpfulness of the following units of people at this university (n = 21)

3.3.4 University of Evora, Portugal

Rate the helpfulness of the following units of people at this university (n = 33)
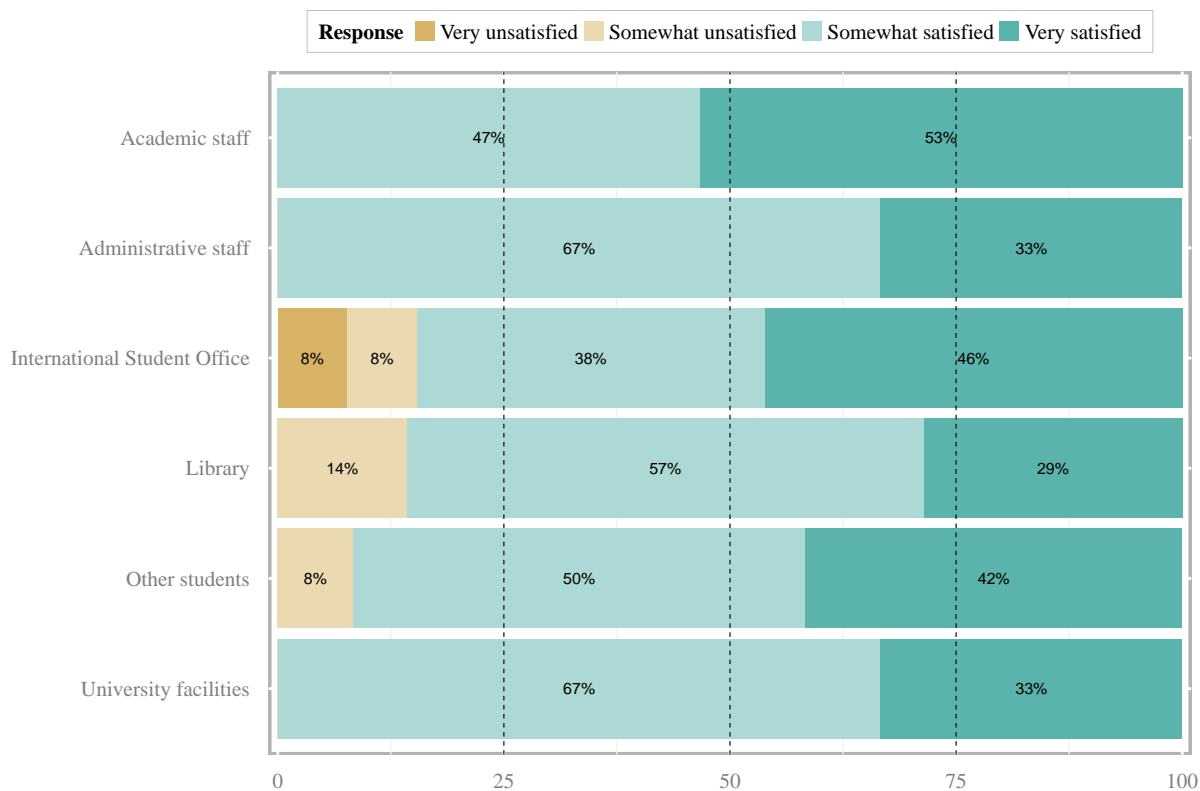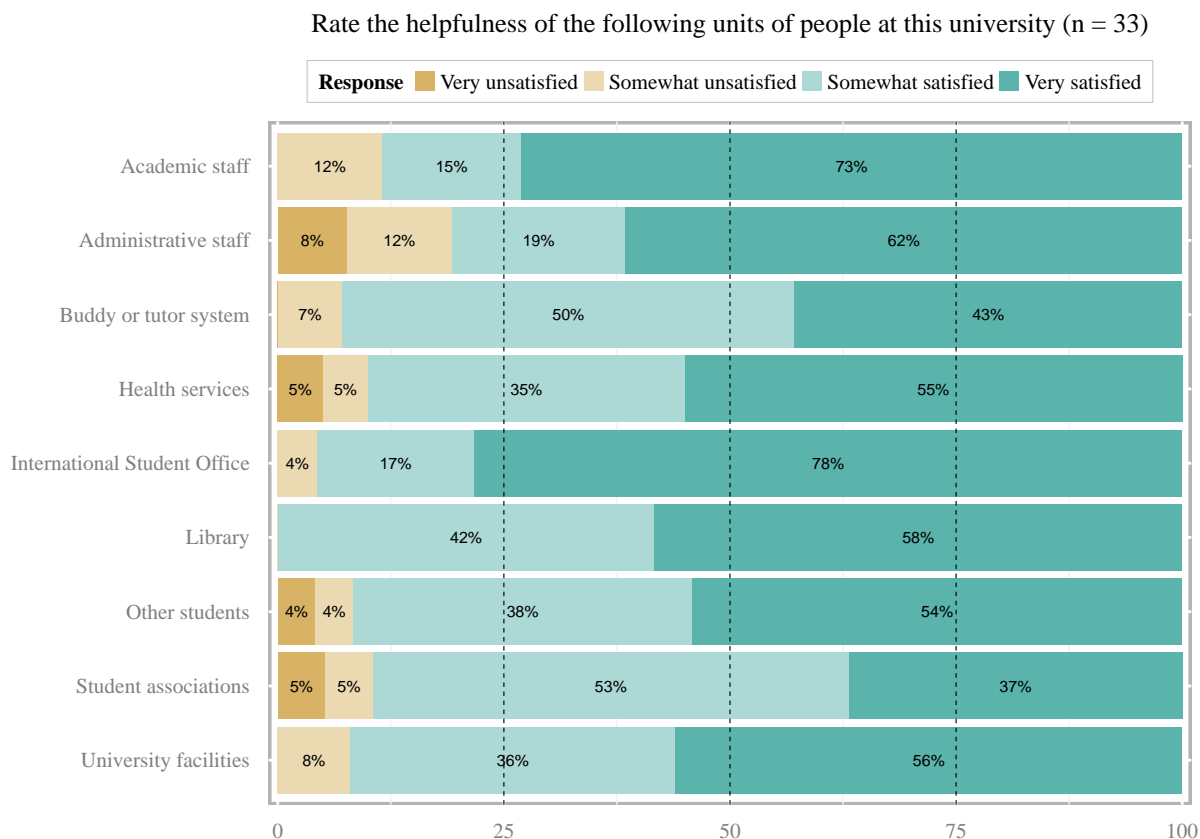
3.4 Support received on various issues

Average scores for both indicators are below the mean value of all EM courses but received over 70% positive rates. The score of "Health insurance" are obviously below EM mean, which received 30% unsatisfaction responses and placed in Q1. "Financial issues" was placed in Q2 and over 55% of the students are "very satisfied". Aristotle University of Thessaloniki received over 25% "very unsatisfied" rate for both "Availability of extracurricular activities" and "Quality of extracurricular activities". No "very unsarisfied" response was given to Sapienza University of Rome. And only 4% "very unsatisfied" opinion were given to niversity of Evora.

3.4.1   Consortia

Rate the support received on the following issues
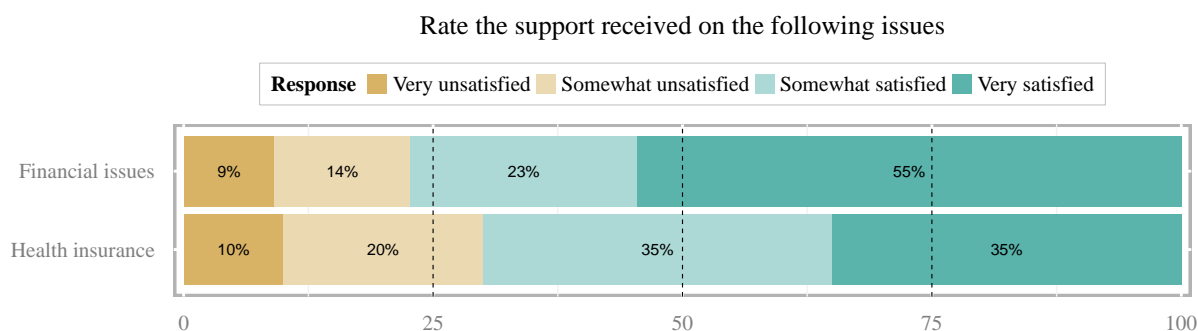
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Financial issues	26	3.23	3.34	2.50 - 3.19	3.20 - 3.40	3.41 - 3.57	3.58 - 3.90
Health insurance	26	2.95	3.36	2.54 - 3.25	3.26 - 3.38	3.39 - 3.56	3.57 - 3.84

Table 4: Summary statistics

3.4.2   Aristotle University of Thessaloniki, Greece

Rate the following items for first university (n = 27)

3.4.3   Sapienza University of Rome, Italy

Rate the following items for first university (n = 21)

3.4.4   University of Evora, Portugal

Rate the following items for first university (n = 33)
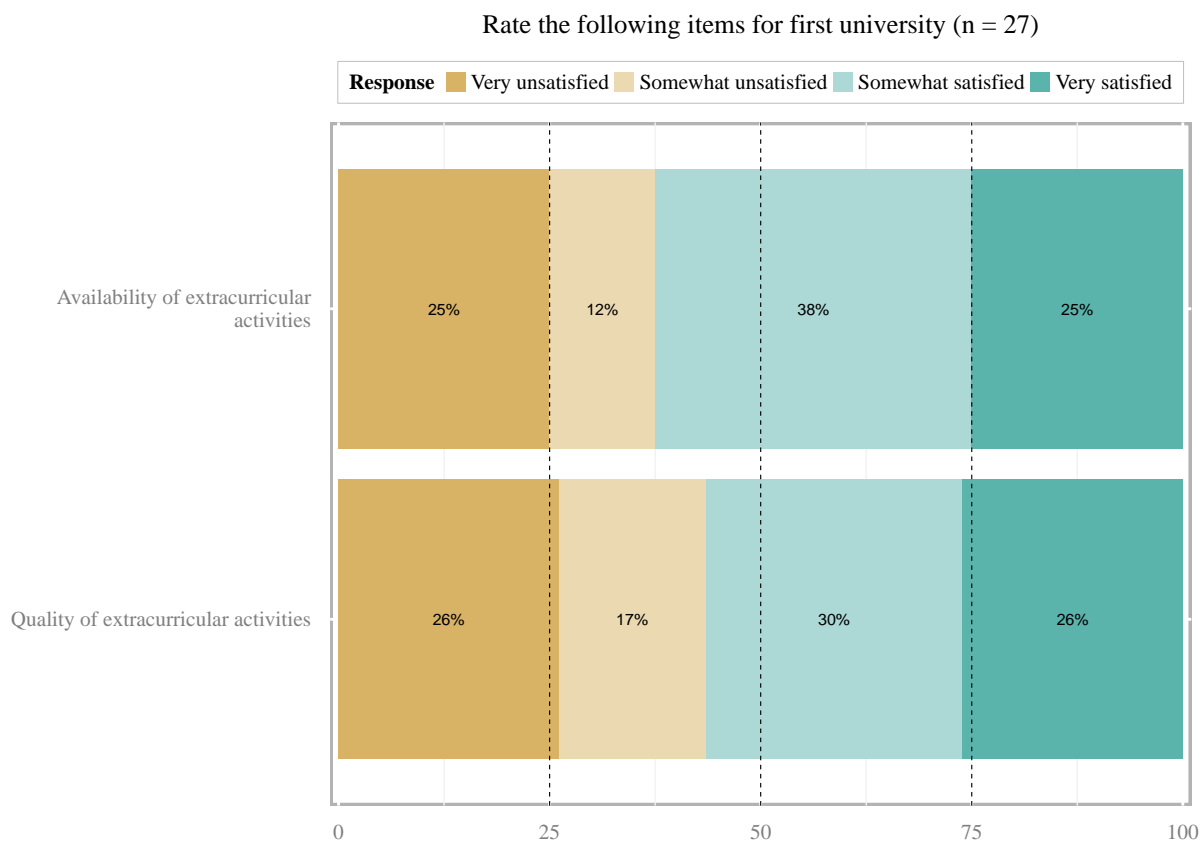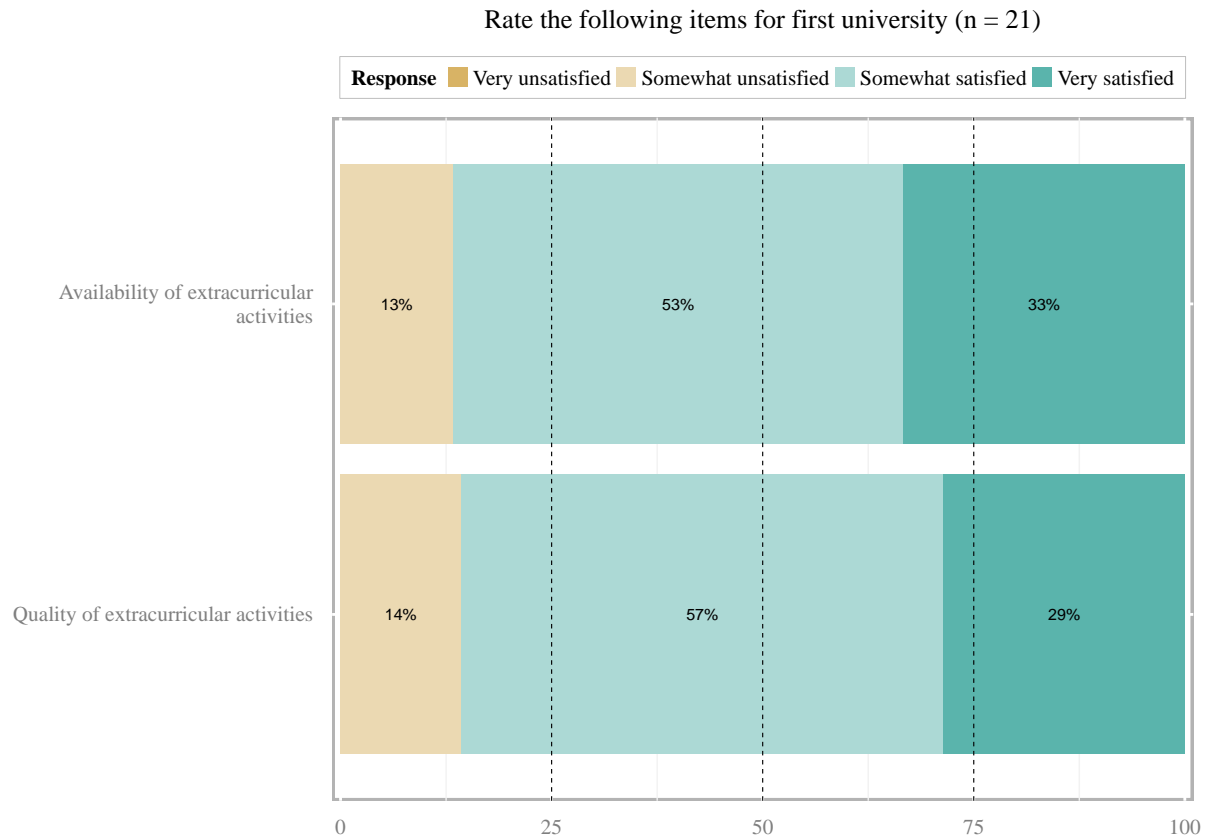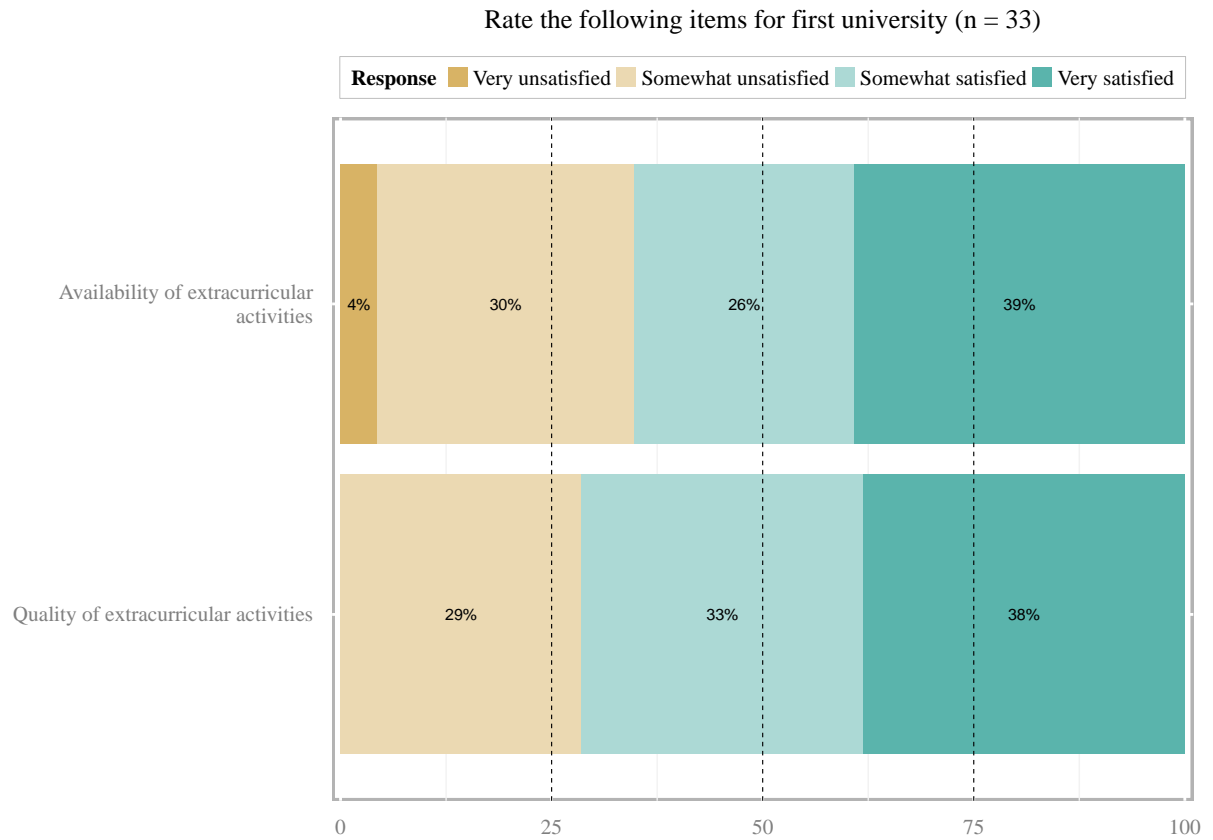
4   Assessment and feedback

We will have some text here.

4.1   Module assessment

4.1.1   Consortia

Rate the following items

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

Availability of course coordinator to discuss questions or problems related to my studies and mobility experience: 12% | 27% | 31% | 31%

Clarity of evaluation criteria across universities: 27% | 50% | 15% | 8%

Consistency of moduleÃ𝑓 s assessment across universities: 35% | 27% | 31% | 8%

Feedback on evaluation results and grades: 35% | 38% | 15% | 12%

Formalised system by university consortium for students to share opinions and feedback on course: 19% | 43% | 29% | 10%

Grade conversion across universities: 16% | 28% | 40% | 16%

Implementation of recommendations given by students to improve EM course experience: 35% | 17% | 30% | 17%

Information provided about provision of certificates and transcripts: 20% | 24% | 36% | 20%

Information provided about the type of degree s to be awarded: 15% | 27% | 31% | 27%

The willingness and ability of the course coordinator to follow up on unresolved issues addressed: 8% | 31% | 27% | 35%

	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	26	2.81	3.28	2.10 - 3.12	3.13 - 3.33	3.34 - 3.49	3.50 - 3.90
Clarity of evaluation criteria across universities	26	2.04	2.77	1.90 - 2.55	2.56 - 2.79	2.80 - 3.00	3.01 - 3.60
Consistency of moduleÃ<U+0083> s assessment across universities	26	2.12	2.81	1.89 - 2.58	2.59 - 2.79	2.80 - 3.01	3.02 - 3.50
Feedback on evaluation results and grades	26	2.04	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	26	2.29	2.91	1.75 - 2.73	2.74 - 2.97	2.98 - 3.19	3.20 - 3.55
Grade conversion across universities	26	2.56	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	26	2.30	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	26	2.56	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	26	2.69	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	26	2.88	3.23	1.80 - 3.00	3.01 - 3.32	3.33 - 3.47	3.48 - 3.92

Table 5: Summary statistics

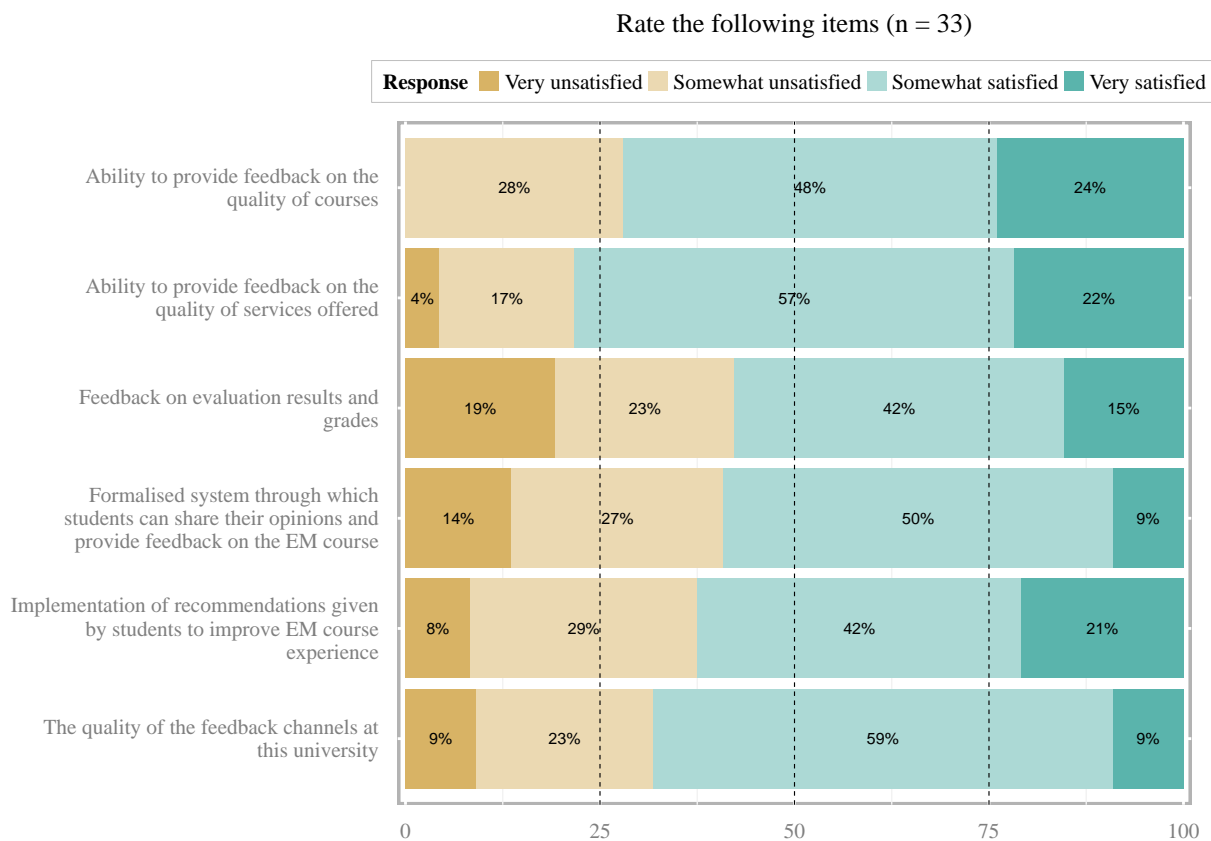### 4.1.2   Aristotle University of Thessaloniki, Greece

Rate the following items (n = 27)

4.1.3 Sapienza University of Rome, Italy

Rate the following items (n = 21)

4.1.4 University of Evora, Portugal

Rate the following items (n = 33)
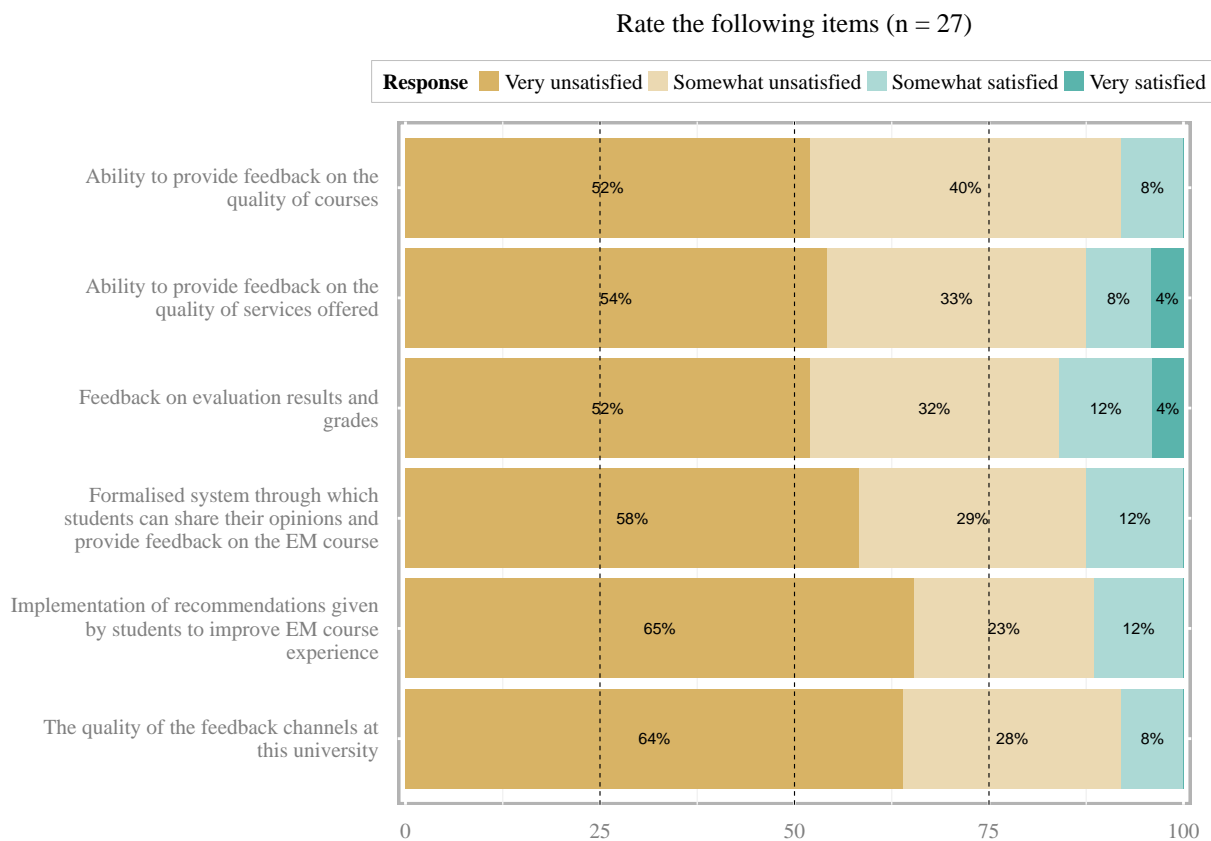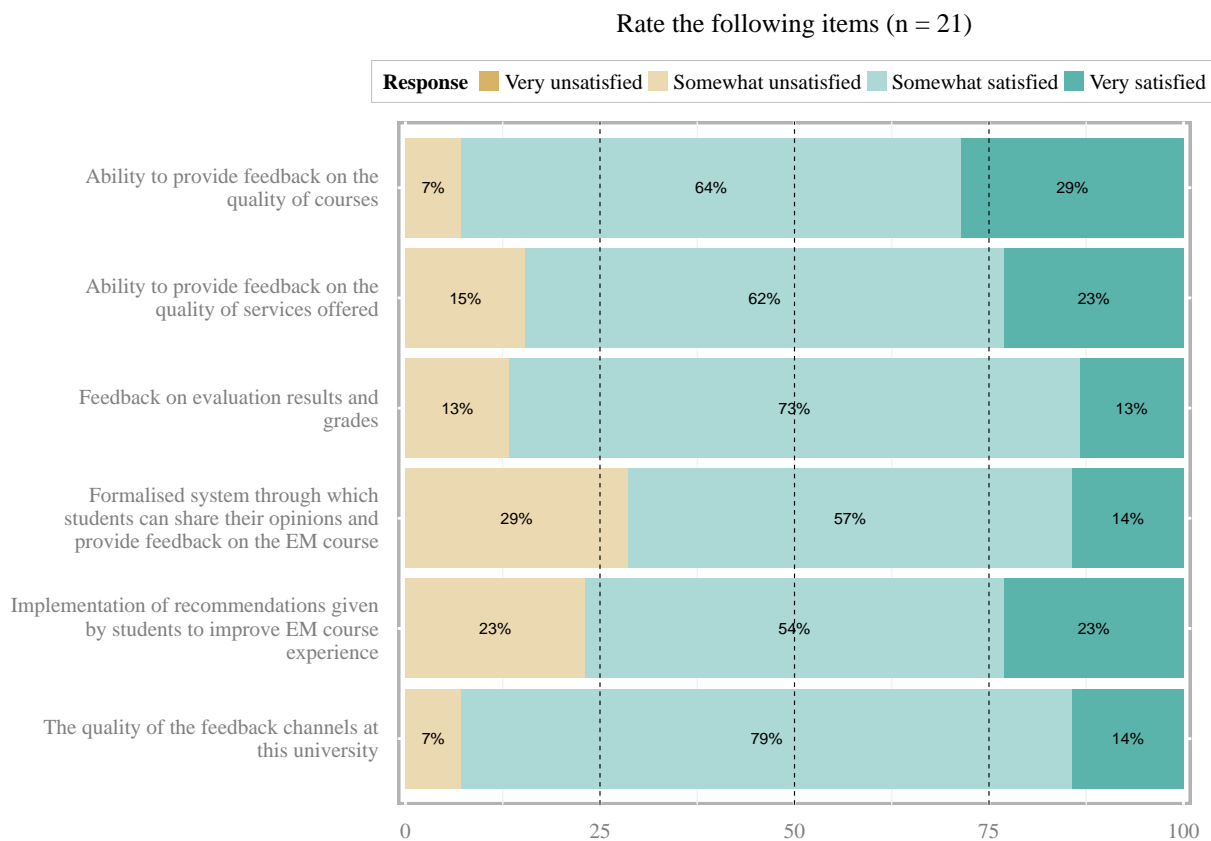
5   Teaching/learning and supervision

We will have some text here.

5.1   Teaching/learning

5.1.1   Aristotle University of Thessaloniki, Greece

Please rate the following items (n = 27)

Response	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied

Item	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied
Academic support and advice from lecturers	58%	23%	15%	4%
Overall quality of teaching at this university	65%	19%	15%	
Skills development	69%	23%	4%	4%
Use of innovative technology in lectures	50%	31%	15%	4%
Use of student centered learning strategies in lectures	56%	32%	8%	4%
Workload of the modules courses	62%	15%	15%	8%

5.1.2   Sapienza University of Rome, Italy

Please rate the following items (n = 21)

5.1.3   University of Evora, Portugal

Please rate the following items (n = 33)

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

Academic support and advice from lecturers: 8% | 4% | 35% | 54%

Overall quality of teaching at this university: 15% | 8% | 23% | 54%

Skills development: 12% | 12% | 31% | 46%

Use of innovative technology in lectures: 12% | 4% | 36% | 48%

Use of student centered learning strategies in lectures: 8% | 8% | 42% | 42%

Workload of the modules courses: 12% | 8% | 31% | 50%

NA

5.2   First supervisor.

Please rate the following statements on first thesis supervisor

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

My supervisor provided valuable advice during my thesis work: 8% | 17% | 75%

My supervisor was available for periodic meetings: 8% | 23% | 69%

	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
My supervisor provided valuable advice during my thesis work	26	3.67	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	26	3.62	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
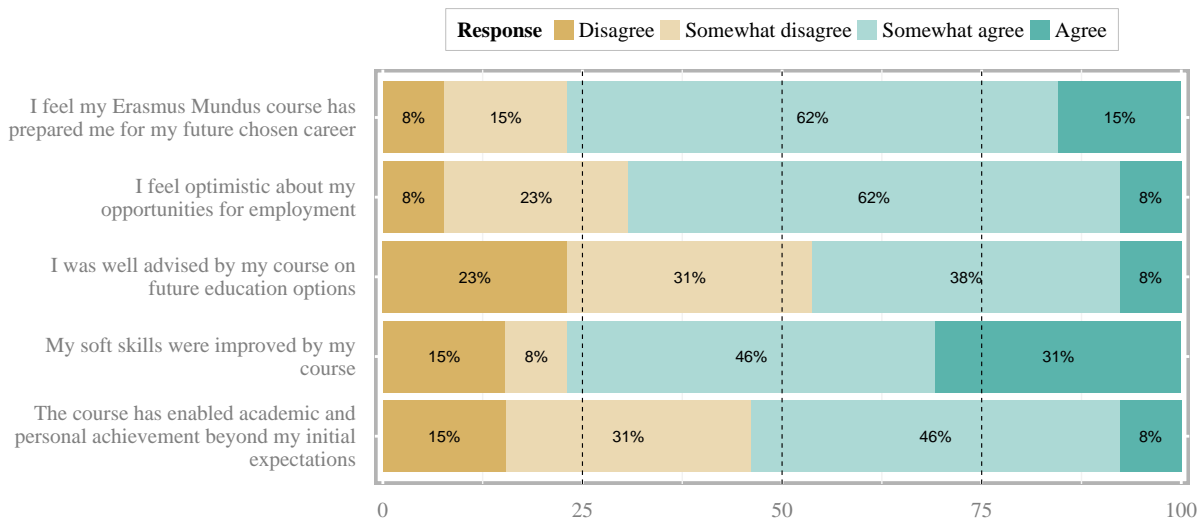

	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
I feel my Erasmus Mundus course has prepared me for my future chosen career	26	2.85	3.38	2.43 - 3.17	3.18 - 3.35	3.36 - 3.54	3.55 - 4.00
I feel optimistic about my opportunities for employment	26	2.69	3.27	2.50 - 2.95	2.96 - 3.29	3.30 - 3.50	3.51 - 3.71
I was well advised by my course on future education options	26	2.31	2.90	2.31 - 2.62	2.63 - 2.80	2.81 - 3.20	3.21 - 3.55
My soft skills were improved by my course	26	2.92	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	26	2.46	3.28	2.46 - 3.20	3.21 - 3.37	3.38 - 3.56	3.57 - 3.91

Table 7: Summary statistics

7   Acknowledgments

Some concluding remarks