ASTROMUNDUS-Astrophysics

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

Report was generated on 04 Jan 2016
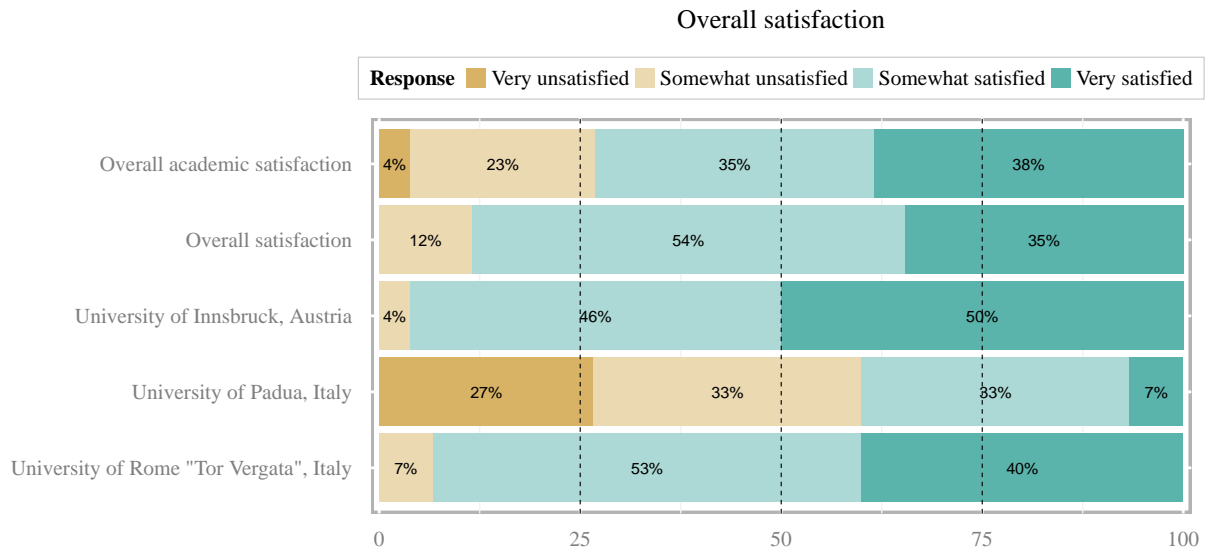
Contents

1 Executive summary (?)

Overall satisfaction

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

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 26 students of your program. They represent 16 countries and collectively they have spent more than 284 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	26	3.04	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	26	3.24	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	26	3.04	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.
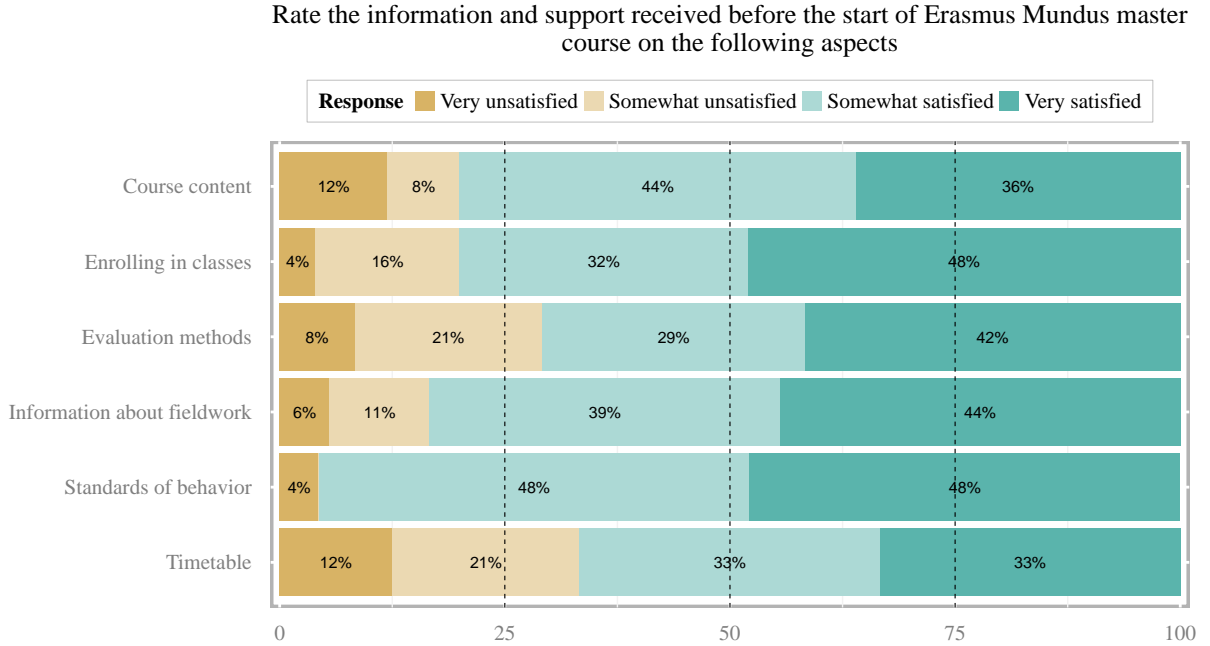
3   Supporting services

We will have some text here.

3.1   Support received before the start of the Erasmus Mundus course

Overall, students are somewhat satisfied with supports before the program starting with mean respond about 3.10. However, "Timetable" becomes the most unsatisfied aspect which has mean value about 2.88 which is below satisfied criteria (3.0). By looking EM mean, most categories have lower number than EM mean value, only "Information about Field Work" is on the fourth quartile. Then, looking for every university, University of Innsbruck, Austria has the highest positive respond which more than 75% responds are satisfied. University of Padua, Italy has the lowest score especially for "Language Courses" and "Local Transportation" which almost 80% students are unsatisfied. Other criteria have 40% unsatisfied responds except "Visa Issues" which most students, 75%, are satisfied. University of Rome "Tor Vergata", is slightly better than University of Padua, but half of the students are unsatisfied with "Accommodation" and "Local Transportation". Other categories have around 55% satisfied responds and "Visa Issues" has the best respond which 90% students are satisfied

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	26	3.04	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	26	3.24	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	26	3.04	3.03	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76
Information about fieldwork	26	3.22	2.95	2.00 - 2.80	2.81 - 3.00	3.01 - 3.19	3.20 - 3.57
Standards of behavior	26	3.39	3.44	2.77 - 3.29	3.30 - 3.42	3.43 - 3.63	3.64 - 3.90
Timetable	26	2.88	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 Innsbruck, Austria

Rate the following items regarding the logistic information and support received
before the beginning of studies in this university (n = 26)

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

Accommodation 8% 31% 62%

Banking 12% 40% 48%

Estimation of living expenses 8% 46% 46%

Health Insurance 12% 21% 67%

Language courses 4% 12% 21% 62%

Local transportation 12% 27% 62%

Visa issues 35% 65%

0   25   50   75   100
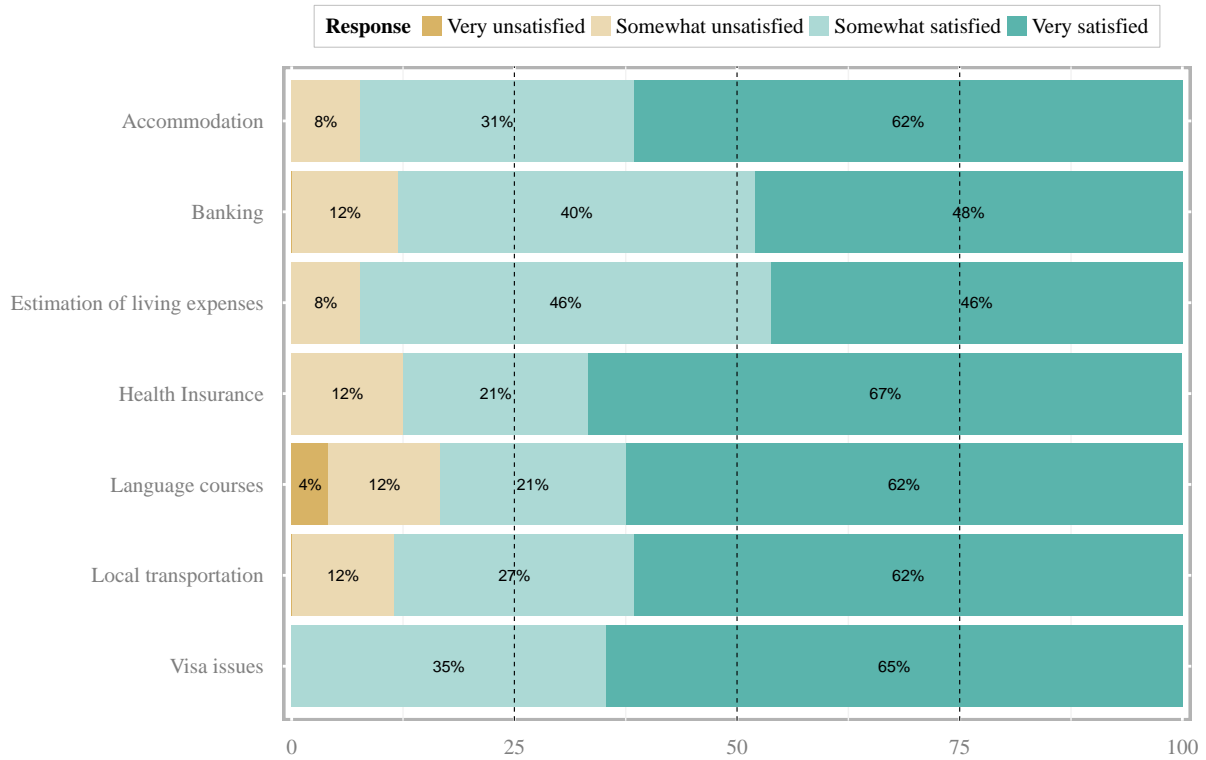
3.1.3   University of Padua, Italy

Rate the following items regarding the logistic information and support received
before the beginning of studies in this university (n = 16)
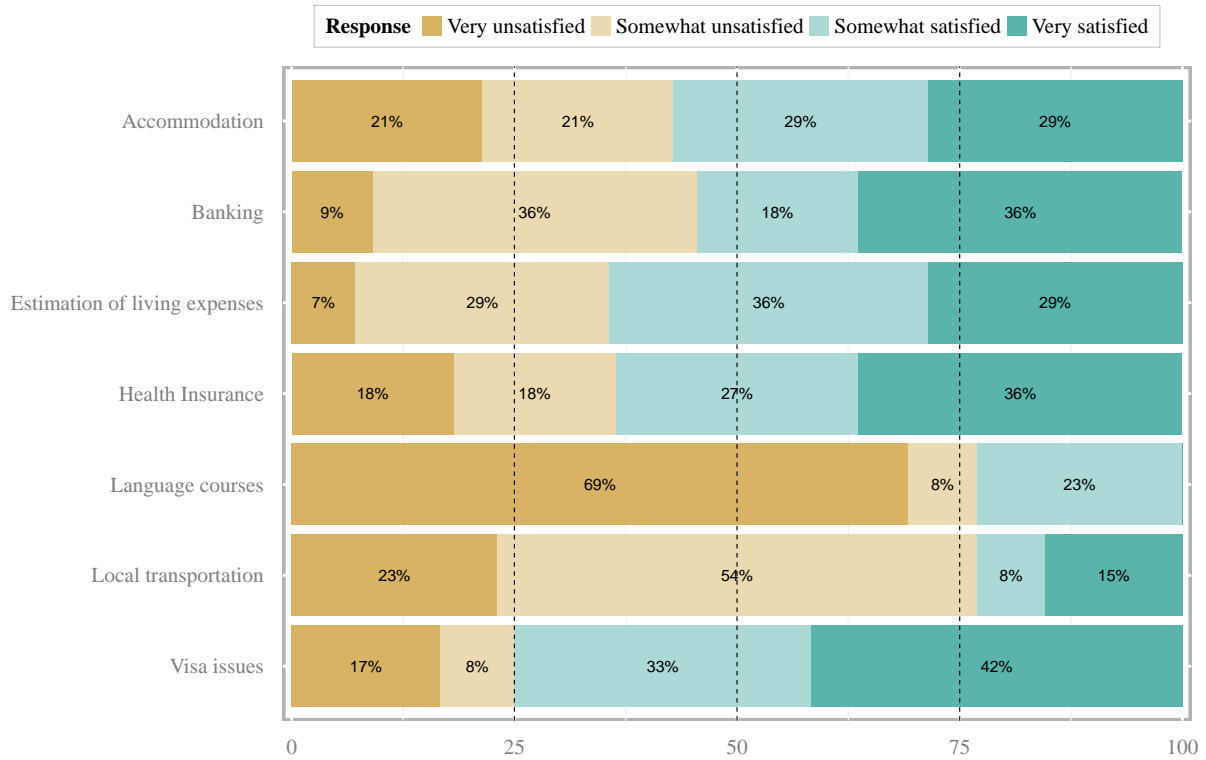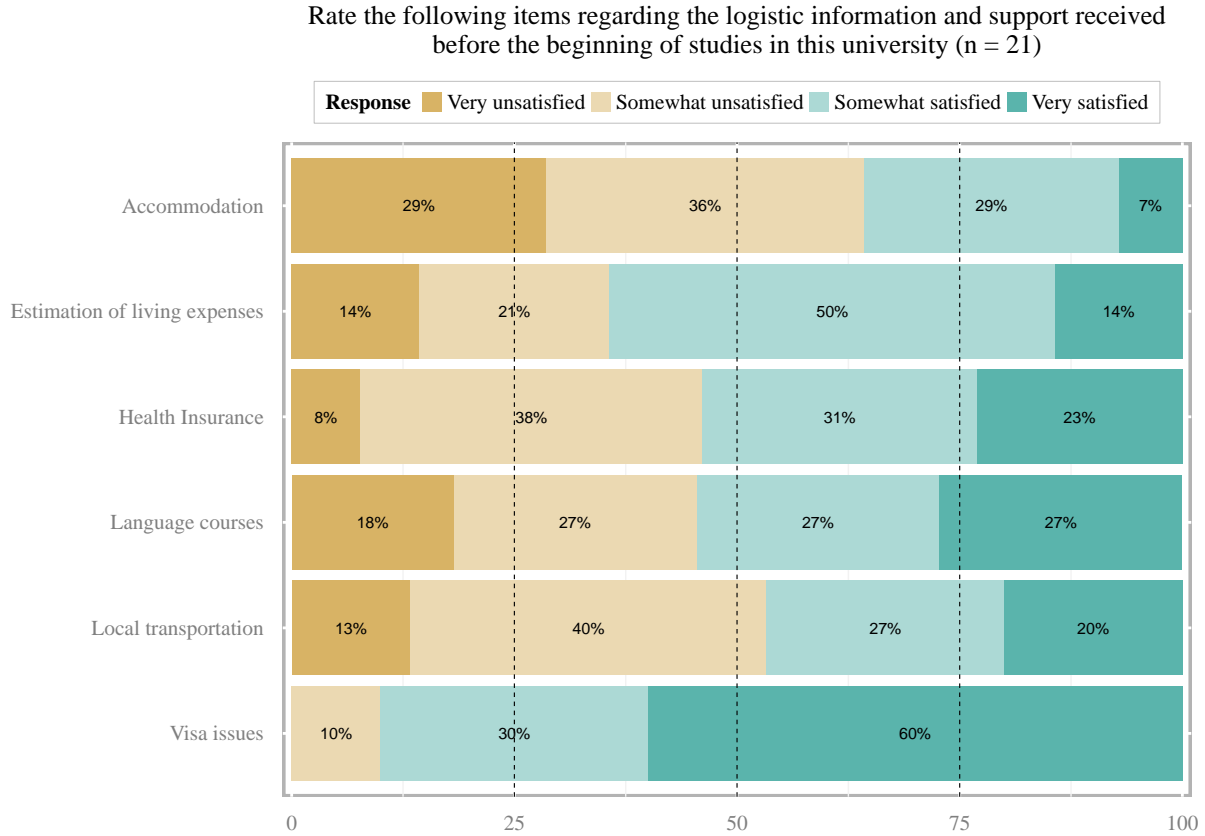
3.1.4   University of Rome "Tor Vergata", Italy

Rate the following items regarding the logistic information and support received
before the beginning of studies in this university (n = 21)

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

Accommodation	29%	36%	29%	7%
Estimation of living expenses	14%	21%	50%	14%
Health Insurance	8%	38%	31%	23%
Language courses	18%	27%	27%	27%
Local transportation	13%	40%	27%	20%
Visa issues	10%	30%	60%	

3.2   Support received during the orientation program

Student satisfaction for consortia support during the orientation program is quite high, almost 80% students are satisfied and half of the students is very satisfied for "Academic Staff", "Administrative Staff", "Library" and "Student Association". However, these numbers are on the second quartile of EM mean evaluation, not so much better, even for "Other Students" aspect is in the first quartile of EM mean. University of Innsbruck got the best evaluation, which all students are satisfied for "Academic Staff", 90% are satisfied for "Administrative Staff" and "University Facilities", and about 75% are satisfied for other aspects. University of Padua got the worst evaluation comparing to other universities. Only "Academic Staff" was evaluated satisfied by 80% students and the majority, 70%, are unsatisfied for "Administrative Staff" and "Student Association". The rest aspects nearly 40% students are unsatisfied. University of Rome "Tor Vergata" has good evaluation for "Academic Staff" which all students are satisfied. Only "Library" has bad evaluation which only 60% students are satisfied. The rest aspect, 80% students are satisfied.
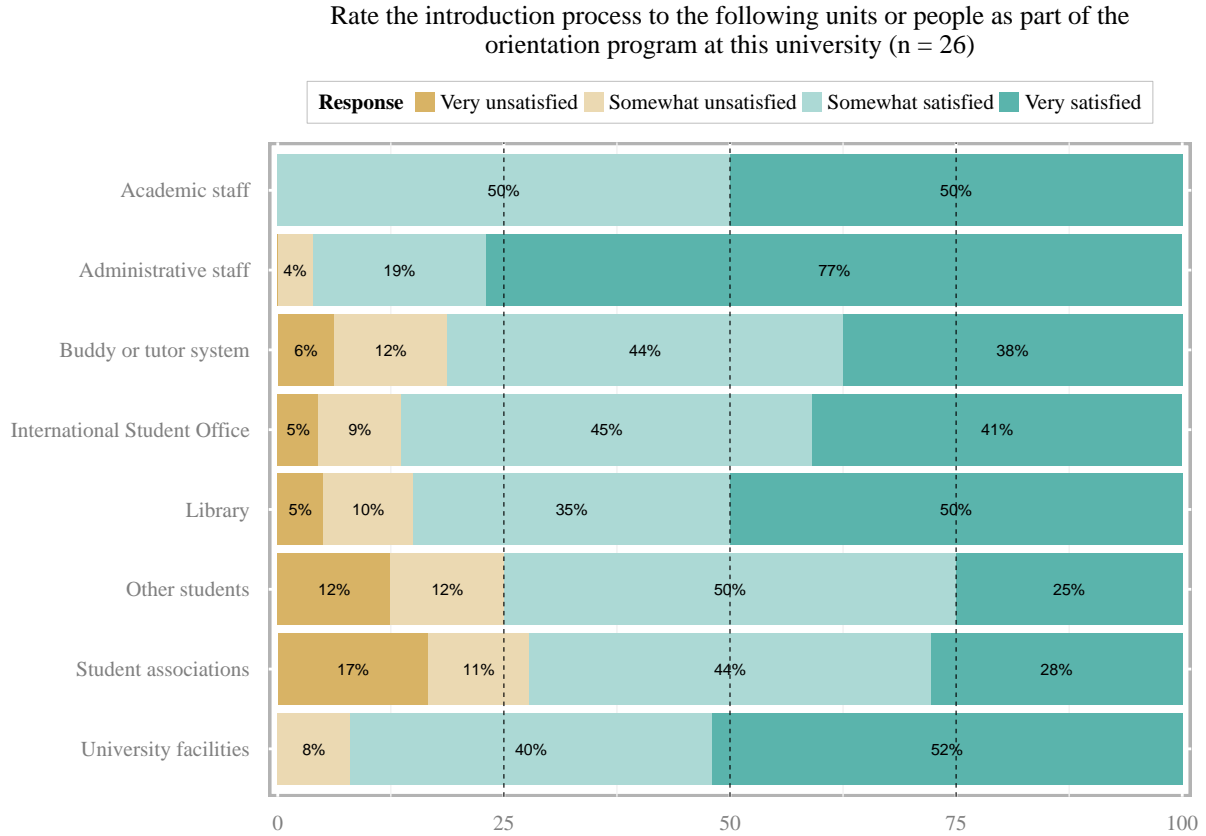
3.2.1 Consortia

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

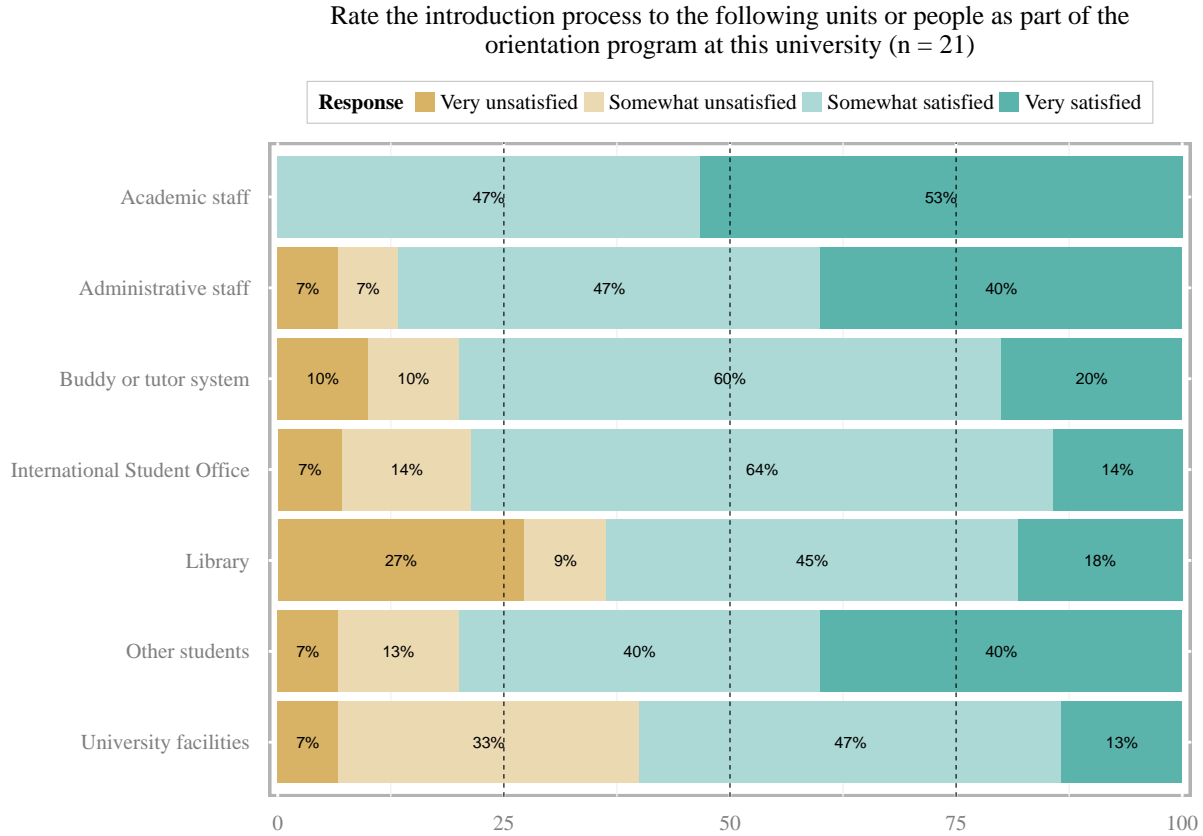|	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	26	3.38	3.44	2.40 - 3.29	3.30 - 3.47	3.48 - 3.63	3.64 - 3.92
Administrative staff	26	3.38	3.39	2.30 - 3.20	3.21 - 3.43	3.44 - 3.62	3.63 - 3.93
Buddy or tutor system	26	3.05	2.96	2.00 - 2.88	2.89 - 3.06	3.07 - 3.20	3.21 - 3.64
International Student Office	26	3.17	3.24	2.47 - 3.04	3.05 - 3.27	3.28 - 3.48	3.49 - 3.90
Library	26	3.30	3.37	2.50 - 3.20	3.21 - 3.35	3.36 - 3.58	3.59 - 3.91
Other students	26	2.92	3.33	2.36 - 3.18	3.19 - 3.36	3.37 - 3.47	3.48 - 3.86
Student associations	26	2.94	2.99	1.92 - 2.76	2.77 - 3.02	3.03 - 3.22	3.23 - 3.62
University facilities	26	3.23	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 Innsbruck, Austria

Rate the introduction process to the following units or people as part of the
orientation program at this university (n = 26)

3.2.3 University of Padua, Italy

Rate the introduction process to the following units or people as part of the orientation program at this university (n = 16)

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

Unit	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied
Academic staff	7%	13%	53%	27%
Administrative staff	13%	60%	13%	13%
Buddy or tutor system		31%	31%	38%
International Student Office	23%	23%	46%	8%
Library	23%	15%	31%	31%
Other students		40%	47%	13%
Student associations	20%	40%	30%	10%
University facilities	13%	27%	33%	27%

3.2.4   University of Rome "Tor Vergata", Italy

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

3.3   Helpfulness of units and people

Overall, "Academic staff" and "Administrative Staff" have the best evaluation which 90% students are satisfied. Only "Student Association" was evaluated satisfied by 70% and the rest aspects were evaluated satisfied by more than 75% students. This evaluation is either in the first or second quartile of EM courses mean. University of Innsbruck has quite good evaluation which nearly 90% students are satisfied for the majority aspects and only "Buddy or Tutor System", "International Student Office", and "Students Association" were evaluated satisfied by 75% students. University of Padua was evaluated unsatisfied by nearly 50% students for "Administrative Staff", "Library", and "University Facilities". The rest was evaluated satisfied by 75% students. Then, "Academic Staff" of University of Rome "Tor Vergata" has satisfied evaluation by all students. The rest aspects was evaluated satisfied by only 60-75% students.

3.3.1   Consortia

Rate the helpfulness of the following units of people
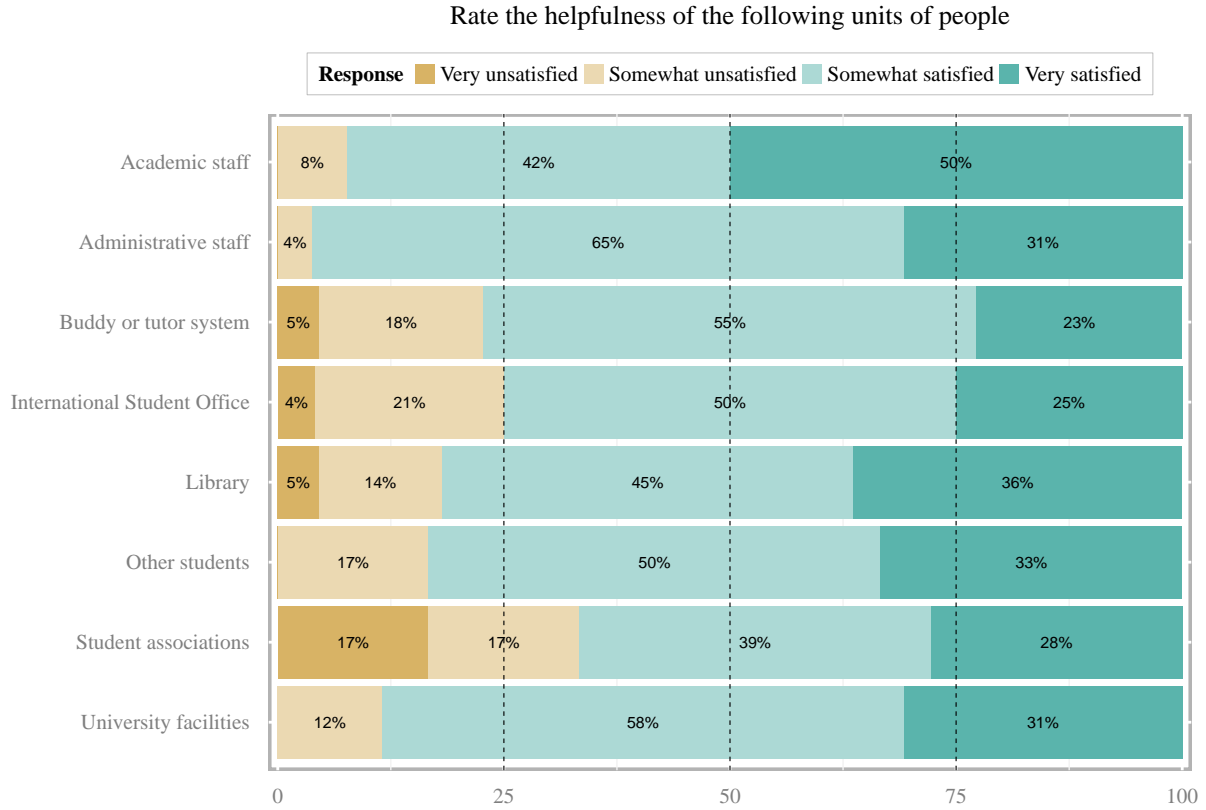
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	26	3.42	3.45	2.50 - 3.30	3.31 - 3.46	3.47 - 3.62	3.63 - 4.00
Administrative staff	26	3.27	3.35	2.10 - 3.18	3.19 - 3.45	3.46 - 3.61	3.62 - 4.00
Buddy or tutor system	26	2.95	3.03	2.20 - 2.90	2.91 - 3.06	3.07 - 3.20	3.21 - 3.73
International Student Office	26	2.96	3.25	2.45 - 3.09	3.10 - 3.27	3.28 - 3.50	3.51 - 3.71
Library	26	3.14	3.42	2.80 - 3.20	3.21 - 3.44	3.45 - 3.60	3.61 - 3.93
Other students	26	3.17	3.40	2.45 - 3.21	3.22 - 3.39	3.40 - 3.55	3.56 - 3.85
Student associations	26	2.78	3.04	2.10 - 2.92	2.93 - 3.08	3.09 - 3.24	3.25 - 3.68
University facilities	26	3.19	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 Innsbruck, Austria

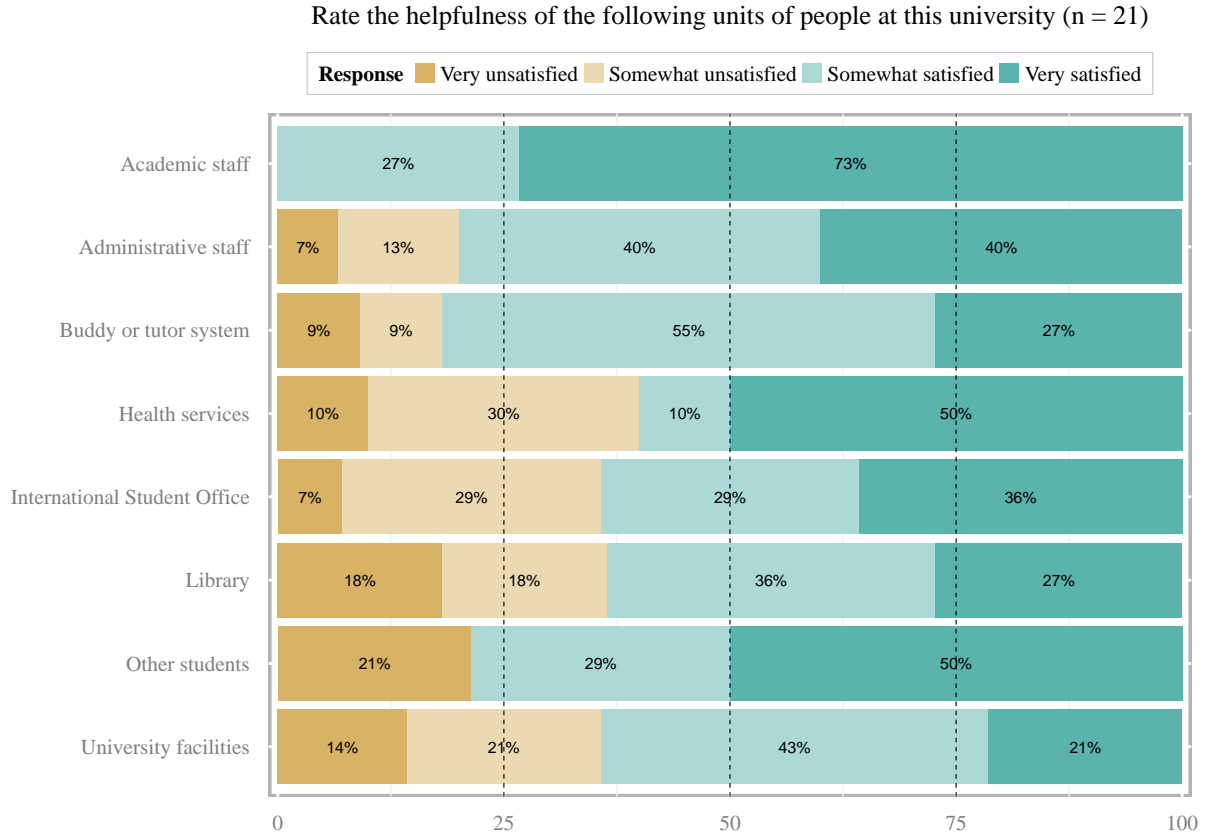Rate the helpfulness of the following units of people at this university (n = 26)
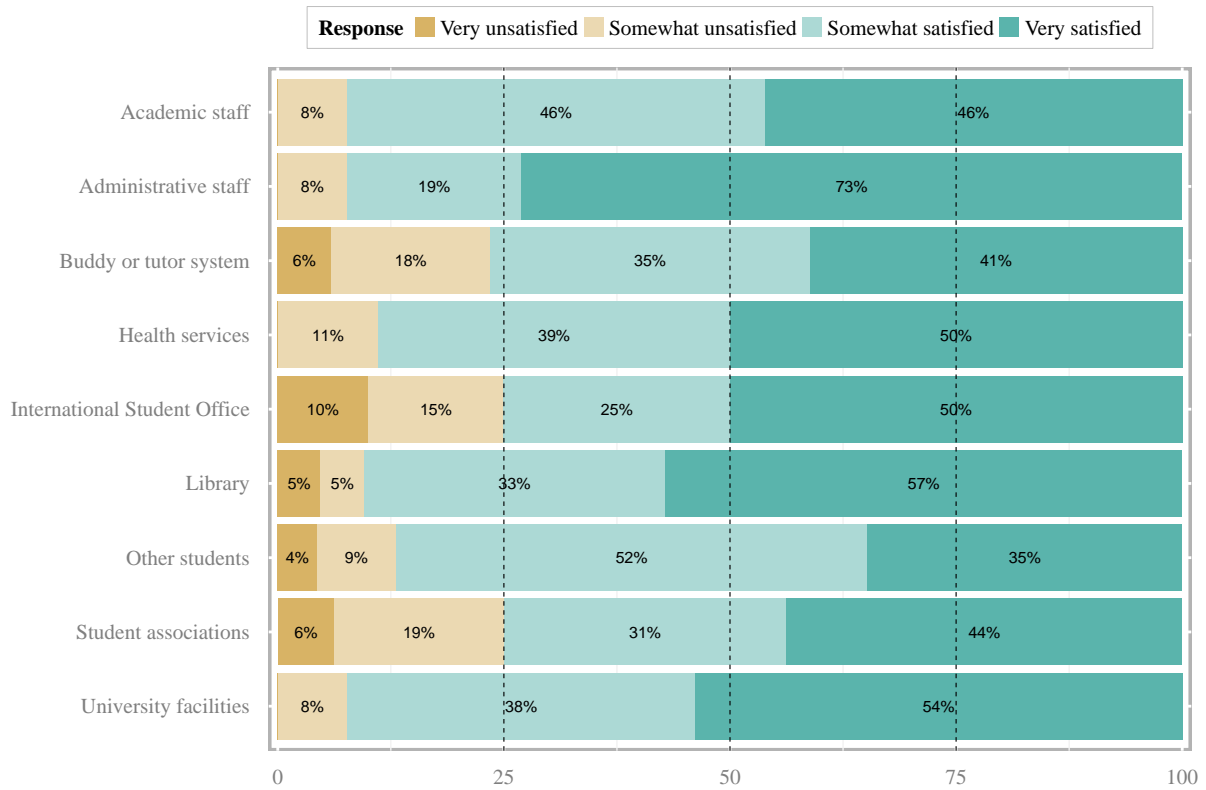
3.3.3   University of Padua, Italy

Rate the helpfulness of the following units of people at this university (n = 16)

3.3.4 University of Rome "Tor Vergata", Italy

Rate the helpfulness of the following units of people at this university (n = 21)
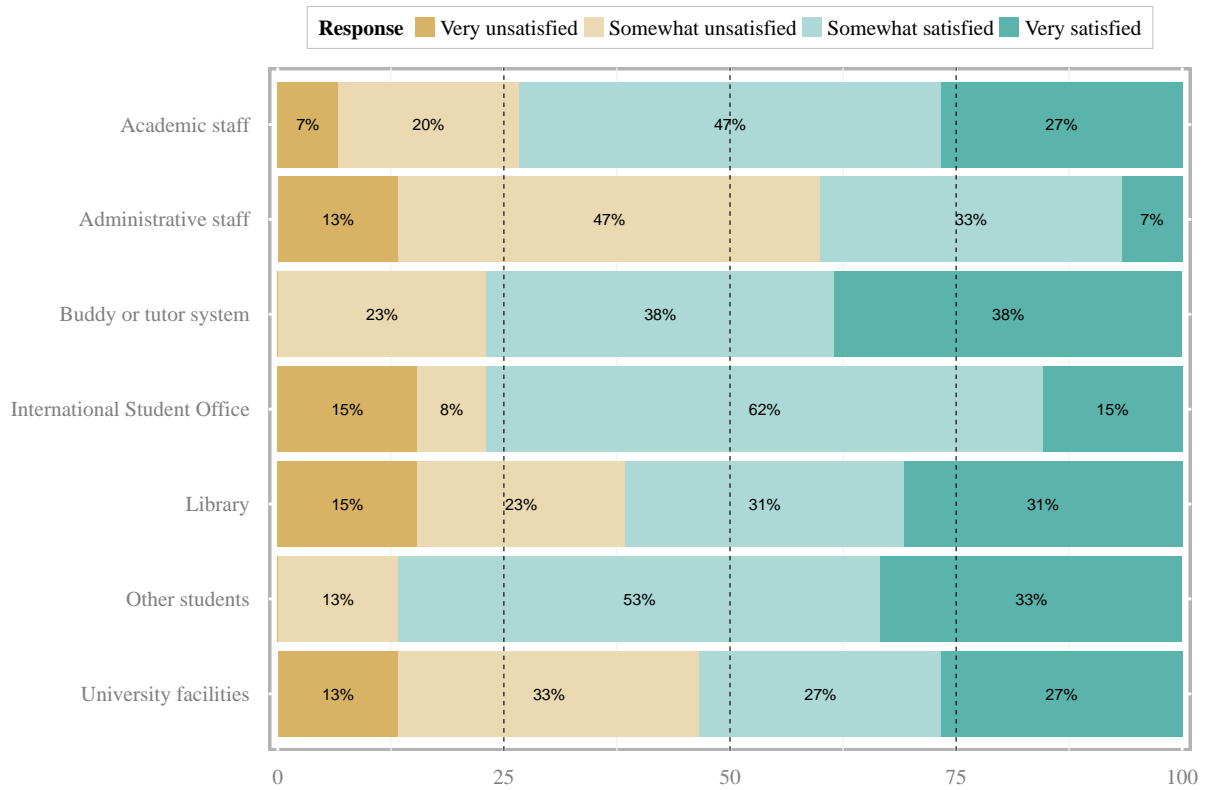
3.4 Support received on various issues

Support received on various issued such as "Financial Issues" and "Health Insurance" were evaluated satisfied by around 85% students. This number is in the second quartile of EM mean. University of Innsbruck was evaluated unsatisfied by half of students for "Availability of Extracurricular Activities". University of Padua was evaluated unsatisfied by nearly 70% students for both "Availability" and its "Quality". No evaluation for University of Rome "Tor Vergata".

3.4.1 Consortia

Rate the support received on the following issues
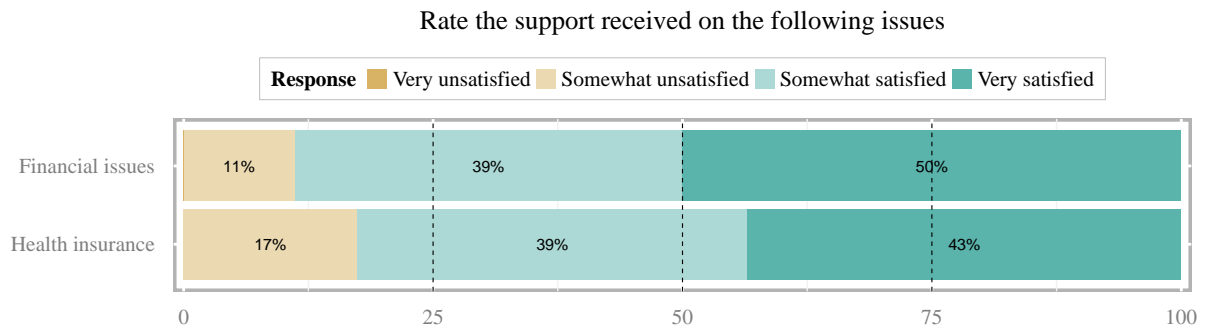
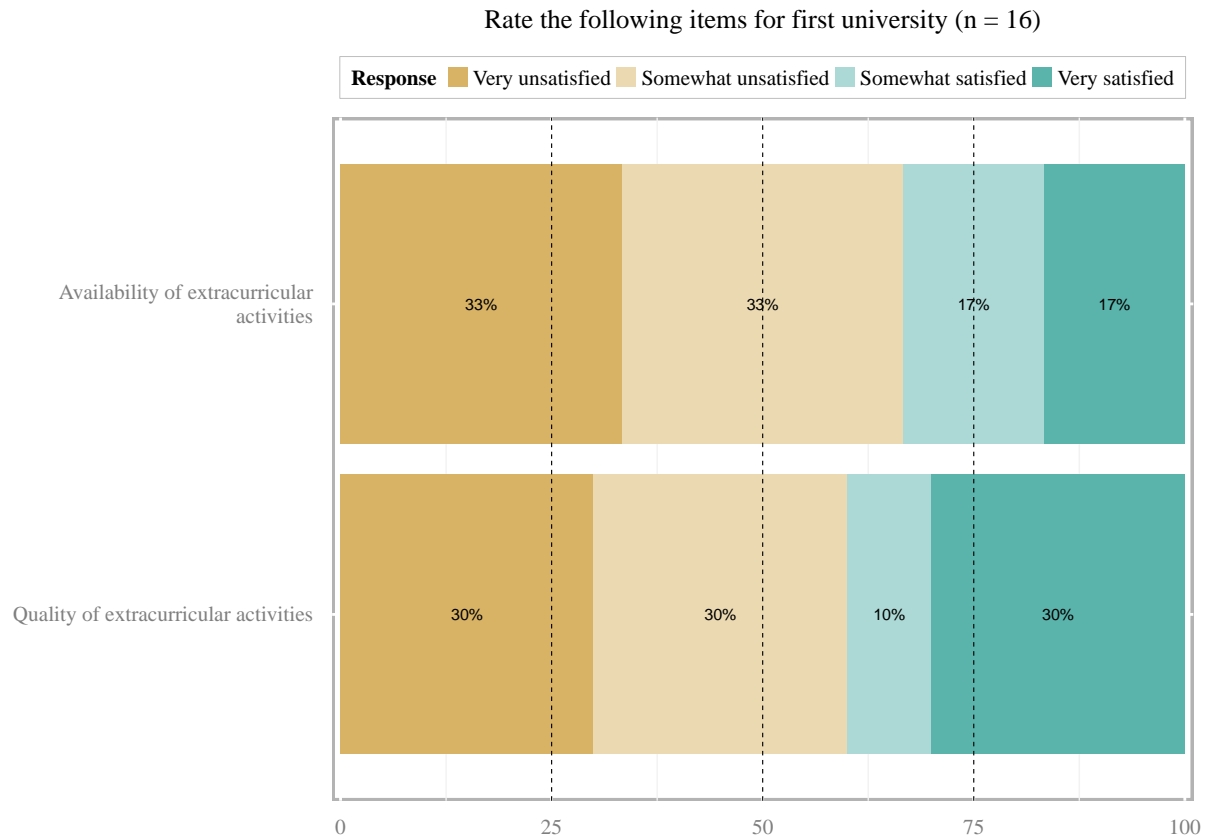|	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Financial issues	26	3.39	3.34	2.50 - 3.19	3.20 - 3.40	3.41 - 3.57	3.58 - 3.90
Health insurance	26	3.26	3.36	2.54 - 3.25	3.26 - 3.38	3.39 - 3.56	3.57 - 3.84

Table 4: Summary statistics

3.4.2   University of Innsbruck, Austria

Rate the following items for first university (n = 26)

3.4.3 University of Padua, Italy

Rate the following items for first university (n = 16)
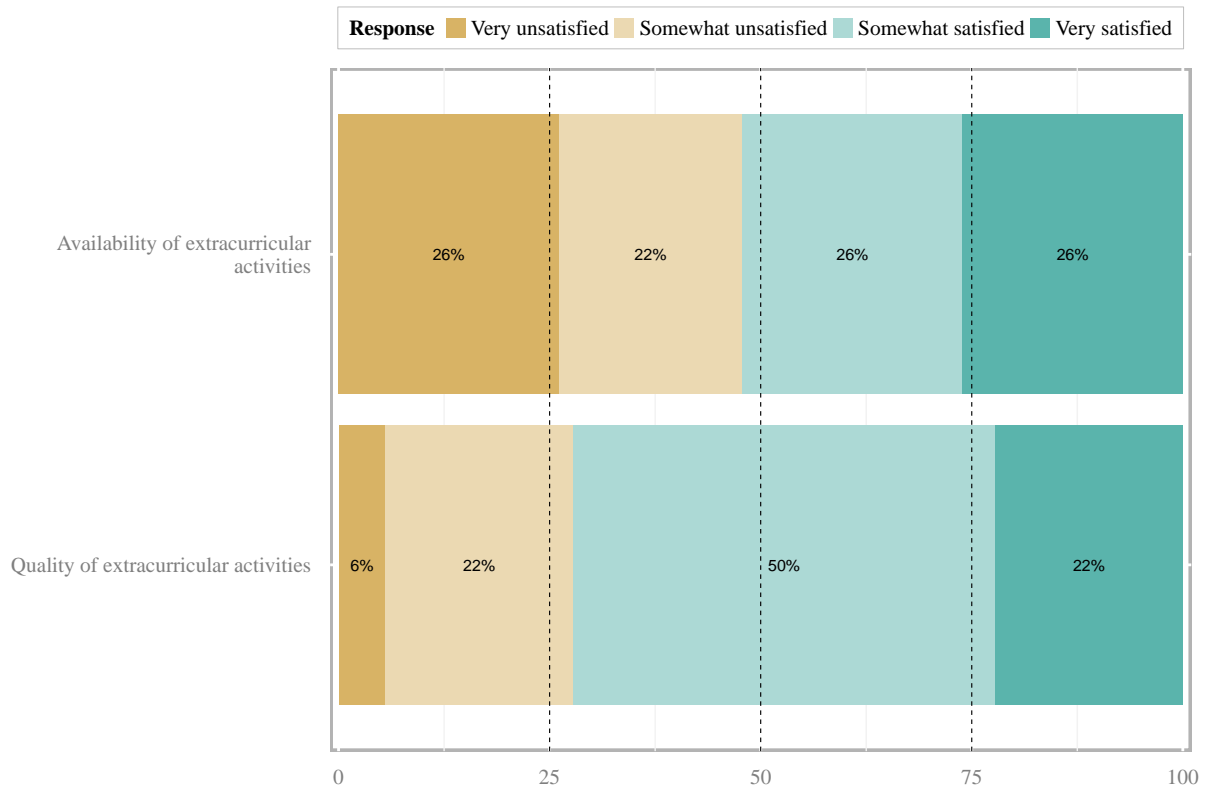
4   Assessment and feedback

We will have some text here.

4.1   Module assessment

Module assessment was evaluated satisfied by nearly 90% students for "Availability of Course Coordinator", "Information of Certificates and Transcripts", "Information about Degree", and "Course Coordinator Ability for Resolving Issues". The rest aspects were evaluated satisfied by around 70% students. Majority of the evaluation are located in the second and third quartile of EM mean, only "Information of Degree" is located in the fourth quartile (75%-100%). University of Innsbruck is evaluated satisfied by around 90% students for all aspects. On the contrary, nearly 75% students are unsatisfied for University of Padua in all aspects. Moreover, the majority students, 75-85%, are satisfied in University of Rome "Tor Vergata" evaluation.
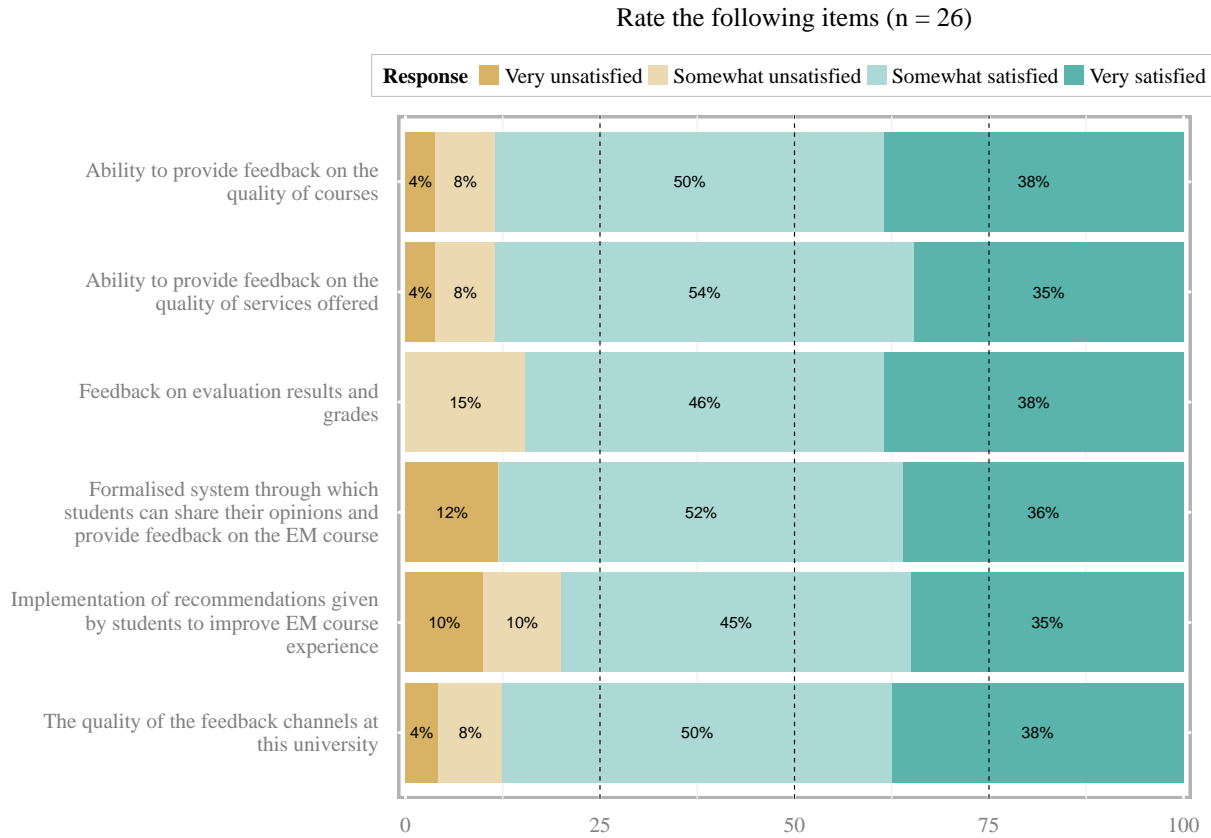
4.1.1   Consortia

Rate the following items
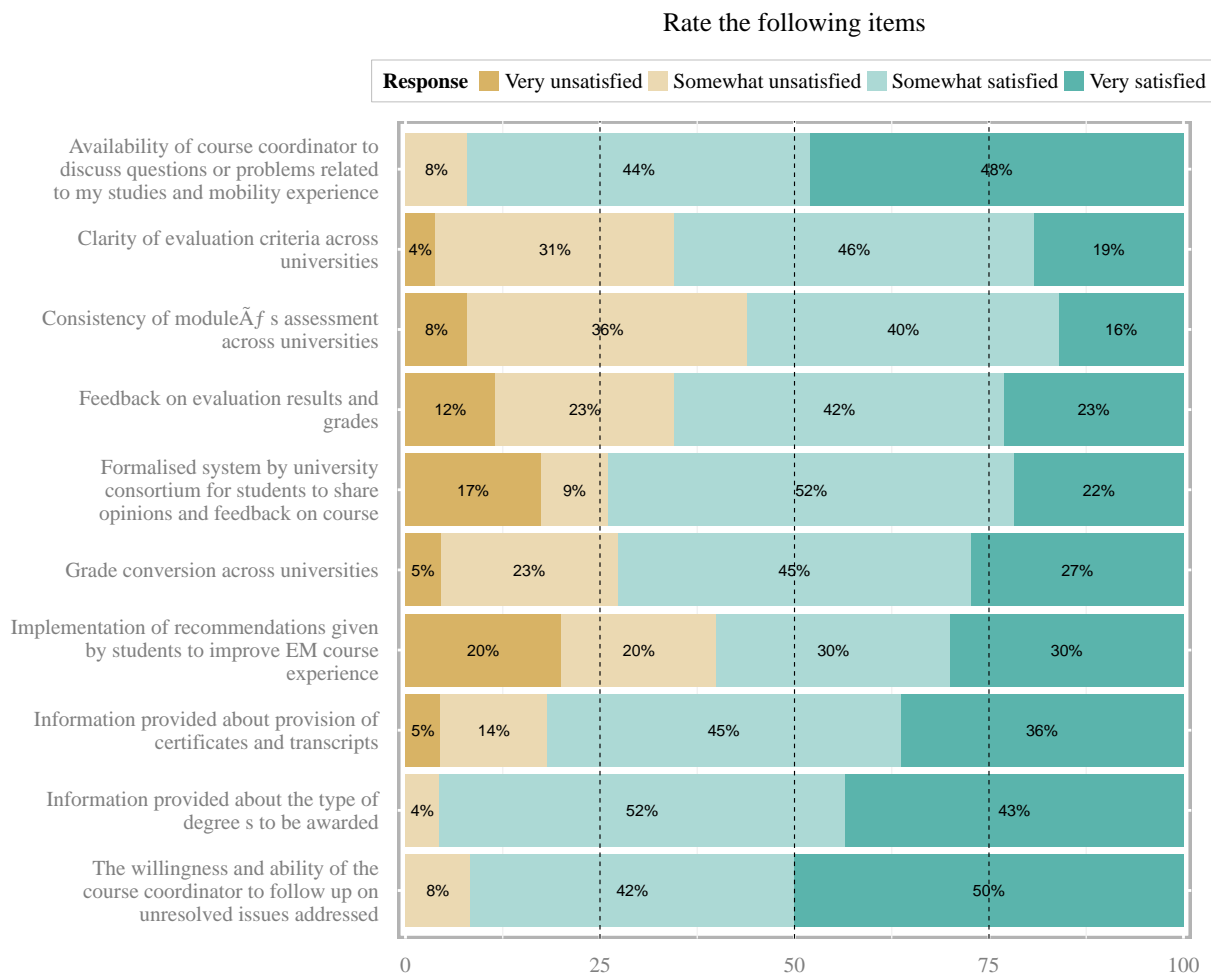
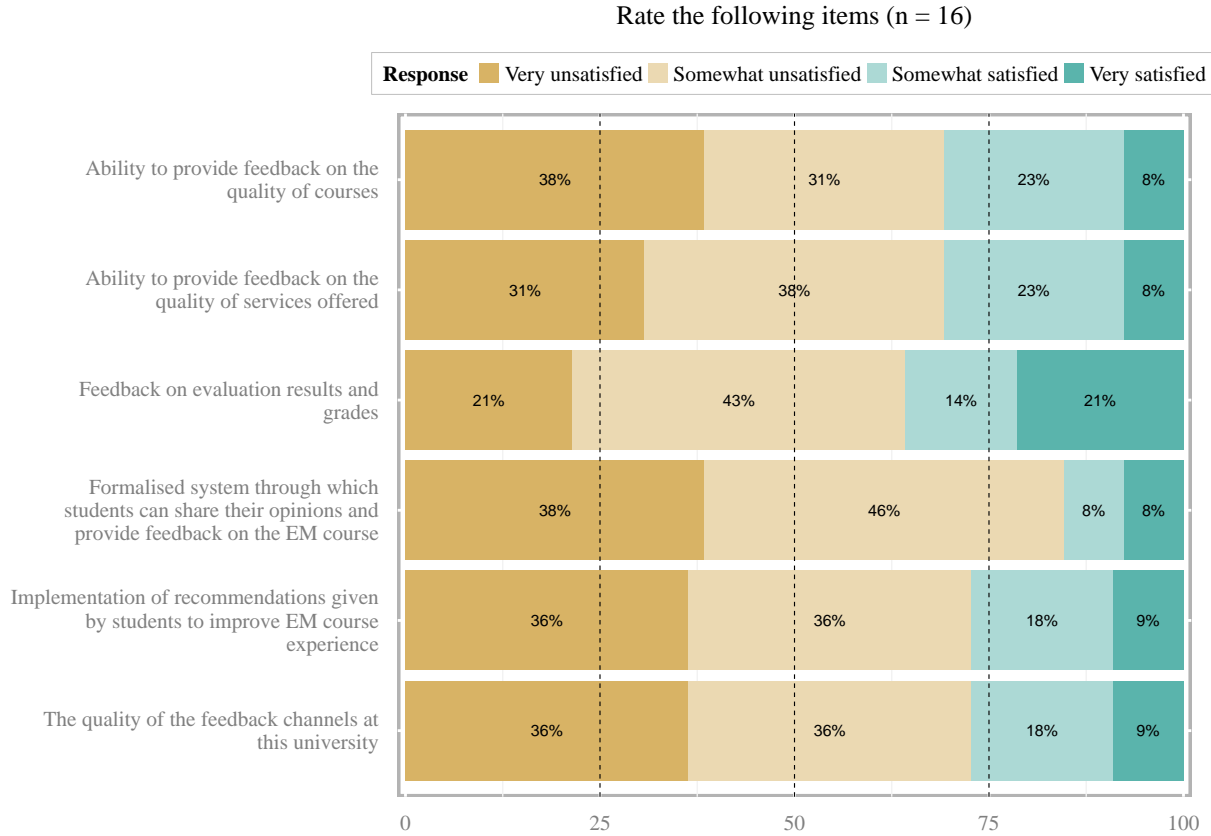|	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Availability of course coordinator to discuss questions or problems related to my studies and mobility experience	26	3.40	3.28	2.10 - 3.12	3.13 - 3.33	3.34 - 3.49	3.50 - 3.90
Clarity of evaluation criteria across universities	26	2.81	2.77	1.90 - 2.55	2.56 - 2.79	2.80 - 3.00	3.01 - 3.60
Consistency of moduleÃ<U+0083> s assessment across universities	26	2.64	2.81	1.89 - 2.58	2.59 - 2.79	2.80 - 3.01	3.02 - 3.50
Feedback on evaluation results and grades	26	2.77	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	26	2.78	2.91	1.75 - 2.73	2.74 - 2.97	2.98 - 3.19	3.20 - 3.55
Grade conversion across universities	26	2.95	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	26	2.70	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	26	3.14	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	26	3.39	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	26	3.42	3.23	1.80 - 3.00	3.01 - 3.32	3.33 - 3.47	3.48 - 3.92

Table 5: Summary statistics
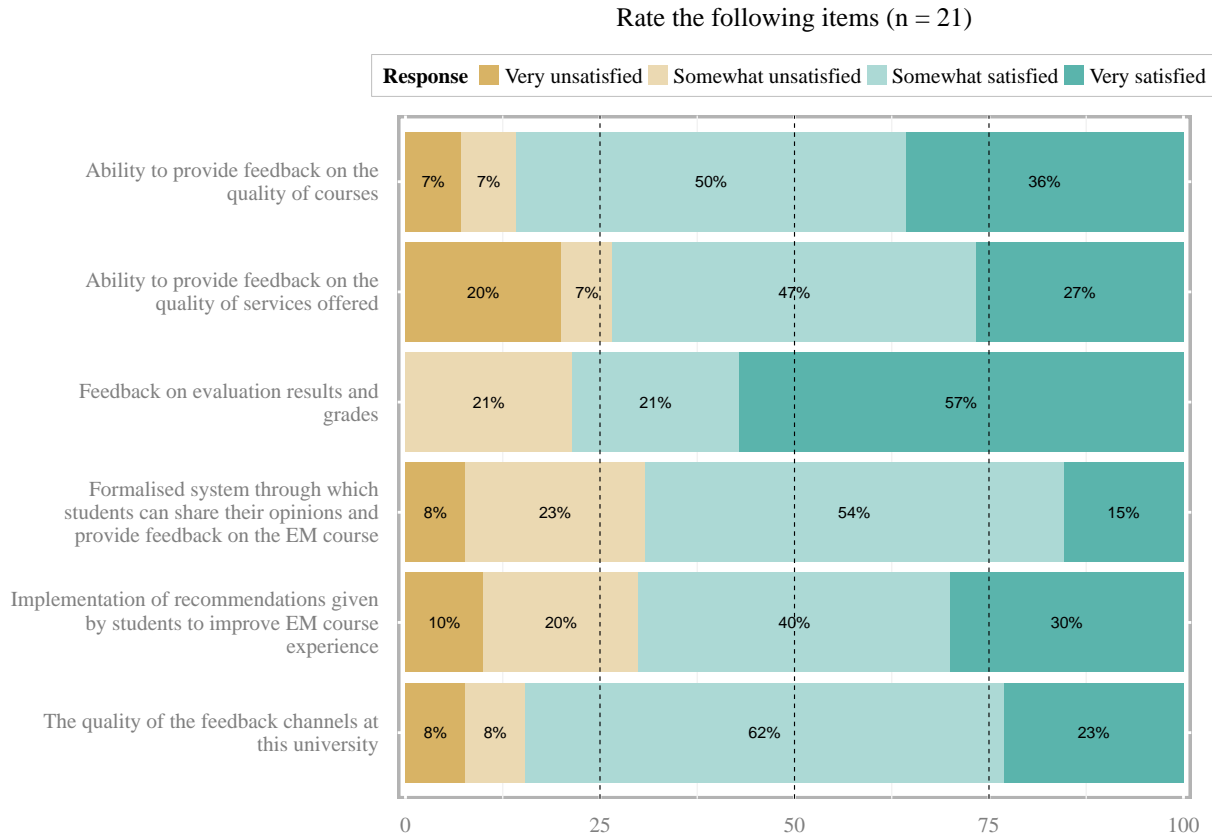
4.1.2 University of Innsbruck, Austria

Rate the following items (n = 26)

4.1.3 University of Padua, Italy

Rate the following items (n = 16)

4.1.4   University of Rome "Tor Vergata", Italy
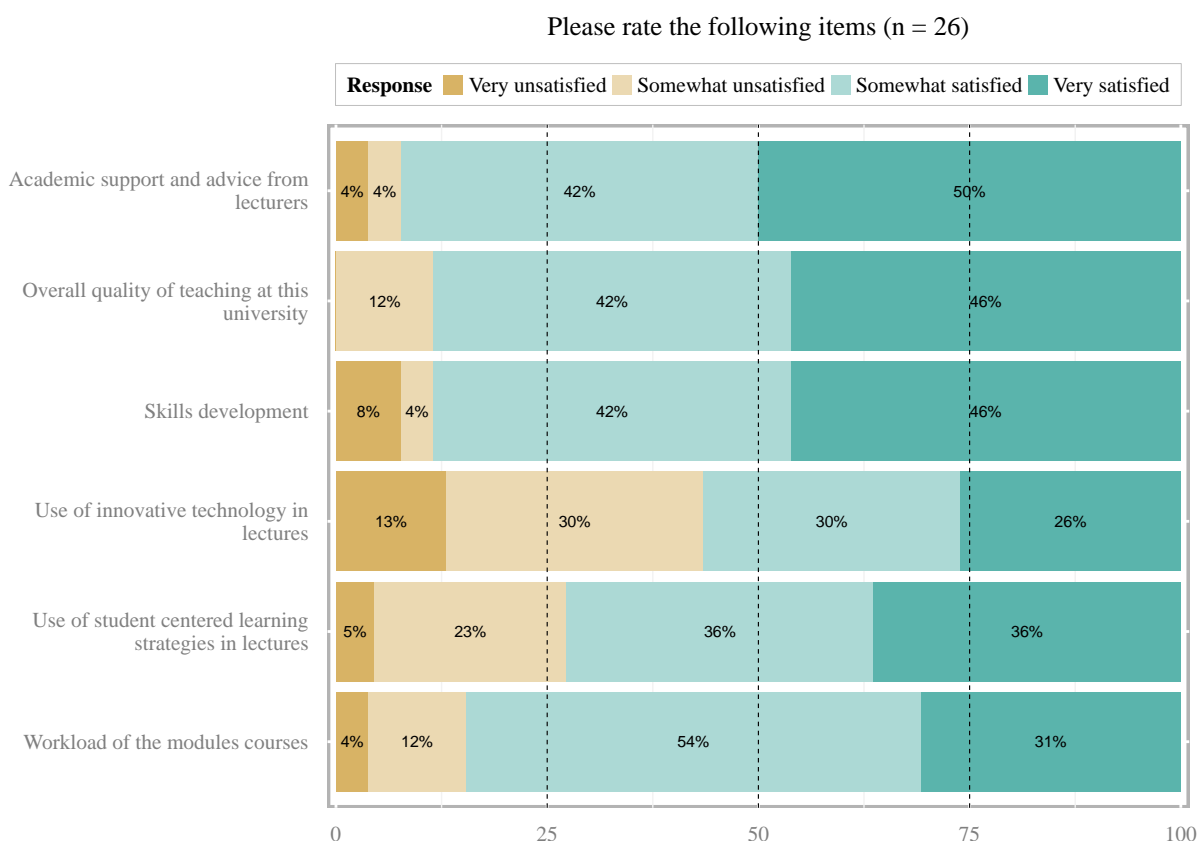
Rate the following items (n = 21)

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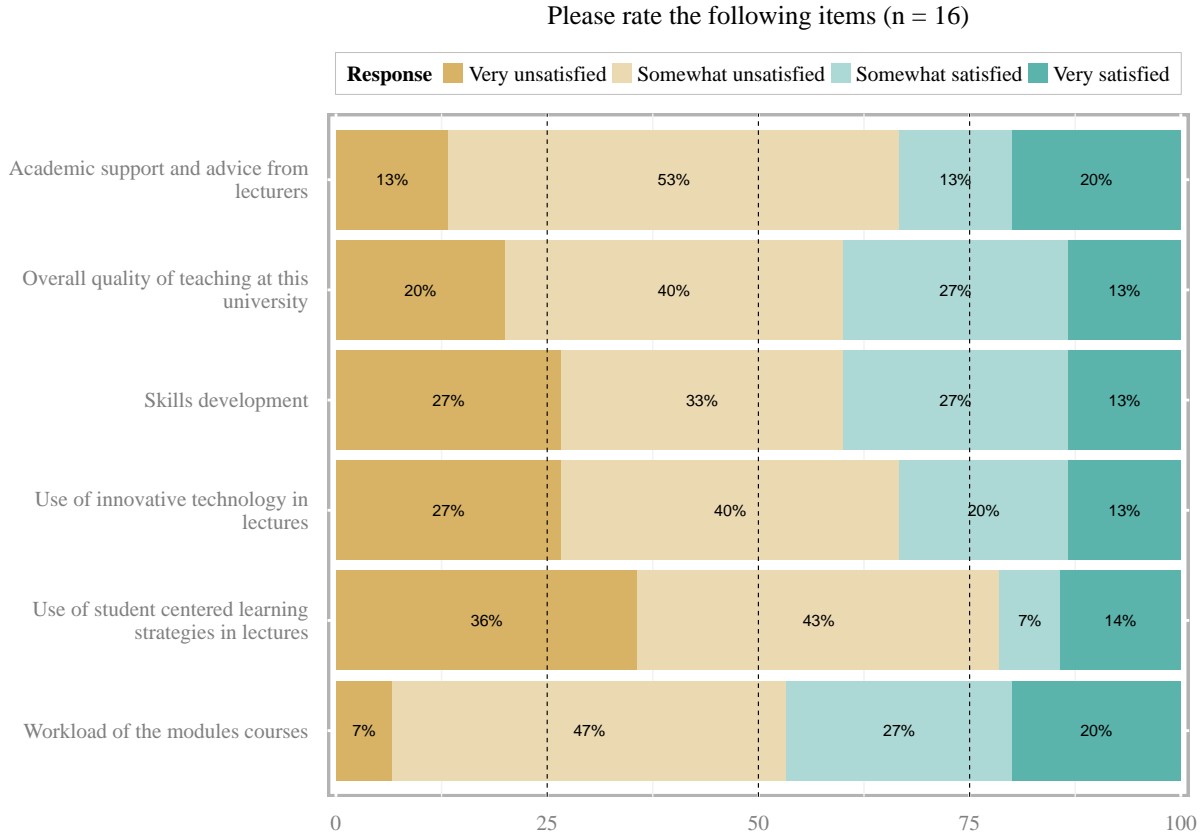
We will have some text here.

5.1   Teaching/learning

University of Innsbruck has good evaluation for teaching and learning which around 90% students are satisfied, only two aspects about "Use of Student Centered Learning Strategies in Lectures" and "Use of Innovative Technology in Lectures" which have evaluation satisfied from 75% and 60% students respectively. University of Padua was evaluated unsatisfied by 60-75% students for all criteria. University of Rome "Tor Vergata" showed a good performance which has 75-90% satisfied responses for all categories.
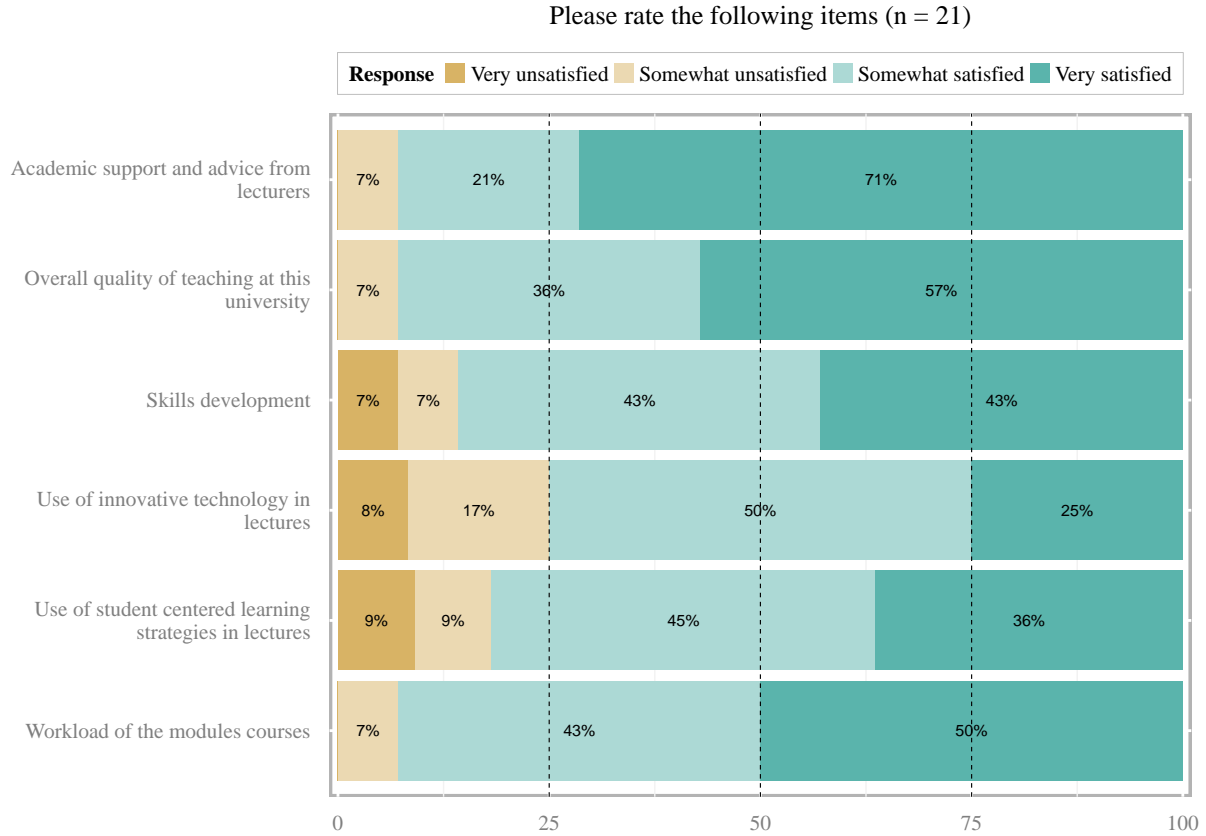
5.1.1   University of Innsbruck, Austria

Please rate the following items (n = 26)
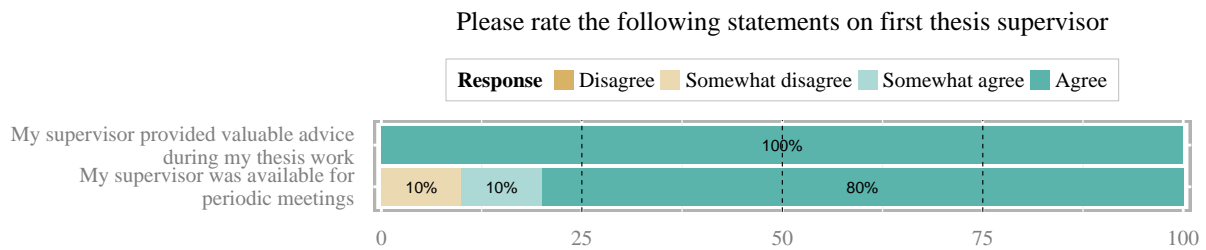
5.1.2 University of Padua, Italy

Please rate the following items (n = 16)

5.1.3   University of Rome "Tor Vergata", Italy

Please rate the following items (n = 21)

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

Academic support and advice from lecturers		7% 21%	71%
Overall quality of teaching at this university		7% 36%	57%
Skills development	7% 7%	43%	43%
Use of innovative technology in lectures	8% 17%	50%	25%
Use of student centered learning strategies in lectures	9% 9%	45%	36%
Workload of the modules courses	7%	43%	50%

NA

5.2   First supervisor.

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	100%
My supervisor was available for periodic meetings	10% 10% 80%

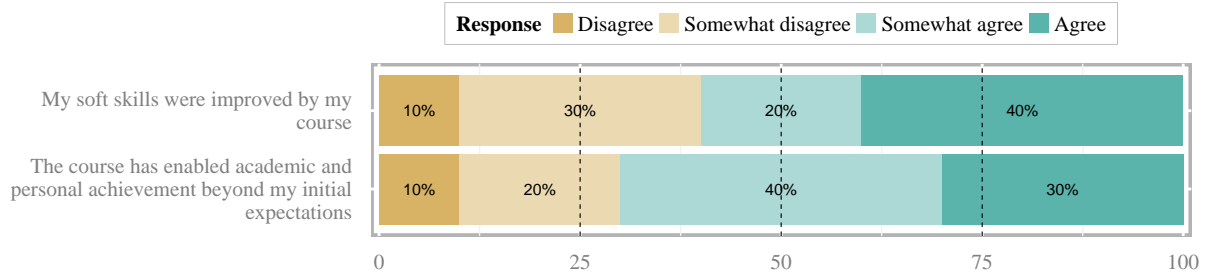|	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
My supervisor was available for periodic meetings	26	3.70	3.54	2.79 - 3.46	3.47 - 3.62	3.63 - 3.80	3.81 - 4.00

Table 6: Summary statistics

6   Internship/field experience and personal development

We will have some text here.

Personal Development evaluation has around 70% satisfied responses for both aspects. However, this number is in the first quartile in EM mean which is not that good.

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	26	2.90	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	26	2.90	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