

Title of the report

Course Quality Advisory Board

September 2, 2015

Introduction

Course Quality Advisory Board

C-QAB is a voluntary student organization comprised of current and past Erasmus Mundus students. The focus of C-QAB is to facilitate communication between the Association and the Erasmus Mundus programmes. C-QAB accomplishes this by coordinating the EMA Programme Representatives, conducting an annual student services satisfaction survey and responding to student concerns through its email account.

If you have any concerns or would like to request some additional information, feel free to contact us through e-mail: em.feedback@em-a.eu.

Some stuff about the survey

Number of respondents, number of courses with 10+ respondents, tables with coverage and response rates.

Structure of the document

This report is structured similar to a survey itself. There are four sections each represented by multiple questions. Each individual question is explained through a graph and a table.

Graph plots the responses from students, while table provides information about how other courses did on that question. Example of a table below:

	Respondents	Mean	Mean for all courses	0%	25%	50%	75%	100%
Course content	23	3.35	3.21	2.54	3.05	3.23	3.34	3.65
Enrolling in classes	23	3.65	3.44	2.57	3.25	3.44	3.62	3.92
Evaluation methods	23	3.18	3.07	2.23	2.88	3.05	3.21	3.76
Information about fieldwork	23	3.09	2.97	2.00	2.80	3.00	3.18	3.57
Standards of behavior	23	3.64	3.45	2.77	3.29	3.42	3.63	3.87
Timetable	23	3.30	3.15	1.75	2.98	3.20	3.32	3.68

Each row represents a dimension of the question. It contains information about the mean that question received from students of your program. 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 between two adjacent columns (e.g., 0%-25%). This enables easy comparison of any given program with its peers.

Important note: Throughout this report only dimensions with at least 10 respondents will be used. That means that for some dimensions, instead of a mean, there will be a special value NA (not available). We still keep the comparative information for that dimension for reference.

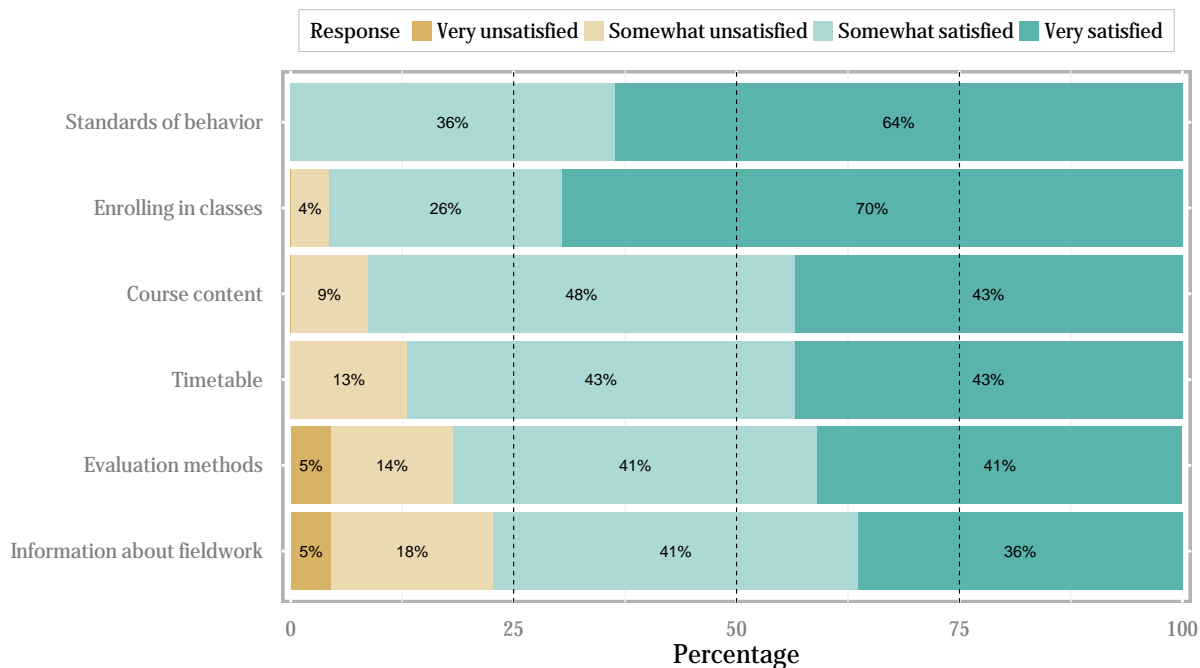
Executive summary (?)

Supporting services

Support received before the start of the Erasmus Mundus course

Some introductory text about this particular question. Likely to be the same for all courses.

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



Some supporting text explaining the graph and highlighting some of the issues. Should be individual for each course.

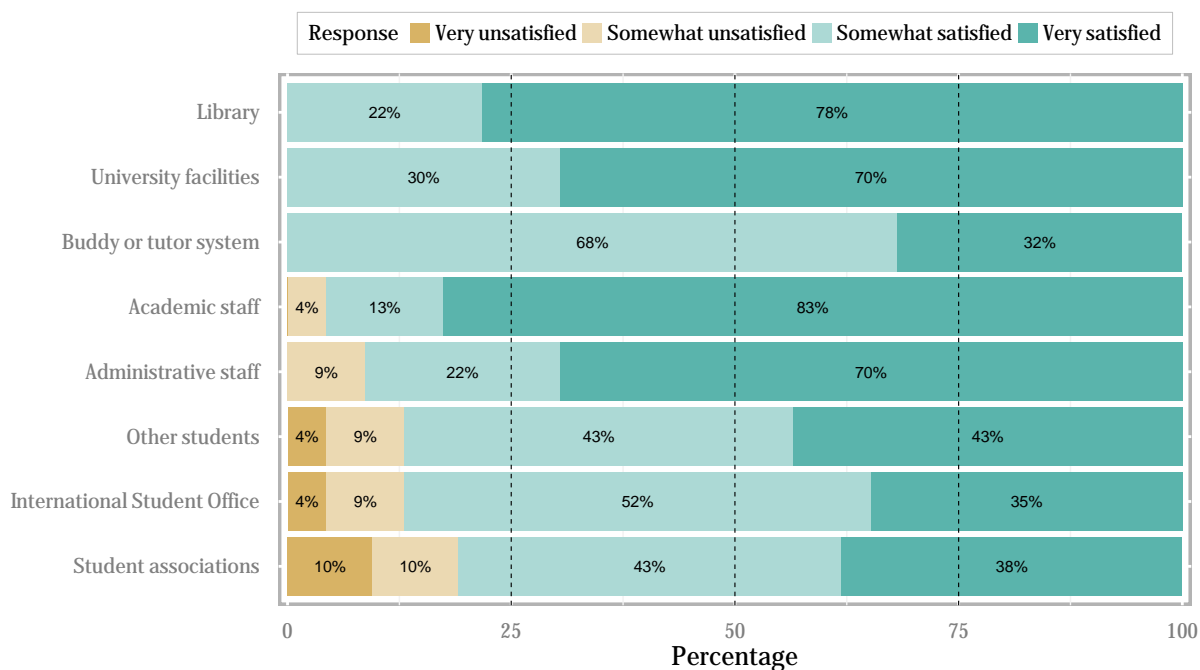
	Respondents	Mean	Mean for all courses	0%	25%	50%	75%	100%
Course content	23	3.35	3.21	2.54	3.05	3.23	3.34	3.65
Enrolling in classes	23	3.65	3.44	2.57	3.25	3.44	3.62	3.92
Evaluation methods	23	3.18	3.07	2.23	2.88	3.05	3.21	3.76
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Standards of behavior	23	3.64	3.45	2.77	3.29	3.42	3.63	3.87
Timetable	23	3.30	3.15	1.75	2.98	3.20	3.32	3.68

Some supporting about the table and highlighting some of the issues. Should be individual for each course.

Support received during the orientation program.

Some introductory text about this particular question. Likely to be the same for all courses.

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



Some supporting text explaining the graph and highlighting some of the issues. Should be individual for each course.

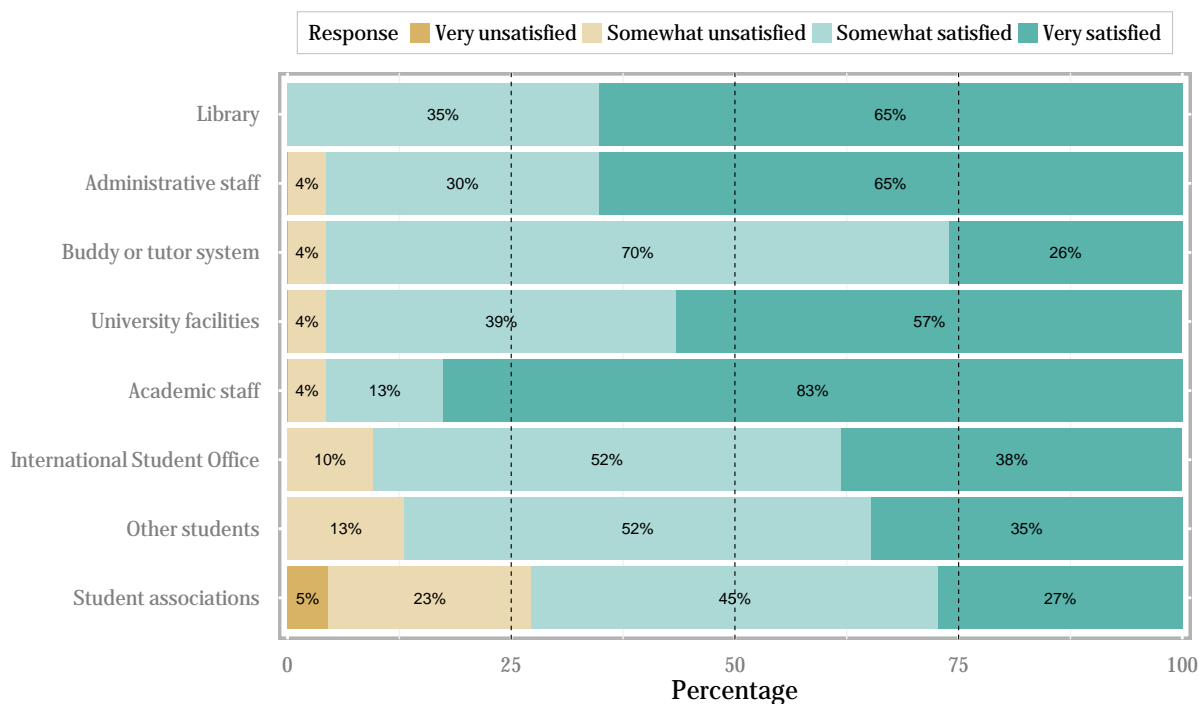
	Respondents	Mean	Mean for all courses	0%	25%	50%	75%	100%
Academic staff	23	3.78	3.47	2.75	3.33	3.52	3.65	3.92
Administrative staff	23	3.61	3.42	2.50	3.22	3.45	3.62	3.93
Buddy or tutor system	23	3.32	2.97	2.00	2.89	3.06	3.20	3.64
International Student Office	23	3.17	3.24	2.50	3.03	3.29	3.48	3.74
Library	23	3.78	3.37	2.50	3.21	3.36	3.57	3.90
Other students	23	3.26	3.34	2.36	3.18	3.36	3.47	3.86
Student associations	23	3.10	3.00	1.92	2.79	3.02	3.19	3.62
University facilities	23	3.70	3.40	2.50	3.23	3.40	3.58	3.92

Some supporting about the table and highlighting some of the issues. Should be individual for each course.

Helpfulness of units and people

Some introductory text about this particular question. Likely to be the same for all courses.

Rate the helpfulness of the following units of people



Some supporting text explaining the graph and highlighting some of the issues. Should be individual for each course.

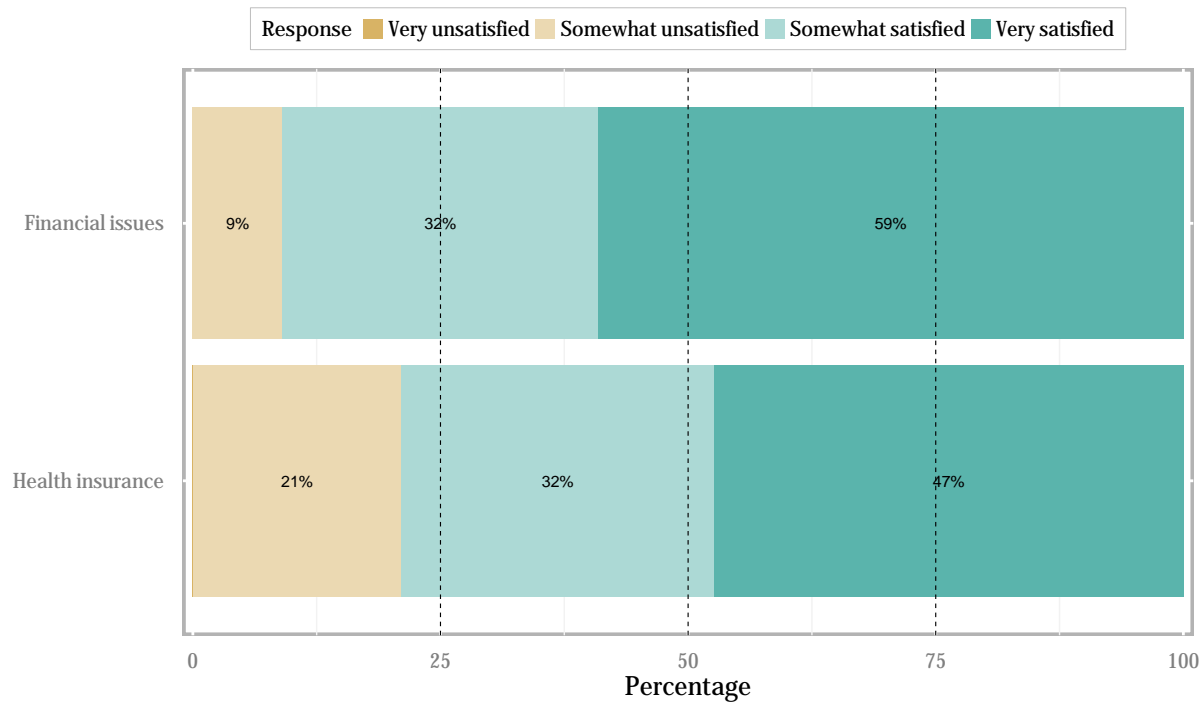
	Respondents	Mean	Mean for all courses	0%	25%	50%	75%	100%
Academic staff	23	3.78	3.48	2.81	3.35	3.47	3.62	3.80
Administrative staff	23	3.61	3.37	2.54	3.19	3.45	3.61	3.87
Buddy or tutor system	23	3.22	3.04	2.50	2.90	3.05	3.21	3.73
International Student Office	23	3.29	3.25	2.50	3.13	3.28	3.49	3.71
Library	23	3.65	3.42	2.85	3.20	3.45	3.60	3.93
Other students	23	3.22	3.40	2.45	3.23	3.39	3.56	3.85
Student associations	23	2.95	3.05	2.10	2.91	3.06	3.23	3.68
University facilities	23	3.52	3.43	2.71	3.27	3.52	3.62	3.86

Some supporting about the table and highlighting some of the issues. Should be individual for each course.

Support received on various issues.

Some introductory text about this particular question. Likely to be the same for all courses.

Rate the support received on the following issues



Some supporting text explaining the graph and highlighting some of the issues. Should be individual for each course.

	Respondents	Mean	Mean for all courses	0%	25%	50%	75%	100%
Financial issues	23	3.50	3.35	2.50	3.20	3.40	3.55	3.80
Health insurance	23	3.26	3.37	2.54	3.25	3.38	3.53	3.88
Inappropriate conduct or sexual ha-rassment issues			3.55	3.25	3.50	3.60	3.72	3.76

Some supporting about the table and highlighting some of the issues. Should be individual for each course.

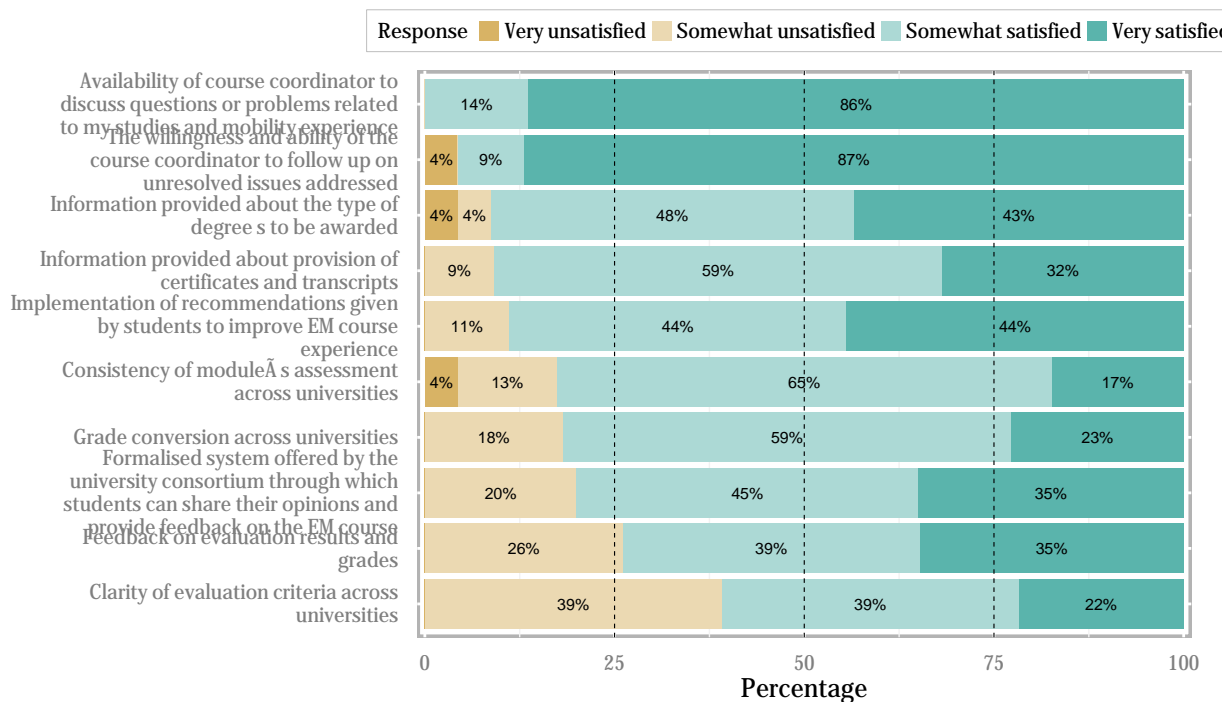
Assessment and feedback

Some introductory text about the section

Module assessment.

Some introductory text about this particular question. Likely to be the same for all courses.

Rate the following items



Some supporting text explaining the graph and highlighting some of the issues. Should be individual for each course.

	Respondents	Mean	Mean for all courses	0%	25%	50%	75%	100%
Availability of course coordinator to discuss questions or problems related to my studies and mobility experience	23	3.86	3.31	2.06	3.15	3.33	3.49	3.87
Clarity of evaluation criteria across universities	23	2.83	2.78	1.94	2.56	2.77	2.98	3.36
Consistency of module's assessment across universities	23	2.96	2.82	1.94	2.59	2.77	3.00	3.40
Feedback on evaluation results and grades	23	3.09	2.78	2.04	2.58	2.80	3.00	3.38
Formalised system offered by the university consortium through which students can share their opinions and provide feedback on the EM course	23	3.15	2.94	1.75	2.73	2.97	3.17	3.55
Grade conversion across universities	23	3.05	2.86	2.15	2.70	2.84	3.00	3.56
Implementation of recommendations given by students to improve EM course experience	23	3.33	2.84	1.55	2.64	2.86	3.14	3.46
Information provided about provision of certificates and transcripts	23	3.23	3.05	1.96	2.86	3.07	3.27	3.67
Information provided about the type of degree s to be awarded	23	3.30	3.14	2.31	2.92	3.17	3.35	3.70
The willingness and ability of the course coordinator to follow up on unresolved issues addressed	23	3.78	3.28	2.00	3.05	3.32	3.47	3.92

Some supporting about the table and highlighting some of the issues. Should be individual for each course.

Thesis supervision and personal development

Some introductory text about the section

Internship/field experience

Some introductory text about the section

Information about specific universities

Some introductory text about the section

First university

Table with universities that were “first”

Second university

Table with universities that were “second”

Third university

Table with universities that were “third”

Fourth university

Table with universities that were “fourth”

Concluding remarks

Some concluding remarks