

MONABIP-Molecular Nano- and Biophotonics

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1 Foreword

The present report was compiled by the Course Quality Advisory Board (CQAB) of the Erasmus Mundus Student and Alumni Association (EMA) with the main purpose of providing Erasmus Mundus Joint Master Degree (EMJMD) courses with customized student feedback that emerged from the 2015 edition of the Course Quality Student Services (CQSS) survey. This feedback can aid courses in their quest of **improving student services**, and **benchmark** against other course in the Erasmus Mundus umbrella.

The CQSS survey reached its **second edition**. The current edition of the survey brings a number of improvements. Many of these **improvements emerged from the feedback provided by EMJMD consortia** following the release of the previous CQSS survey reports, and **Erasmus Mundus students**. At the recommendation of EMJMD consortia, the course reports now include **comparative information** about each course in relation to the other EMJMD courses that received a sufficient number of responses. At the suggestion of survey respondents, the 2015 CQSS survey edition was released at the end of the academic year, to ensure that all respondents have completed at least two EMJMD semesters before being asked to evaluate their experience. Additional changes have been made to the 2015 edition of the CQSS survey to streamline the survey experience, to facilitate the data analysis process, and to capture information about key subpopulations among EMJMD students. For further reference, a **full description of the methodology** behind the creation of the 2015 edition of the CQSS survey and the analysis procedures behind the CQSS reports has been published in the academic journal **Education Studies Moscow** (https://vo.hse.ru/en/2016--1/178804999.html).

Due to our responsibility towards the entire EMJMD community and the over 2000 students and alumni that fully completed our lengthy survey, the results emerging from the 2015 edition of the CQSS survey will be made available to the broad public on an interactive online platform. The online platform will contain the graphical information included in this report, and be made available online shortly after the distribution of course reports to EMJMD consortia. By making this information public, CQAB does not aim at classifying or creating rankings among EMJMD courses, but to add transparency to our data analysis, and offer current and prospective students the ability to better prepare for what CQAB considers to be an invaluable educational experience.

The work of CQAB would not exist and could not continue without the support of numerous committed volunteers spread all across the world, driven by a strong motivation to help improve the quality of EMJMD courses. During the last 18 months, over 40 volunteers were involved with different stages of the CQSS project, from analyzing feedback received following the 2013 edition of the CQSS survey, to coding qualitative data, interpreting graphical information. CQAB is grateful, humbled and proud to have supported the CQSS project fully through volunteer work, and thus without external interference.

Among the CQAB volunteers, two stand out: Mikhail Balyasin and Luis Carvalho. Mikhail is responsible for the substantial improvements to the design and content of course reports, has skilfully generated the graphical information made available in this report, and created the CQSS interactive online platform. Luis coordinated the process of analyzing the vast qualitative data that emerged from the CQSS survey, rethought the architecture of the CQSS survey and helped streamline the survey experience for respondents.

CQAB is grateful for the ongoing support received from the **Erasmus Mundus Student and Alumni Association**, and its leadership structures. We are indebted to representatives of the **European Commission**, and **EMJMD course coordinators** whom we consider allies in a joint quest of consolidating the excellence brand of EMJMDs.

CQAB is eager to receive further feedback from each course coordinator and other stakeholders on how future CQSS reports and their contents may be improved in order to maximize their usefulness. We understand that courses themselves are best suited to address quality concerns, and we strongly suggest that the information in this report, with its limitations, is triangulated with internally available data at the level of each course.

Please address all questions and remarks about this report to Georgiana Mihut at cqab.chair@em-a.eu.

With gratitude and hope for a fruitful future collaboration, Georgiana Mihut, Chair of the Course Quality Advisory Board



2 Introduction

2.1 Course Quality Advisory Board

CQAB is an independent advisory body that operates on a voluntary basis as part of the Erasmus Mundus Student and Alumni Association. Its members have not and do not receive financial benefits as a result of their CQAB related activities. Membership to CQAB is assured through a competitive recruitment process among EMA members. Internally, CQAB has three main separate structures:

- 1. Management of the e-mail account **em.feedback@em-a.eu**, that assists students with pressing quality issues;
- 2. Survey Team, tasked with conducting the CQSS survey;
- 3. Communication Team, a newly created structure aimed at facilitating the promotion of CQAB activities.

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 course. Internally, CQAB has a variety of tools to capture student concerns and to interact with student representatives from various programs, but the CQSS survey represents its most comprehensive and systematic initiative focused on quality assurance. The inception and design of the CQSS survey is enrooted in the complexity of the EMJMD student experience and driven by two distinct factors: the perceived systemic yet unique issues around quality across joint degree courses, and the general underrepresentation of students in the systemic evaluation of the EMJMD program.

2.2 Introduction to the current report

This report introduces three distinct sources of information. First, it aims to bring to your attention the **31 responses** received from current or past students of MONABIP-Molecular Nano- and Biophotonics. The respondents represent **14 distinct nationalities**. Collectively they have spent more than **60 hours** answerring and thinking about the survey questions. The responses are introduced in graphical form for each indicator and dimension captured in the CQSS survey that received 10 or more responses. The graphical information follows the structure illustrated in Figure 1, where the name of the dimension (and often the name of the survey question) appears as a figure header (**Overall satisfaction**), and each indicator is displayed on a separate row. The figure illustrates the proportion of respondents that selected each of the four Likert scale options available. Figure 1 illustrates overall satisfaction of respondents with the course.

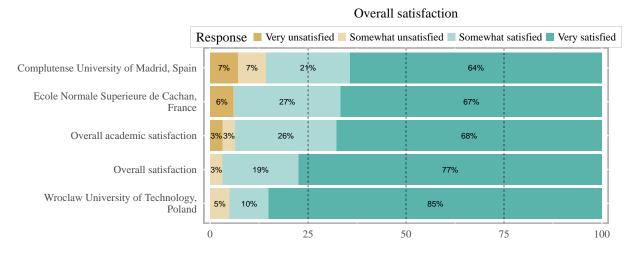


Figure 1: Example of graphical distribution of survey responses



Second, for each indicator evaluated through the CQSS survey, comparative data on the aggregated performance among all EMJMD courses with 10 or more responses is introduced (see Table below).

	n	Mean	EM mean	0% - 25%	25% - $50%$	50% - 75%	75% - 100%
Course content	31	3.48	3.21	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	30	3.77	3.44	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	31	3.32	3.06	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76

Each row in Table above represents a distinct indicator evaluated as part of the CQSS survey. Each table includes all indicators which received 10 or more responses and compose a dimension. Tables include

- a. The number of responses received for each indicator (n);
- b. The mean for each indicator corresponding to MONABIP-Molecular Nano- and Biophotonics (Mean);
- c. The aggregated mean for the respective indicator across all EMJMD courses (EM mean).

Additionally, the table provides information about the distribution of means across all EMJMD courses with 10 or more responses. The distribution of means is displayed as ranges of means in quartile increments. As such, 25% of all EMJMD courses with 10 or more responses will be found in each of the four columns. The quartile corresponding to the course profiled in each report is highlighted. This display facilitates an easy comparison between a given program and its peers. The means displayed in the comparison tables are obtained by converting Likert-scale survey responses to numeric values. CQSS respondents were asked to evaluate each indicator on a four point Likert-scale, from "Very unsatisfied" or "Disagree" to "Very satisfied" or "Agree". For the purpose of the means utilized in this report, each Likert-scale option corresponds to the following numeric values:

- a. "Very unsatisfied" or "Disagree" = 1;
- b. "Unsatisfied" or "Somewhat disagree" = 2;
- c. "Satisfied" or "Somewhat agree" = 3;
- d. "Very satisfied" or "Agree" = 4.

Therefore, the average score for any given indicator in a table ranges from a minimum of 1 to a maximum of 4, where 4 represents a perfect score for an indicator.

Third, few of the sections of the report introduce an overall description of the qualitative analysis of relevant open ended questions the CQSS survey asked. These selected sections do not pertain solely to the qualitative answers received for MONABIP-Molecular Nano- and Biophotonics, but instead offer the range of positions and issues discussed freely be respondents **across all EMJMD courses**.

The information introduced in this report follows the structure employed by the CQSS survey. Through its design, the CQSS survey aims to capture both the **overall experience** of students within an EMJMD, and the experience students had independently at **each institution attended**. To reflect this dichotomy, each section of the report displays both the **overall evaluation of an indicator**, as reflected by respondents, and **the evaluation of the same or comparable indicator in the context of different universities attended**. The most extensive section of the report focuses on providing information about the **supporting services available to students**. The evaluation of the quality of supporting services available to students is broken down between the following components:

- 1. Support structures received before the start of the EMJMD program;
- 2. Support structures received during the orientation program;
- 3. The general helpfulness of various units and individuals;
- 4. Support received on various specific student issues.

Additionally to including information about your course, this report tries to offer consortia an insight into the qualitative data received during the CQSS survey. Unfortunately, we were unable to extract exclusively



the open responses received from your students. We also felt that in many cases confidentiality could have not been assured if we were to share with you these comments. In return, throughout the report, boxed texts that reflect a general analysis of the open answers received from all CQSS survey respondents are included. These blurbs of text are clearly marked and are not necessarily representative for your course, but they do bring light on some of the challenges faced by EMJMD students in general.

Over 20 volunteers were involved in creating the text accompanying the graphs displayed as part of 78 distinct course reports. Together, these volunteers have written almost 100.000 words. Most of these volunteers, including the coordinating team, are not native english speakers. Despite our best effort to ensure a proper editing and proofreading process, this was simply outside of our capacity. As such, **you may encounter spelling and grammar errors**. At times, the formulation might seem sloppy. We apologize for this. Due to high number of volunteers involved, we were also unable to check the accuracy of all percentage points displayed in the text throughout this report. You may identify inconsistencies between the written text and the graphs in the report. In all cases, the figures displayed in graphical form are accurate.

Do not hesitate to contact CQAB if you have any concerns, questions or feedback about the information displayed in this report by writing an e-mail to cqab.chair@em-a.eu.



3 Supporting services

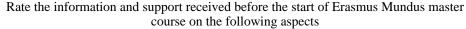
3.1 Support received before the start of the Erasmus Mundus course

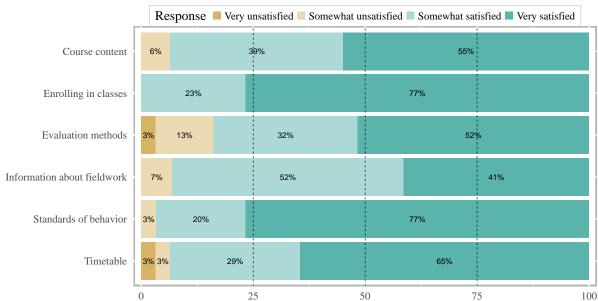
This part of the study assesses the satisfaction of respondents with the support they received at the beginning of their MONABIP-Molecular Nano- and Biophotonics program.

Overall, majority of respondents in the consortia were "very satisfied" with the support received at the beginning of their program across all the indicators. This is evidenced with all the means falling in the fourth quartile. The highest level of satisfaction was with "Enrolling in classes" which registered 100%. However, most students were dissatisfied with "Evaluation methods" (16% dissatisfaction).

At the Complutense University of Madrid, most students were satisfied across all indicators with the exception of "Accommodation" which recorded 58% dissatisfaction. Furthermore at the Ecole Normale Superieure de Cachan most students were "very satisfied" (67% to 84%) across all the indicators, however 10% of the respondents were "very dissatisfied" with "Banking". Similarly majority of the students at Wroclaw University of Technology were "very satisfied" across all the indicators (76% to 92%) even as "Estimation of living expenses" and "Health Insurance" both registered 100% satisfaction. On the contrary 12% of students were dissatisfied with "Language courses".

3.1.1 Consortia





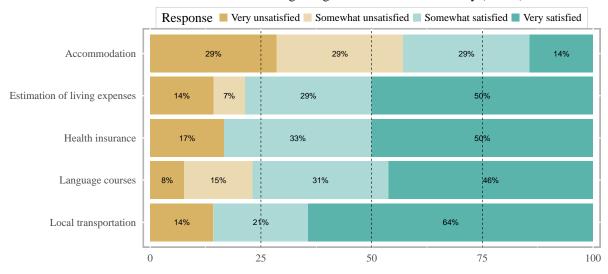
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
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Evaluation methods	31	3.32	3.06	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76
Information about fieldwork	29	3.34	2.98	2.00 - 2.80	2.81 - 3.00	3.01 - 3.19	3.20 - 3.57
Standards of behavior	30	3.73	3.45	2.77 - 3.29	3.30 - 3.42	3.43 - 3.63	3.64 - 3.90
Timetable	31	3.55	3.15	1.94 - 2.96	2.97 - 3.20	3.21 - 3.33	3.34 - 3.80

Table 1: Summary statistics



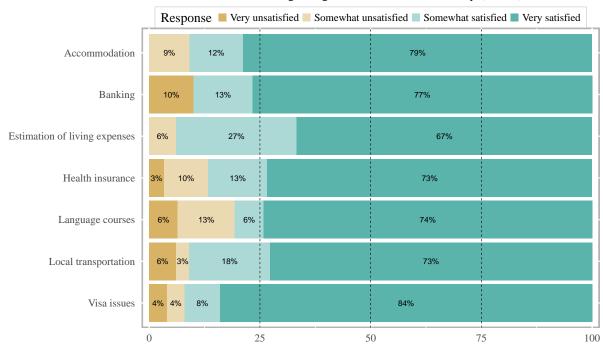
3.1.2 Complutense University of Madrid, Spain

Rate the following items regarding the logistic information and support received before the beginning of studies in this university (n = 15)



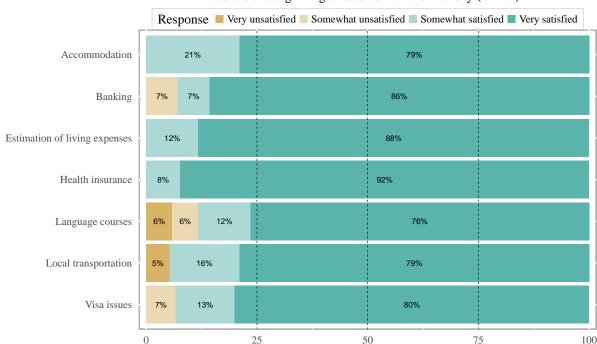
3.1.3 Ecole Normale Superieure de Cachan, France

Rate the following items regarding the logistic information and support received before the beginning of studies in this university (n = 39)





3.1.4 Wroclaw University of Technology, Poland



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

Open answers by CQSS respondents to the question: "Please comment on any other aspect relevant to family relocation throughout Erasmus Mundus Course" (n=23)

Thirty-nine percent of CQSS respondents considered the family relocation assistance offered by their program administration inadequate due to the lack of help from staff regarding travelling arrangements. Almost half of the respondents reported they have received no assistance at all, and a smaller fraction emphasized financial difficulties faced during their family relocation. Second, 26 percent of the students highlighted the lack of support received from administration staff in securing family accommodation and health insurance. Finally, 17 percent of respondents mentioned that obtaining a visa for family members was problematic. Visa rejections, challenges in visa extension, and lengthy issuing processes were cited as some of the difficulties encountered.

3.2 Support received during the orientation program

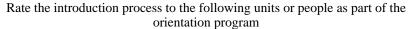
Section 3.2 summarises the satisfaction of respondents with the support received from the consortia and by individual universities at the orientation phase of their program. Survey respondents were generally satisfied with the orientation stage of their program as most respondents reported either being "somewhat satisfied" (13% to 52%) or "very satisfied" (35% to 84%). Hence most of the means fall in the third and fourth quartiles with the exception of "International Student Office" which falls in the second quartile. "Academic staff" reported 97% satisfaction whilst 9% of students were "very unsatisfied" with "Buddy or tutor system".

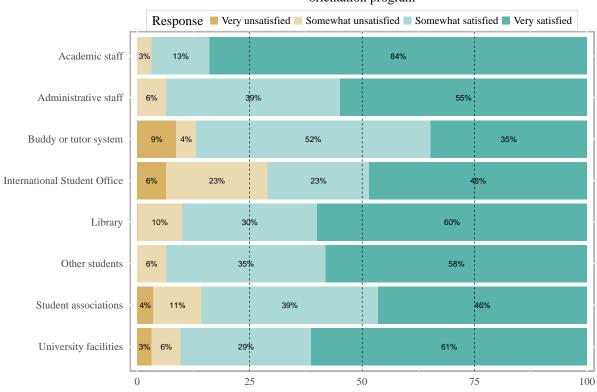
Students at Complutense University of Madrid registered high levels of satisfaction across all indicators (70% and above). "Academic staff" scored the highest level of satisfaction with 79% of respondents being "very satisfied" whilst 30% were "very unsatisfied" with "Student associations". Also at the Ecole Normale Superieure de Cachan there was a general high level of satisfaction across all indicators (82% and above) with "Academic staff" registering 100% satisfaction and "Buddy or tutor system" recording 10% of "very unsatisfied". In addition most respondents at Wroclaw University of Technology reported being "very satisfied"



across all indicators (57%-84%). However 12% of students were "very unsatisfied" with "International Student Office".

3.2.1 Consortia





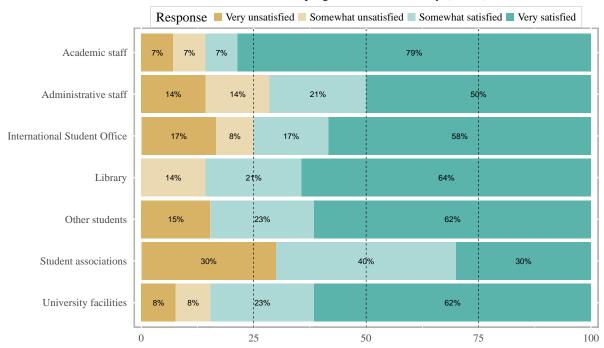
	n	Mean	EM mean	0% - 25%	25% - $50%$	50% - $75%$	75% - 100%
Academic staff	31	3.81	3.46	2.40 - 3.29	3.30 - 3.47	3.48 - 3.63	3.64 - 3.92
Administrative staff	31	3.48	3.40	2.30 - 3.20	3.21 - 3.43	3.44 - 3.62	3.63 - 3.93
Buddy or tutor system	23	3.13	2.97	2.00 - 2.88	2.89 - 3.06	3.07 - 3.20	3.21 - 3.64
International Student Office	31	3.13	3.23	2.47 - 3.04	3.05 - 3.27	3.28 - 3.48	3.49 - 3.90
Library	30	3.50	3.37	2.50 - 3.20	3.21 - 3.35	3.36 - 3.58	3.59 - 3.91
Other students	31	3.52	3.33	2.36 - 3.18	3.19 - 3.36	3.37 - 3.47	3.48 - 3.86
Student associations	28	3.29	2.99	1.92 - 2.76	2.77 - 3.02	3.03 - 3.22	3.23 - 3.62
University facilities	31	3.48	3.39	2.40 - 3.21	3.22 - 3.39	3.40 - 3.57	3.58 - 3.92

Table 2: Summary statistics



3.2.2 Complutense University of Madrid, Spain

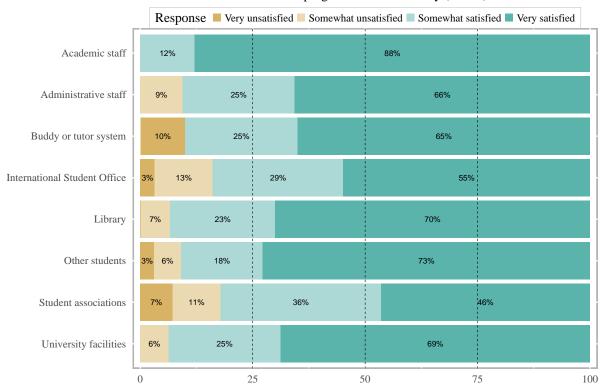
Rate the introduction process to the following units or people as part of the orientation program at this university (n = 15)





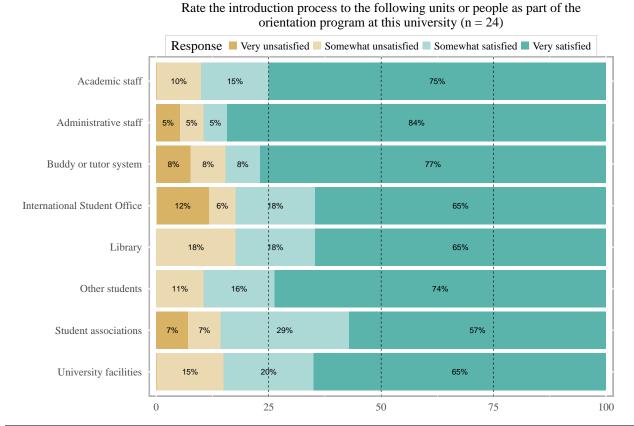
3.2.3 Ecole Normale Superieure de Cachan, France

Rate the introduction process to the following units or people as part of the orientation program at this university (n = 39)





3.2.4 Wroclaw University of Technology, Poland



Open answers by CQSS respondents to the question: "Please comment on any other aspect relevant to the accommodation of disability throughout Erasmus Mundus" (n = 8)

Regarding support to accommodate respondent's disabilities, 37% of respondents highlighted the inadequacy of administrative assistance. Problems related to finding accommodation, poor standard of housing, complicated registration at universities, and lack of organized support from course coordinators constituted the critical issues raised.

3.3 Helpfulness of units and people

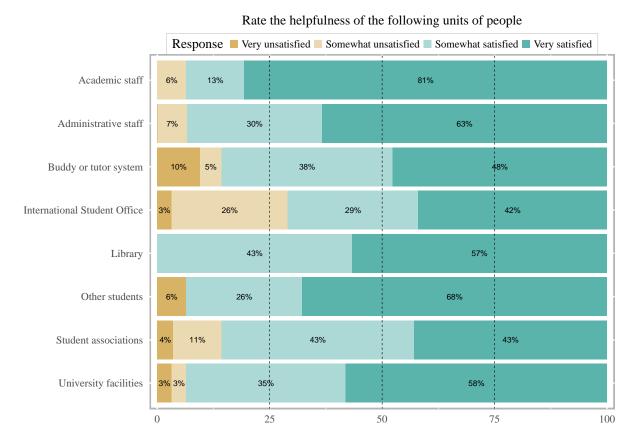
Section 3.3 reflects students' satisfaction with the helpfulness of units and people in the course of their studies. In general students in the consortia were "very satisfied" across al indicators (42%-81%). Hence, majority of the means fall in the third and fourth quartiles with the exception of "International Student Office" being in the second quartile. Most students in the consortia were satisfied with "library" services (100% satisfaction) but 10% indicated they were "very unsatisfied" with "other students".

Results from Complutense University of Madrid show that students were "very satisfied' (64% to 84%) across all indicators with "Health services" and "University facilities" each scoring 100% satisfaction. On the reverse 9% were "very dissatisfied" with "International Student Office".

Respondents at Ecole Normale Superieure de Cachan also demonstrated being mainly "very satisfied" across all indicators (54% -85%) with "library" services achieving 100% satisfaction. However 23% were dissatisfied with the "International Student Office". Students at Wroclaw University of Technology were also mostly "very satisfied" across every single indicator (57% to 87%) with "Health services" realising 100% satisfaction. However, 12% were "very dissatisfied" with "International Student Office".



3.3.1 Consortia

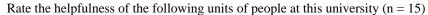


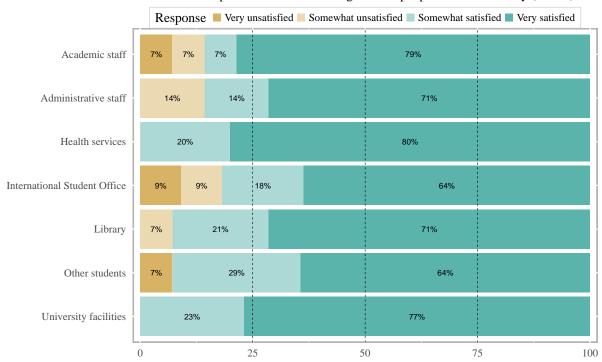
	n	Mean	EM mean	0% - 25%	25% - $50%$	50% - $75%$	75% - 100%
Academic staff	31	3.74	3.47	2.50 - 3.30	3.31 - 3.46	3.47 - 3.62	3.63 - 4.00
Administrative staff	30	3.57	3.36	2.10 - 3.18	3.19 - 3.45	3.46 - 3.61	3.62 - 4.00
Buddy or tutor system	21	3.24	3.03	2.20 - 2.90	2.91 - 3.06	3.07 - 3.20	3.21 - 3.73
International Student Office	31	3.10	3.24	2.45 - 3.09	3.10 - 3.27	3.28 - 3.50	3.51 - 3.71
Library	30	3.57	3.41	2.80 - 3.20	3.21 - 3.44	3.45 - 3.60	3.61 - 3.93
Other students	31	3.55	3.40	2.45 - 3.21	3.22 - 3.39	3.40 - 3.55	3.56 - 3.85
Student associations	28	3.25	3.05	2.10 - 2.92	2.93 - 3.08	3.09 - 3.24	3.25 - 3.68
University facilities	31	3.48	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 Complutense University of Madrid, Spain







University facilities

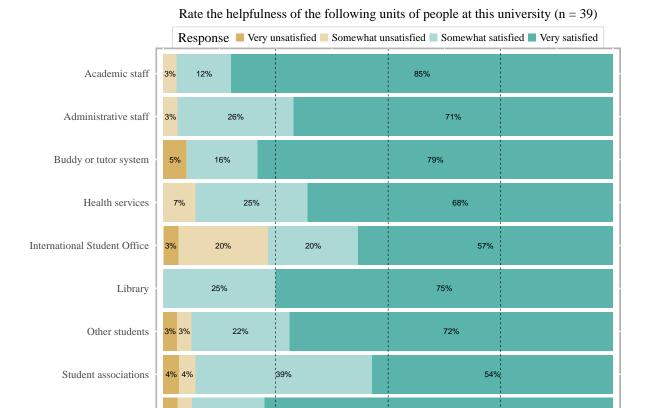
3% 3%

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16%

25

3.3.3 Ecole Normale Superieure de Cachan, France



77%

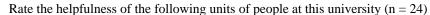
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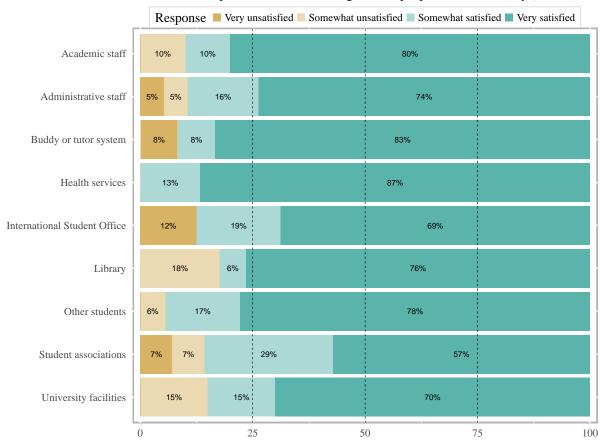
50



100

3.3.4 Wroclaw University of Technology, Poland







Open answers by CQSS respondents to the question: "How could orientation and integration experience have been improved" (n = 1443)

The most common suggestion given by respondents (19 %) in response to this question was that each of the universities should offer a **comprehensive international student orientation program**. The orientation program should involve information on health services, transportation, as well as guided sessions to campus facilities, such as library, gym, food courts, and a city tour in the first few days upon arrival. It was suggested that a **complementary Erasmus Mundus focused orientation program** should be provided. This additional orientation session should introduce the academic and administrative personnel, draw expectations, and give an overview of the program structure. Students who arrived after the start of the program due to visa issues, and thus missed the orientation sessions, emphasized the importance of a **special orientation arrangement** for their integration. Additionally, students recommended that their programs **provide an information booklet upon arrival**.

Concerns regarding administrative assistance were mentioned by 14 percent of participants. Students requested better assistance with accommodation and student housing services on campus. Their responses stated that absence of pre-arrival housing information and arrangements by the program administration reduced the students' chances of finding affordable and conveniently located housing. Administrative assistance for an efficient visa application processes was also mentioned. Dealing with visa processes without proper administrative assistance was described to cause distraction from studies. Some respondents particularly emphasized the need for further administrative assistance for students that are coming from non-EU/overseas countries, and those who are travelling abroad for the first time. Students stressed the importance of assistance with services which involve bureaucratic processes and paperwork, as in health services, banking, and local registration upon arrival. Last, students suggested that the program administrations should organize more social events and extracurricular activities for students and staff to facilitate integration among program participants.

Third, 10 percent of the respondents drew attention to **challenges faced in communicating with administrative staff**. The responses suggested that the communication flow between students and staff is almost non-existent in some contexts. In some cases staff was not well informed about the nature of the specific master's course, nor prepared to support international students. Longer working hours for existing personnel and recruitment of professional full-time staff are two of the recommendations made by the participants. **Promptness in correspondence** was the second most mentioned improvement area. The students emphasized timely communication of clear and accurate information as crucial for the facilitation of integration. Finally, responses indicated the importance of a qualified administrative staff, responsive to student needs and questions without any language barriers. Students expressed that **insufficient English language** skills of the contact persons at times caused discomfort and stress in their interactions with administrative staff.

Another key issue mentioned by 9 percent respondents was the need for more interaction and integration with local non-Erasmus Mundus students through attending courses together and participating in extracurricular or social activities. Some respondents mentioned that residing in campus accommodations close to local students could play a role in establishing better integration. Respondents also suggested the need for host universities to arrange platforms that create opportunities and facilitate the active engagement of Erasmus Mundus students in their institutions.

Some respondents (6%) also indicated the need to introduce or **strengthen the buddy and tutor support services** in order to assist the smooth integration of students into the new university, city and country. Respondents particularly emphasized the significance of **assigning English speaking tutors**.

3.4 Support received on various issues

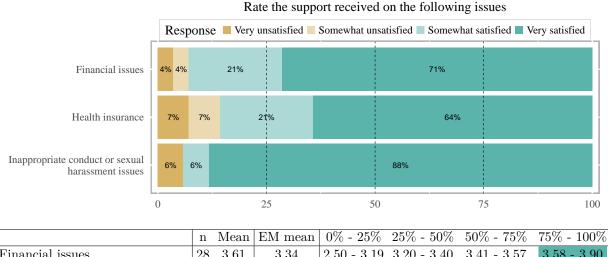
Section 3.4 portrays the students' satisfaction with the support received from the consortia and individual universities on three main issues: (1) "Financial issues", (2) "Health insurance" and (3) Inappropriate conduct or Sexual harassment issues. There is a general high level of satisfaction with the level of support received



from the consortia as 71% to 88 % of respondents were "very satisfied" with such assistance received. The means of "Financial issues" and "Health insurance" hence fell in the fourth and third quartiles respectively.

At Complutense University of Madrid most students (80%) were satisfied with "Quality of extracurricular activities". Whilst 72% were satisfied with "Availability of extracurricular Activities". Students at Ecole Normale Superieure de Cachan were mostly satisfied with "Quality of extracurricular activities" (87% satisfaction) whilst another 84% indicated their satisfaction with "Availability of extracurricular Activities". Also at the Wroclaw University of Technology 89% of respondents were satisfied with "Quality of extracurricular activities" as opposed to 79% being satisfied with "Availability of extracurricular Activities"

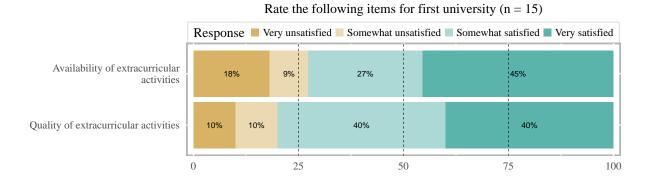
3.4.1 Consortia



Financial issues 3.61 2.50 - 3.19 3.20 - 3.40 28 3.34 3.41 - 3.573.58 - 3.90Health insurance 28 3.43 3.37 2.54 - 3.25 | 3.26 - 3.38 3.39 - 3.563.57 - 3.843.22 - 3.50 3.51 - 3.60 Inappropriate conduct or sexual 17 3.76 3.54 3.61 - 3.723.73 - 3.76harassment issues

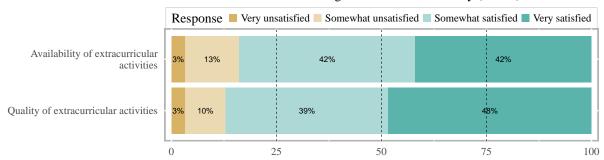
Table 4: Summary statistics

3.4.2 Complutense University of Madrid, Spain



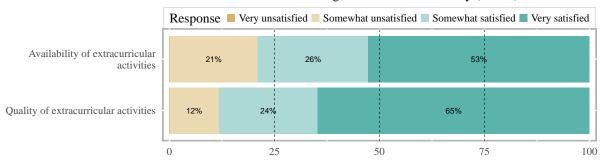
3.4.3 Ecole Normale Superieure de Cachan, France

Rate the following items for first university (n = 39)



3.4.4 Wroclaw University of Technology, Poland

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





4 Assessment and feedback

4.1 Module assessment

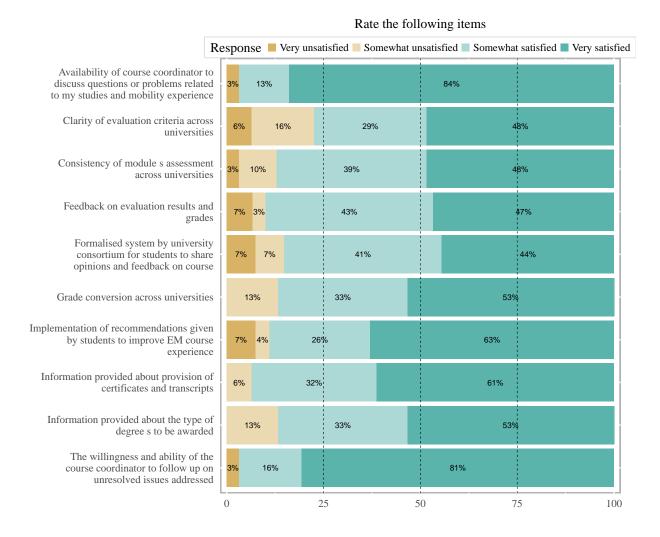
Section 4.1 depicts students' satisfaction with the evaluation and module assessment in the light of 10 indicators (see figure 4.1.1). Overall majority of respondents were highly satisfied across all indicators (78% and above). Consequently all the means fell in the fourth quartile.

"Availability of course coordinator to discuss questions or problems related to my studies and mobility experience" had the highest level of satisfaction with 97% of respondents being "very satisfied". However 22% of the student populace were dissatisfied with "Clarity of evaluation criteria across universities".

At the Complutense University of Madrid (n = 15) most students were satisfied (79%) with both "Ability to provide feedback on the quality of services offered" and "Feedback on evaluation results and grades". However 25% of students were "very unsatisfied" with "Formalised system through which students can share their opinions and provide feedback on the EM course". Also students at "Ecole Normale Superieure de Cachan" (n = 39) showed greatest satisfaction with "Ability to provide feedback on the quality of courses" (66% "very satisfied"). However 15% of respondents were dissatisfied with "Feedback on evaluation results and grades". At Wroclaw University of Technology (n = 24), 95% of respondents were satisfied with "Ability to provide feedback on the quality of courses" but 16% were dissatisfied with "The quality of the feedback channels at this university".



4.1.1 Consortia



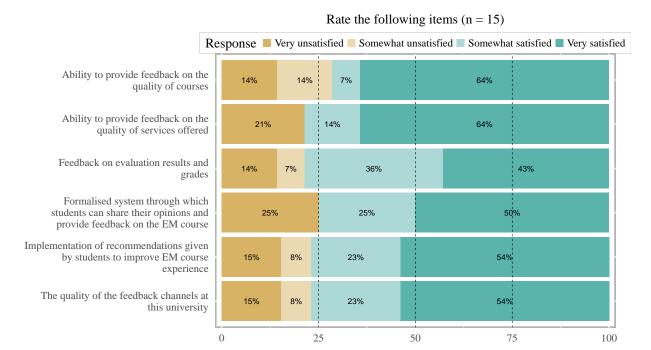


	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Availability of course coordinator	31	3.77	3.30	2.10 - 3.12	3.13 - 3.33	3.34 - 3.49	3.50 - 3.90
to discuss questions or problems							
related to my studies and mobil-							
ity experience							
Clarity of evaluation criteria across universities	31	3.19	2.78	1.90 - 2.55	2.56 - 2.79	2.80 - 3.00	3.01 - 3.60
Consistency of module s assess-	31	3.32	2.82	1 89 - 2 58	2.59 - 2.79	2 80 - 3 01	3.02 - 3.50
ment across universities		0.02	2.02	1.00 2.00	2.00 2.10	2.00 0.01	0.02 0.00
Feedback on evaluation results	30	3.30	2.78	1.70 - 2.57	2.58 - 2.83	2.84 - 3.00	3.01 - 3.60
and grades							
Formalised system by university	27	3.22	2.95	1.75 - 2.73	2.74 - 2.97	2.98 - 3.19	3.20 - 3.55
consortium for students to share							
opinions and feedback on course							
Grade conversion across universi-	30	3.40	2.86	2.17 - 2.71	2.72 - 2.83	2.84 - 3.00	3.01 - 3.56
ties							
Implementation of recommenda-	27	3.44	2.84	1.58 - 2.62	2.63 - 2.86	2.87 - 3.15	3.16 - 3.44
tions given by students to im-							
prove EM course experience							
Information provided about pro-	31	3.55	3.04	1.96 - 2.85	2.86 - 3.07	3.08 - 3.27	3.28 - 3.67
vision of certificates and tran-							
scripts							
Information provided about the	30	3.40	3.14	2.40 - 2.95	2.96 - 3.16	3.17 - 3.35	3.36 - 3.70
type of degree s to be awarded							
The willingness and ability of the	31	3.74	3.27	1.80 - 3.00	3.01 - 3.32	3.33 - 3.47	3.48 - 3.92
course coordinator to follow up							
on unresolved issues addressed							

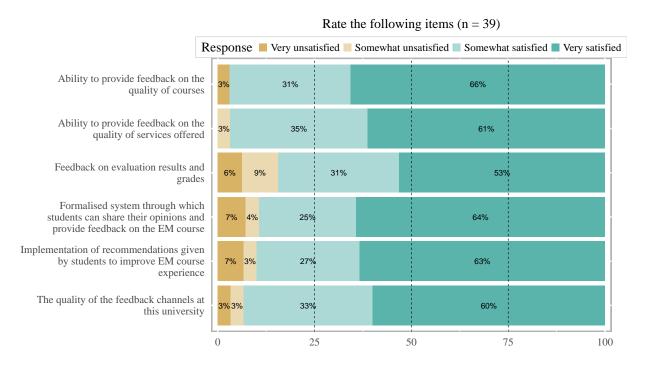
Table 5: Summary statistics



4.1.2 Complutense University of Madrid, Spain

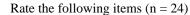


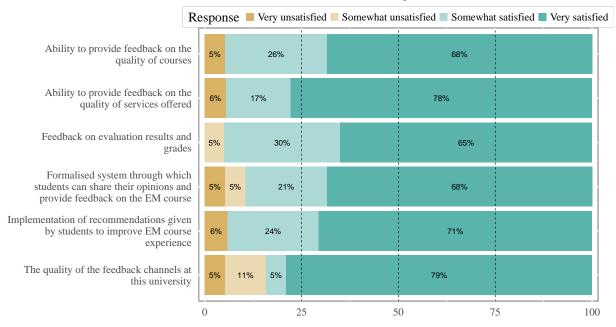
4.1.3 Ecole Normale Superieure de Cachan, France





4.1.4 Wroclaw University of Technology, Poland







Open answers by CQSS respondents to the question: "What recommendations would you give to build or improve student feedback channels at the university?" (n=540)

The following recommendations to improve feedback mechanisms at the level of the course were suggested by 30 percent of respondents.

- 1. **Face-to-discussions**, in the form of group meetings, either in the end of each semester, or regularly during the academic year. Respondents mentioned that these spaces for open discussion could be held in the presence of professors, but also administrative staff, especially course coordinators.
- 2. Formalized feedback system. This plea for having a formal system to collect feedback suggests that at many institutions such systematic mechanisms still do not exist. This does not mean that students cannot express their suggestions or complaints, but that they need to rely on ad-hoc initiatives, often through staff members that assume the responsibility of collecting feedback individually.
- 3. Implementation of **surveys** as a preferred way to provide feedback.
- 4. Presence of **online platforms** to centralize the collection of feedback. Some respondents mentioned the possibility of having online surveys, blogs, forums or even an online chatroom.
- 5. Broaden the focus of assessment during course evaluation.

Eighteen percent of students discussed the quality of feedback provided by teachers on student's academic performance. Several students voiced their urge to receive more comments, suggestions and criticism on their academic work. Their replies clearly stated that in many cases they did not receive any qualitative feedback focused on improvement in addition to a quantitative grade. Students also expressed the need to have more detailed evaluation criteria (e.g., rubrics), in order to have a more transparent grading system. In some cases, students also indicated that the feedback on their work was overdue. Lastly, students mentioned a desire to discuss face-to-face their examinations and other assessment procedures with their teachers.

Additionally, respondents (13%) mentioned the necessity to receive feedback on "their own provided feedback". Responses suggested that despite the existence of feedback mechanisms, where students could voice their needs or concerns, it was very uncommon that feedback would produce any effects.



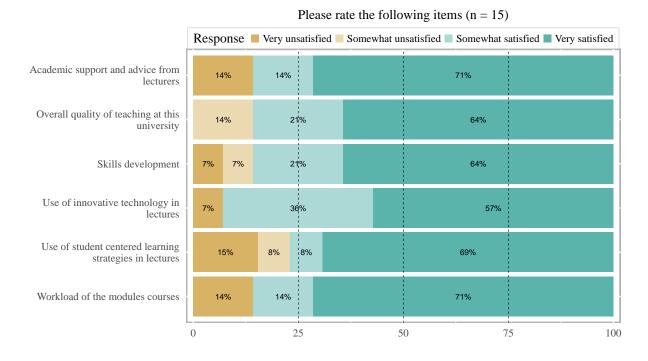
5 Teaching/learning and supervision

5.1 Teaching/learning

Section 5 reflects respondents' experience with teaching and learning as well as supervision.

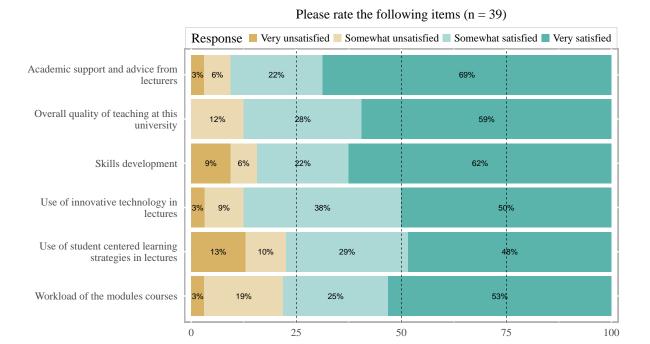
Students at Complutense University of Madrid were mostly satisfied (93% and above) with "Use of innovative technology in Lectures" but 23% were dissatisfied with "Use of student centered learning strategies in lectures". Moreover at the Ecole Normale Superieure de Cachan 91% of respondents expressed satisfaction with "Academic support and advice from Lecturers" but 23% were dissatisfied with "Use of student centered learning strategies in lectures". At Wroclaw University of Technology 95% of students were satisfied with "Workload of the modules courses' but 21% of students were also dissatisfied with "Use of student centered learning strategies in lectures".

5.1.1 Complutense University of Madrid, Spain

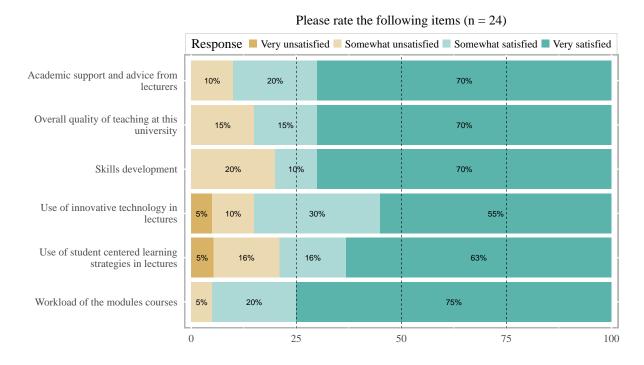




5.1.2 Ecole Normale Superieure de Cachan, France



5.1.3 Wroclaw University of Technology, Poland



5.2 First supervisor

Section 5.2 paints the picture of students' satisfaction with the support provided by their first supervisors. Overall most students in the consortium recorded high levels of satisfaction across all indicators (96%) with



all means falling in the third quartile. Consequently 81% of respondents "agree" with the statement "My supervisor was available for periodic meetings" whilst 69% "agree" that "My supervisor provided valuable advice during my thesis work".

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 My supervisor was available for periodic meetings 0 25 50 75 100

Mean EM mean 0% - 25% 25% - 50% 50% - 75% 75% - 100% 26 2.64 - 3.43 3.44 - 3.60 3.61 - 3.75My supervisor provided valuable 3.65 3.52 3.76 - 4.00advice during my thesis work My supervisor was available for 26 3.55 2.79 - 3.46 3.47 - 3.62 3.63 - 3.80 3.77 3.81 - 4.00periodic meetings

Table 6: Summary statistics

Open responses by CQSS respondents to the question: "Please explain your answer regarding the academic satisfaction with course" (n = 650)

The majority of respondents (52%) related their academic satisfaction or dissatisfaction to the **curriculum** of their courses. Many respondents (145) reported being satisfied with curriculum. However, 193 responses stated that the curriculum of their program could be improved. The majority of those who commented negatively on curriculum aspects referenced the low academic level of the program. Some respondents felt that the curriculum they were exposed to did not advance adequately their subject knowledge. They emphasized the lack of practical orientation of the curriculum and the inflexibility in the choice of modules they could take.

Some respondents (13%) addressed the efficiency of coordination between various consortium members and the **consistency of standards across attended universities**. Several respondents were concerned with **significant differences in the quality of teaching** between consortium universities. They suggested that **overlap in contents** between different institutions made some courses redundant. Another major concern was a **difference in assessment methods** among the consortium members which seemed confusing for some of the respondents. A small number of respondents underlined the **lack of administrative coordination** and **communication** between universities which made mobility between institutions somewhat difficult.

Importantly, 10% of responses emphasized the **positive impact studying as part of an Erasmus Mundus Master's course had on their personal growth** mentioning positive changes in their behavior, having had gained invaluable personal skills and confidence, and referred to their Erasmus Mundus course as a 'life changing experience'.



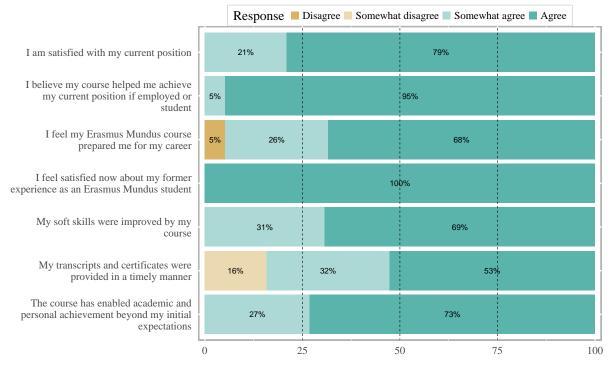
6 Internship/field experience and personal development

6.1 Personal development

Section 6.1, is an account of respondents' reflection on their personal development experience during their EM course. In general there is a high level of satisfaction across all indicators with the means of most indicators falling in the third ("My soft skills were improved by my course" and "My transcripts and certificates were provided in a timely manner") and fourth quartiles ("I feel my Erasmus Mundus course prepared me for my career" and "The course has enabled academic and personal achievement beyond my initial expectations"). Moreover four indicators registered 100% satisfaction namely; "I am satisfied with my current position"; "I feel satisfied now about my former experience as an Erasmus Mundus student"; "My soft skills were improved by my course" and "The course has enabled academic and personal achievement beyond my initial expectations".

"I feel satisfied now about my former experience as an Erasmus Mundus student" and "My transcripts and certificates were provided in a timely manner". Nonetheless 21% of respondents were not in agreement with the statement "The course has enabled academic and personal achievement beyond my initial expectations". Moreover the statement, "I feel satisfied now about my former experience as an Erasmus Mundus student" registered the highest level of satisfaction as 100% of students totally agreed with this statement. However a minority 5% "disagree" with the statement "I feel my Erasmus Mundus course prepared me for my career".

Rate the following statements regarding personal development during EM course

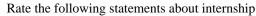


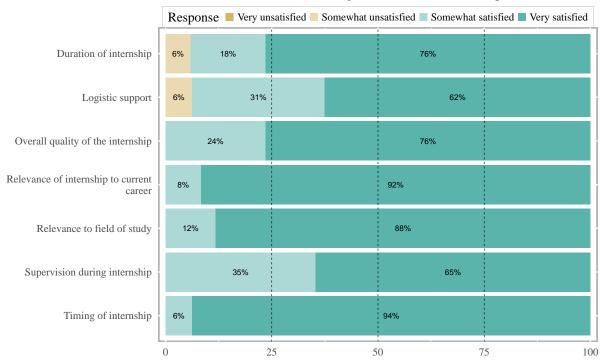


	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - $100%$
I am satisfied with my current	19	3.79	3.39	3.00 - 3.25	3.26 - 3.44	3.45 - 3.62	3.63 - 3.79
position							
I believe my course helped me	19	3.95	3.47	3.00 - 3.43	3.44 - 3.56	3.57 - 3.72	3.73 - 3.95
achieve my current position if em-							
ployed or student							
I feel my Erasmus Mundus course	19	3.58	3.36	2.64 - 3.28	3.29 - 3.33	3.34 - 3.54	3.55 - 3.88
prepared me for my career							
I feel satisfied now about my for-	19	4.00	3.65	3.36 - 3.61	3.62 - 3.69	3.70 - 3.79	3.80 - 4.00
mer experience as an Erasmus							
Mundus student							
My soft skills were improved by	26	3.69	3.50	2.90 - 3.40	3.41 - 3.56	3.57 - 3.71	3.72 - 4.00
my course							
My transcripts and certificates	19	3.37	3.21	2.36 - 2.93	2.94 - 3.36	3.37 - 3.62	3.63 - 4.00
were provided in a timely man-							
ner							
The course has enabled academic	26	3.73	3.31	2.46 - 3.20	3.21 - 3.37	3.38 - 3.56	3.57 - 3.91
and personal achievement beyond							
my initial expectations							

Table 7: Summary statistics

6.2 Internship







	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Duration of internship		3.71	3.47	3.00 - 3.35	3.36 - 3.59	3.60 - 3.71	3.72 - 3.90
Logistic support	16	3.56	3.24	2.41 - 3.09	3.10 - 3.25	3.26 - 3.56	3.57 - 3.80
Overall quality of the internship	17	3.76	3.46	2.30 - 3.29	3.30 - 3.50	3.51 - 3.71	3.72 - 4.00
Relevance of internship to current	12	3.92	3.39	3.00 - 3.07	3.08 - 3.17	3.18 - 3.48	3.49 - 3.92
career							
Relevance to field of study	17	3.88	3.66	2.70 - 3.53	3.54 - 3.68	3.69 - 3.79	3.80 - 4.00
Supervision during internship	17	3.65	3.32	2.60 - 3.18	3.19 - 3.30	3.31 - 3.65	3.66 - 4.00
Timing of internship	16	3.94	3.58	2.90 - 3.59	3.60 - 3.67	3.68 - 3.79	3.80 - 4.00

Table 8: Summary statistics

Open responses by CQSS respondents to the question: "In what way could your course have supported you better to find a job" (n = 37)

When asked about the ways in which their EMJMD course could improve students' prospects of finding a job, 35% of respondents mentioned that **internships** may represent one of the most significant addition to their Erasmus Mundus experience.

Additionally, respondents (27%) highlighted the need to have more **opportunities to engage and network** with representatives from the industry and labour market (e.g. campus activities for recruitment, establish specific networks and partnerships with companies).

Other tangible suggested actions include the establishment of alumni networks, access to online platforms with job vacancies, mentoring for teachers on career preparation and more practical emphasis as part of the course curriculum.



7 Acknowledgments

The work of CQAB would not exist and could not continue without the **support of numerous committed volunteers spread all across the world**, driven by a strong motivation to help improve the quality of EMJMD courses. During the last 18 months, over 40 volunteers were involved with different stages of the CQSS project, from analyzing feedback received following the 2013 edition of the CQSS survey, to coding qualitative data and interpreting descriptive graphical information. **CQAB** is **grateful**, **humbled and proud to have supported the CQSS project fully through volunteer work**, and thus without external interference.

Georgiana Mihut was responsible for the challenging task of coordinating the 40 CQAB volunteers. She managed the problems and troubles that unavoidably arise during the work of such a diverse group while working on a very demanding task. Georgiana lead and organized all major steps and tasks during the re-design, implementation and data analysis of the survey.

Mikhail Balyasin is responsible for the substantial improvements to the design and content of course reports, has skilfully generated the graphical information made available in this report and all others, and created the CQSS interactive online platform. Luis Carvalho coordinated the process of analyzing the vast qualitative data that emerged from the CQSS survey, rethought the architecture of the CQSS survey and helped streamline the survey experience for respondents. Waqas Ahmed kindly provided ongoing support with tasks that needed a last minute volunteer. Patrik Punco and Haneen Deeb worked tirelessly to create the online version of the CQSS survey, and became SurveyMonkey experts in the process. Additionally, Hannen was involved in the process of restructuring the survey together with Luis. The new version of the CQSS survey benefited from the proofreading skills of Tugce Schmitt and Chiara Dalla Libera. Chiara has graciously facilitated our internal communication before the creation of a communication team. Kristina Jaksa, Zhanna Saidenova, Sayeeda Amber Sayed, Rediet Tesfaye and Hacer Tarcanli brought an invaluable contribution to the analysis of the qualitative data emerging from the 2015 CQSS survey. Completing the qualitative analysis was far from being a simple task, and their attention to detail, team effort and systematic approach under the coordination of Luis serve as an example of good practice in analyzing large sets of qualitative data.

In the fall of 2015, CQAB conducted a new recruitment process to consolidate its volunteer basis. The new CQAB members provided invaluable contributions towards finalizing the products emerging from the CQSS survey, including the 78 course reports CQAB generated this year. Aferdita Pustina, Eias Hausen, Felix Donkor, Jacob Sydenham, Joanna Dziadkowiec, Marsela Giovani Husen, Mattia Gusella, Pouneh Eftekhari, Rishikesh Ganjwe, Thuy Van Truong, Tiana Vekic, Tijana Maksimovic, Ana Godonoga, Bishnu Sarker, Chengjia Wang, Daniel Prasetyo, Elizabeth Humberstone, Habtamu Diriba Garomssa, Kseniia Goroshko, Nuoya Chen, Xinyu Wang, and Sonja Song offered meaning and provided text to the numerous graphs that emerged for each course from the quantitative analysis of the CQSS survey. Combined, these volunteers wrote 91,163 words, or 1169 customized words for each report. Each of them wrote an average of 4144 words.

Primary analyst for that report is Felix Donkor and secondary analyst is Tiana Vekic.

Muhammad Sohaib Aslam, Wei Wang, Wenjie Shi, and Yemi Adeyeye, members of the newly formed CQAB Communication Team provided support on communication tasks, proofreading and more. Catherine Lourdes Dy joined the CQSS task force by provided last minute proofreading help.

