EMA
Erasmus Mundus Students and Alumni Association

Choreomundus-International Master in Dance Knowledge, Practice, and Heritage

Course Quality Advisory Board of the Erasmus Mundus Student and Alumni Association
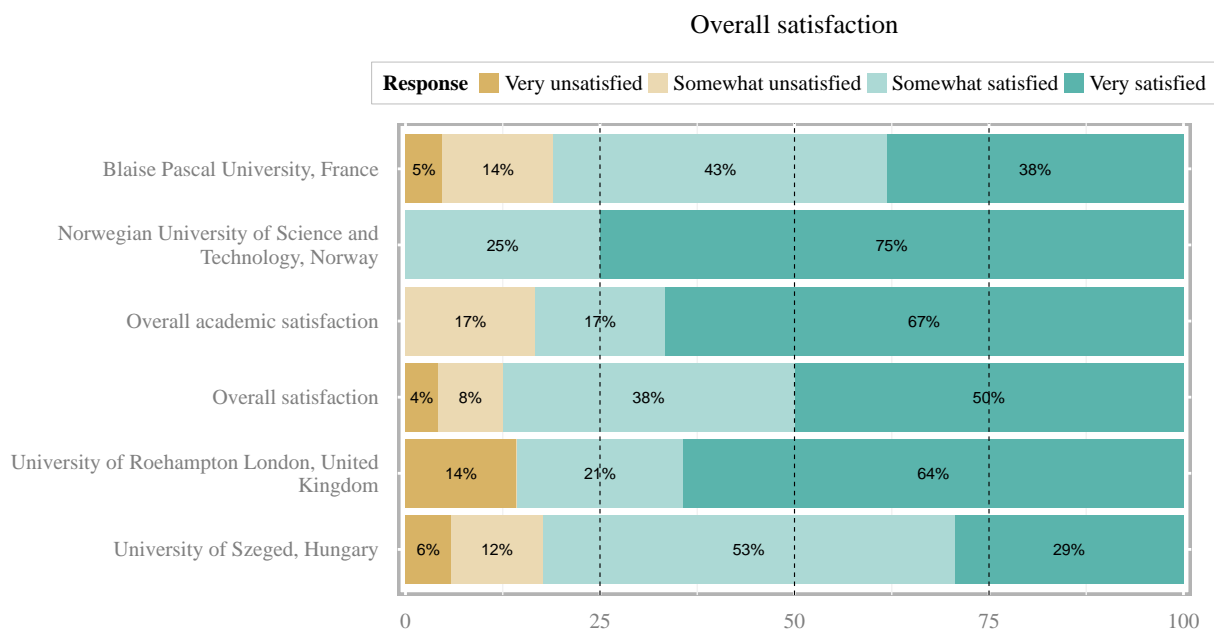
Report was generated on 04 Jan 2016

Contents

1   Executive summary (?)

Overall satisfaction

Response	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied

Blaise Pascal University, France	5% / 14%	43%	38%
Norwegian University of Science and Technology, Norway	25%	75%	
Overall academic satisfaction	17% / 17%	67%	
Overall satisfaction	4% / 8%	38%	50%
University of Roehampton London, United Kingdom	14% / 21%	64%	
University of Szeged, Hungary	6% / 12%	53%	29%

(scale: 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 24 students of your program. They represent 17 countries and collectively they have spent more than 380 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	24	3.17	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	24	3.75	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	24	3.21	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

In general, the majority of the students are, at least somewhat satisfied with support they received before the start of the program. Particularly, students were most satisfied with the support they received regarding "Class Enrolment", which lied in the 4th quartile with a mean score of M=3.75. In contrast, support regarding course content fell in the second quartile with the mean score (M=3.17). Whereas, the remaining four aspects ("Evaluation methods", "Information about Fieldwork", "Standards of behavior", and " Timetable") registered a satisfaction level of somewhere in between the above two, with the Mean of each aspect falling in the 3rd quartile.

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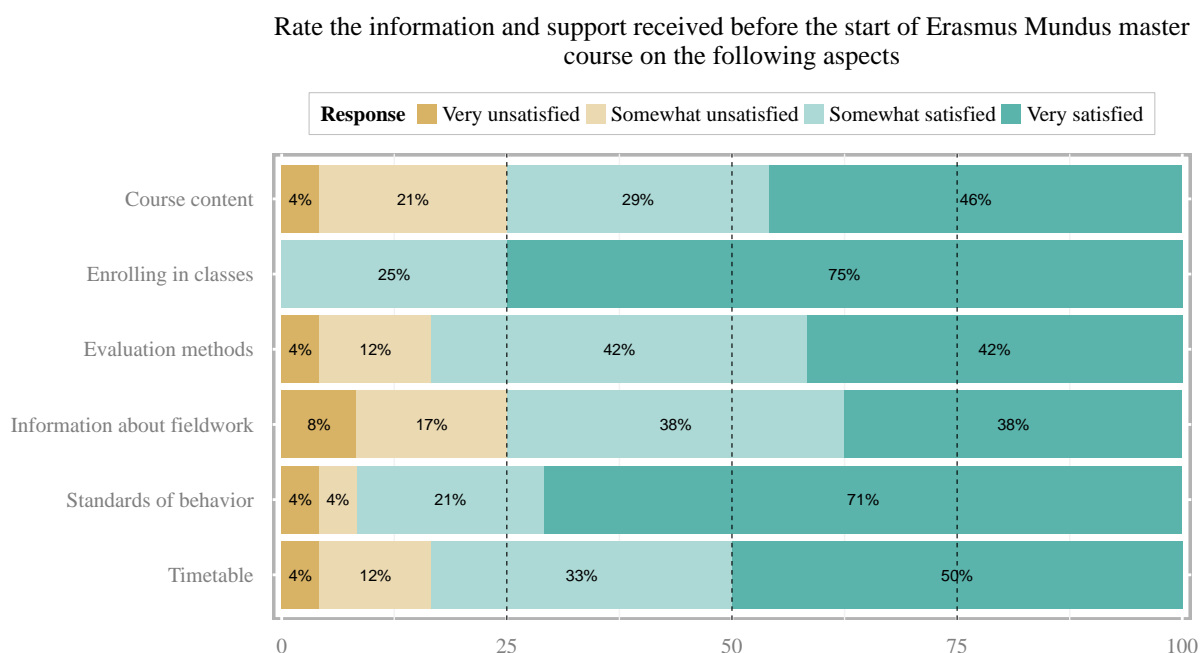
Rate the information and support received before the start of Erasmus Mundus master course on the following aspects

	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Course content	24	3.17	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	24	3.75	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	24	3.21	3.03	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76
Information about fieldwork	24	3.04	2.95	2.00 - 2.80	2.81 - 3.00	3.01 - 3.19	3.20 - 3.57
Standards of behavior	24	3.58	3.44	2.77 - 3.29	3.30 - 3.42	3.43 - 3.63	3.64 - 3.90
Timetable	24	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 Blaise Pascal University, France

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

Rate the following items regarding the logistic information and support received
before the beginning of studies in this university (n = 24)

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

Accommodation — 4% | 33% | 62%

Banking — 5% | 5% | 90%

Estimation of living expenses — 4% | 12% | 17% | 67%

Health Insurance — 23% | 77%

Language courses — 6% | 41% | 53%

Local transportation — 4% | 21% | 75%

Visa issues — 9% | 14% | 77%

(x-axis: 0, 25, 50, 75, 100)
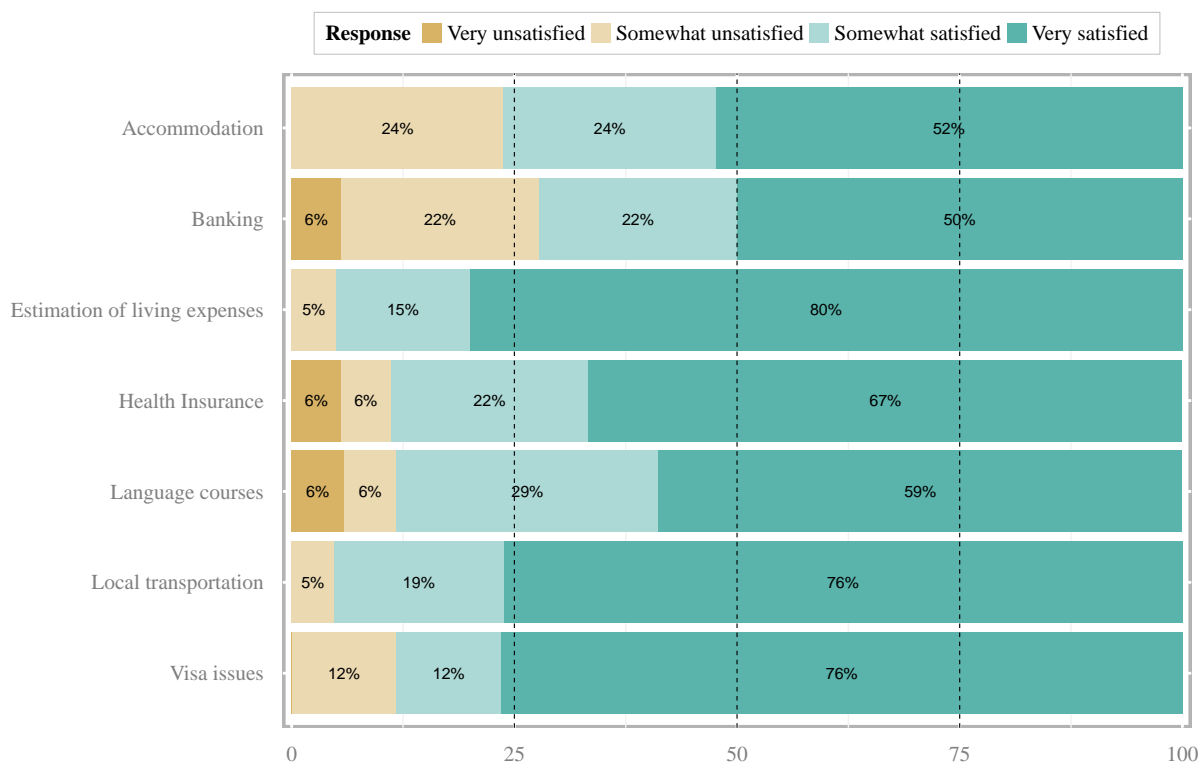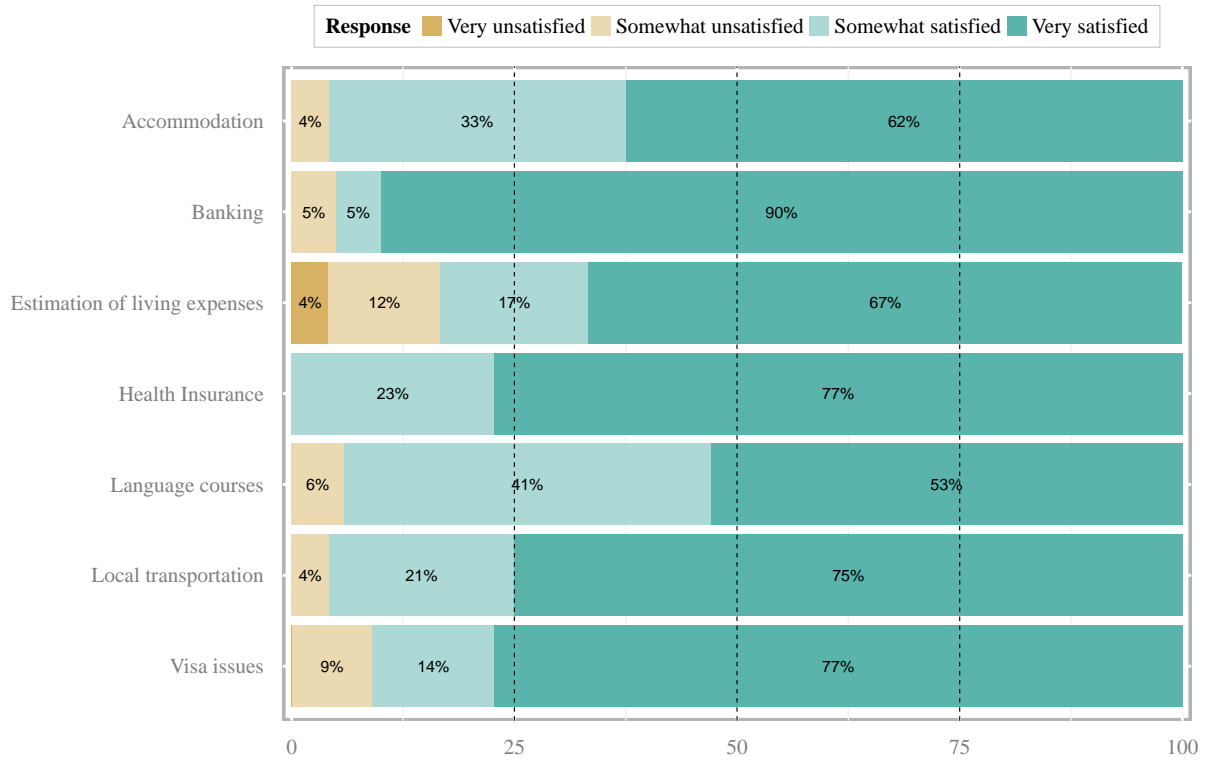
3.1.4   University of Roehampton London, United Kingdom

Rate the following items regarding the logistic information and support received
before the beginning of studies in this university (n = 22)
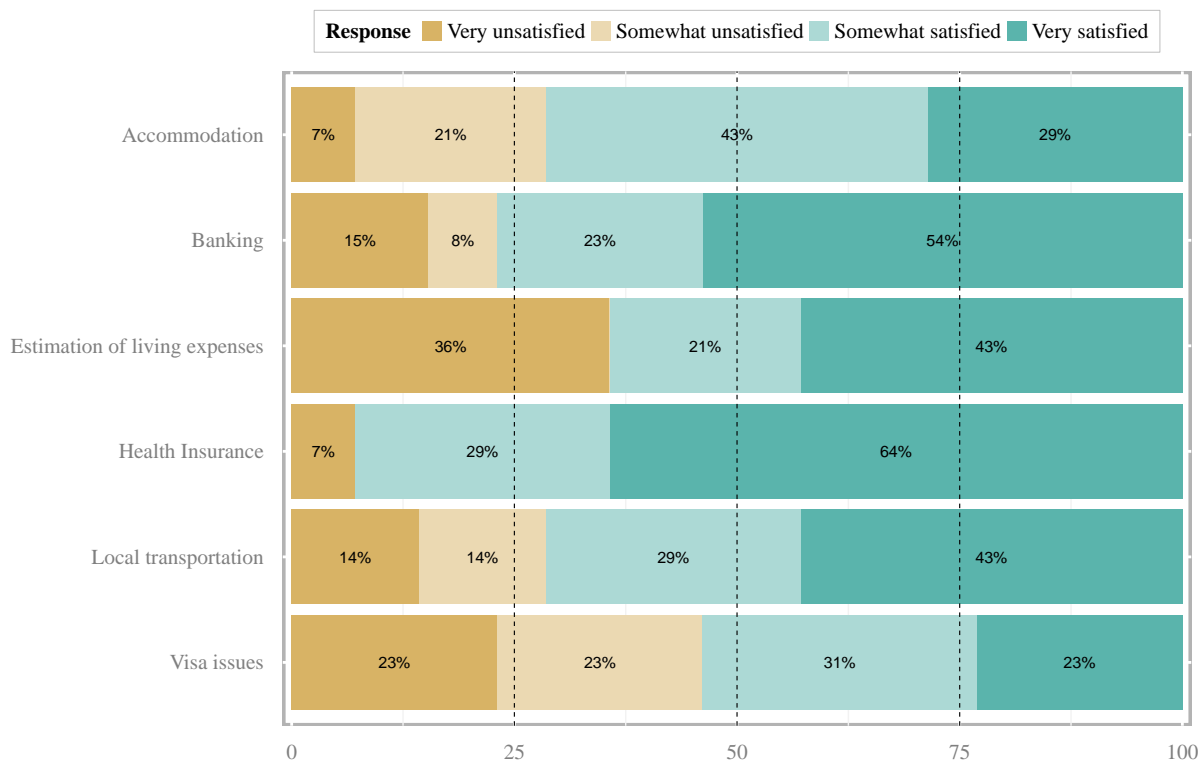
3.1.5   University of Szeged, Hungary

Rate the following items regarding the logistic information and support received
before the beginning of studies in this university (n = 25)
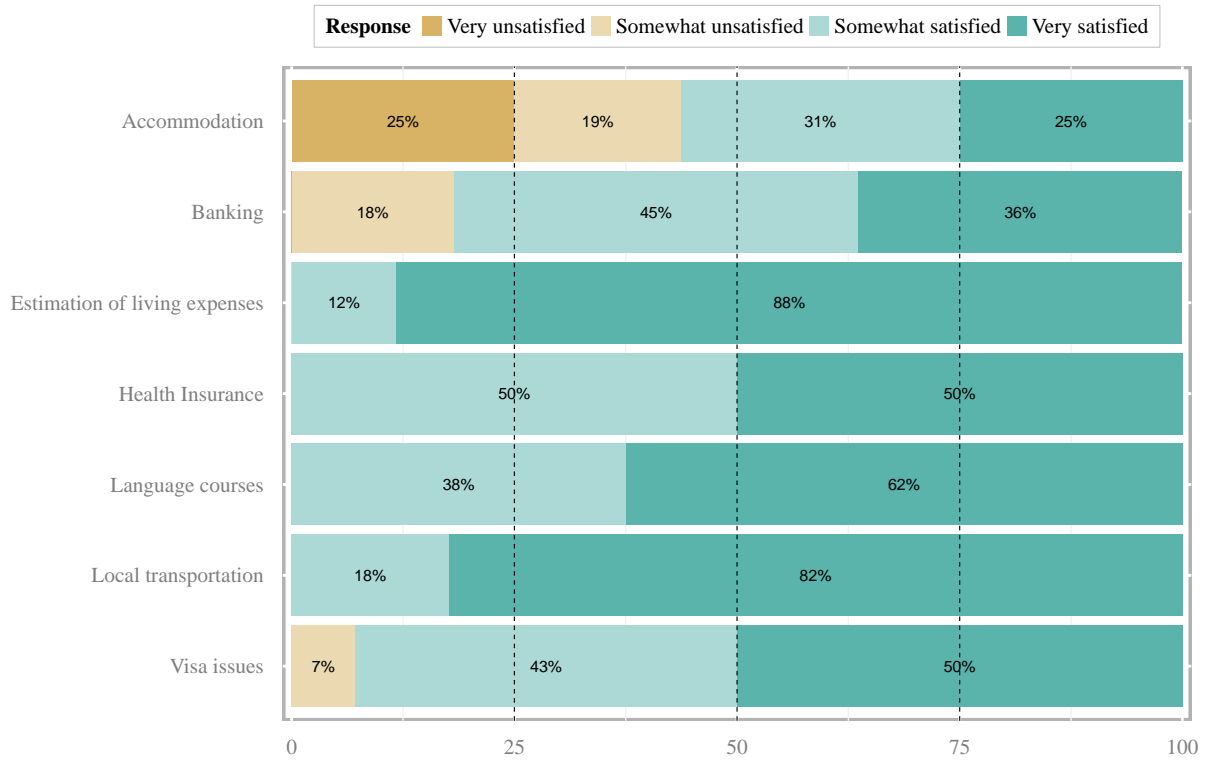
3.2   Support received during the orientation program

The majority of the students reported that they are very satisfied with the Support received during the orientation program. As can be seen from Table 2, the highest level of support was received from Administrative staff who registered a mean score of M= 3.92, while support received from "Buddy or Tutor system" generated the highest level of dissatisfaction with 20% of the respondents indicating that they are at least, somewhat dissatisfied with it. It can also be seen that with the exception of the support received from "other students", all of the indicators fell in the fourth quartile.

3.2.1   Consortia

Rate the introduction process to the following units or people as part of the orientation program
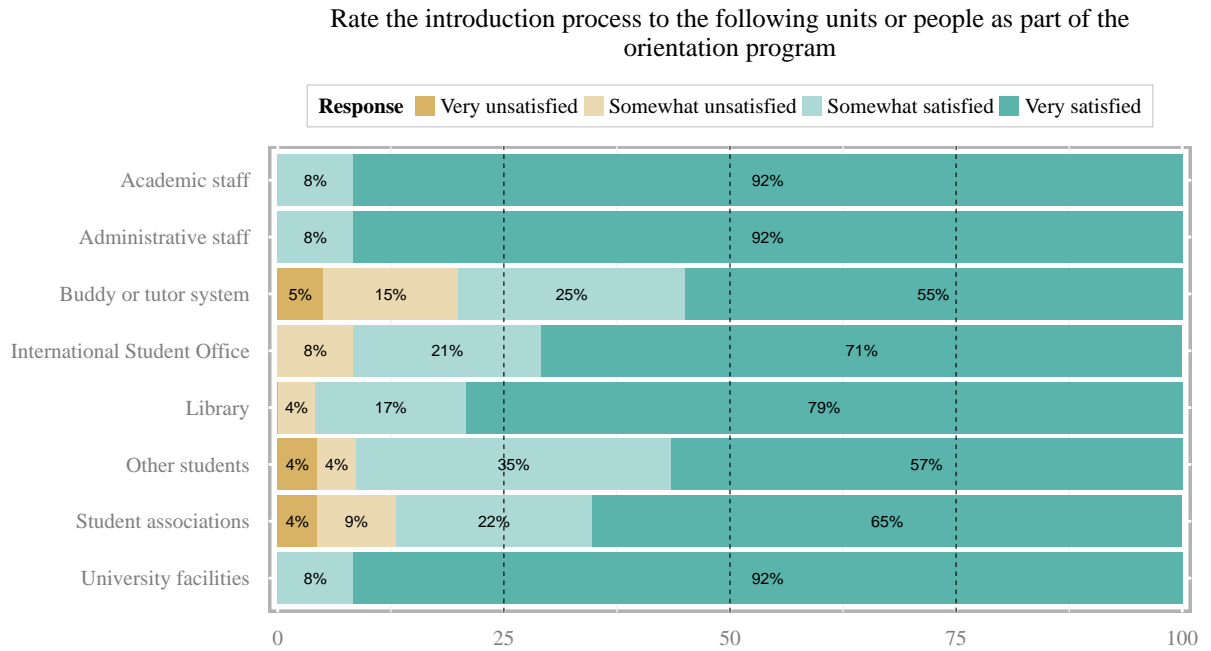
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Administrative staff	24	3.92	3.39	2.30 - 3.20	3.21 - 3.43	3.44 - 3.62	3.63 - 3.93
Buddy or tutor system	24	3.30	2.96	2.00 - 2.88	2.89 - 3.06	3.07 - 3.20	3.21 - 3.64
International Student Office	24	3.62	3.24	2.47 - 3.04	3.05 - 3.27	3.28 - 3.48	3.49 - 3.90
Library	24	3.75	3.37	2.50 - 3.20	3.21 - 3.35	3.36 - 3.58	3.59 - 3.91
Other students	24	3.43	3.33	2.36 - 3.18	3.19 - 3.36	3.37 - 3.47	3.48 - 3.86
Student associations	24	3.48	2.99	1.92 - 2.76	2.77 - 3.02	3.03 - 3.22	3.23 - 3.62

Table 2: Summary statistics

3.2.2   Blaise Pascal University, France

Rate the introduction process to the following units or people as part of the
orientation program at this university (n = 23)

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

- Academic staff: 5%, 43%, 52%
- Administrative staff: 5%, 30%, 65%
- Buddy or tutor system: 27%, 40%, 33%
- International Student Office: 5%, 16%, 26%, 53%
- Library: 10%, 33%, 57%
- Other students: 15%, 40%, 45%
- Student associations: 17%, 44%, 39%
- University facilities: 14%, 29%, 57%

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 = 24)

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

Academic staff	8%	92%
Administrative staff		100%
Buddy or tutor system	25%	75%
International Student Office	4% / 17%	79%
Library	13%	87%
Other students	4% / 17%	78%
Student associations	4% / 17%	79%
University facilities	4%	96%

0   25   50   75   100
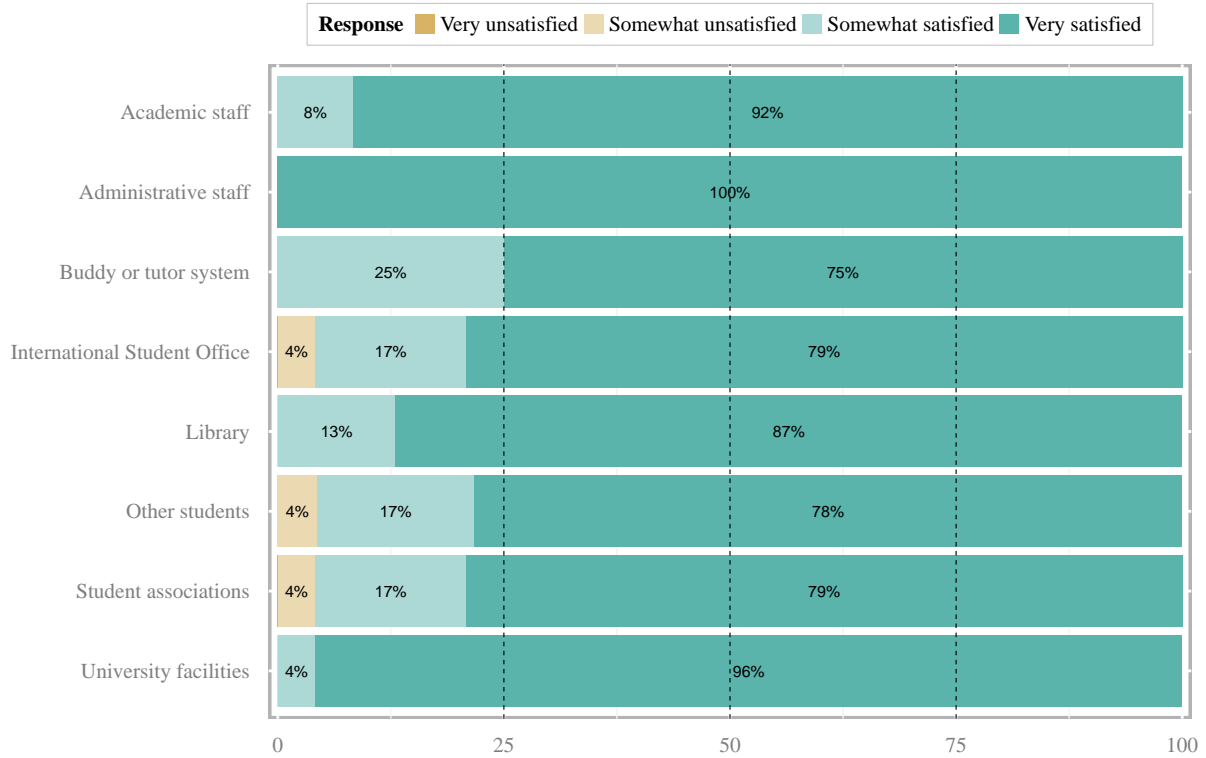
3.2.4   University of Roehampton London, United Kingdom

Rate the introduction process to the following units or people as part of the
orientation program at this university (n = 22)

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

Category	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied
Academic staff	7%		13%	80%
Administrative staff	7%	7%	13%	73%
Buddy or tutor system	9%	9%	27%	55%
International Student Office	7%		20%	73%
Library	7%	7%	7%	80%
Other students	7%		53%	40%
Student associations	7%	14%	29%	50%
University facilities	7%	7%	7%	80%

3.2.5 University of Szeged, Hungary

Rate the introduction process to the following units or people as part of the
orientation program at this university (n = 25)

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

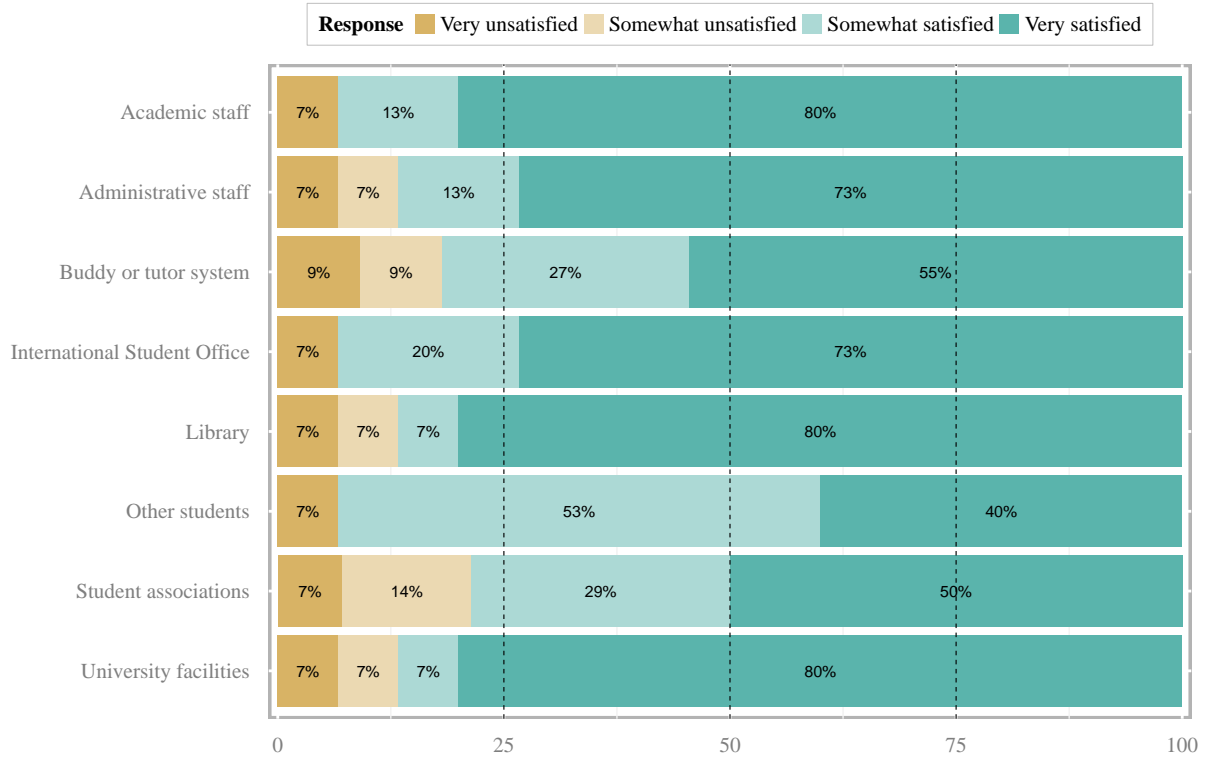| Unit/People	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied
Academic staff			41%	59%
Administrative staff		12%	24%	65%
Buddy or tutor system		8%	33%	58%
International Student Office		7%	50%	43%
Library		6%	47%	47%
Other students			60%	40%
Student associations		15%	38%	46%
University facilities		6%	41%	53%

0   25   50   75   100

3.3 Helpfulness of units and people

Overall, a mixed level of satisfaction was witnessed with regards to Helpfulness of Units and people. While the majority of the students were very satisfied with the helpfulness of "Administrative staff", "Academic Staff", "Library" and "University Facilities", more than 50% of the students reported dissatisfaction with "students", Student associations", and"Buddy or Tutor system". Whereas, the respondents were evenly divided as to the helpfulness of the"International Students office"

3.3.1   Consortia

Rate the helpfulness of the following units of people
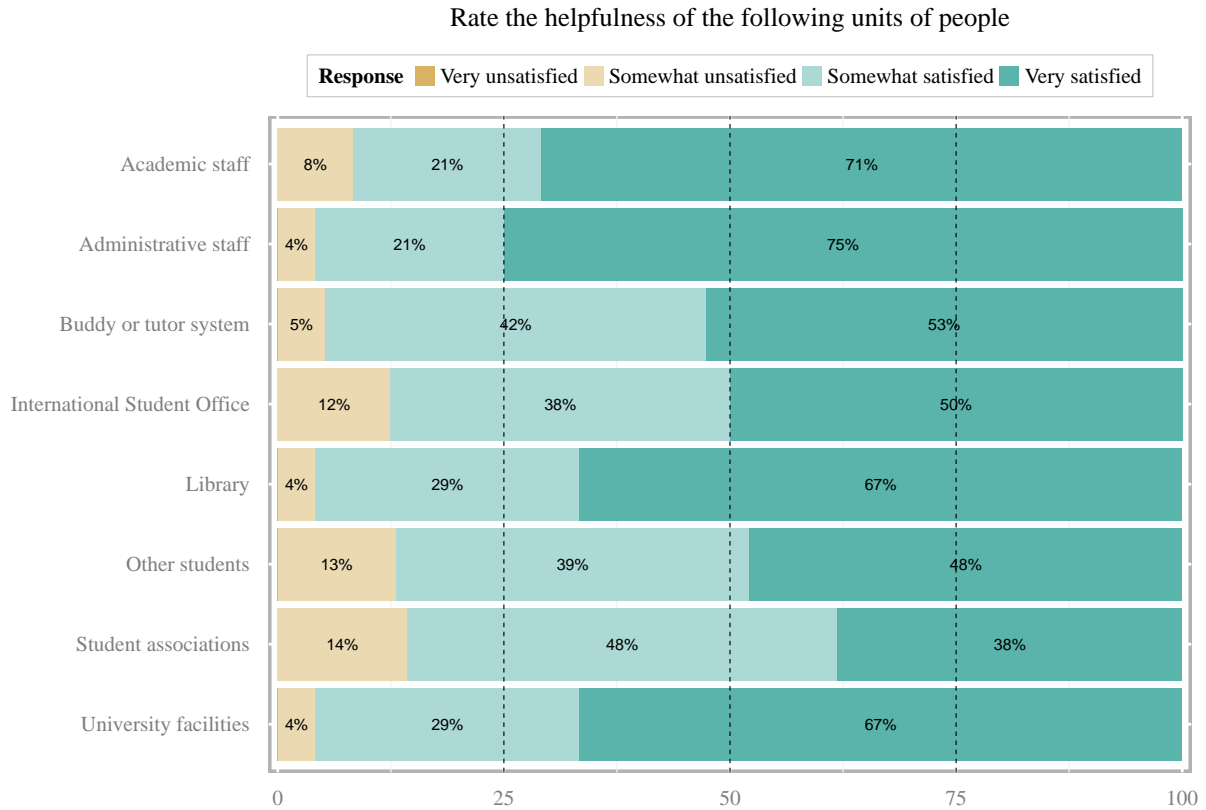
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	24	3.62	3.45	2.50 - 3.30	3.31 - 3.46	3.47 - 3.62	3.63 - 4.00
Administrative staff	24	3.71	3.35	2.10 - 3.18	3.19 - 3.45	3.46 - 3.61	3.62 - 4.00
Buddy or tutor system	24	3.47	3.03	2.20 - 2.90	2.91 - 3.06	3.07 - 3.20	3.21 - 3.73
International Student Office	24	3.38	3.25	2.45 - 3.09	3.10 - 3.27	3.28 - 3.50	3.51 - 3.71
Library	24	3.62	3.42	2.80 - 3.20	3.21 - 3.44	3.45 - 3.60	3.61 - 3.93
Other students	24	3.35	3.40	2.45 - 3.21	3.22 - 3.39	3.40 - 3.55	3.56 - 3.85
Student associations	24	3.24	3.04	2.10 - 2.92	2.93 - 3.08	3.09 - 3.24	3.25 - 3.68
University facilities	24	3.62	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 Blaise Pascal University, France

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

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

Unit	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied
Academic staff	5%	5%	29%	62%
Administrative staff		5%	43%	52%
Buddy or tutor system		27%	40%	33%
Health services		11%	33%	56%
International Student Office	5%	16%	37%	42%
Library		10%	38%	52%
Other students		15%	35%	50%
Student associations		12%	47%	41%
University facilities		14%	48%	38%

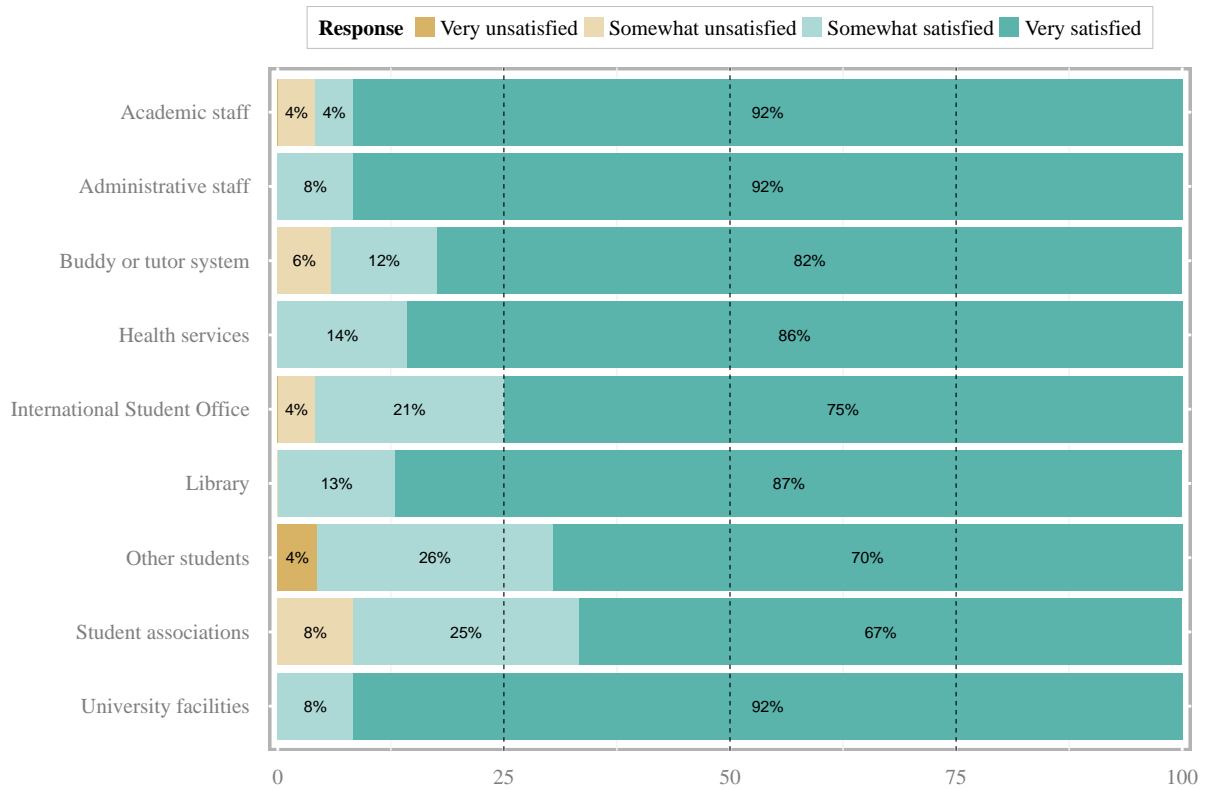### 3.3.3   Norwegian University of Science and Technology, Norway

Rate the helpfulness of the following units of people at this university (n = 24)

3.3.4   University of Roehampton London, United Kingdom

Rate the helpfulness of the following units of people at this university (n = 22)

3.3.5 University of Szeged, Hungary

Rate the helpfulness of the following units of people at this university (n = 25)
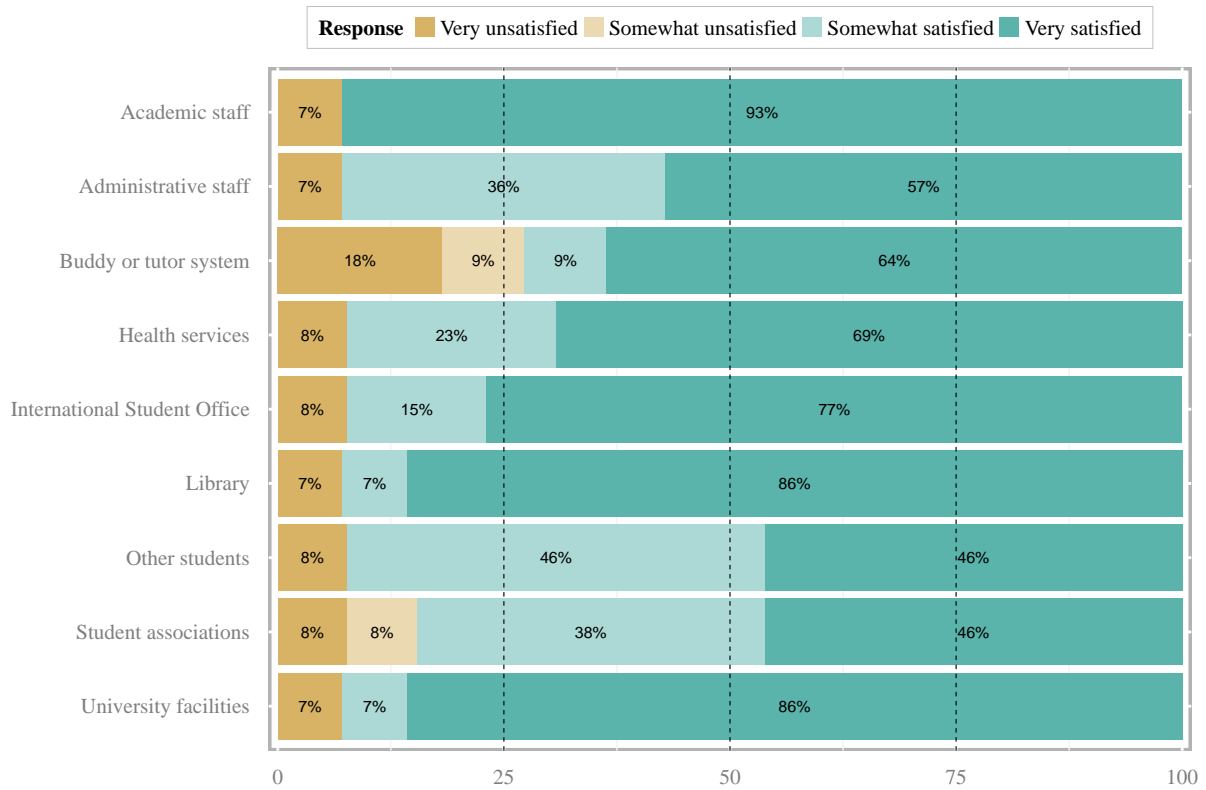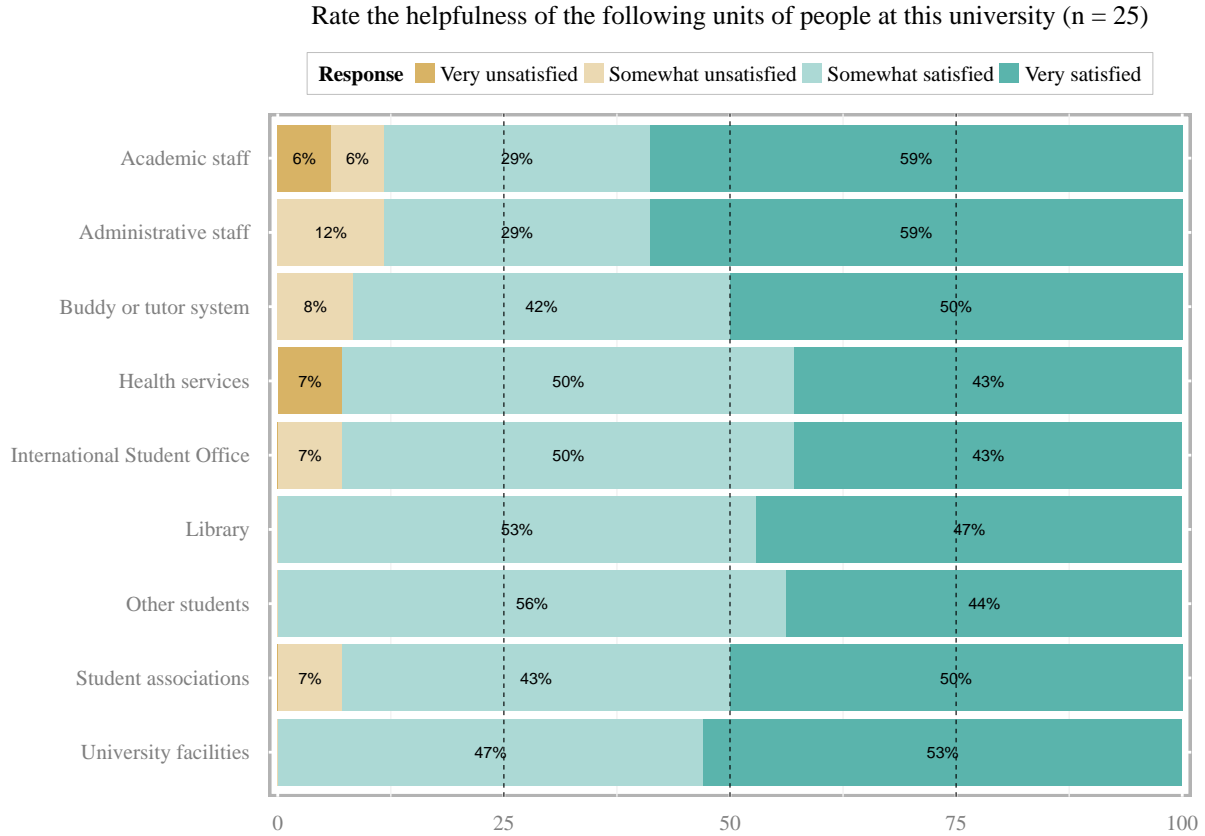
3.4 Support received on various issues

As depicted in the figure above, the majority of the students are satisfied with the support received regarding "Financial Issues" and "Health Insurance", with both of them falling in the fourth quartile. The satisfaction level was slightly higher in the case of "Health Insurance" which registered a mean score of M= 3.79.

3.4.1 Consortia

Rate the support received on the following issues
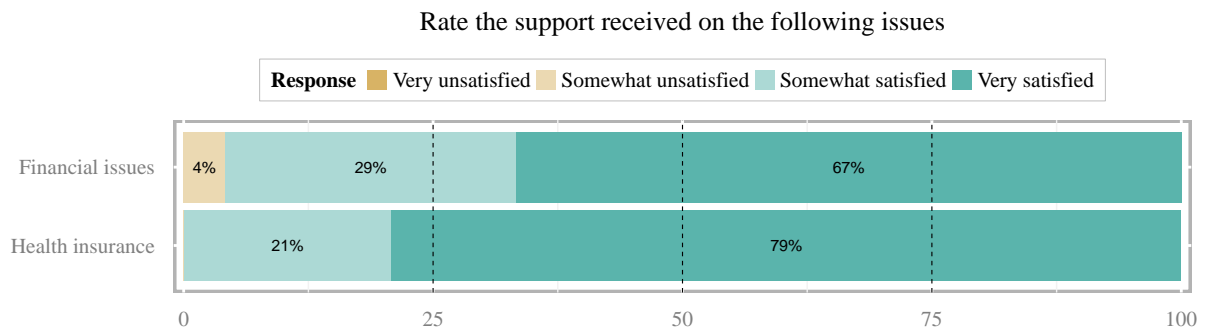
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Financial issues	24	3.62	3.34	2.50 - 3.19	3.20 - 3.40	3.41 - 3.57	3.58 - 3.90
Health insurance	24	3.79	3.36	2.54 - 3.25	3.26 - 3.38	3.39 - 3.56	3.57 - 3.84

Table 4: Summary statistics

3.4.2   Blaise Pascal University, France
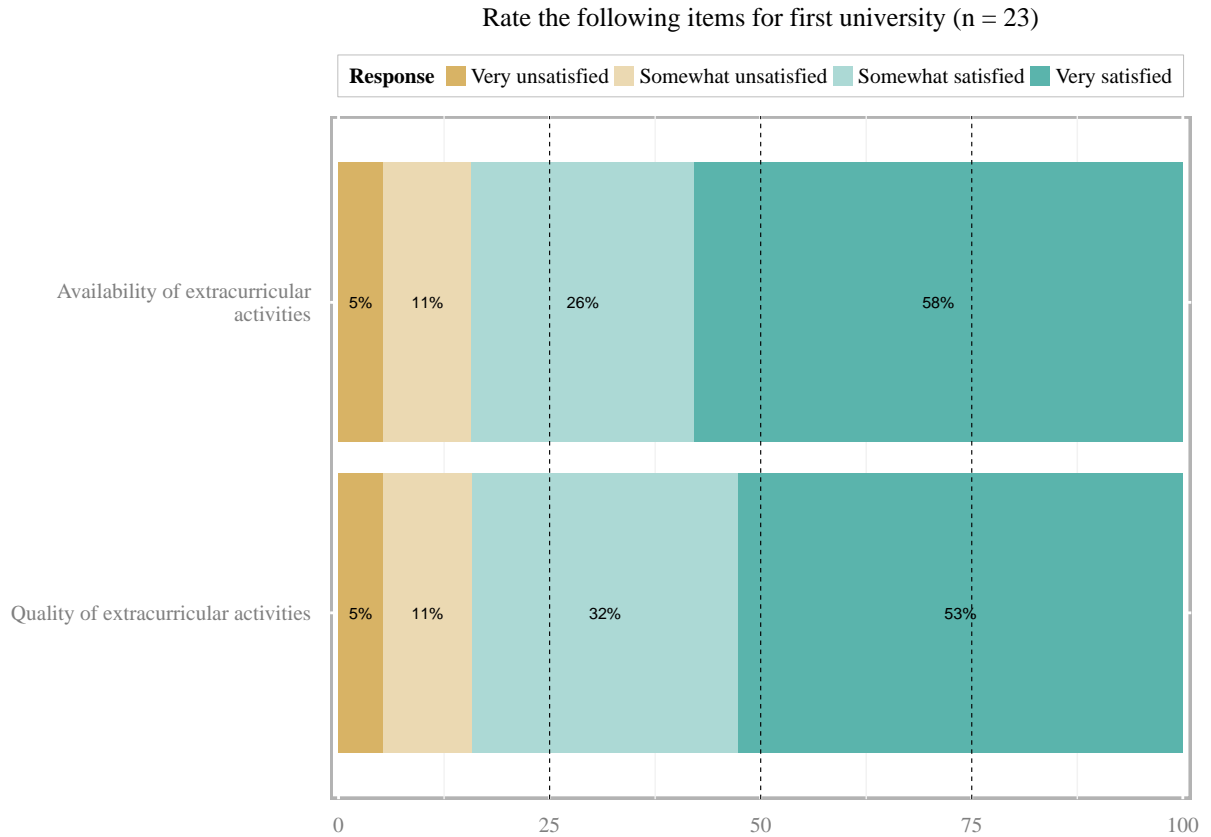
Rate the following items for first university (n = 23)

3.4.3   Norwegian University of Science and Technology, Norway

Rate the following items for first university (n = 24)

3.4.4 University of Roehampton London, United Kingdom

Rate the following items for first university (n = 22)

3.4.5 University of Szeged, Hungary

Rate the following items for first university (n = 25)
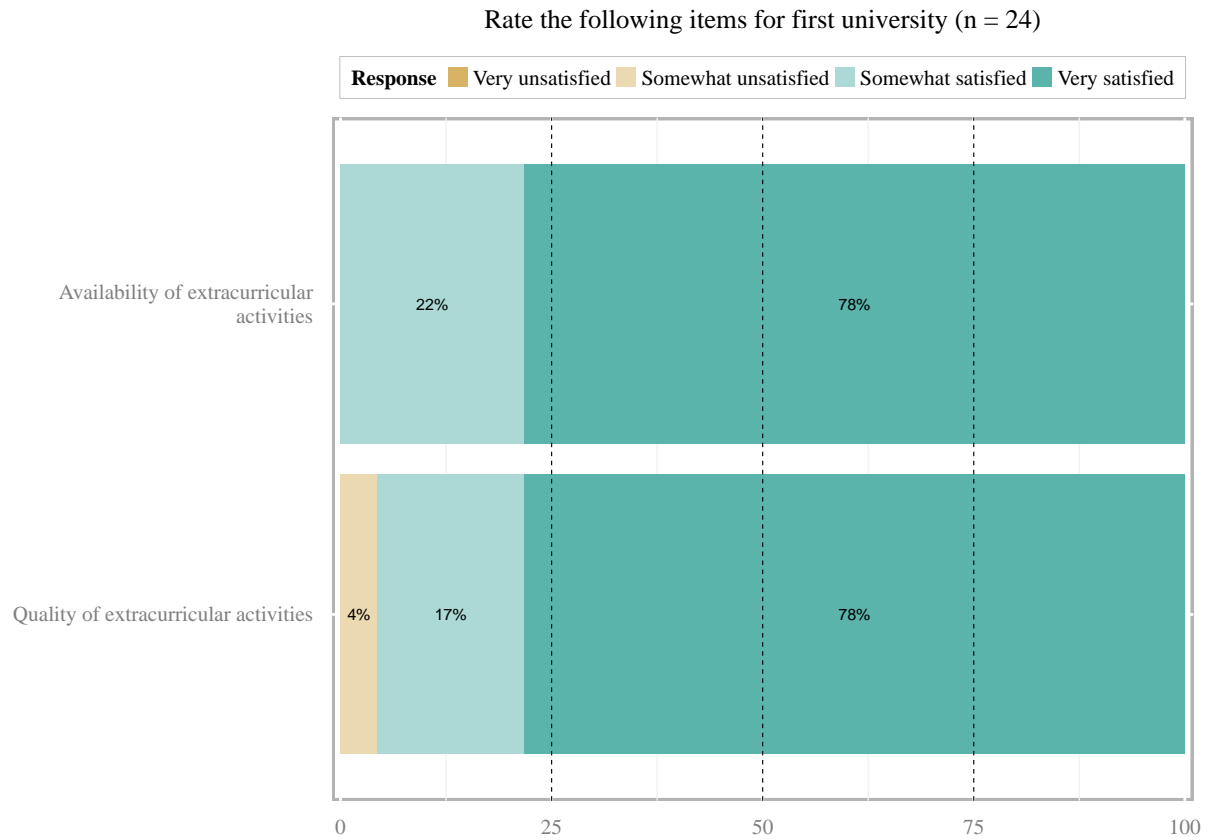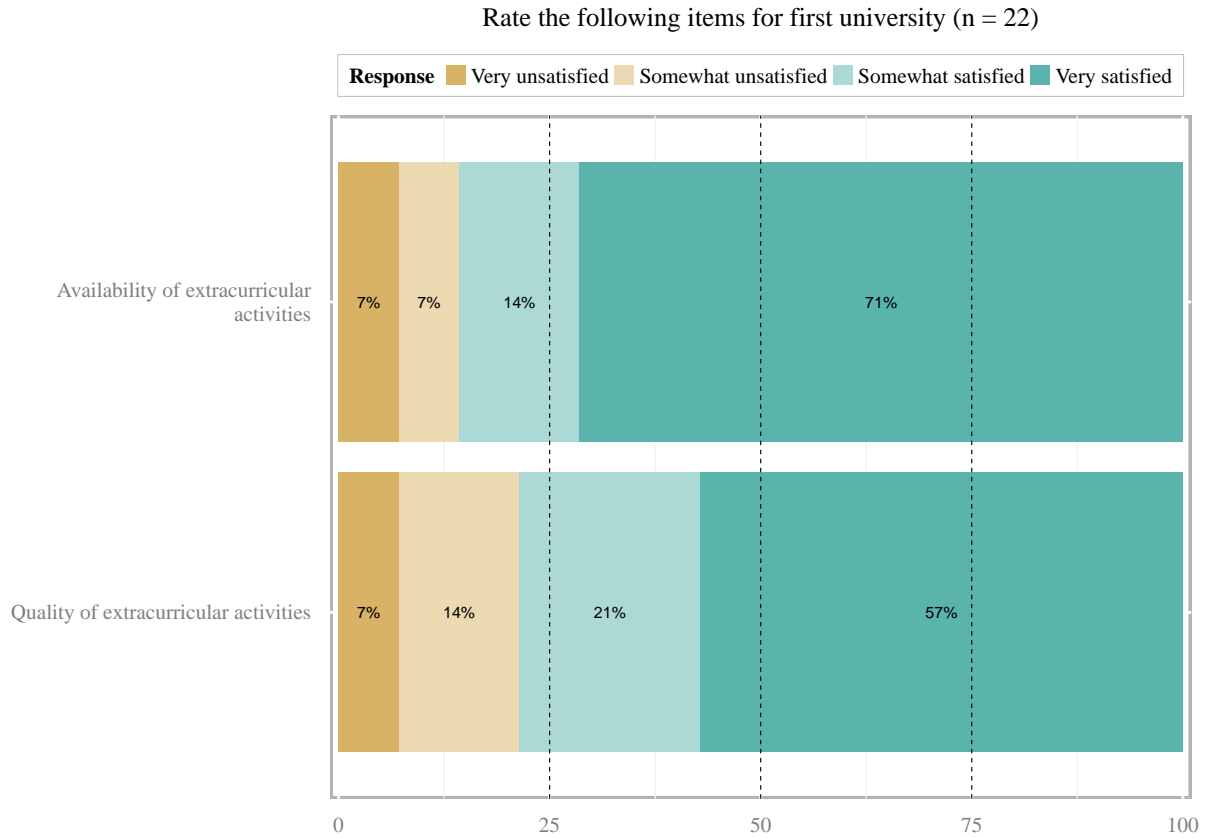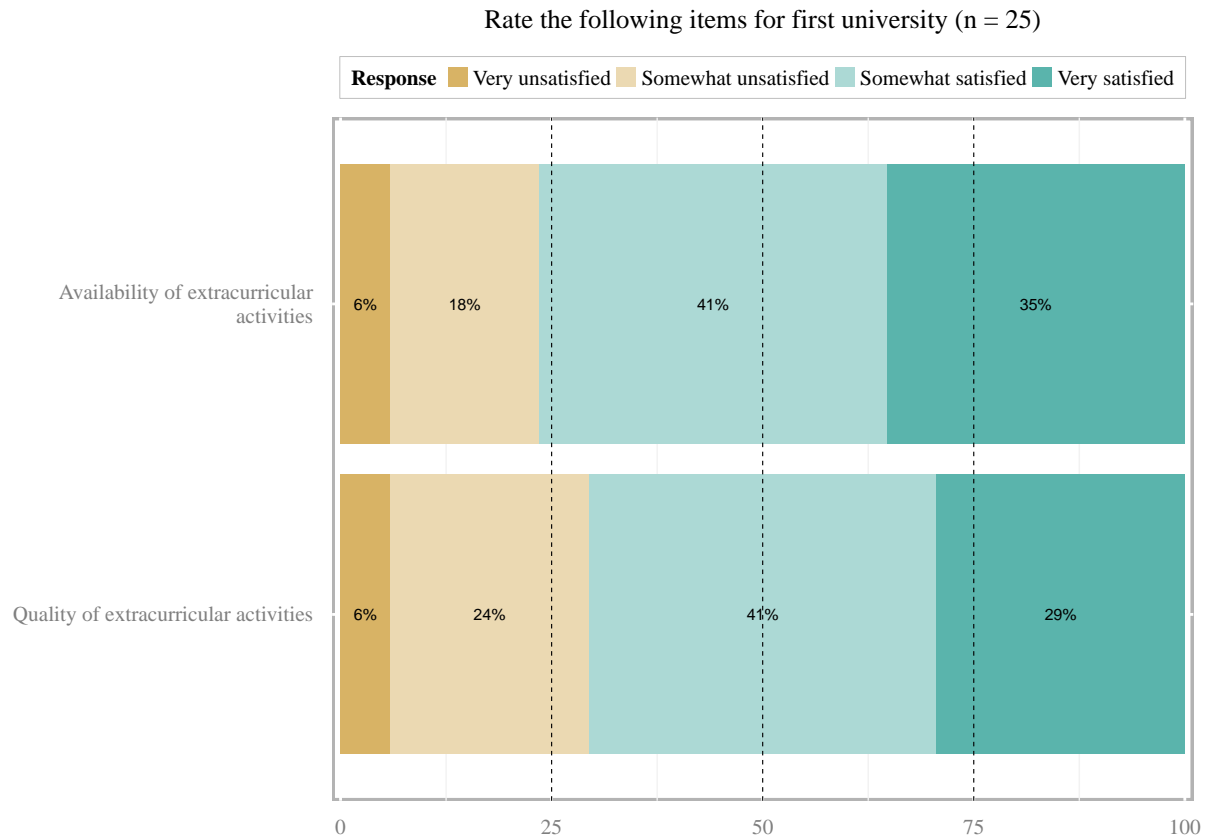
4 Assessment and feedback

We will have some text here.

4.1 Module assessment

As can be seen in Table 5, more than half of the respondents indicated that they are at least, somewhat satisfied with the assessment and feedback technique of the consortia. The satisfaction level was markedly highest in the case of support received from the course coordinator. In that, 100% and 96% of the students are at least somewhat satisfied with the "Availability of course coordinator to discuss questions or problems related to their studies and mobility experience", and "The willingness and ability of the course coordinator to follow up on unresolved issues addressed", respectively. On the other hand, satisfaction was lowest in the case of "Feedback on evaluation results and grades", and "Information provided about provision of certificates and transcripts", with both of them falling in the first quartile.

4.1.1 Consortia

Rate the following items

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

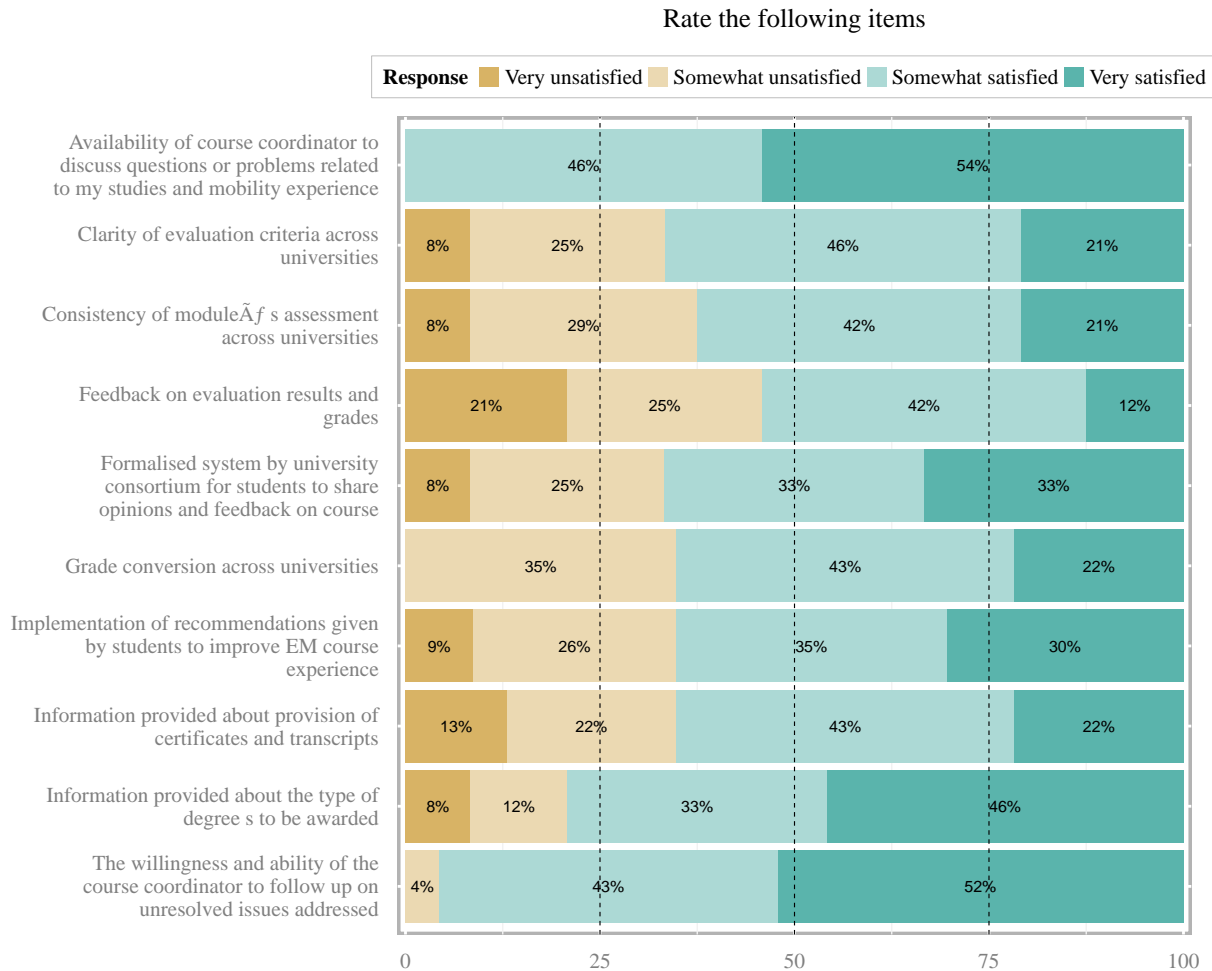| Item	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied
Availability of course coordinator to discuss questions or problems related to my studies and mobility experience			46%	54%
Clarity of evaluation criteria across universities	8%	25%	46%	21%
Consistency of moduleÃ𝑓 s assessment across universities	8%	29%	42%	21%
Feedback on evaluation results and grades	21%	25%	42%	12%
Formalised system by university consortium for students to share opinions and feedback on course	8%	25%	33%	33%
Grade conversion across universities		35%	43%	22%
Implementation of recommendations given by students to improve EM course experience	9%	26%	35%	30%
Information provided about provision of certificates and transcripts	13%	22%	43%	22%
Information provided about the type of degree s to be awarded	8%	12%	33%	46%
The willingness and ability of the course coordinator to follow up on unresolved issues addressed	4%	43%		52%

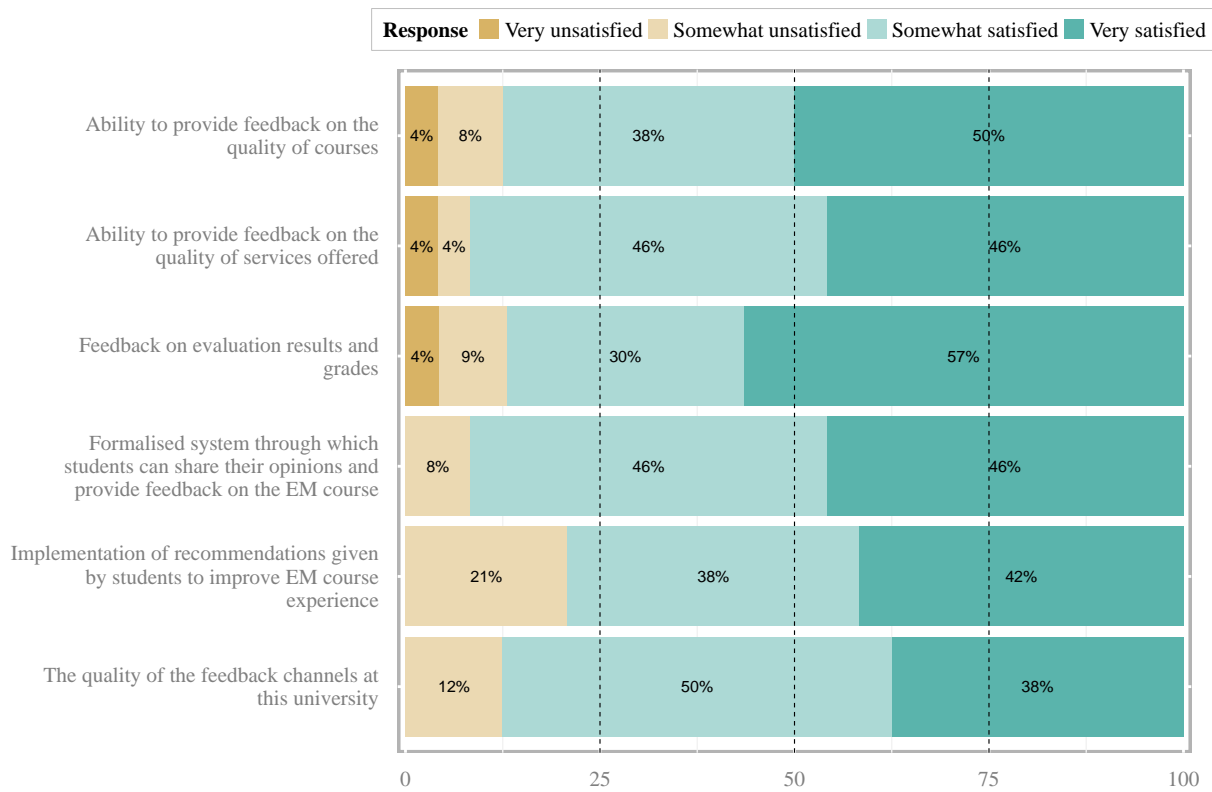|	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Availability of course coordinator to discuss questions or problems related to my studies and mobility experience	24	3.54	3.28	2.10 - 3.12	3.13 - 3.33	3.34 - 3.49	3.50 - 3.90
Clarity of evaluation criteria across universities	24	2.79	2.77	1.90 - 2.55	2.56 - 2.79	2.80 - 3.00	3.01 - 3.60
Consistency of moduleÃ<U+0083> s assessment across universities	24	2.75	2.81	1.89 - 2.58	2.59 - 2.79	2.80 - 3.01	3.02 - 3.50
Feedback on evaluation results and grades	24	2.46	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	24	2.92	2.91	1.75 - 2.73	2.74 - 2.97	2.98 - 3.19	3.20 - 3.55
Grade conversion across universities	24	2.87	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	24	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	24	2.74	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	24	3.17	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	24	3.48	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   Blaise Pascal University, France

Rate the following items (n = 23)

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

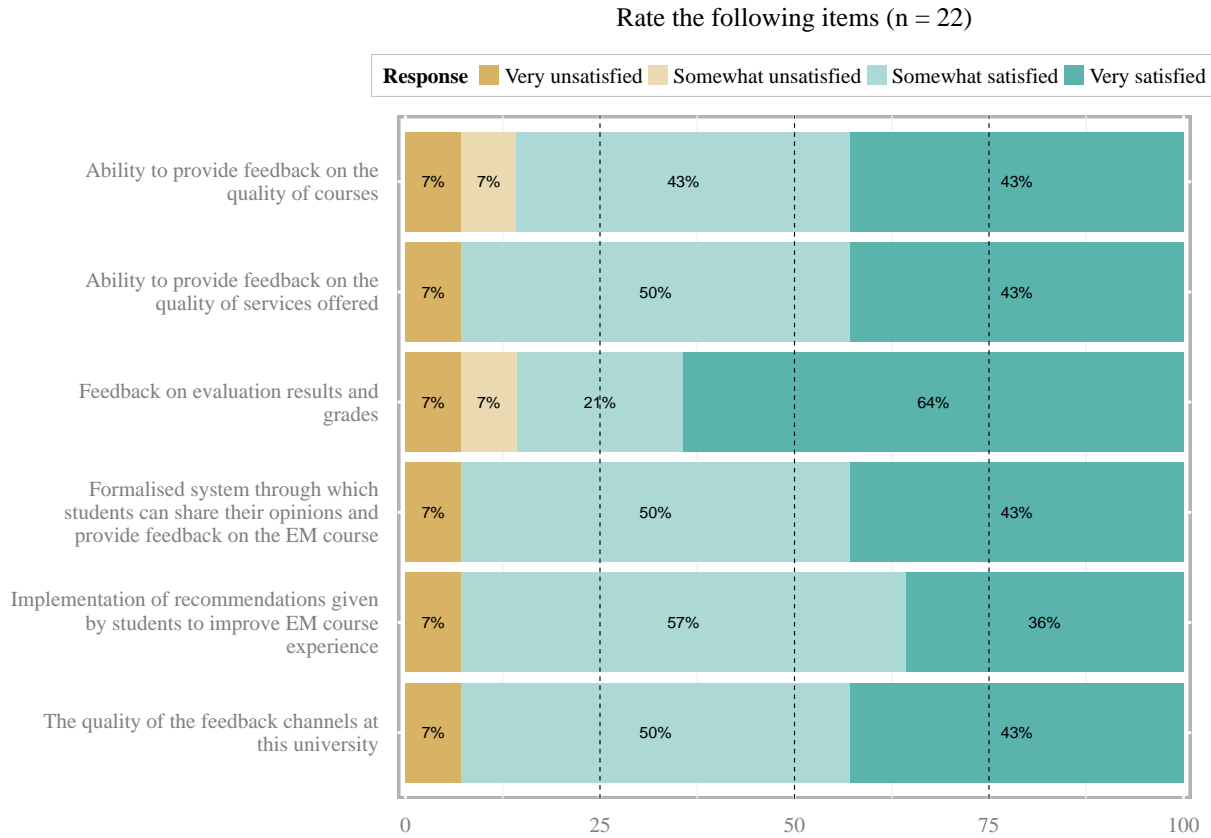| Item	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied
Ability to provide feedback on the quality of courses	10%	35%	30%	25%
Ability to provide feedback on the quality of services offered	11%	37%	32%	21%
Feedback on evaluation results and grades	20%	30%	30%	20%
Formalised system through which students can share their opinions and provide feedback on the EM course	11%	42%	16%	32%
Implementation of recommendations given by students to improve EM course experience	11%	33%	22%	33%
The quality of the feedback channels at this university	10%	35%	35%	20%

4.1.3 Norwegian University of Science and Technology, Norway

Rate the following items (n = 24)

4.1.4   University of Roehampton London, United Kingdom

Rate the following items (n = 22)

4.1.5 University of Szeged, Hungary

Rate the following items (n = 25)

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

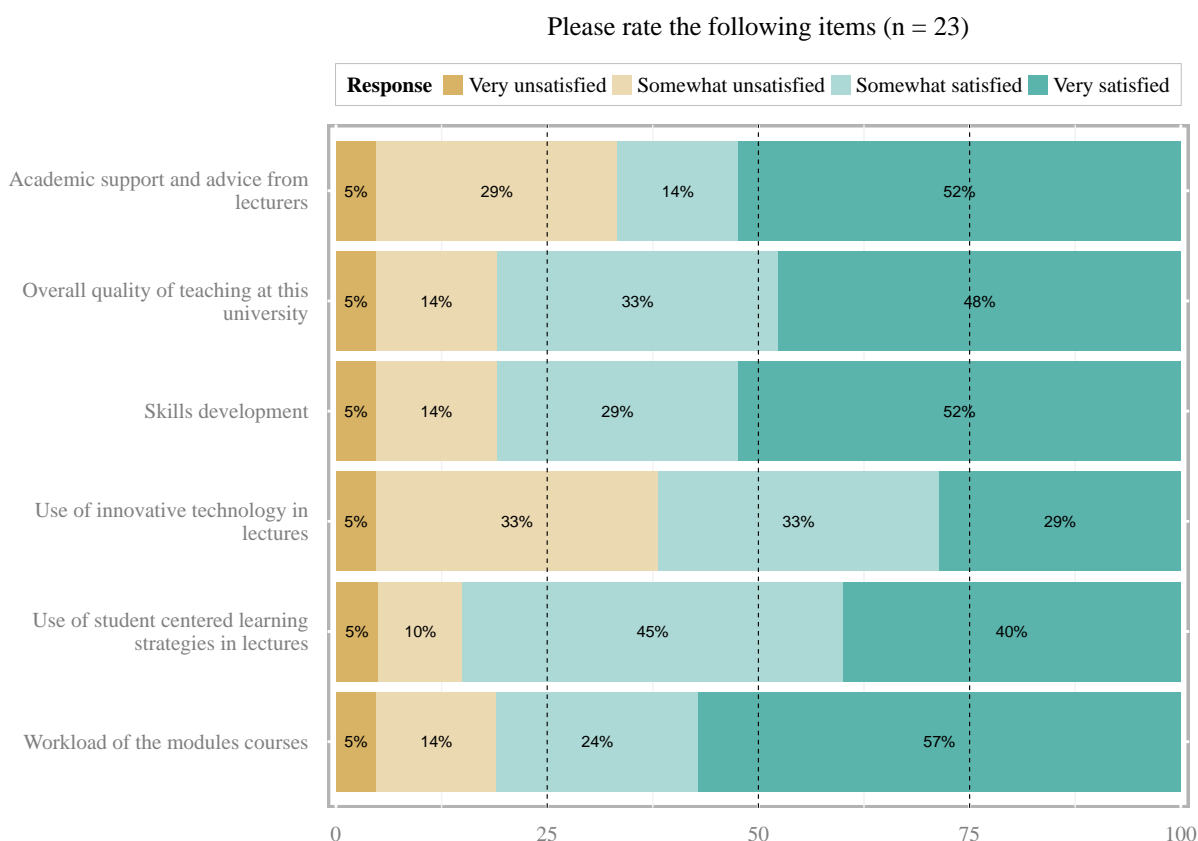| Item	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied
Ability to provide feedback on the quality of courses	12%	12%	41%	35%
Ability to provide feedback on the quality of services offered	12%	12%	47%	29%
Feedback on evaluation results and grades	12%	18%	47%	24%
Formalised system through which students can share their opinions and provide feedback on the EM course	12%	12%	53%	24%
Implementation of recommendations given by students to improve EM course experience	12%	12%	44%	31%
The quality of the feedback channels at this university	12%	12%	53%	24%

5   Teaching/learning and supervision
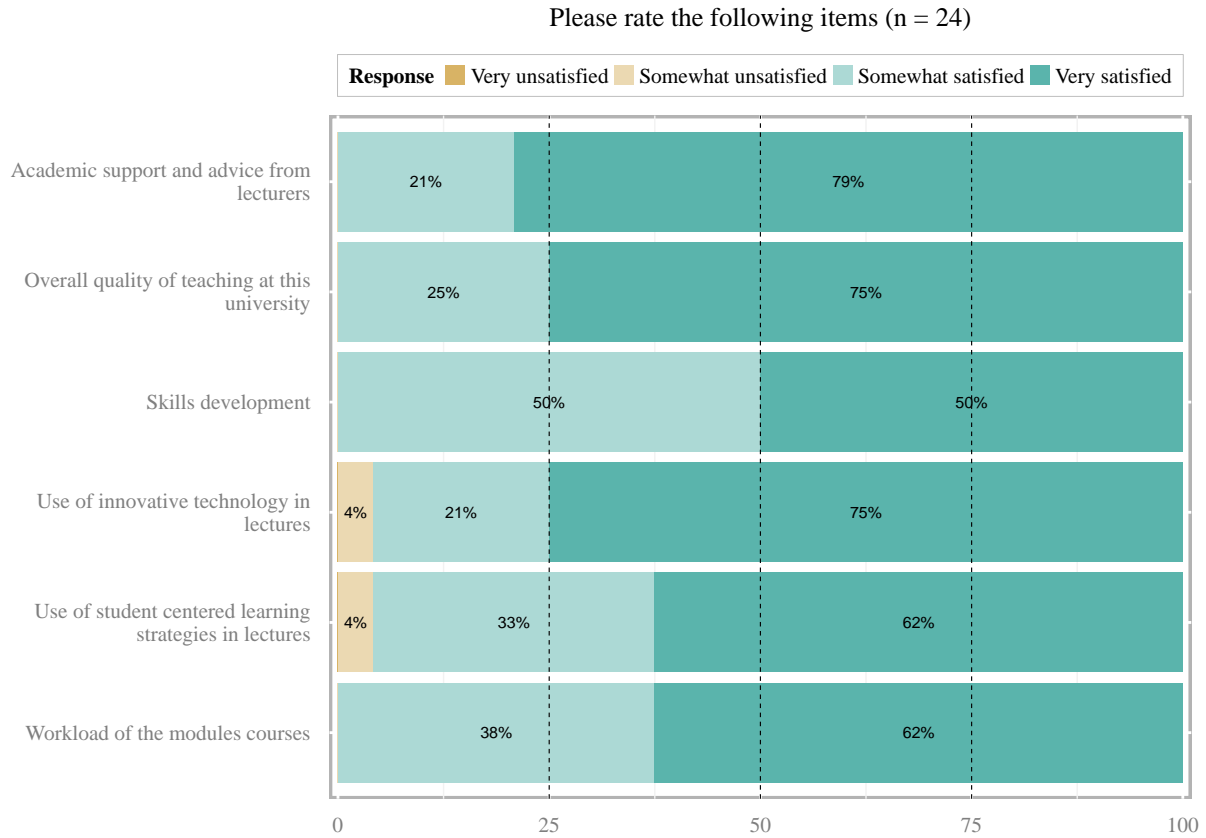
We will have some text here.

5.1   Teaching/learning

Overall the majority of the respondents are satisfied with the supervision support they received from their advisor. Specifically, Satisfaction level was higher in the case of "My supervisor provided valuable advice during my thesis work", which lied in the third quartile with a mean score of M= 3.67. This is in contrast to the question "My supervisor was available for periodic meetings", which lied in the first quartile with a mean score of M= 3.40.
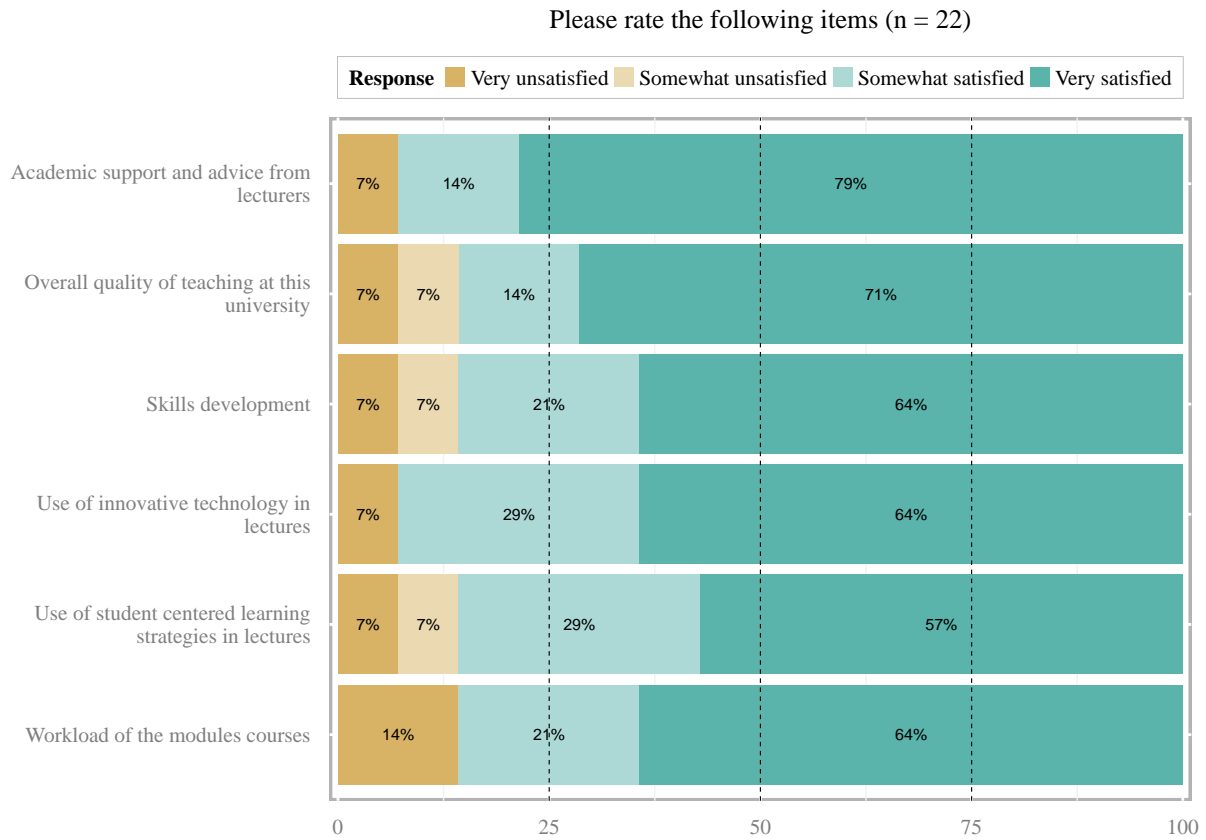
5.1.1   Blaise Pascal University, France

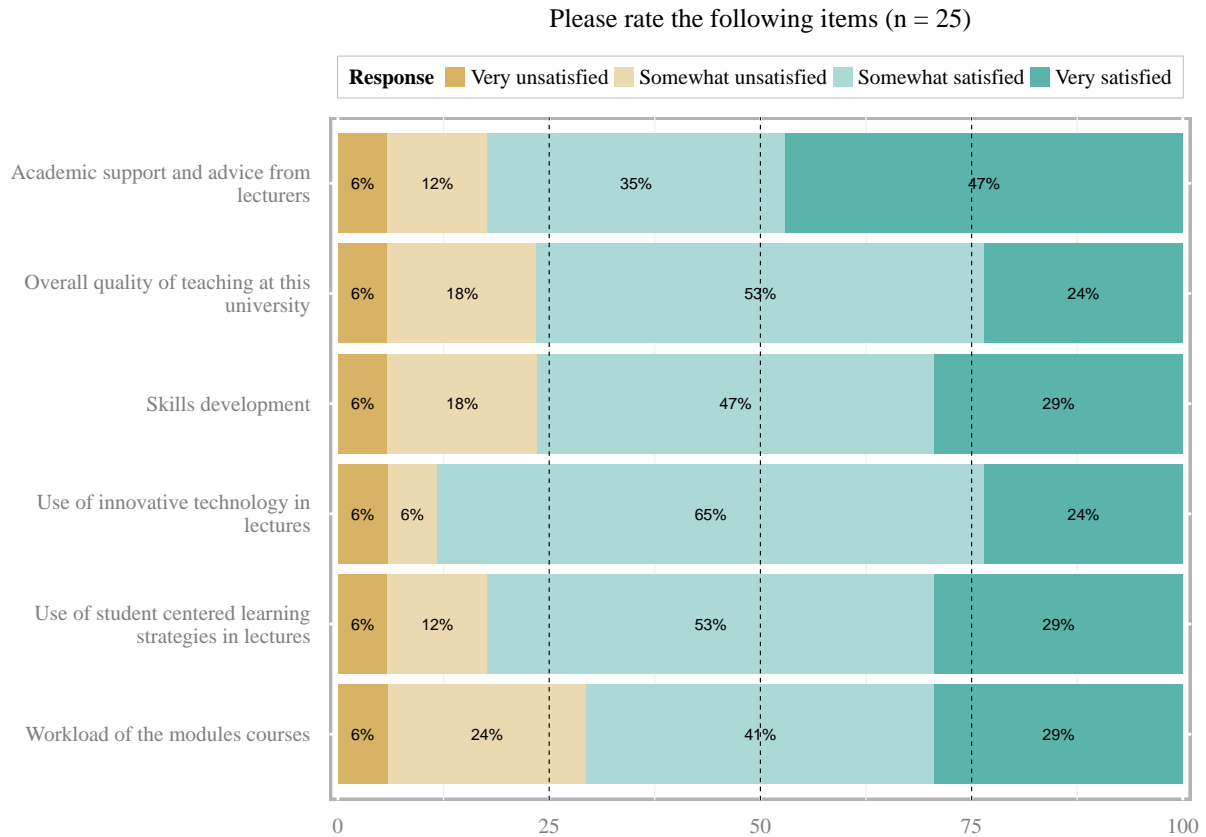Please rate the following items (n = 23)

5.1.2   Norwegian University of Science and Technology, Norway

Please rate the following items (n = 24)

5.1.3   University of Roehampton London, United Kingdom

Please rate the following items (n = 22)

5.1.4   University of Szeged, Hungary

Please rate the following items (n = 25)

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

Item				
Academic support and advice from lecturers	6%	12%	35%	47%
Overall quality of teaching at this university	6%	18%	53%	24%
Skills development	6%	18%	47%	29%
Use of innovative technology in lectures	6%	6%	65%	24%
Use of student centered learning strategies in lectures	6%	12%	53%	29%
Workload of the modules courses	6%	24%	41%	29%

NA

5.2   First supervisor.

Please rate the following statements on first thesis supervisor

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

Statement			
My supervisor provided valuable advice during my thesis work	33%		67%
My supervisor was available for periodic meetings	20%	20%	60%

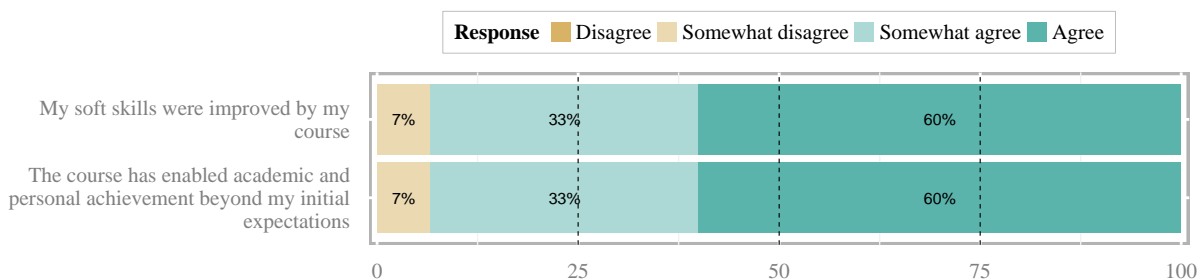|	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
My supervisor provided valuable advice during my thesis work	24	3.67	3.50	2.64 - 3.43	3.44 - 3.60	3.61 - 3.75	3.76 - 4.00
My supervisor was available for periodic meetings	24	3.40	3.54	2.79 - 3.46	3.47 - 3.62	3.63 - 3.80	3.81 - 4.00

Table 6: Summary statistics

6 Internship/field experience and personal development

We will have some text here.

Table 9 provides information about the opinion of students regarding the contribution Erasmus Mundus courses to their personal development. Students responded that "their soft skills were improved by the course" and that "The course has enabled academic and personal achievement beyond their initial expectations" With a mean score of M= 3.53 each.

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	24	3.53	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	24	3.53	3.28	2.46 - 3.20	3.21 - 3.37	3.38 - 3.56	3.57 - 3.91

Table 7: Summary statistics

Table 8 presents a summary of information regarding students' satisfaction with their Internship/Field experience. Although, on average students are satisfied with their internship/Field experience, 4 of the 5 aspects considered ("Duration of eld experience", "Logistic support", "Supervision during eld experience", "Timing of eld experience") fell in the 1st quartile, with the exception of "Relevance to eld of study" , which lied in the third quartile.

6.2   Field experience.

Rate the following statements about field experience
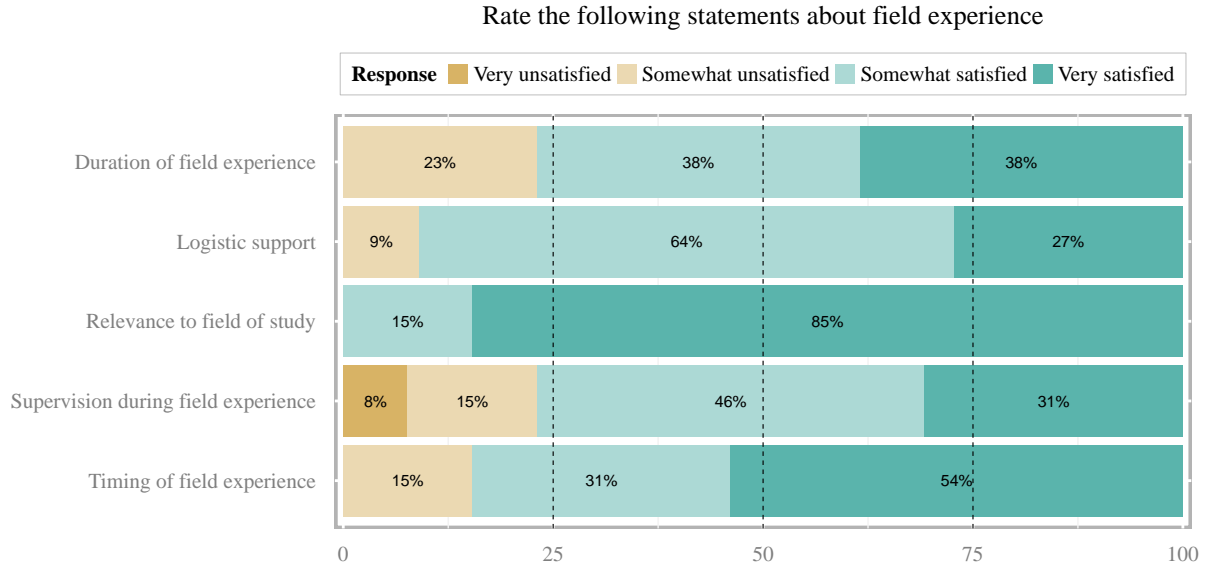
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Duration of field experience	24	3.15	3.35	3.00 - 3.27	3.28 - 3.36	3.37 - 3.51	3.52 - 3.73
Logistic support	24	3.18	3.40	2.92 - 3.34	3.35 - 3.43	3.44 - 3.61	3.62 - 3.73
Relevance to field of study	24	3.85	3.64	3.25 - 3.62	3.63 - 3.82	3.83 - 3.89	3.90 - 4.00
Supervision during field experience	24	3.00	3.42	2.92 - 3.30	3.31 - 3.56	3.57 - 3.68	3.69 - 3.73
Timing of field experience	24	3.38	3.46	3.17 - 3.46	3.47 - 3.55	3.56 - 3.67	3.68 - 3.91

Table 8: Summary statistics

7   Acknowledgments

Some concluding remarks