



**EMA**

Erasmus Mundus Students and Alumni Association

# CoMEM-Erasmus Mundus MSC Coastal and Marine Engineering and Management

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

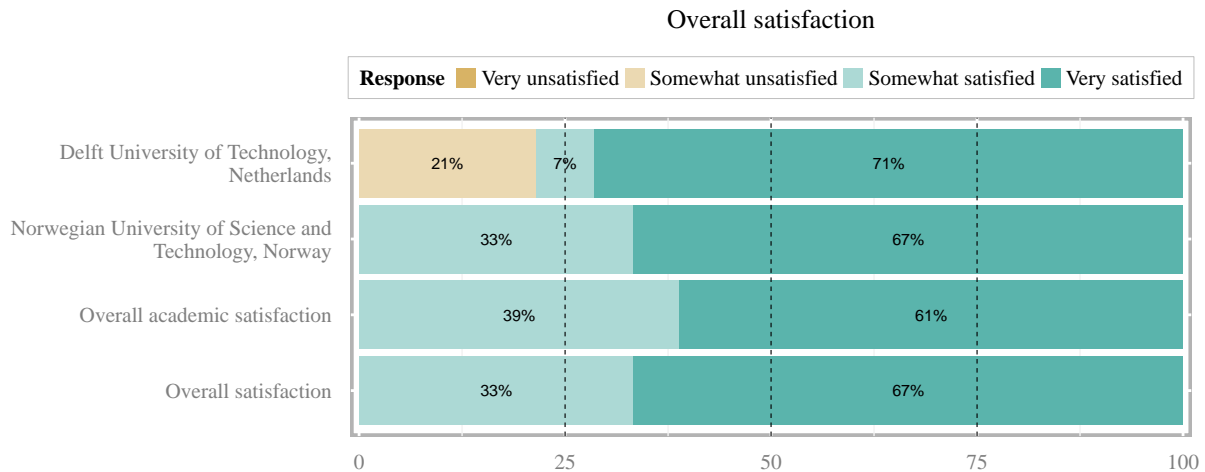
*Report was generated on 04 Jan 2016*

# Contents

<b>1</b>	<b>Executive summary (?)</b>	<b>3</b>
<b>2</b>	<b>Introduction</b>	<b>3</b>
2.1	Course Quality Advisory Board . . . . .	3
2.2	Introduction to the CQSS survey . . . . .	3
2.3	Structure of current report . . . . .	4
<b>3</b>	<b>Supporting services</b>	<b>5</b>
3.1	Support received before the start of the Erasmus Mundus course . . . . .	5
3.1.1	Consortia . . . . .	5
3.1.2	Delft University of Technology, Netherlands . . . . .	6
3.1.3	Norwegian University of Science and Technology, Norway . . . . .	7
3.2	Support received during the orientation program . . . . .	7
3.2.1	Consortia . . . . .	8
3.2.2	Delft University of Technology, Netherlands . . . . .	9
3.2.3	Norwegian University of Science and Technology, Norway . . . . .	10
3.3	Helpfulness of units and people . . . . .	11
3.3.1	Consortia . . . . .	11
3.3.2	Delft University of Technology, Netherlands . . . . .	12
3.3.3	Norwegian University of Science and Technology, Norway . . . . .	13
3.4	Support received on various issues . . . . .	13
3.4.1	Consortia . . . . .	13
3.4.2	Delft University of Technology, Netherlands . . . . .	14
3.4.3	Norwegian University of Science and Technology, Norway . . . . .	15
<b>4</b>	<b>Assessment and feedback</b>	<b>16</b>
4.1	Module assessment . . . . .	16
4.1.1	Consortia . . . . .	16
4.1.2	Delft University of Technology, Netherlands . . . . .	18
4.1.3	Norwegian University of Science and Technology, Norway . . . . .	19
<b>5</b>	<b>Teaching/learning and supervision</b>	<b>20</b>
5.1	Teaching/learning . . . . .	20
5.1.1	Delft University of Technology, Netherlands . . . . .	20
5.1.2	Norwegian University of Science and Technology, Norway . . . . .	21
<b>6</b>	<b>Internship/field experience and personal development</b>	<b>22</b>
<b>7</b>	<b>Acknowledgments</b>	<b>23</b>



# 1 Executive summary (?)



## 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](mailto: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](mailto:chair.cqab@em-a.eu).

### 2.2 Introduction to the CQSS survey

Our survey was filled in by 18 students of your program. They represent 12 countries and collectively they have spent more than 563 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 indicators 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 on 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	18	3.44	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	18	3.22	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	18	3.06	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.

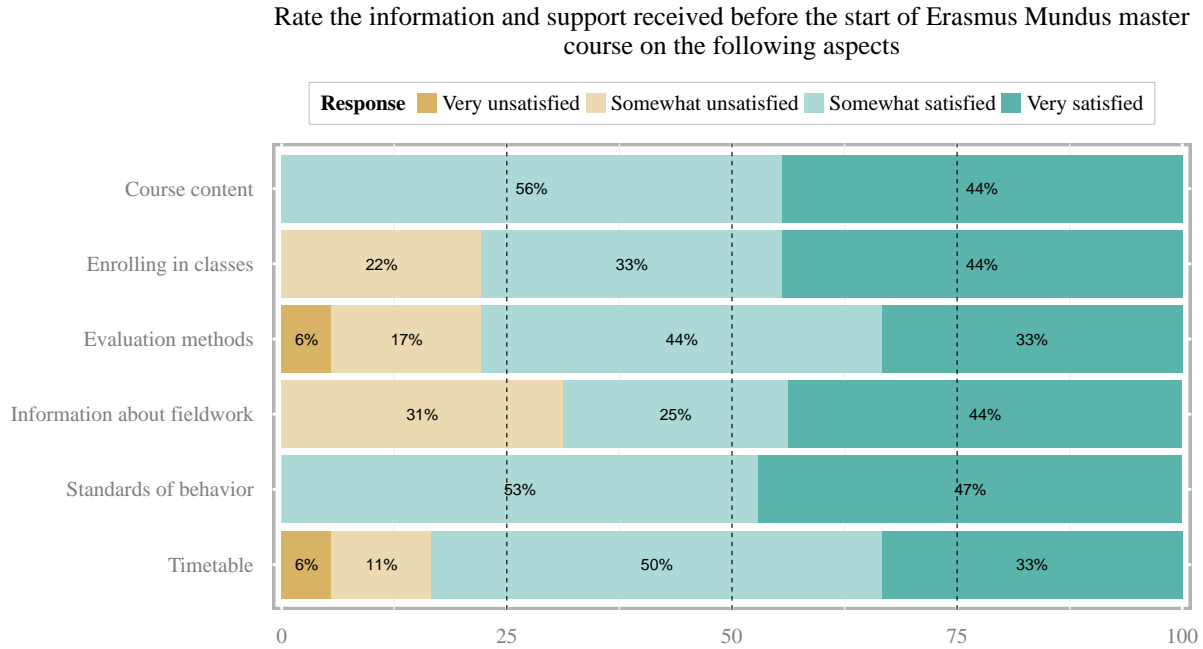


### 3 Supporting services

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#### 3.1 Support received before the start of the Erasmus Mundus course

##### 3.1.1 Consortia



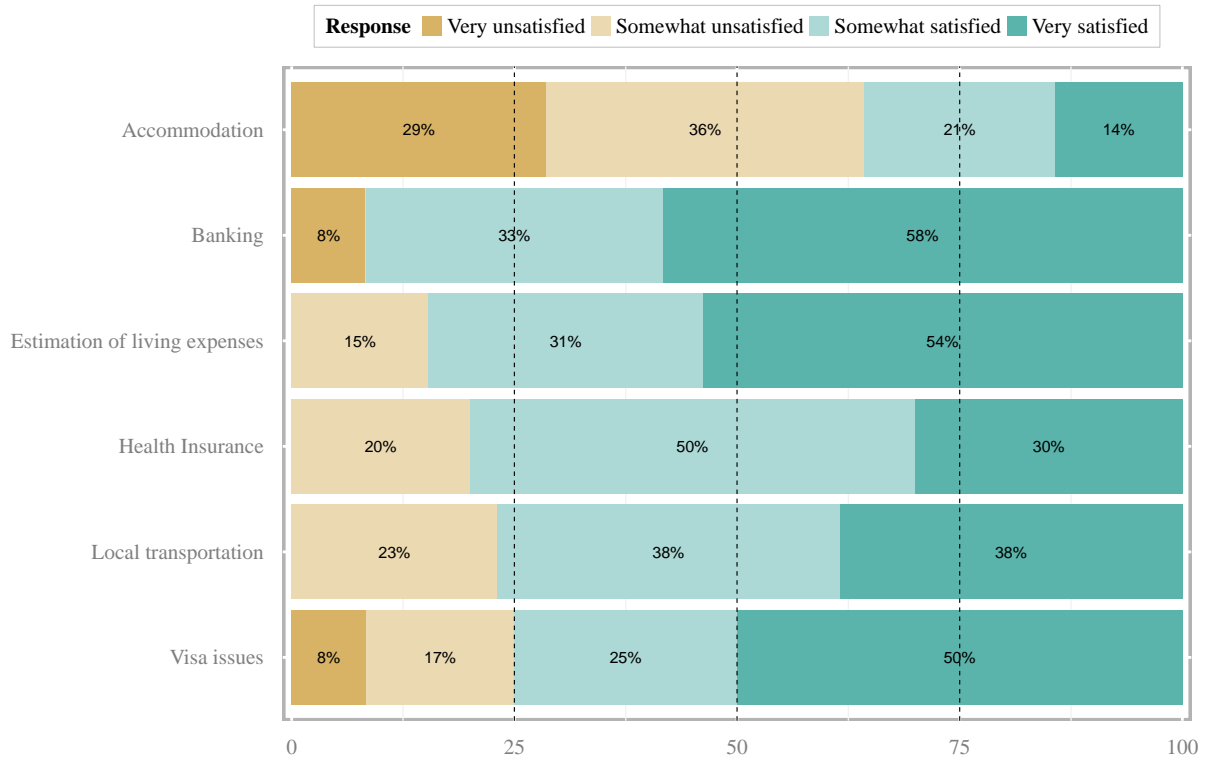
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Course content	18	3.44	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	18	3.22	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	18	3.06	3.03	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76
Information about fieldwork	18	3.12	2.95	2.00 - 2.80	2.81 - 3.00	3.01 - 3.19	3.20 - 3.57
Standards of behavior	18	3.47	3.44	2.77 - 3.29	3.30 - 3.42	3.43 - 3.63	3.64 - 3.90
Timetable	18	3.11	3.13	1.94 - 2.96	2.97 - 3.20	3.21 - 3.33	3.34 - 3.80

Table 1: Summary statistics

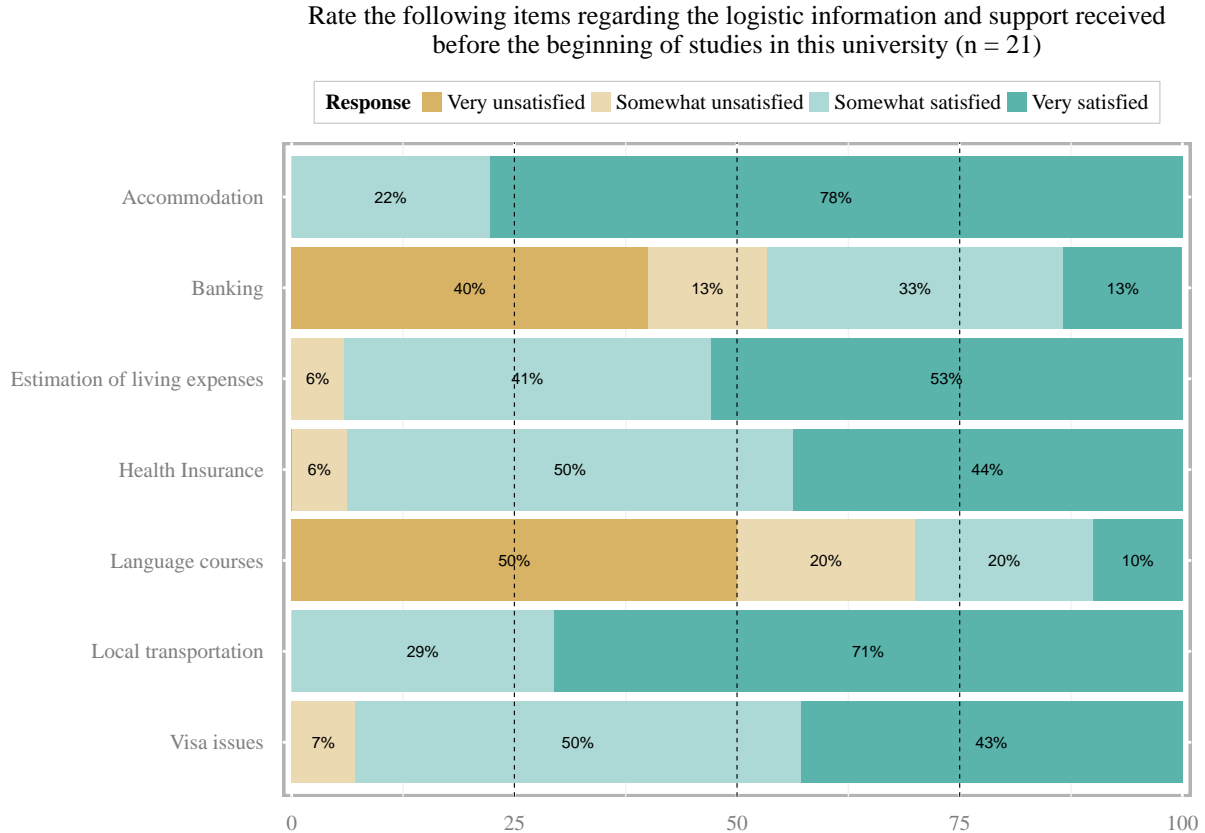


## 3.1.2 Delft University of Technology, Netherlands

Rate the following items regarding the logistic information and support received before the beginning of studies in this university (n = 23)



### 3.1.3 Norwegian University of Science and Technology, Norway



## 3.2 Support received during the orientation program

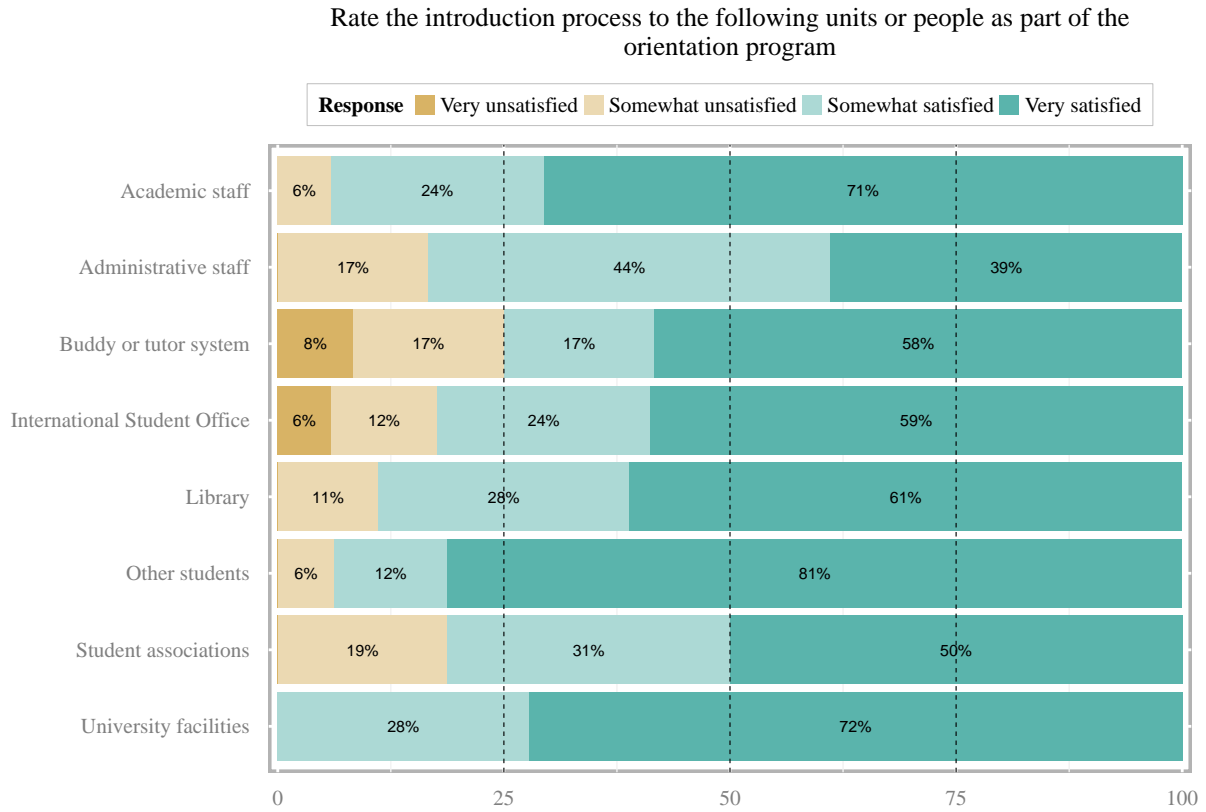
Regarding the usefulness of information received during the orientation program, students are most satisfied with information provided on university facilities with no students show dissatisfaction and the survey mean of satisfaction level lands beyond EM average level. Other aspects which lands in the first percentile are info provided on Buddy and Tutor Program, Other Students, Students Association, and University Facilities. Satisfaction regarding info provided on administrative staff is below EM average, with 17 percent are somewhat unsatisfied with the info provided.

For Delft University of Technology, Netherlands, 42 percent of all surveyed students are somehow not satisfied with Administrative Staff while 40 percent of all surveyed are unsatisfied with info provided on Students Associations. Other areas which demand improvement are info provided on international students office, other students, and on academic staff. All surveyed appear to be satisfied with info provided on library and university facilities.

For Norwegian University of Science and Technology, information provided over the following areas demands for improvement. Information provided on Buddy Program got 25 percent of dissatisfaction level while info on library and administrative staff received more than 10 percent of dissatisfaction. Other areas received less than 10 percent of dissatisfaction.



## 3.2.1 Consortia

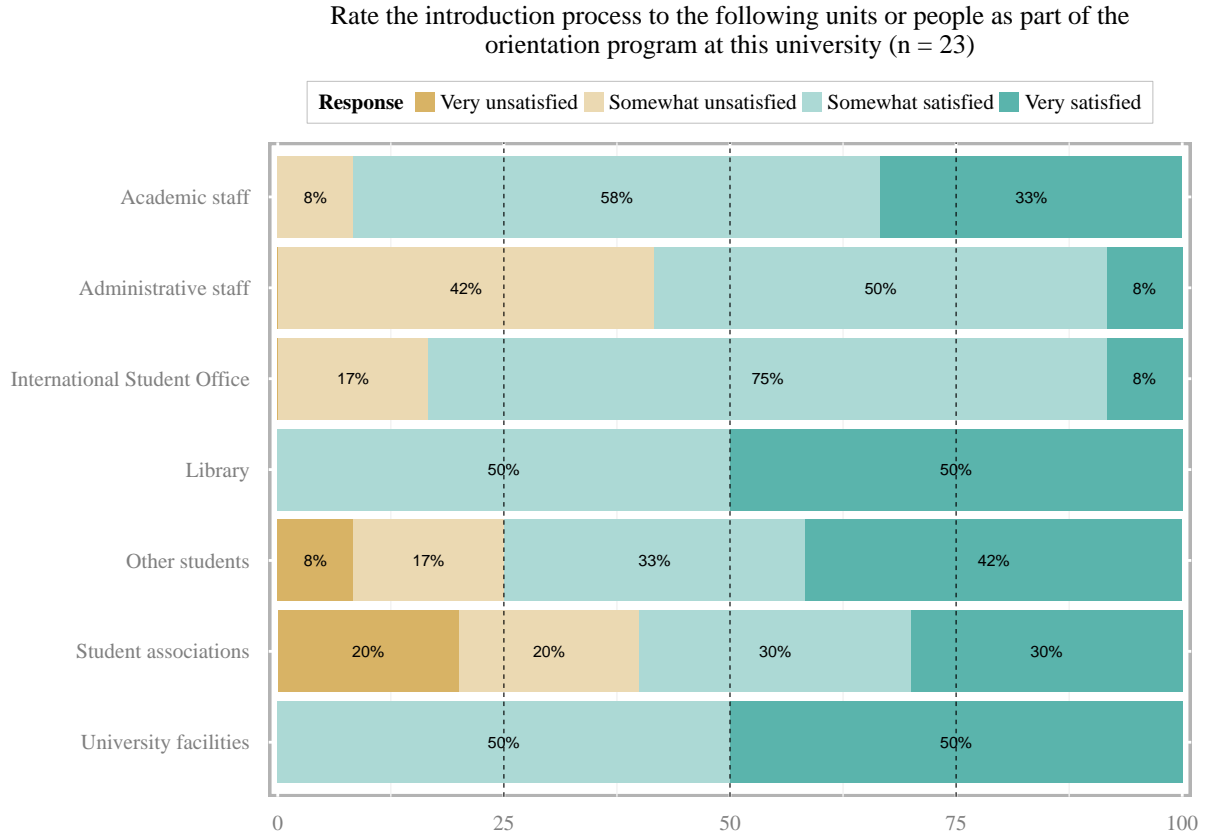


	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	18	3.65	3.44	2.40 - 3.29	3.30 - 3.47	3.48 - 3.63	3.64 - 3.92
Administrative staff	18	3.22	3.39	2.30 - 3.20	3.21 - 3.43	3.44 - 3.62	3.63 - 3.93
Buddy or tutor system	18	3.25	2.96	2.00 - 2.88	2.89 - 3.06	3.07 - 3.20	3.21 - 3.64
International Student Office	18	3.35	3.24	2.47 - 3.04	3.05 - 3.27	3.28 - 3.48	3.49 - 3.90
Library	18	3.50	3.37	2.50 - 3.20	3.21 - 3.35	3.36 - 3.58	3.59 - 3.91
Other students	18	3.75	3.33	2.36 - 3.18	3.19 - 3.36	3.37 - 3.47	3.48 - 3.86
Student associations	18	3.31	2.99	1.92 - 2.76	2.77 - 3.02	3.03 - 3.22	3.23 - 3.62
University facilities	18	3.72	3.40	2.40 - 3.21	3.22 - 3.39	3.40 - 3.57	3.58 - 3.92

Table 2: Summary statistics

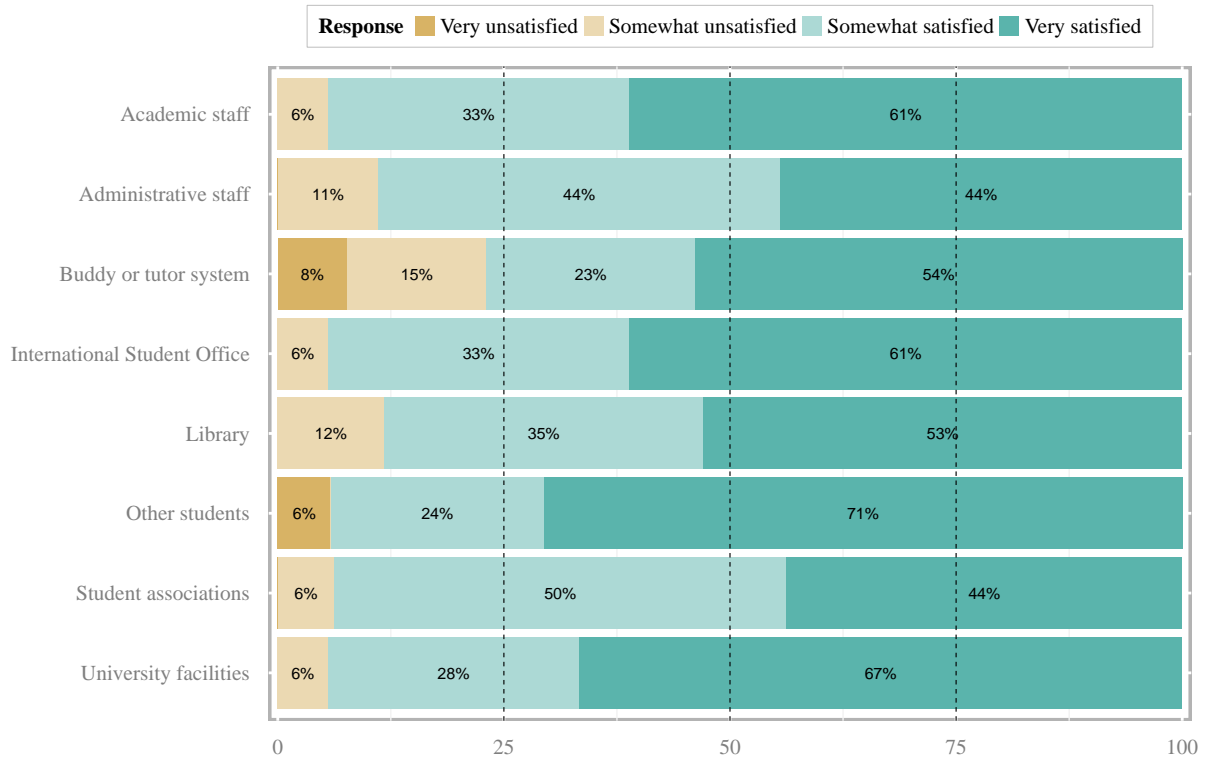


## 3.2.2 Delft University of Technology, Netherlands



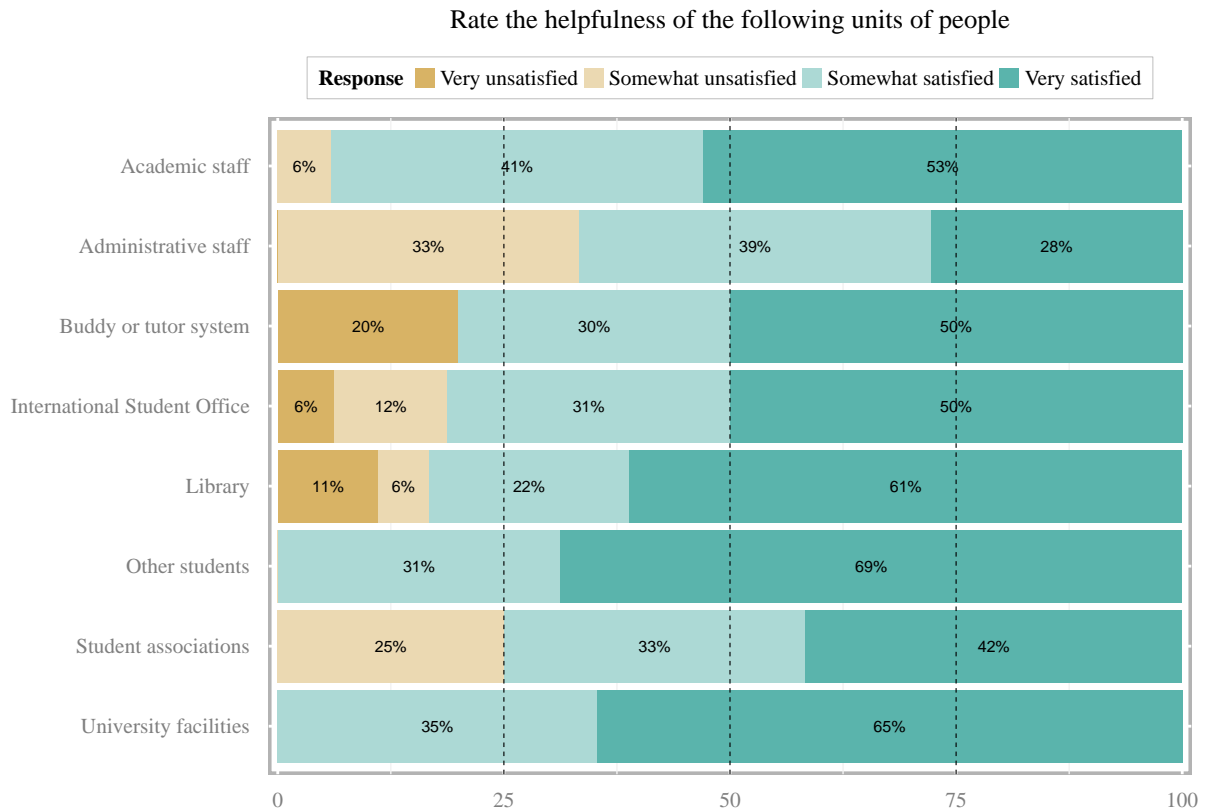
## 3.2.3 Norwegian University of Science and Technology, Norway

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



### 3.3 Helpfulness of units and people

#### 3.3.1 Consortia

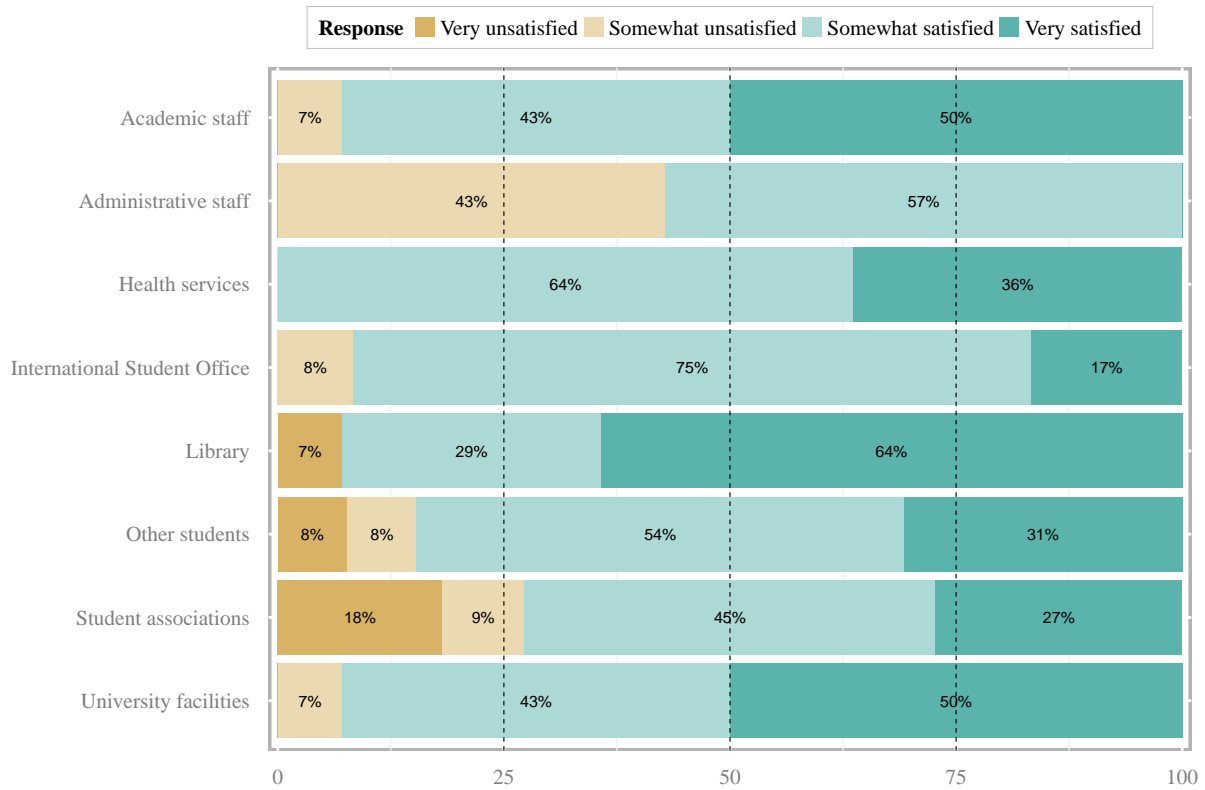


	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	18	3.47	3.45	2.50 - 3.30	3.31 - 3.46	3.47 - 3.62	3.63 - 4.00
Administrative staff	18	2.94	3.35	2.10 - 3.18	3.19 - 3.45	3.46 - 3.61	3.62 - 4.00
Buddy or tutor system	18	3.10	3.03	2.20 - 2.90	2.91 - 3.06	3.07 - 3.20	3.21 - 3.73
International Student Office	18	3.25	3.25	2.45 - 3.09	3.10 - 3.27	3.28 - 3.50	3.51 - 3.71
Library	18	3.33	3.42	2.80 - 3.20	3.21 - 3.44	3.45 - 3.60	3.61 - 3.93
Other students	18	3.69	3.40	2.45 - 3.21	3.22 - 3.39	3.40 - 3.55	3.56 - 3.85
Student associations	18	3.17	3.04	2.10 - 2.92	2.93 - 3.08	3.09 - 3.24	3.25 - 3.68
University facilities	18	3.65	3.42	2.71 - 3.27	3.28 - 3.48	3.49 - 3.63	3.64 - 3.86

Table 3: Summary statistics

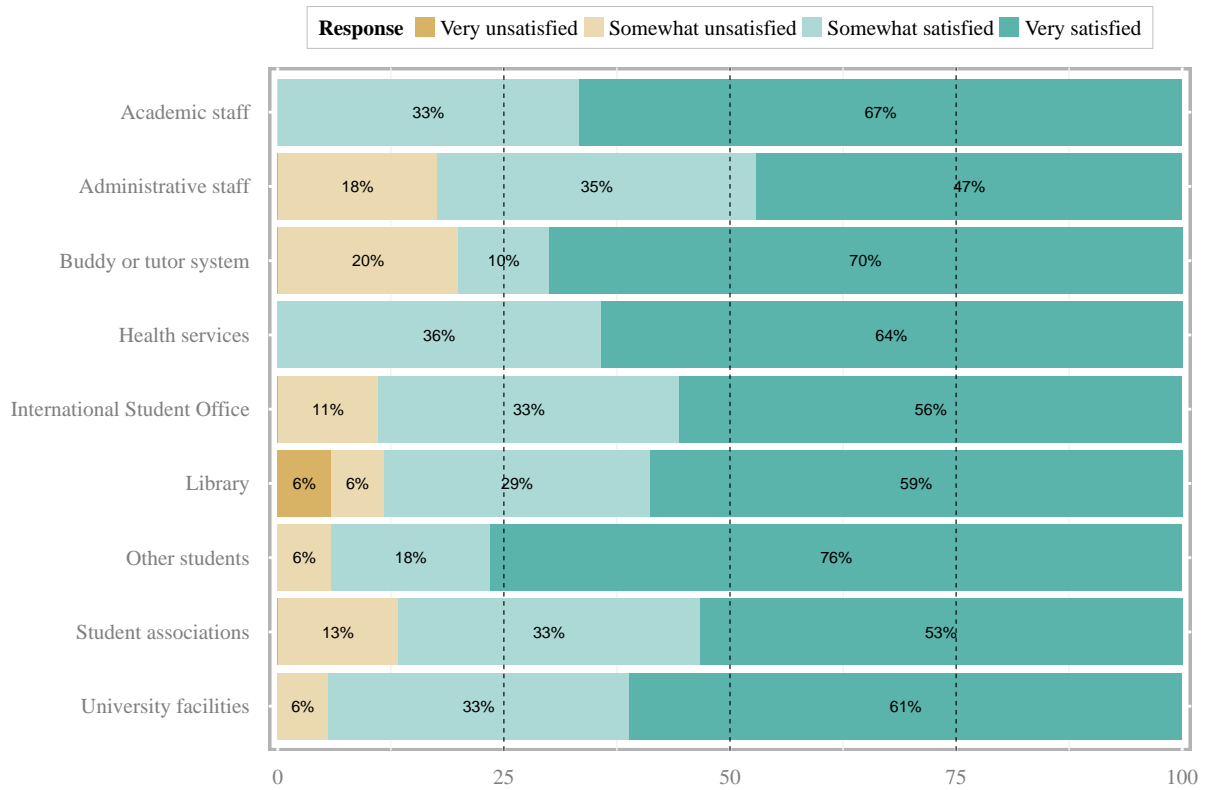
## 3.3.2 Delft University of Technology, Netherlands

Rate the helpfulness of the following units of people at this university (n = 23)



### 3.3.3 Norwegian University of Science and Technology, Norway

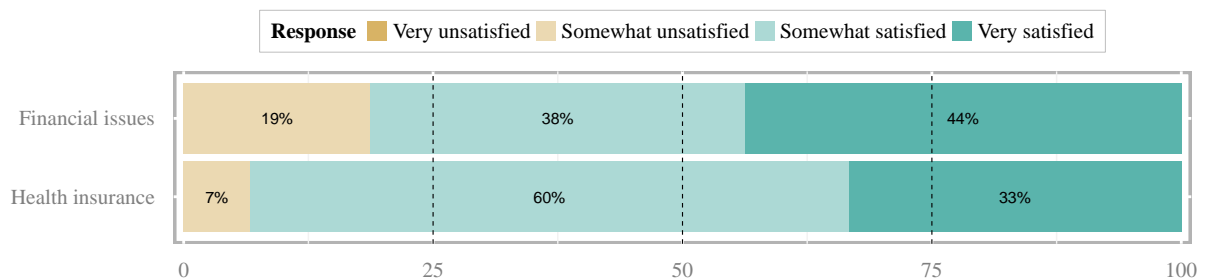
Rate the helpfulness of the following units of people at this university (n = 21)



## 3.4 Support received on various issues

### 3.4.1 Consortia

Rate the support received on the following issues

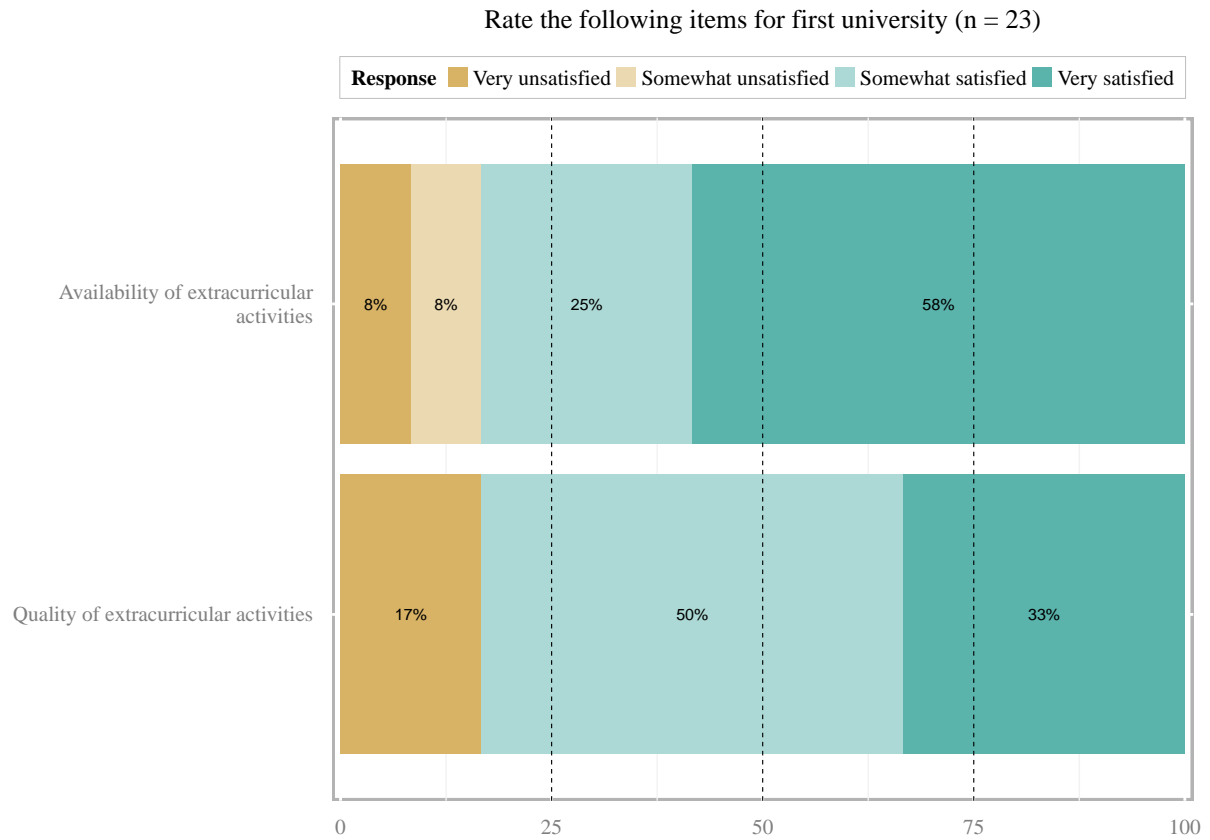


	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Financial issues	18	3.25	3.34	2.50 - 3.19	3.20 - 3.40	3.41 - 3.57	3.58 - 3.90
Health insurance	18	3.27	3.36	2.54 - 3.25	3.26 - 3.38	3.39 - 3.56	3.57 - 3.84

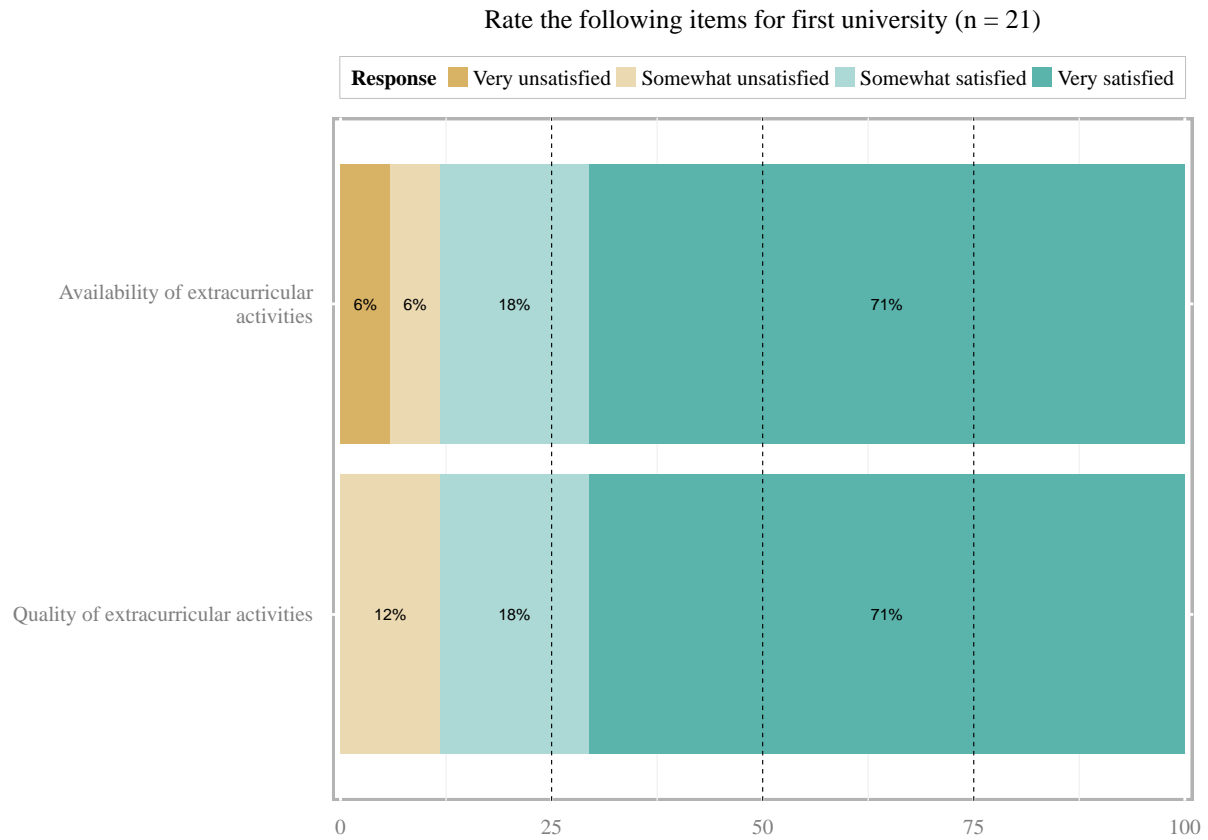
Table 4: Summary statistics



### 3.4.2 Delft University of Technology, Netherlands



### 3.4.3 Norwegian University of Science and Technology, Norway

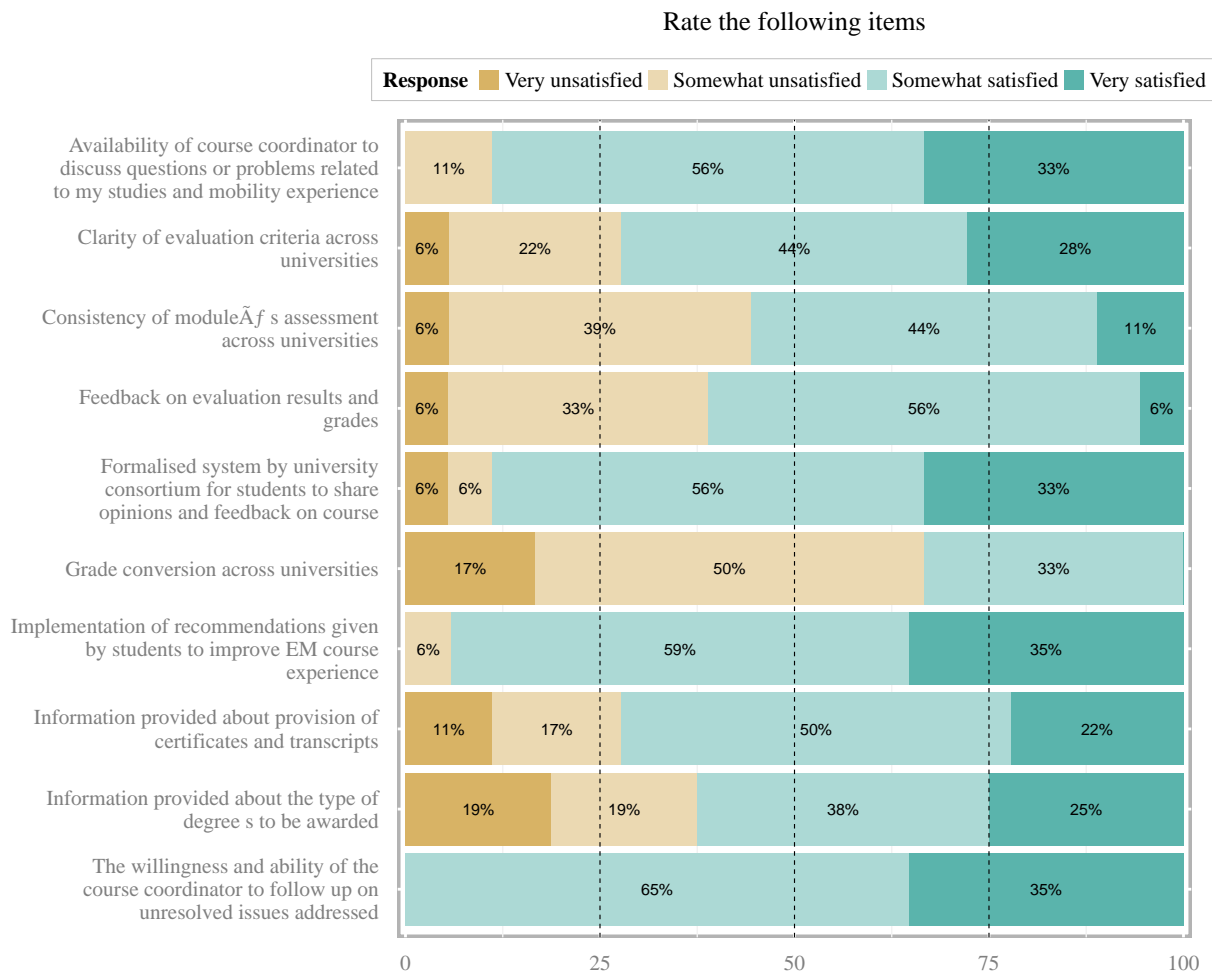


## 4 Assessment and feedback

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### 4.1 Module assessment

#### 4.1.1 Consortia

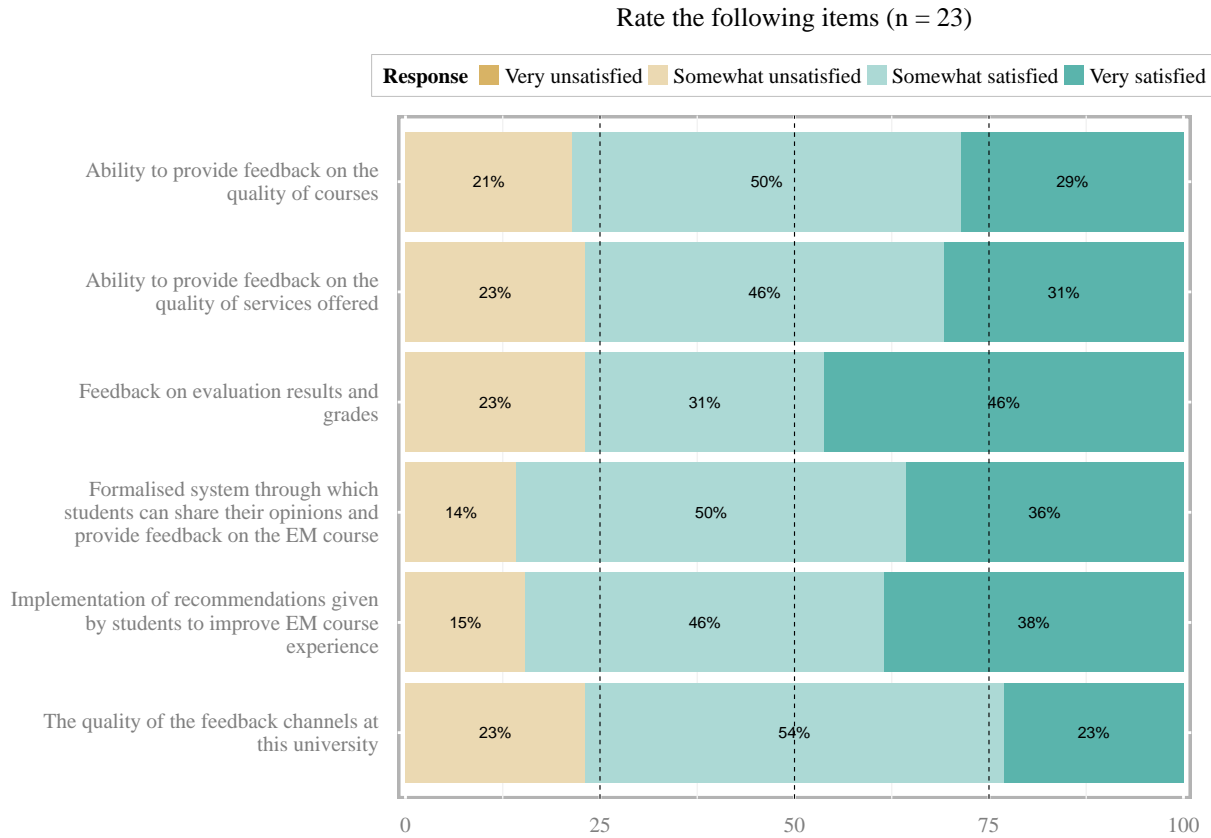




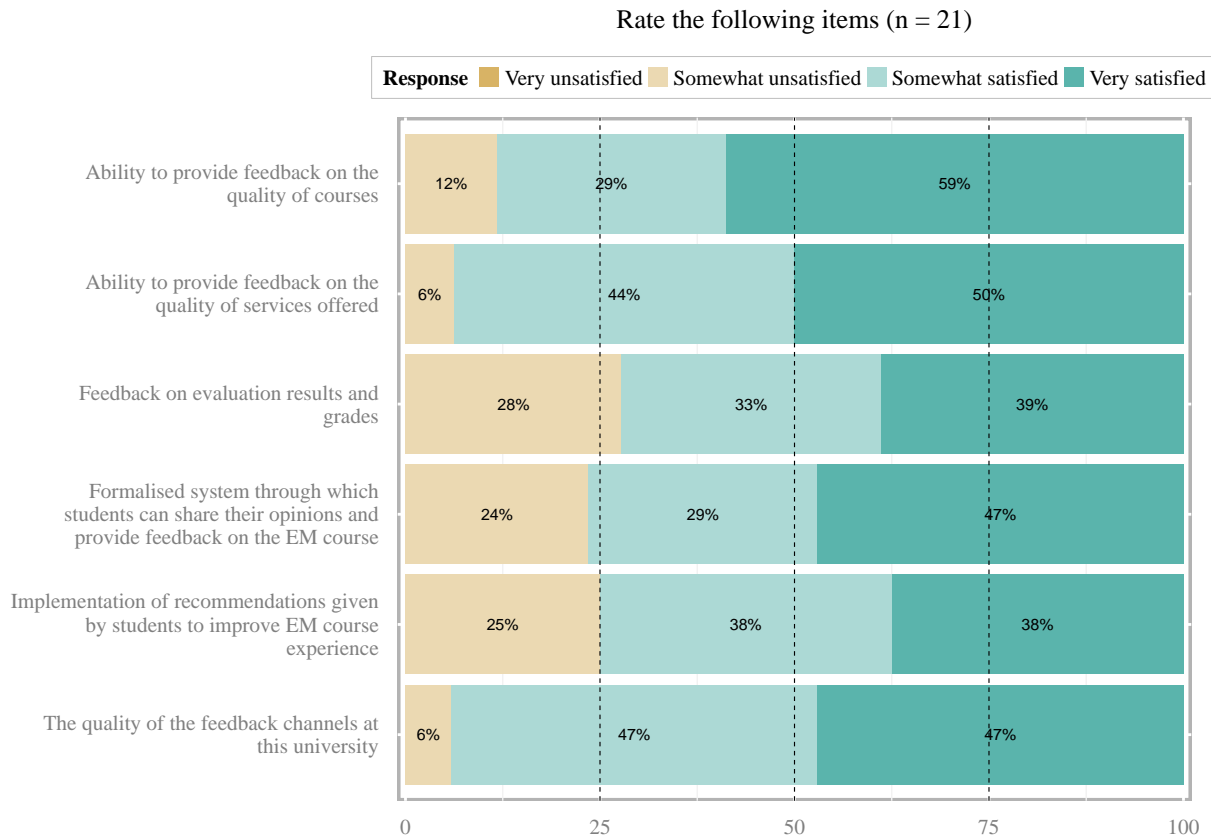
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Availability of course coordinator to discuss questions or problems related to my studies and mobility experience	18	3.22	3.28	2.10 - 3.12	3.13 - 3.33	3.34 - 3.49	3.50 - 3.90
Clarity of evaluation criteria across universities	18	2.94	2.77	1.90 - 2.55	2.56 - 2.79	2.80 - 3.00	3.01 - 3.60
Consistency of module's assessment across universities	18	2.61	2.81	1.89 - 2.58	2.59 - 2.79	2.80 - 3.01	3.02 - 3.50
Feedback on evaluation results and grades	18	2.61	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	18	3.17	2.91	1.75 - 2.73	2.74 - 2.97	2.98 - 3.19	3.20 - 3.55
Grade conversion across universities	18	2.17	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	18	3.29	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	18	2.83	3.02	1.96 - 2.85	2.86 - 3.07	3.08 - 3.27	3.28 - 3.67
Information provided about the type of degrees to be awarded	18	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	18	3.35	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 Delft University of Technology, Netherlands



## 4.1.3 Norwegian University of Science and Technology, Norway



## 5 Teaching/learning and supervision

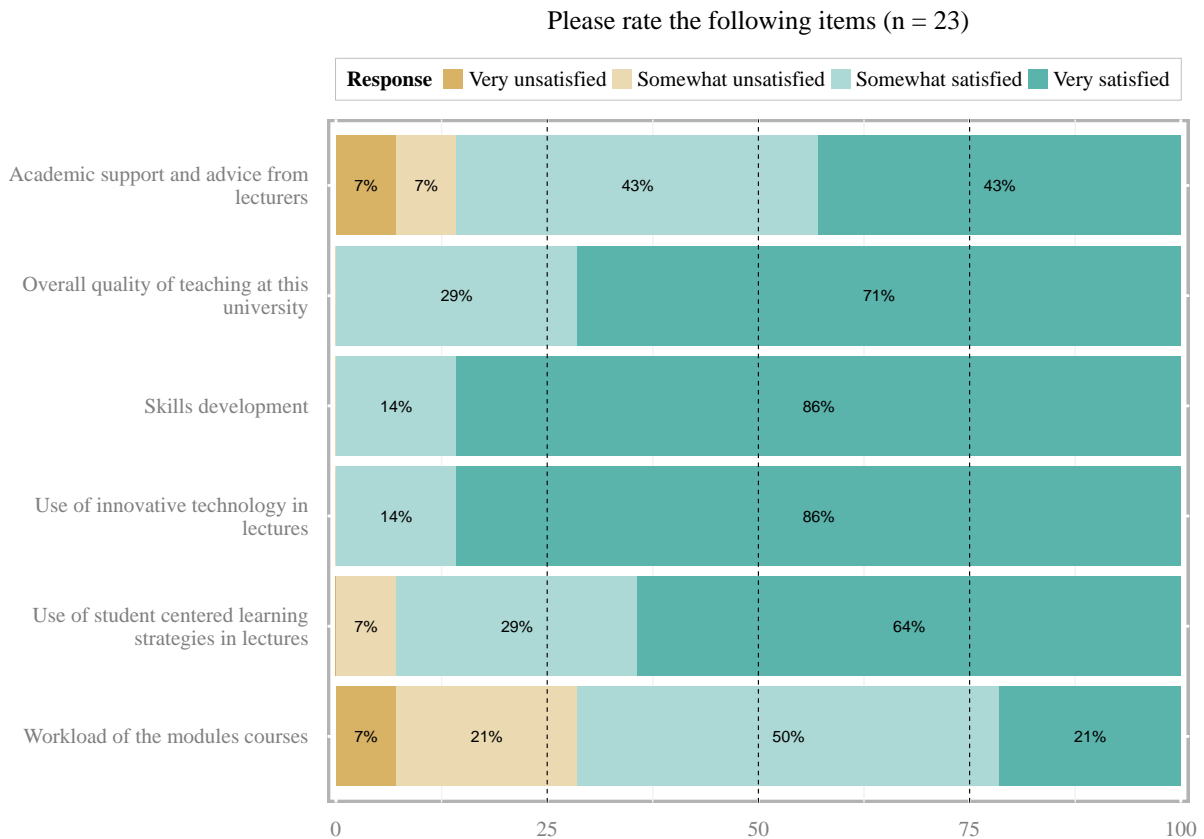
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### 5.1 Teaching/learning

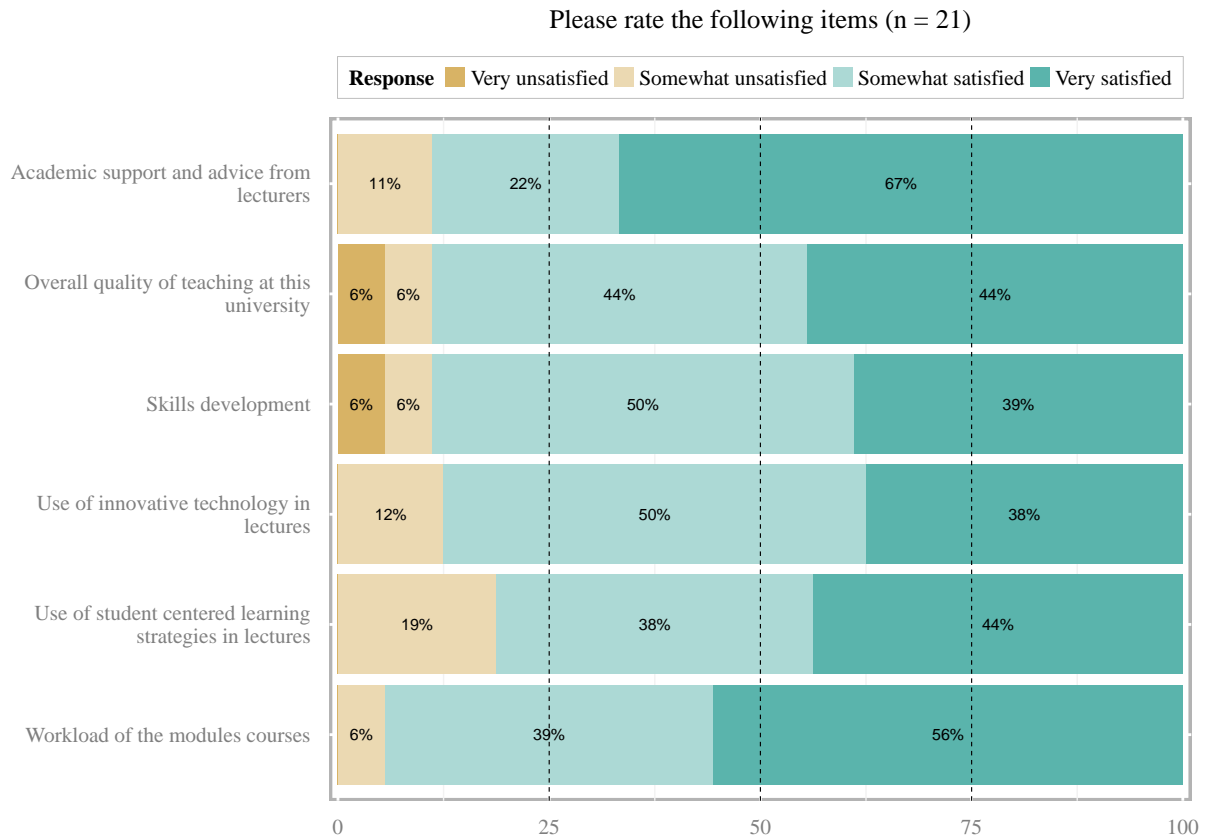
For teaching/learning criteria, Delft University of Technology received unsatisfaction feedback over workload of module courses (28 percent of unsatisfaction), academic support and advice from lecturers (14 percent of unsatisfaction), and use of students centered strategies (7 percent of unsatisfaction). For other evaluation criteria, all surveyed students are satisfied with the teaching/learning process.

For Norwegian University of Science and Technology, use of students centered teaching strategy dimension received 19 percent of unsatisfaction, while academic support from lecturers, overall quality of teaching, skills development, use of innovation technology in lecturer received around 10 percent of unsatisfaction.

#### 5.1.1 Delft University of Technology, Netherlands



## 5.1.2 Norwegian University of Science and Technology, Norway



## 6 Internship/field experience and personal development

We will have some text here.



## 7 Acknowledgments

Some concluding remarks

