

COSSE-Computer Simulation For Science and engineering

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

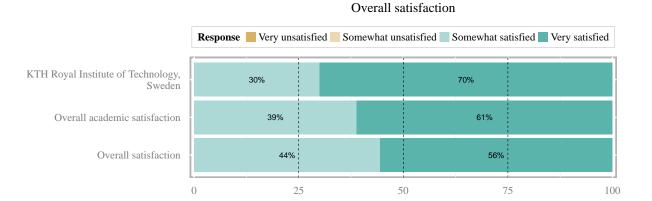
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1 Executive summary (?)



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 18 students of your program. They represent 14 countries and collectively they have spent more than 23 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	18	3.28	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	18	3.44	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	18	3.50	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.



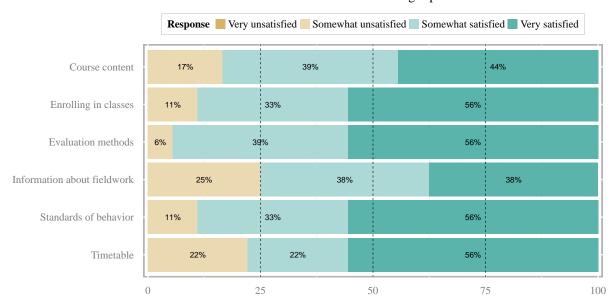
3 Supporting services

We will have some text here.

3.1 Support received before the start of the Erasmus Mundus course

3.1.1 Consortia

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

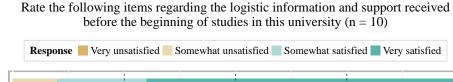


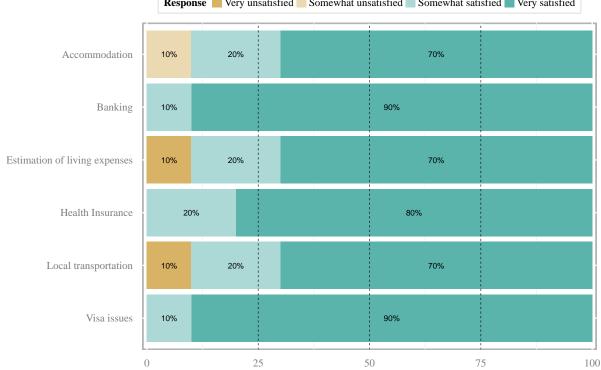
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Course content	18	3.28	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	18	3.44	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	18	3.50	3.03	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76
Information about fieldwork	18	3.12	2.95	2.00 - 2.80	2.81 - 3.00	3.01 - 3.19	3.20 - 3.57
Standards of behavior	18	3.44	3.44	2.77 - 3.29	3.30 - 3.42	3.43 - 3.63	3.64 - 3.90
Timetable	18	3.33	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 KTH Royal Institute of Technology, Sweden





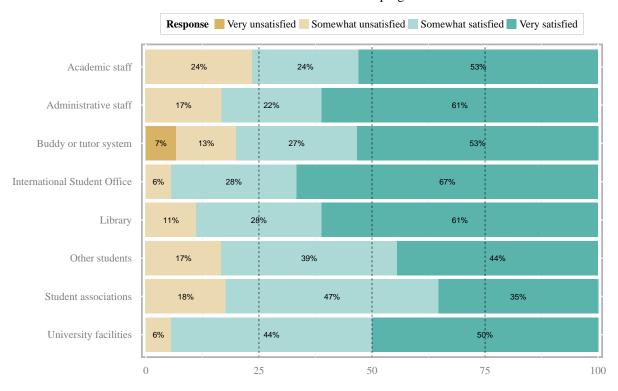
3.2 Support received during the orientation program

On introduction process to the units or people as part of the orientation program, responses are in general positive, as mean values for indicators are all greater than 3.10. In detail, "Buddy or tutor system" received 7% very unsatisfied and 13% somewhat unsatisfied responses. No more very unsatisfied responses were received for the other indicators. However, somewhat unsatisfied responses were received for each indicator, "Academic staff" received the most, 24%, together with 18% for "Student associations" and 17% for "Other students". "International Student Office" received the most positive responses, 67% very satisfied. Concerning KTH Royal Institute of Technology, Sweden, 10% somewhat unsatisfied responses were received for "Academic staff" and "International Student Office", respectively. No very unsatisfied response was received. 80% very satisfied responses were received for "Administrative staff", "International Student Office" and "University facitlities", respectively. Whereas, 50% of very satisfied responses are for "Academic staff" and for "Student associations".



3.2.1 Consortia

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



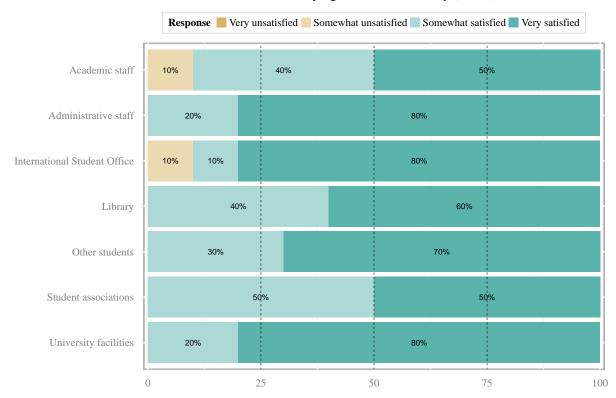
	n	Mean	EM mean	0% - 25%	25% - $50%$	50% - 75%	75% - 100%
Academic staff	18	3.29	3.44	2.40 - 3.29	3.30 - 3.47	3.48 - 3.63	3.64 - 3.92
Administrative staff	18	3.44	3.39	2.30 - 3.20	3.21 - 3.43	3.44 - 3.62	3.63 - 3.93
Buddy or tutor system	18	3.27	2.96	2.00 - 2.88	2.89 - 3.06	3.07 - 3.20	3.21 - 3.64
International Student Office	18	3.61	3.24	2.47 - 3.04	3.05 - 3.27	3.28 - 3.48	3.49 - 3.90
Library	18	3.50	3.37	2.50 - 3.20	3.21 - 3.35	3.36 - 3.58	3.59 - 3.91
Other students	18	3.28	3.33	2.36 - 3.18	3.19 - 3.36	3.37 - 3.47	3.48 - 3.86
Student associations	18	3.18	2.99	1.92 - 2.76	2.77 - 3.02	3.03 - 3.22	3.23 - 3.62
University facilities	18	3.44	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 KTH Royal Institute of Technology, Sweden

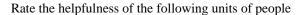
Rate the introduction process to the following units or people as part of the orientation program at this university (n = 10)

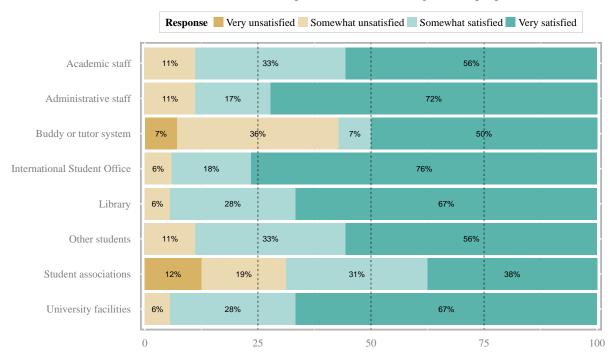




3.3 Helpfulness of units and people

3.3.1 Consortia





	n	Mean	EM mean	0% - 25%	25% - 50%	50% - $75%$	75% - 100%
Academic staff	18	3.44	3.45	2.50 - 3.30	3.31 - 3.46	3.47 - 3.62	3.63 - 4.00
Administrative staff	18	3.61	3.35	2.10 - 3.18	3.19 - 3.45	3.46 - 3.61	3.62 - 4.00
Buddy or tutor system	18	3.00	3.03	2.20 - 2.90	2.91 - 3.06	3.07 - 3.20	3.21 - 3.73
Library	18	3.61	3.42	2.80 - 3.20	3.21 - 3.44	3.45 - 3.60	3.61 - 3.93
Other students	18	3.44	3.40	2.45 - 3.21	3.22 - 3.39	3.40 - 3.55	3.56 - 3.85
Student associations	18	2.94	3.04	2.10 - 2.92	2.93 - 3.08	3.09 - 3.24	3.25 - 3.68
University facilities	18	3.61	3.42	2.71 - 3.27	3.28 - 3.48	3.49 - 3.63	3.64 - 3.86

Table 3: Summary statistics



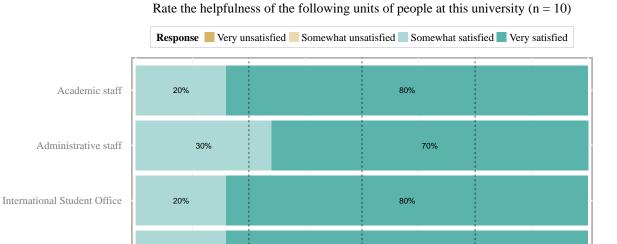
Library

Other students

20%

10%

3.3.2 KTH Royal Institute of Technology, Sweden



80%

60%

University facilities 20% 80% 0 25 50 75

30%

3.4 Support received on various issues

3.4.1 Consortia

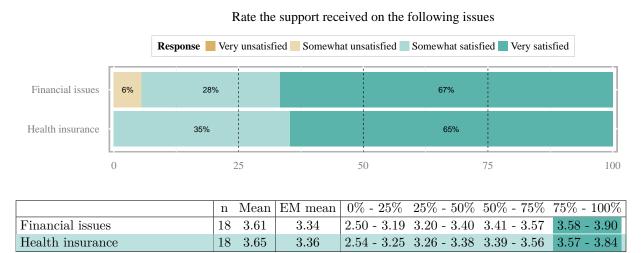


Table 4: Summary statistics



100

4 Assessment and feedback

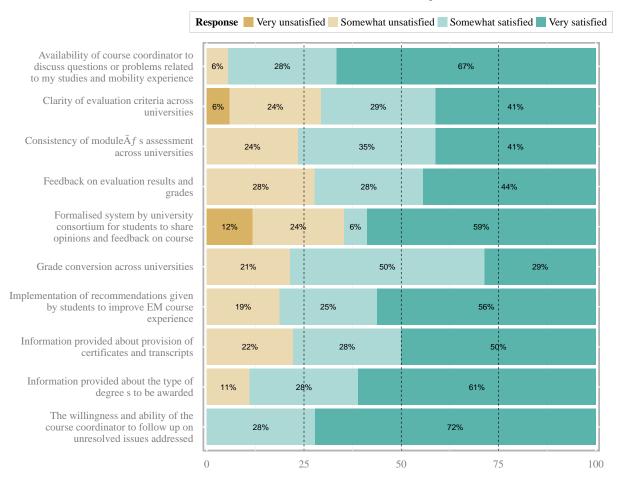
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4.1 Module assessment

One to two students are unsatisfied with the above listed points in Univ. of Regensburg. 25 to 40% of students at Trento Univ. are unsatisfied with all the above listed points having strongest level at implementation of recommendations to improve EM course and the quality of feedback channel.

4.1.1 Consortia

Rate the following items





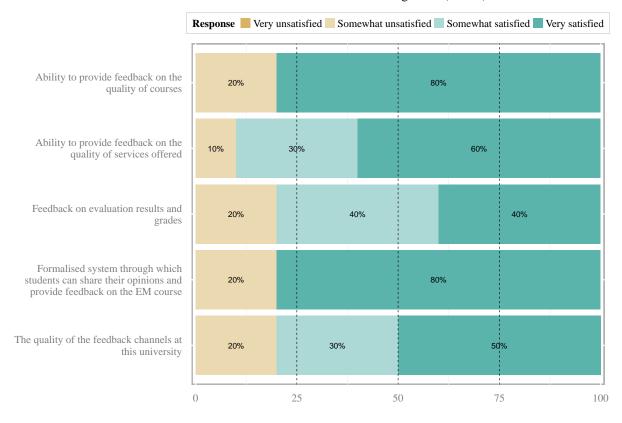
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Availability of course coordinator	18	3.61	3.28	2.10 - 3.12	3.13 - 3.33	3.34 - 3.49	3.50 - 3.90
to discuss questions or problems							
related to my studies and mobil-							
ity experience							
Clarity of evaluation criteria	18	3.06	2.77	1.90 - 2.55	2.56 - 2.79	2.80 - 3.00	3.01 - 3.60
across universities							
v	18	3.18	2.81	1.89 - 2.58	2.59 - 2.79	2.80 - 3.01	3.02 - 3.50
uleÃ <u+0083> s assessment</u+0083>							
across universities							
	18	3.17	2.77	1.70 - 2.57	2.58 - 2.83	2.84 - 3.00	3.01 - 3.60
and grades							
Formalised system by university	18	3.12	2.91	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-	18	3.07	2.85	2.17 - 2.71	2.72 - 2.83	2.84 - 3.00	3.01 - 3.56
ties							2 1 2 2 1 1
Implementation of recommenda-	18	3.38	2.82	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			0.00				
Information provided about pro-	18	3.28	3.02	1.96 - 2.85	2.86 - 3.07	3.08 - 3.27	3.28 - 3.67
vision of certificates and tran-							
scripts			2.12				2 2 2 2 5
Information provided about the	18	3.50	3.12	2.40 - 2.95	2.96 - 3.16	3.17 - 3.35	3.36 - 3.70
type of degree s to be awarded	10	o - o	2.22	100 000	0.04 0.00	2 22 2 :-	2.42 2.52
The willingness and ability of the	18	3.72	3.23	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 KTH Royal Institute of Technology, Sweden

Rate the following items (n = 10)





Teaching/learning and supervision 5

We will have some text here.

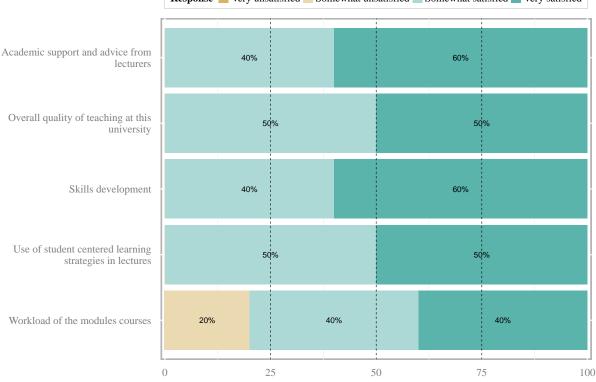
Teaching/learning 5.1

Mean values for two indicators are both 3.62, and they both drop in range 50%-75% of the quartile distribution. No response on disagree was received, whereas 15% and 8% somewhat disagree responses were received for "My supervisor provided valuable advice during my thesis work" and for "My supervisor was available for periodic meetings", respectively. Regarding the five indicators at KTH Royal Institute of Technology, no negative responses received except for "Workload of the modules courses" (20% somewhat unsatisfied). Most positive responses received are for "Academic support and advice from lecturers" and for "Skills development" (60% very satisfied and 40 somewhat satisfied), followed by "Overall quality of teaching at this university" (50% very satisfied and somewhat satisfied, respectively).

Please rate the following items (n = 10)

5.1.1 KTH Royal Institute of Technology, Sweden



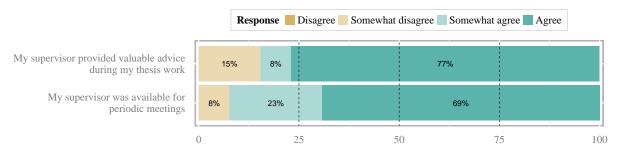


NA



5.2 First supervisor.

Please rate the following statements on first thesis supervisor



	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
My supervisor provided valuable	18	3.62	3.50	2.64 - 3.43	3.44 - 3.60	3.61 - 3.75	3.76 - 4.00
advice during my thesis work							
My supervisor was available for	18	3.62	3.54	2.79 - 3.46	3.47 - 3.62	3.63 - 3.80	3.81 - 4.00
periodic meetings							

Table 6: Summary statistics

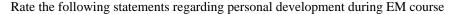


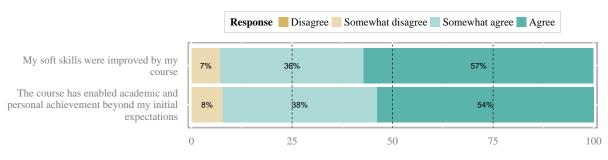
6 Internship/field experience and personal development

We will have some text here.

Regarding personal development during EM course, 3.5 mean value goes for "My soft skills were improved by my course" and 3.46 goes for "The course has enabled academic and personal achievement beyond my initial expectations". No disgree response was received, but 7% and 8% somewhat disgree responses were received for the mentioned indicators, respectively. Most responses are positive: 57% and 36% respondants agreed or somewhat agreed that their soft skills were imporved by their course. And 54% and 38% respondants agreed or somewhat agreed that the course enabled academic and personal achievement beyong their inital expectations.

6.1 Personal development.





	n	Mean	EM mean	0% - 25%	25% - $50%$	50% - 75%	75% - 100%
My soft skills were improved by	18	3.50	3.49	2.90 - 3.40	3.41 - 3.56	3.57 - 3.71	3.72 - 4.00
my course							
The course has enabled academic	18	3.46	3.28	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



7 Acknowledgments

Some concluding remarks

