



EMA

Erasmus Mundus Students and Alumni Association

CWCN-Crossways in Cultural Narratives

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

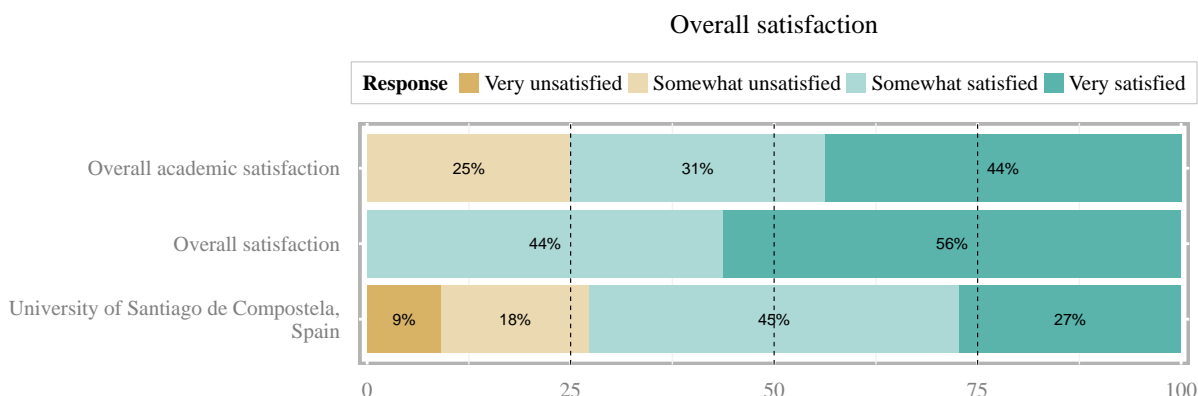
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1 Executive summary (?)



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, 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 16 students of your program. They represent 11 countries and collectively they have spent more than 14 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	16	3.44	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	16	3.19	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	16	3.27	3.03	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76

Each row represents a dimension of the question. It contains information about the mean that question received from students of your program.

Calculation of means is based on Likert-scale. Each option corresponds to a numeric value in a following way:

1. "Very unsatisfied" or "Disagree" = 1.
2. "Unsatisfied" or "Somewhat disagree" = 2.
3. "Satisfied" or "Somewhat agree" = 3.
4. "Very satisfied" or "Agree" = 4.

Therefore, average score for any given dimension in a table ranges from a minimum of 1 to a maximum of 4, with 4 being a perfect score for each dimension.

Following that is the mean for all respondents of the survey. Finally, table provides information about distribution of means in all other courses. Distribution is represented by quantiles. This means that 25% of courses will lie in each of the columns. This enables easy comparison of any given program with its peers. The column with the score of your program is highlighted.



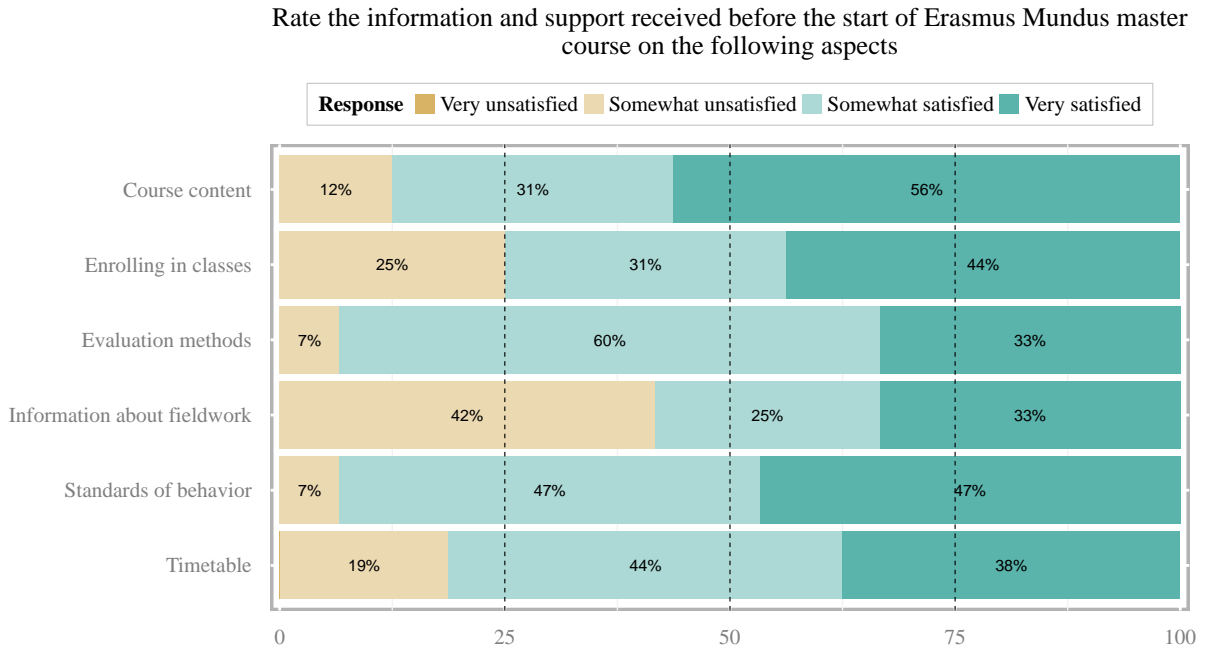
3 Supporting services

We will have some text here.

3.1 Support received before the start of the Erasmus Mundus course

All three Universities, Corvinus Univ. of Budapest, Univ. of Regensburg and Univ. of Trento performed exceptionally well on local transportation support.

3.1.1 Consortia



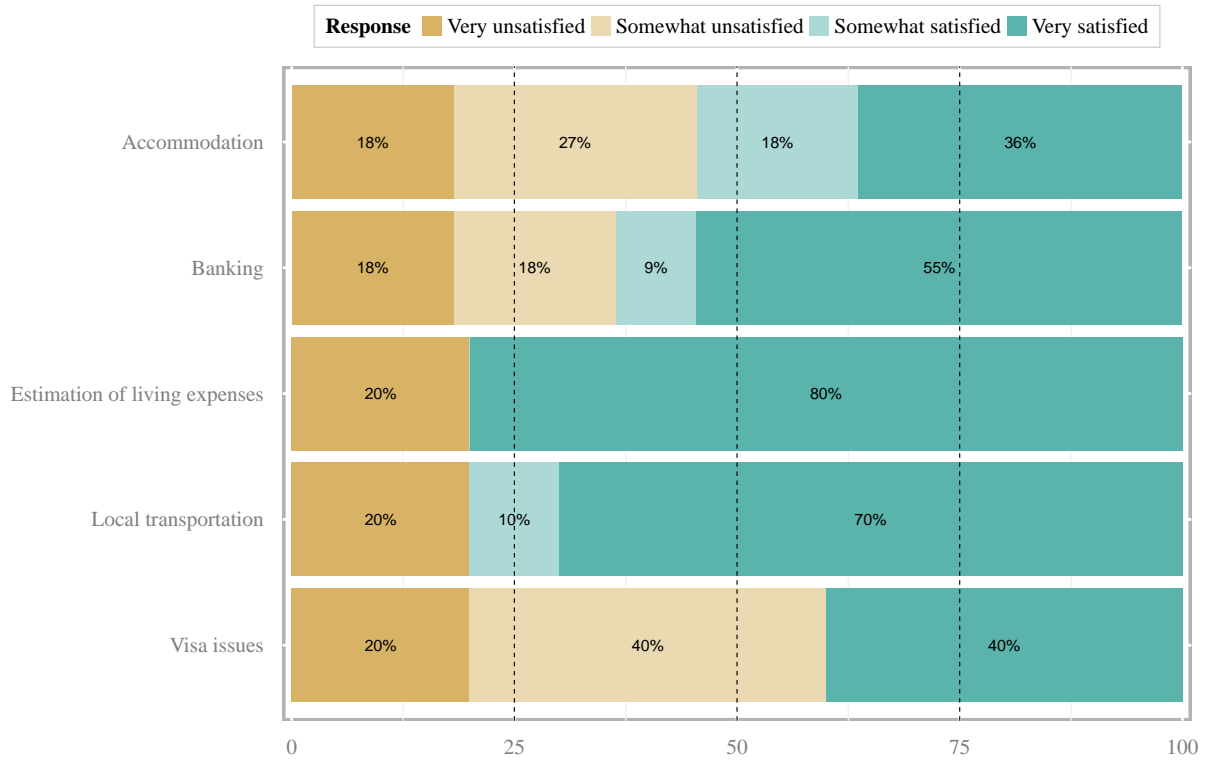
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Course content	16	3.44	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	16	3.19	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	16	3.27	3.03	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76
Information about fieldwork	16	2.92	2.95	2.00 - 2.80	2.81 - 3.00	3.01 - 3.19	3.20 - 3.57
Standards of behavior	16	3.40	3.44	2.77 - 3.29	3.30 - 3.42	3.43 - 3.63	3.64 - 3.90
Timetable	16	3.19	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 University of Santiago de Compostela, Spain

Rate the following items regarding the logistic information and support received before the beginning of studies in this university (n = 12)

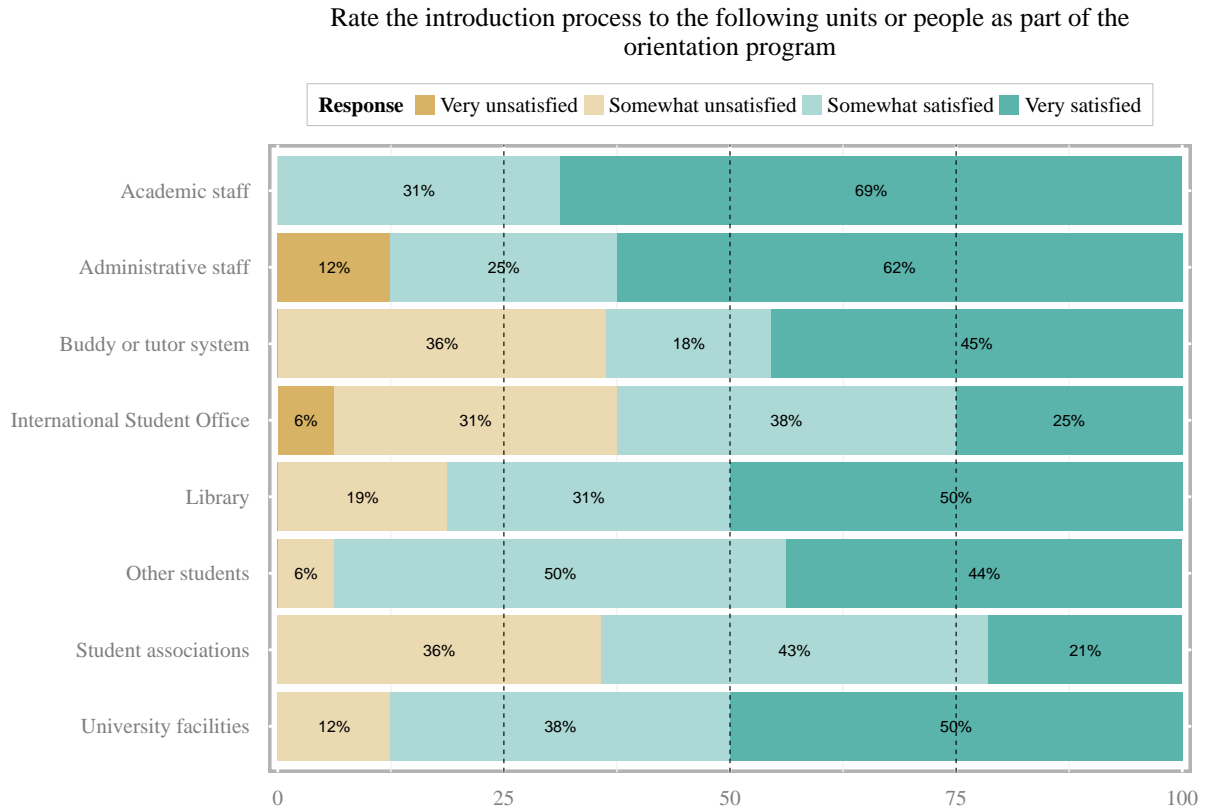


3.2 Support received during the orientation program

Overall, survey respondents reported above somewhat satisfied with the Consortia on introduction process or people in orientation program. However, 6% and 31% of respondents were very unsatisfied and somewhat unsatisfied on International student office which falling into the 1st quartile. At the same time, 12% respondents showed very unsatisfied with Administrative staff which fell into the 2nd quartile. On indicator of Academic staff, it showed 69% very satisfied which fell into the 4th quartile. When rating specifically on the University of Santiago de Compostela of introduction process and people at this university, 9% respondents showed very unsatisfied in Academic staff, Administrative staff, Other students and University facilities while Other students was shown most below somewhat unsatisfied rate with 27% somewhat unsatisfied. Respondents reported 73% very satisfied on library. University facilities also showed 73% very satisfied rate.



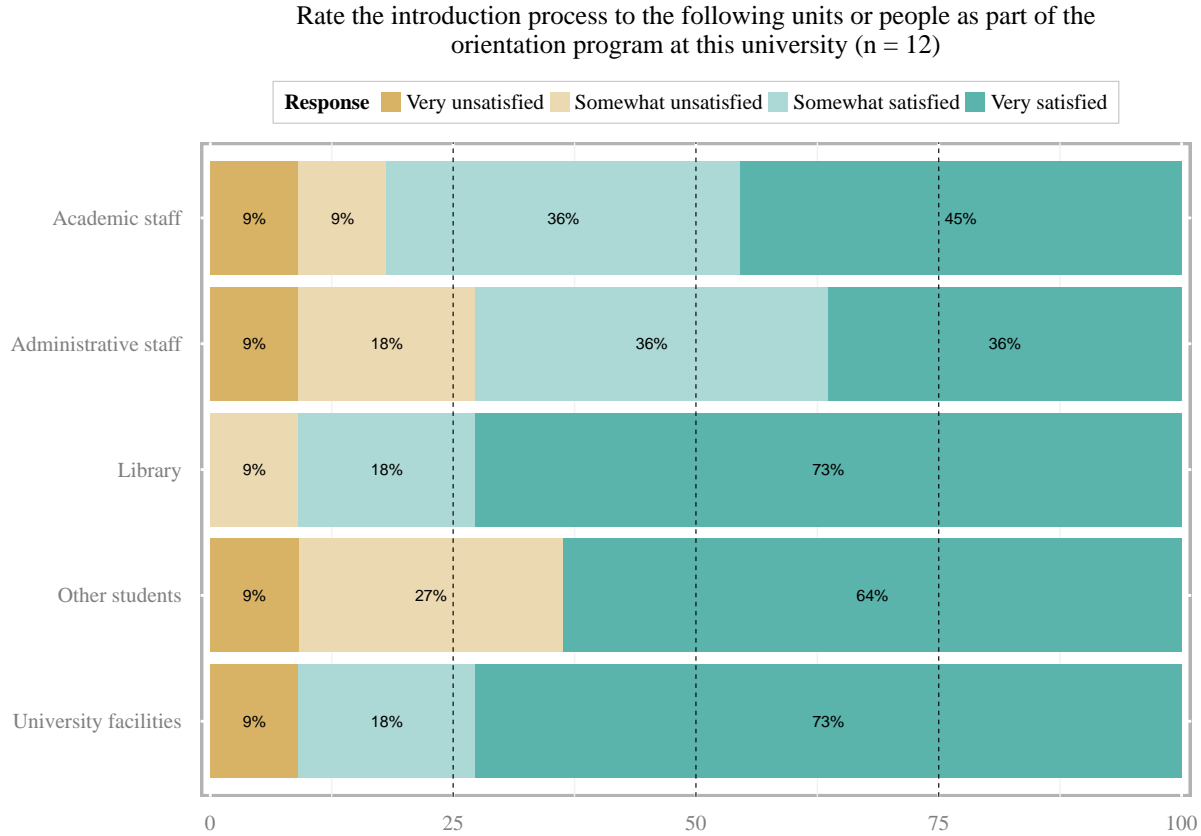
3.2.1 Consortia



	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	16	3.69	3.44	2.40 - 3.29	3.30 - 3.47	3.48 - 3.63	3.64 - 3.92
Administrative staff	16	3.38	3.39	2.30 - 3.20	3.21 - 3.43	3.44 - 3.62	3.63 - 3.93
Buddy or tutor system	16	3.09	2.96	2.00 - 2.88	2.89 - 3.06	3.07 - 3.20	3.21 - 3.64
International Student Office	16	2.81	3.24	2.47 - 3.04	3.05 - 3.27	3.28 - 3.48	3.49 - 3.90
Library	16	3.31	3.37	2.50 - 3.20	3.21 - 3.35	3.36 - 3.58	3.59 - 3.91
Other students	16	3.38	3.33	2.36 - 3.18	3.19 - 3.36	3.37 - 3.47	3.48 - 3.86
Student associations	16	2.86	2.99	1.92 - 2.76	2.77 - 3.02	3.03 - 3.22	3.23 - 3.62
University facilities	16	3.38	3.40	2.40 - 3.21	3.22 - 3.39	3.40 - 3.57	3.58 - 3.92

Table 2: Summary statistics

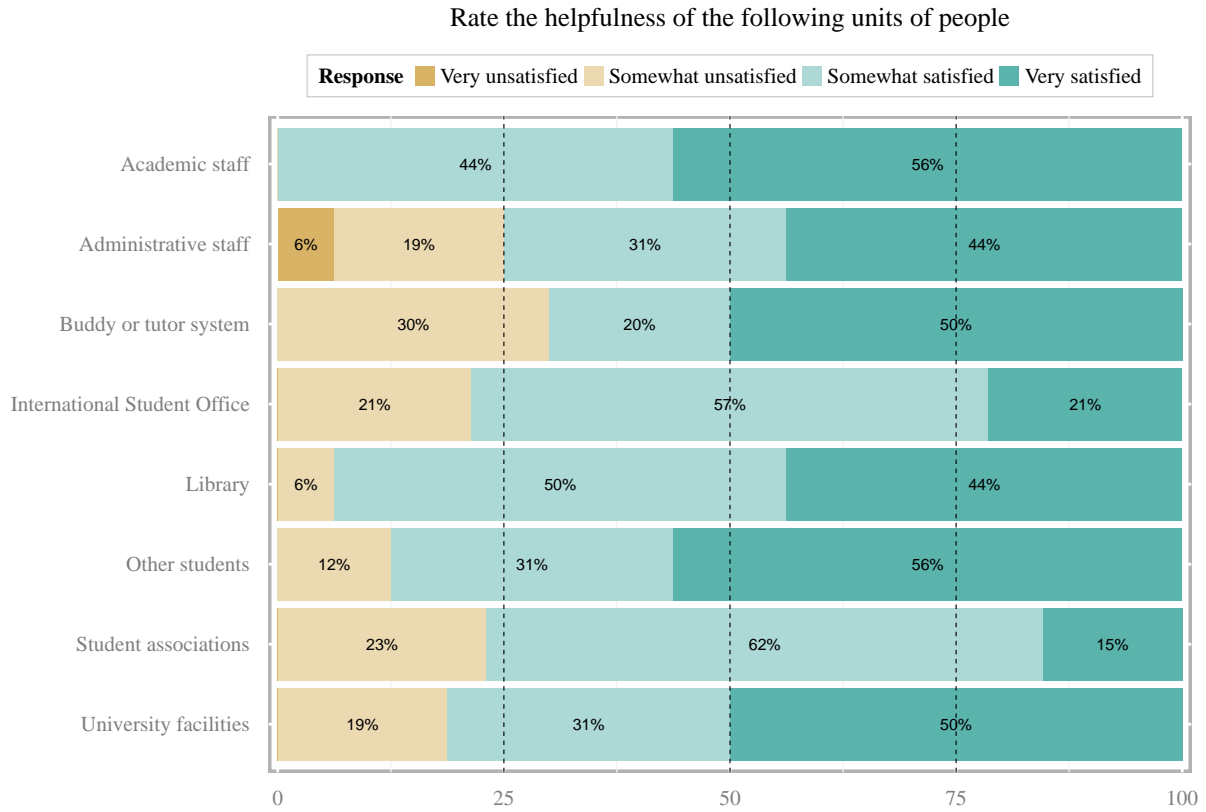
3.2.2 University of Santiago de Compostela, Spain



3.3 Helpfulness of units and people

All three Universities have high dissatisfaction rate with administrative staff helpfulness, ranging from 16 to 27%. Regensburg Univ. similar to report of the previous section has approx. 10% students unsatisfied with helpfulness of tutor system, health services, International student office, library and Univ. facilities. 10% of Univ. of Trento found the health services not helpful. Tutor system, library and academic staff showed minor dissatisfaction among 16-20% of the students.

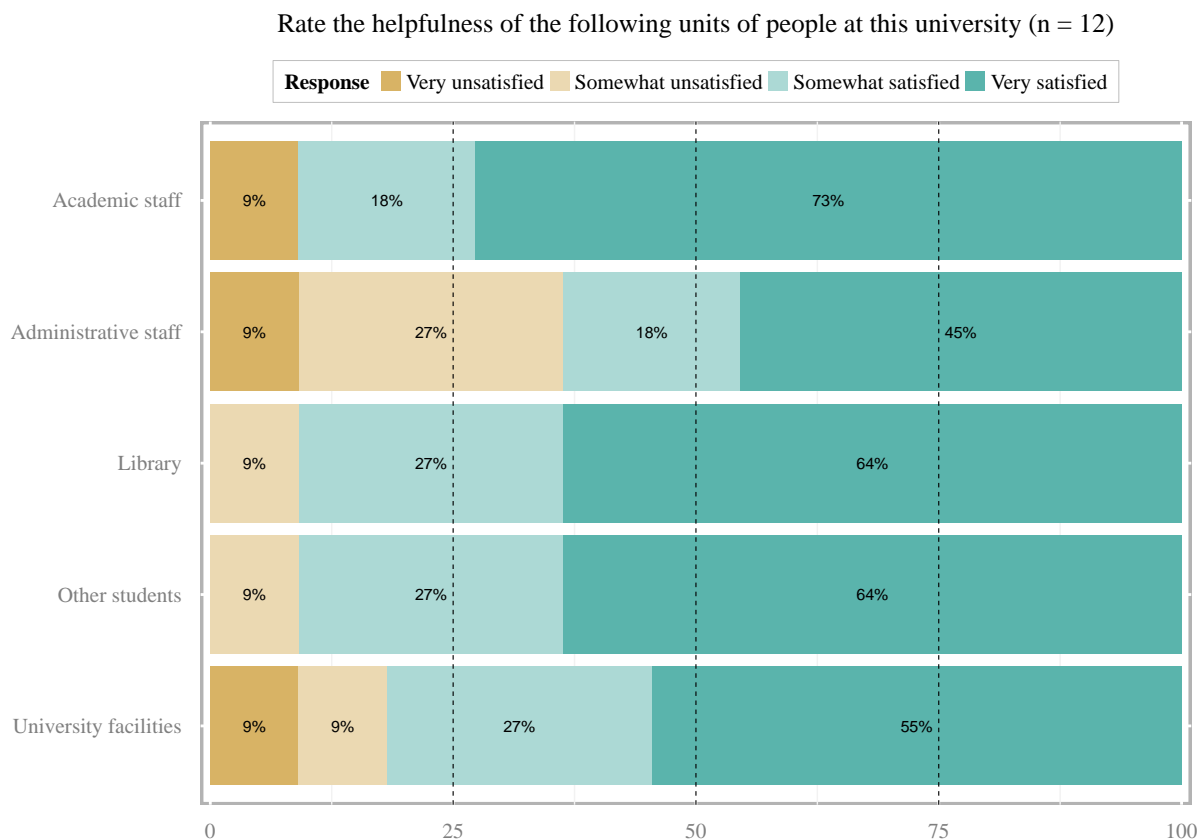
3.3.1 Consortia



	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	16	3.56	3.45	2.50 - 3.30	3.31 - 3.46	3.47 - 3.62	3.63 - 4.00
Administrative staff	16	3.12	3.35	2.10 - 3.18	3.19 - 3.45	3.46 - 3.61	3.62 - 4.00
Buddy or tutor system	16	3.20	3.03	2.20 - 2.90	2.91 - 3.06	3.07 - 3.20	3.21 - 3.73
International Student Office	16	3.00	3.25	2.45 - 3.09	3.10 - 3.27	3.28 - 3.50	3.51 - 3.71
Library	16	3.38	3.42	2.80 - 3.20	3.21 - 3.44	3.45 - 3.60	3.61 - 3.93
Other students	16	3.44	3.40	2.45 - 3.21	3.22 - 3.39	3.40 - 3.55	3.56 - 3.85
Student associations	16	2.92	3.04	2.10 - 2.92	2.93 - 3.08	3.09 - 3.24	3.25 - 3.68
University facilities	16	3.31	3.42	2.71 - 3.27	3.28 - 3.48	3.49 - 3.63	3.64 - 3.86

Table 3: Summary statistics

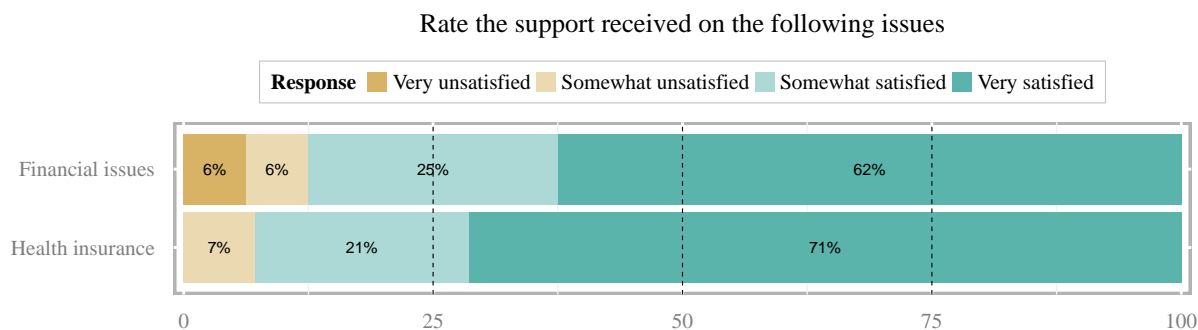
3.3.2 University of Santiago de Compostela, Spain



3.4 Support received on various issues

Both Univ. of Trento and Univ. of Regensburg have most students satisfied with availability and quality of extracurricular activities, with one student being very unsatisfied in the first Univ. and two unsatisfied with availability in the second Univ.

3.4.1 Consortia



	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Financial issues	16	3.44	3.34	2.50 - 3.19	3.20 - 3.40	3.41 - 3.57	3.58 - 3.90
Health insurance	16	3.64	3.36	2.54 - 3.25	3.26 - 3.38	3.39 - 3.56	3.57 - 3.84

Table 4: Summary statistics

4 Assessment and feedback

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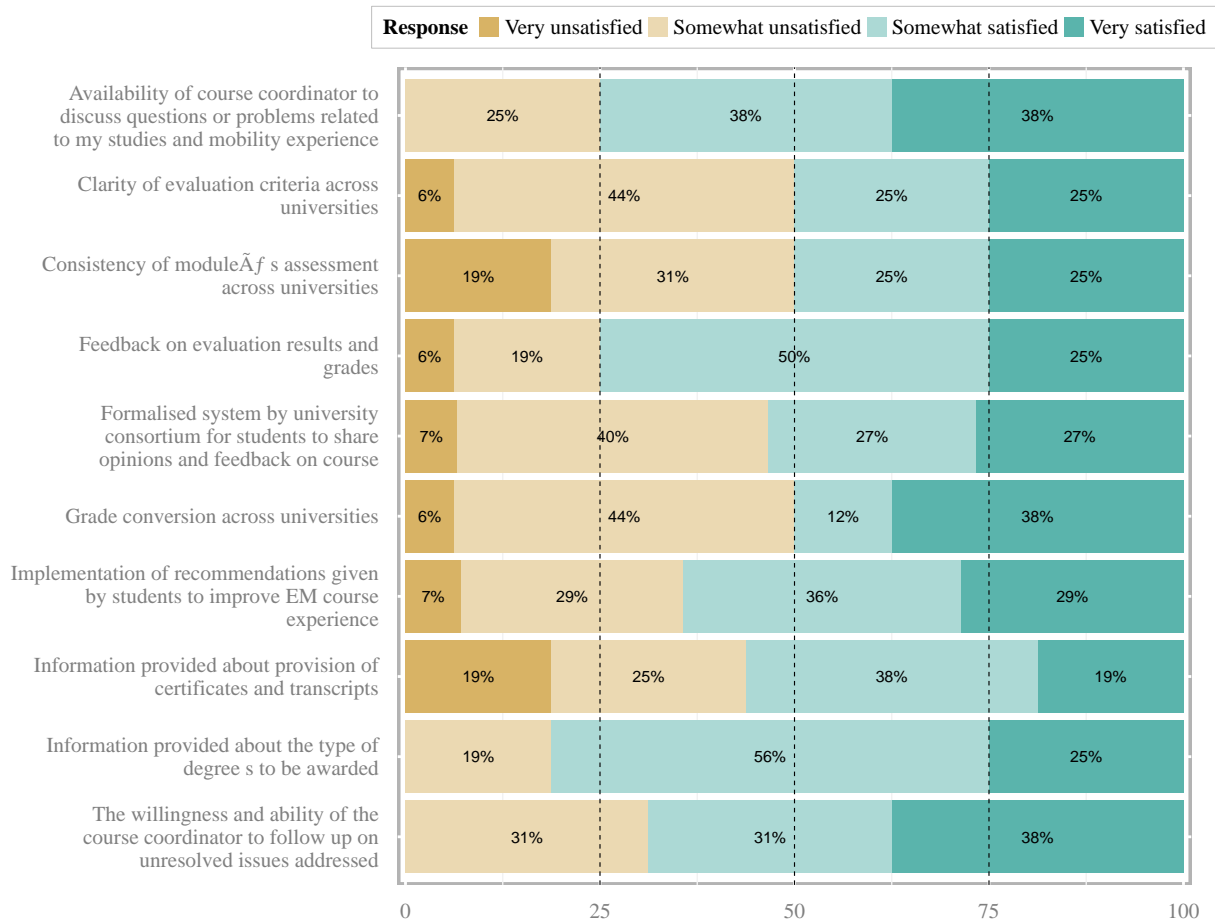
4.1 Module assessment

In general, respondents reported somewhat unsatisfied rate on consortia on module assessment. On Consistency of moduleAs assessment across universities and Information provided about provision of certificates and transcripts, 19% very unsatisfied rate was reported which fell into the 1st quartile. In Availability of course coordinator to discuss questions or problems related to studies and mobility experience, Grade conversion across universities, and The willingness and ability of the course coordinator to follow up on unresolved issues addressed, respondents shared 38% very satisfied rate which all fell into the 2nd quartile. When rating on University of Santiago de Composterla, Implementation of recommendations given by students to improve EM course experience had 30% very unsatisfied rate. In Ability to provide feedback on the quality of services offered, it was reported 55% very satisfied rate.



4.1.1 Consortia

Rate the following items

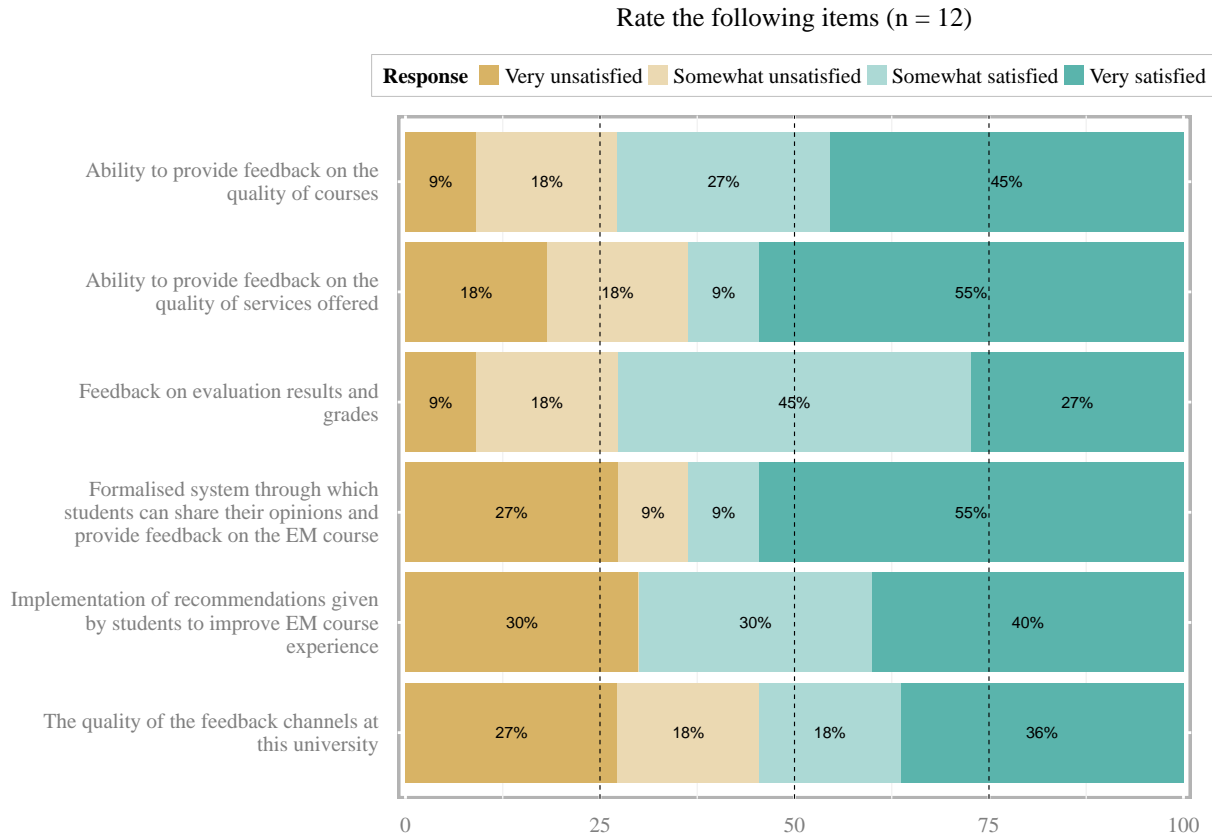


	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Availability of course coordinator to discuss questions or problems related to my studies and mobility experience	16	3.12	3.28	2.10 - 3.12	3.13 - 3.33	3.34 - 3.49	3.50 - 3.90
Clarity of evaluation criteria across universities	16	2.69	2.77	1.90 - 2.55	2.56 - 2.79	2.80 - 3.00	3.01 - 3.60
Consistency of module's assessment across universities	16	2.56	2.81	1.89 - 2.58	2.59 - 2.79	2.80 - 3.01	3.02 - 3.50
Feedback on evaluation results and grades	16	2.94	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	16	2.73	2.91	1.75 - 2.73	2.74 - 2.97	2.98 - 3.19	3.20 - 3.55
Grade conversion across universities	16	2.81	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	16	2.86	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	16	2.56	3.02	1.96 - 2.85	2.86 - 3.07	3.08 - 3.27	3.28 - 3.67
Information provided about the type of degrees to be awarded	16	3.06	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	16	3.06	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 University of Santiago de Compostela, Spain



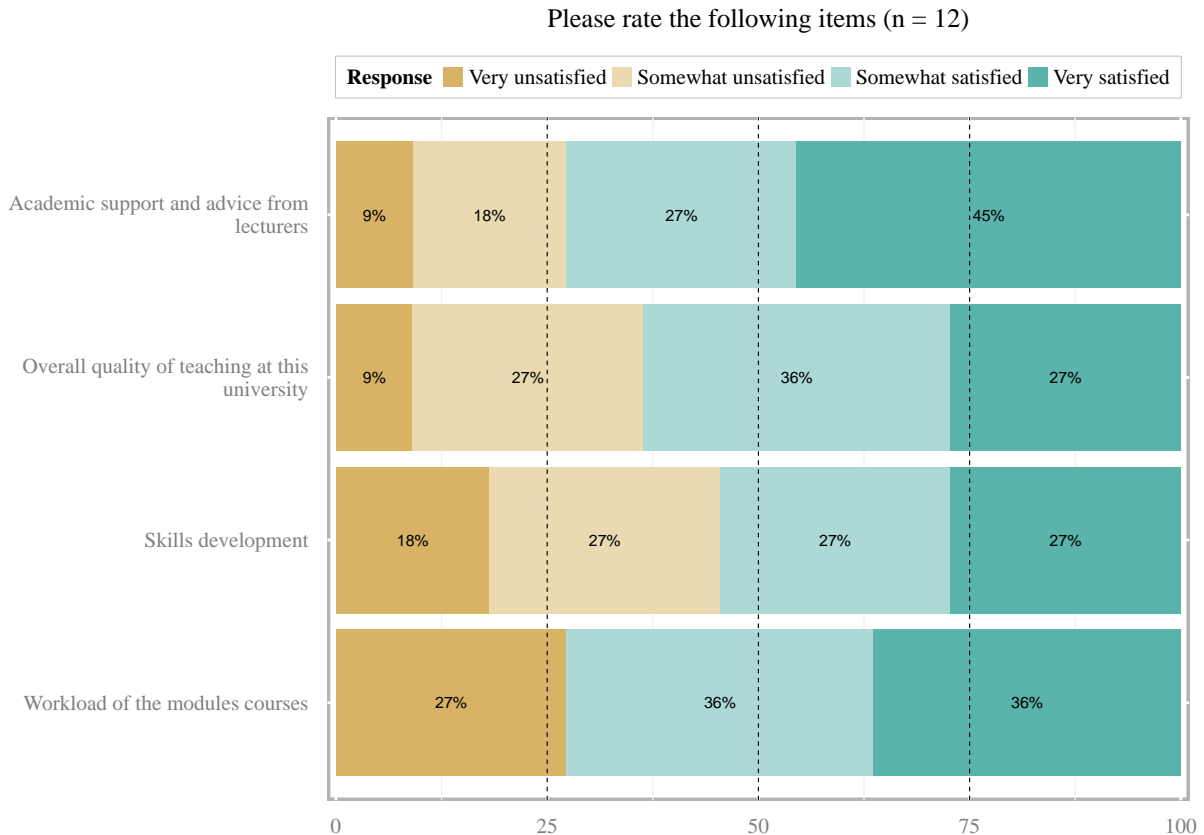
5 Teaching/learning and supervision

We will have some text here.

5.1 Teaching/learning

Overall, respondents reported satisfied with first supervisor. Even though 17% respondents reported somewhat disagree on “My supervisor provided valuable advice during my thesis work”. There is highly 92% agreement on “My supervisor was available for periodic meetings”. On second supervisor, respondents also showed highly satisfaction in general. However, 17% somewhat disagree rate was reported on “My second supervisor was available for consultation if the lead supervisor was unavailable” which fell into the 3rd quartile. On “My supervisor was available for periodic meetings”, 75% respondents were agree on it which also fell into the 4th quartile. In rating on University of Santiago de Compostela on Teaching/Learning, respondents in general showed somewhat satisfied. However, 27% very unsatisfied rate was reported in Workload of the modules courses. Meanwhile, 45% respondents reported very satisfied on Academic support and advice from lecturers.

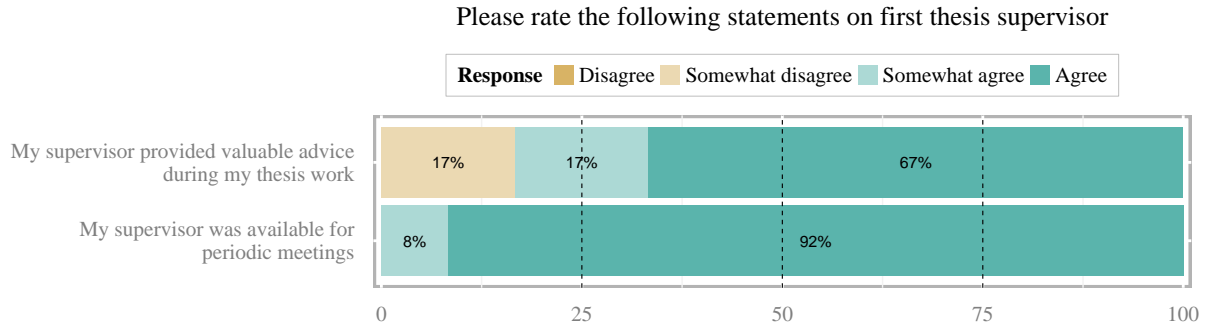
5.1.1 University of Santiago de Compostela, Spain



NA



5.2 First supervisor.



	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
My supervisor provided valuable advice during my thesis work	16	3.50	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	16	3.92	3.54	2.79 - 3.46	3.47 - 3.62	3.63 - 3.80	3.81 - 4.00

Table 6: Summary statistics

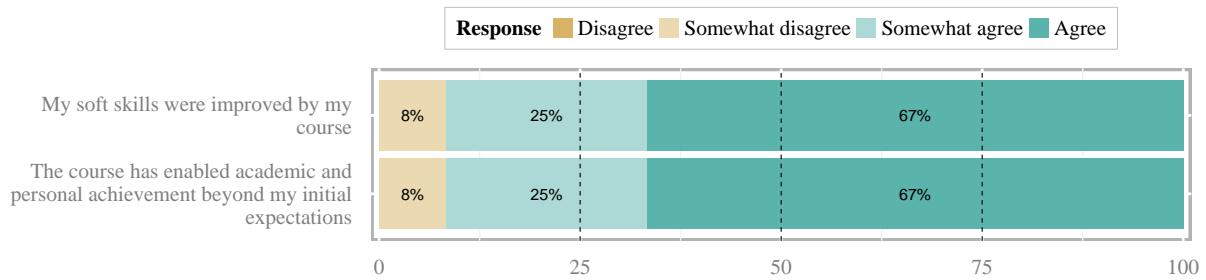
6 Internship/field experience and personal development

We will have some text here.

In general, respondents showed high satisfaction on personal development during EM course. On two indicators of “My soft skills were improved by my course”, it was reported 67% agreement with 8% somewhat disagreement which fell into the 3rd quartile. On The course has enabled academic and personal achievement beyond my initial expectations, it shared the same propotion of response while it fell into the 4th quartile.

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	16	3.58	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	16	3.58	3.28	2.46 - 3.20	3.21 - 3.37	3.38 - 3.56	3.57 - 3.91

Table 7: Summary statistics



7 Acknowledgments

Some concluding remarks

