EMA
Erasmus Mundus Students and Alumni Association

EMECS-European Master Embedded Computing Systems

Course Quality Advisory Board of the Erasmus Mundus Student and Alumni Association
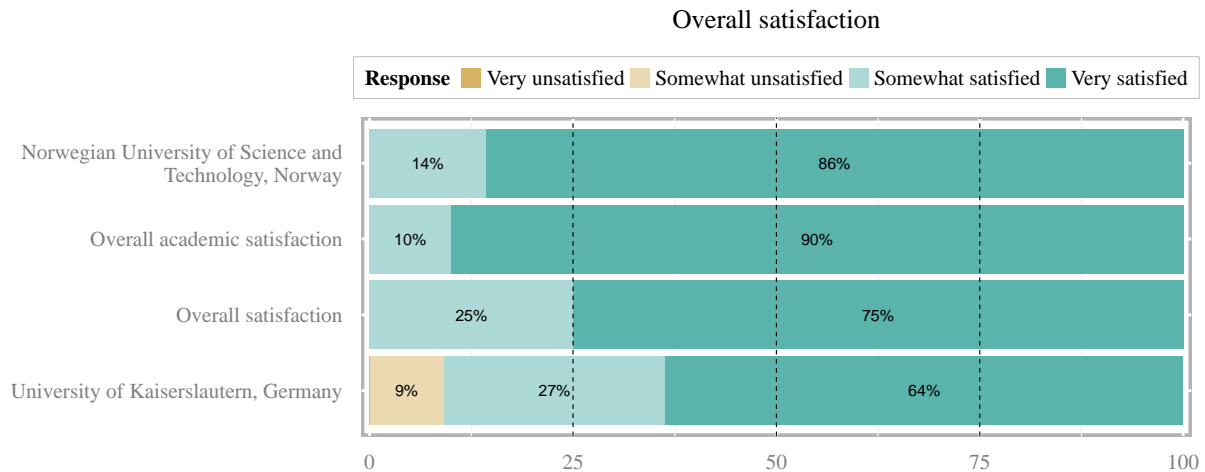
Report was generated on 04 Jan 2016

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Overall satisfaction

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 20 students of your program. They represent 18 countries and collectively they have spent more than 17 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	20	3.65	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	20	3.75	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	20	3.30	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
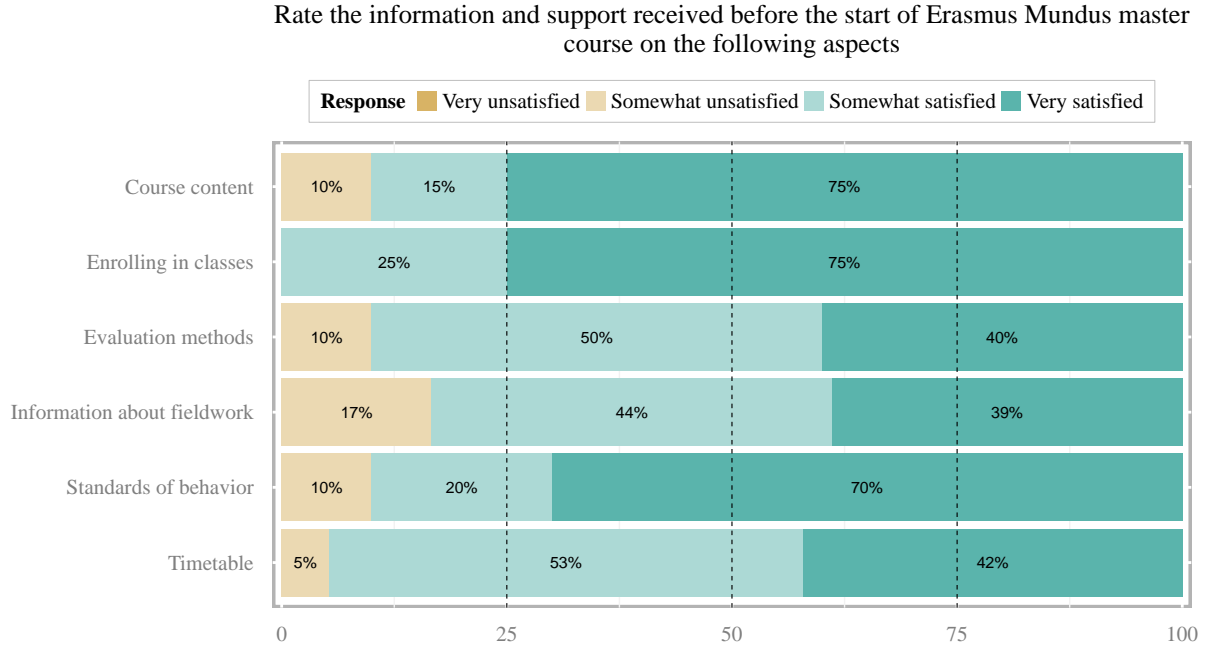
Rate the information and support received before the start of Erasmus Mundus master course on the following aspects

		n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Course content		20	3.65	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes		20	3.75	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods		20	3.30	3.03	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76
Information about fieldwork		20	3.22	2.95	2.00 - 2.80	2.81 - 3.00	3.01 - 3.19	3.20 - 3.57
Standards of behavior		20	3.60	3.44	2.77 - 3.29	3.30 - 3.42	3.43 - 3.63	3.64 - 3.90
Timetable		20	3.37	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 Norwegian University of Science and Technology, Norway

Rate the following items regarding the logistic information and support received
before the beginning of studies in this university (n = 16)

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

Item	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied
Accommodation	7%		14%	79%
Banking	8%	8%	31%	54%
Estimation of living expenses		14%	50%	36%
Health Insurance	14%		29%	57%
Language courses	43%	21%	14%	21%
Local transportation		14%	50%	36%
Visa issues			38%	62%

3.1.3 University of Kaiserslautern, Germany

Rate the following items regarding the logistic information and support received
before the beginning of studies in this university (n = 14)

| Response | Very unsatisfied | Somewhat unsatisfied | Somewhat satisfied | Very satisfied |
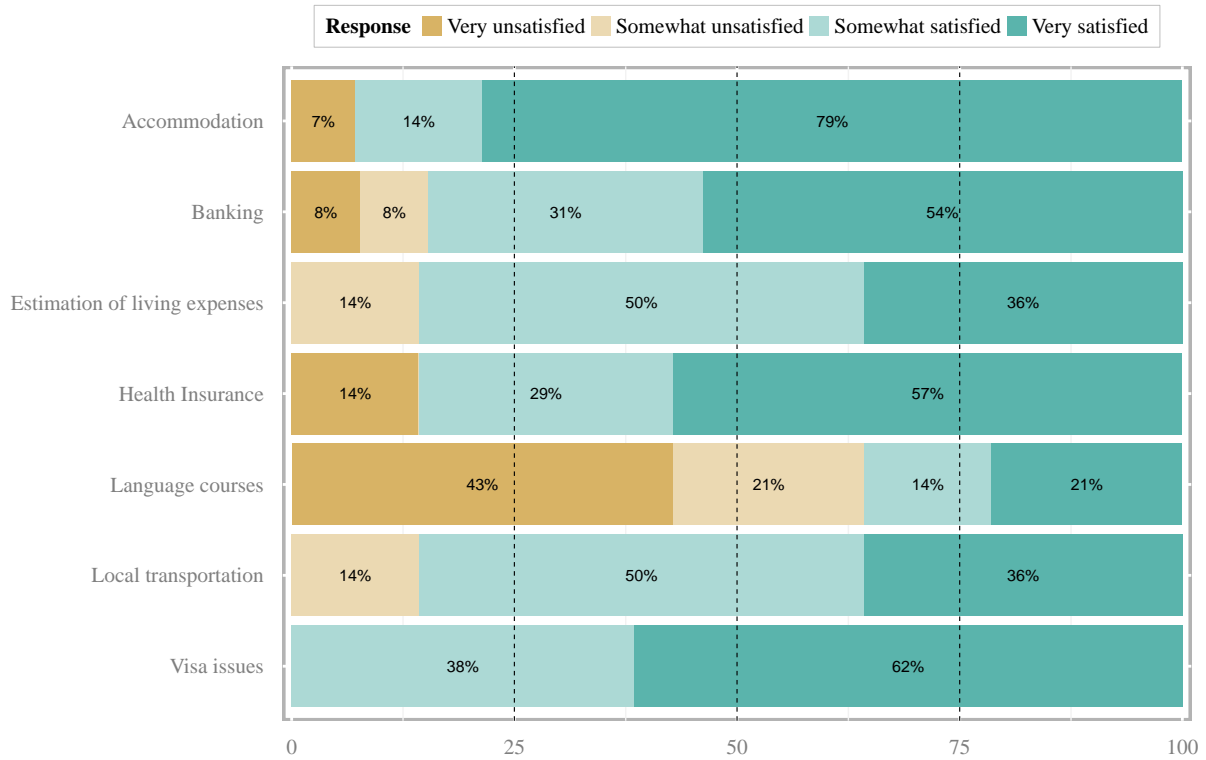
Accommodation: 18%, 27%, 55%
Banking: 20%, 30%, 50%
Estimation of living expenses: 10%, 10%, 80%
Health Insurance: 9%, 9%, 82%
Language courses: 18%, 82%
Local transportation: 18%, 82%
Visa issues: 27%, 9%, 64%
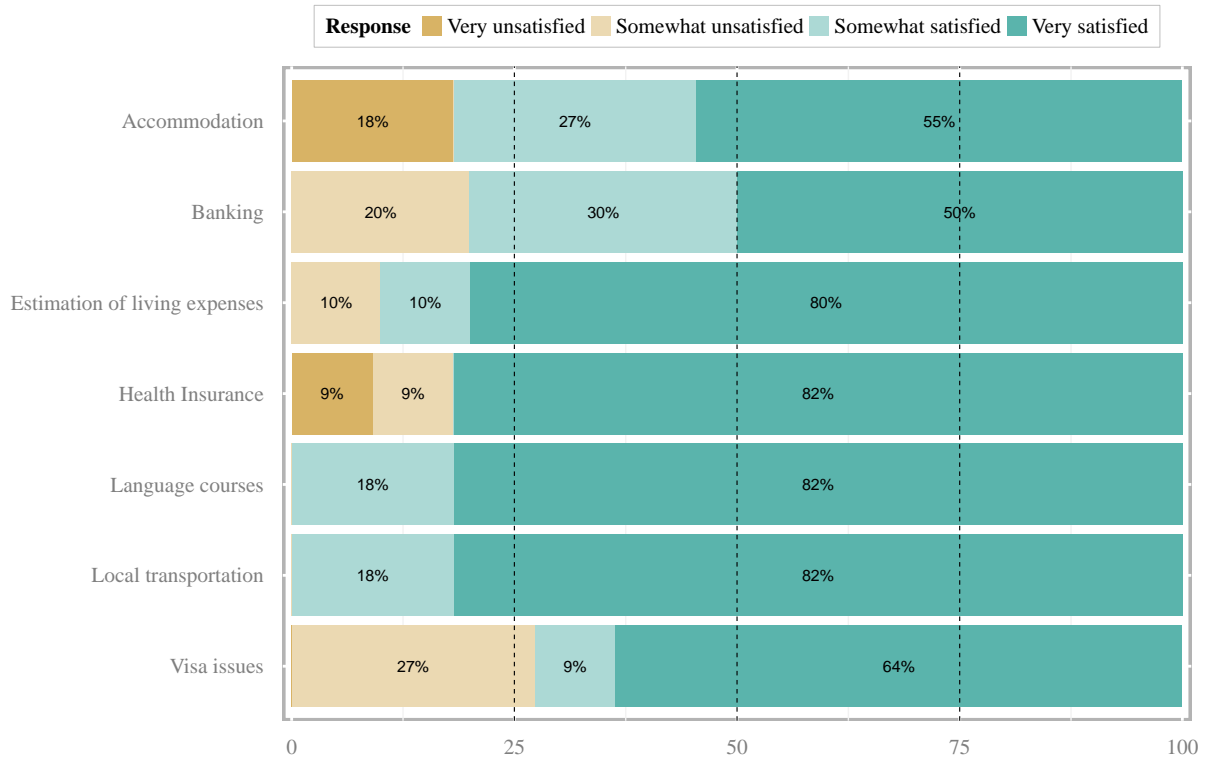
3.2 Support received during the orientation program

3.2.1 Consortia

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

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

	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied
Academic staff		5%	25%	70%
Administrative staff		10%	35%	55%
Buddy or tutor system	6%	12%	47%	35%
International Student Office		5%	30%	65%
Library		16%	11%	74%
Other students		16%	26%	58%
Student associations	5%	11%	58%	26%
University facilities	5%	5%	25%	65%
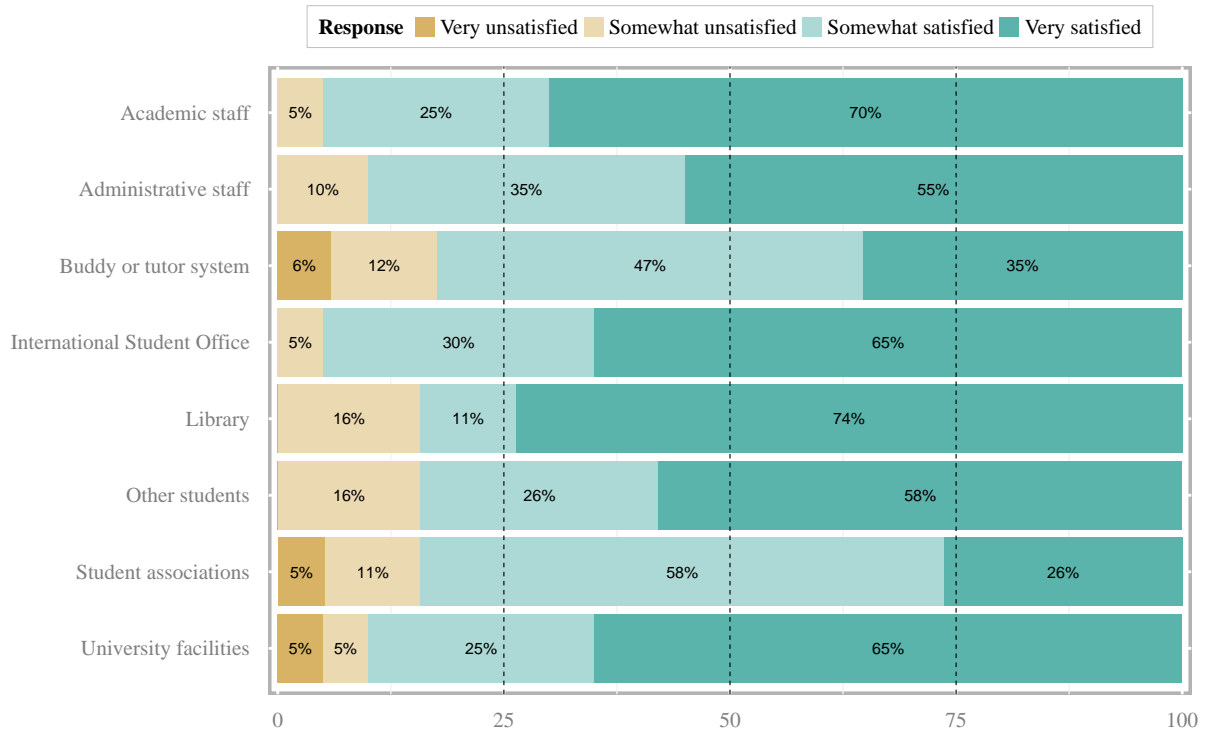
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	20	3.65	3.44	2.40 - 3.29	3.30 - 3.47	3.48 - 3.63	**3.64 - 3.92**
Administrative staff	20	3.45	3.39	2.30 - 3.20	3.21 - 3.43	**3.44 - 3.62**	3.63 - 3.93
Buddy or tutor system	20	3.12	2.96	2.00 - 2.88	2.89 - 3.06	**3.07 - 3.20**	3.21 - 3.64
International Student Office	20	3.60	3.24	2.47 - 3.04	3.05 - 3.27	3.28 - 3.48	**3.49 - 3.90**
Library	20	3.58	3.37	2.50 - 3.20	3.21 - 3.35	3.36 - 3.58	**3.59 - 3.91**
Other students	20	3.42	3.33	2.36 - 3.18	3.19 - 3.36	**3.37 - 3.47**	3.48 - 3.86
Student associations	20	3.05	2.99	1.92 - 2.76	2.77 - 3.02	**3.03 - 3.22**	3.23 - 3.62
University facilities	20	3.50	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   Norwegian University of Science and Technology, Norway

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				
Academic staff		15%	15%	69%
Administrative staff	8%	8%	15%	69%
Buddy or tutor system		50%	20%	30%
International Student Office		15%	23%	62%
Library	17%		33%	50%
Other students		15%	23%	62%
Student associations	8%	17%	25%	50%
University facilities	15%		8%	77%

0   25   50   75   100

3.2.3 University of Kaiserslautern, Germany

Rate the introduction process to the following units or people as part of the orientation program at this university (n = 14)

Response	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied

Academic staff		27%	73%	
Administrative staff	18%	27%	55%	
International Student Office	9%	91%		
Library	10%	50%	40%	
Other students	10%	10%	30%	50%
Student associations	20%	20%	30%	30%
University facilities	27%	27%	45%	
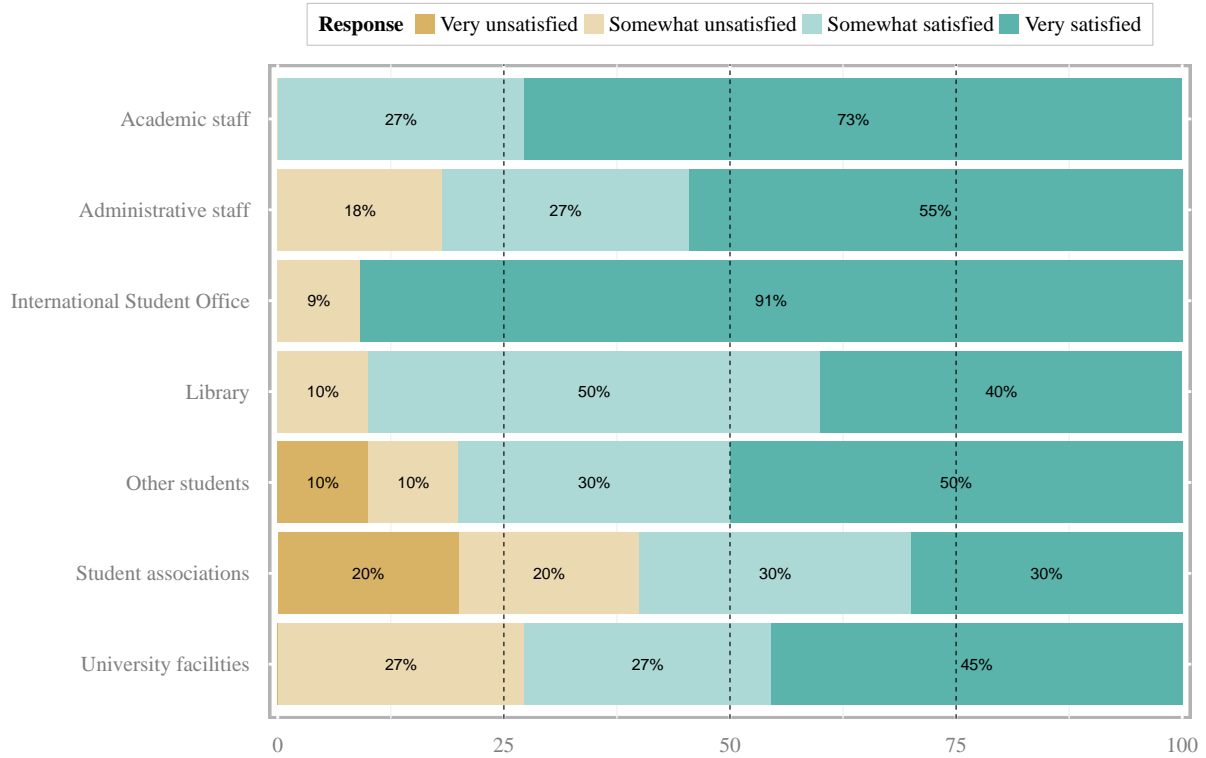
3.3   Helpfulness of units and people

3.3.1   Consortia

Rate the helpfulness of the following units of people
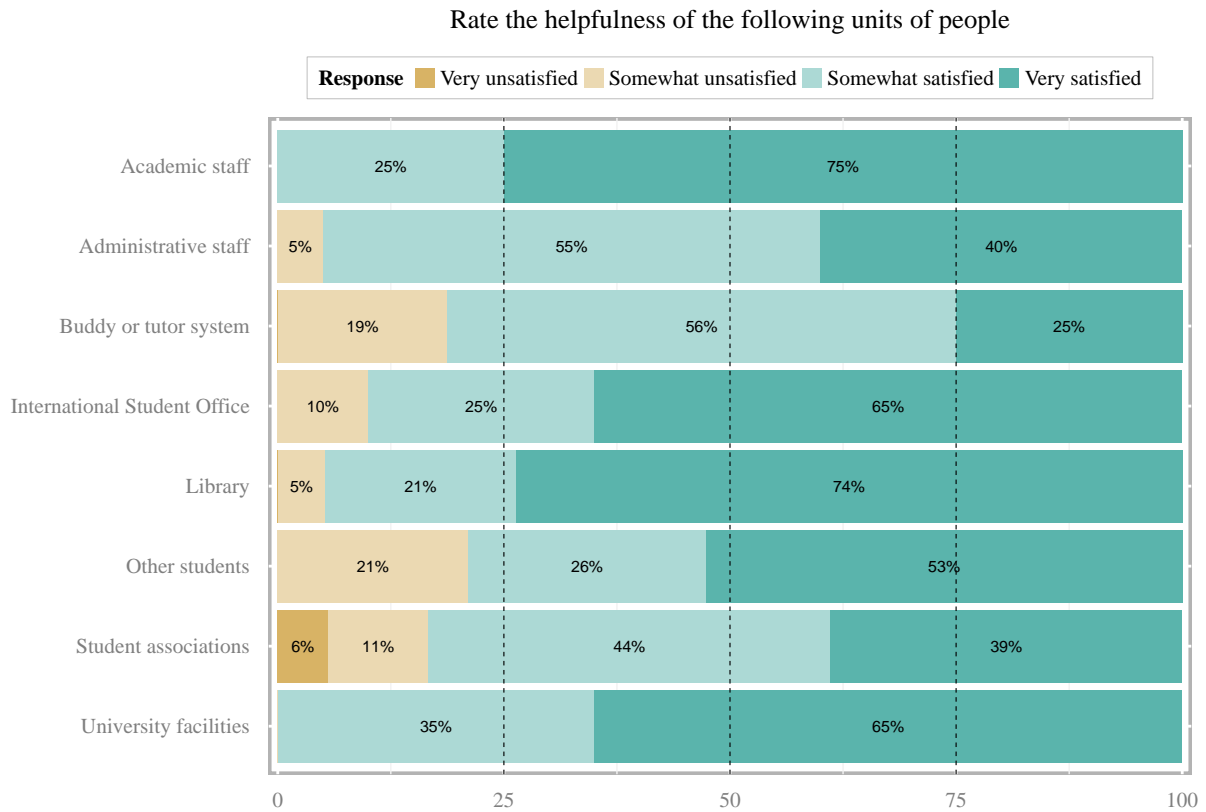
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	20	3.75	3.45	2.50 - 3.30	3.31 - 3.46	3.47 - 3.62	3.63 - 4.00
Administrative staff	20	3.35	3.35	2.10 - 3.18	3.19 - 3.45	3.46 - 3.61	3.62 - 4.00
Buddy or tutor system	20	3.06	3.03	2.20 - 2.90	2.91 - 3.06	3.07 - 3.20	3.21 - 3.73
International Student Office	20	3.55	3.25	2.45 - 3.09	3.10 - 3.27	3.28 - 3.50	3.51 - 3.71
Library	20	3.68	3.42	2.80 - 3.20	3.21 - 3.44	3.45 - 3.60	3.61 - 3.93
Other students	20	3.32	3.40	2.45 - 3.21	3.22 - 3.39	3.40 - 3.55	3.56 - 3.85
Student associations	20	3.17	3.04	2.10 - 2.92	2.93 - 3.08	3.09 - 3.24	3.25 - 3.68
University facilities	20	3.65	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   Norwegian University of Science and Technology, Norway

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

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

Unit		
Academic staff	14%	86%
Administrative staff	7%	21%	71%
Buddy or tutor system	18%	64%	18%
Health services	8%	31%	62%
International Student Office	14%	29%	57%
Library	23%	77%
Other students	8%	54%	38%
Student associations	8%	33%	58%
University facilities	7%	7%	86%

3.3.3 University of Kaiserslautern, Germany

Rate the helpfulness of the following units of people at this university (n = 14)

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

Academic staff	9%	18%	73%
Administrative staff	18%	27%	55%
Health services	9%	9% 18%	64%
International Student Office	9%	91%	
Library	10%	40%	50%
Other students	9% 9%	27%	55%
University facilities	18%	27%	55%

3.4 Support received on various issues

3.4.1 Consortia

Rate the support received on the following issues

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

Financial issues	5%	21%	74%
Health insurance	5% 5%	47%	42%
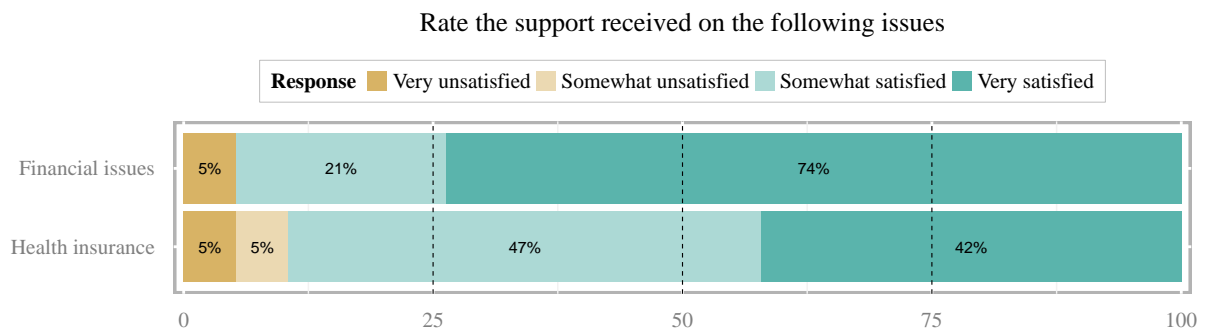
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Financial issues	20	3.63	3.34	2.50 - 3.19	3.20 - 3.40	3.41 - 3.57	3.58 - 3.90
Health insurance	20	3.26	3.36	2.54 - 3.25	3.26 - 3.38	3.39 - 3.56	3.57 - 3.84

Table 4: Summary statistics

3.4.2 Norwegian University of Science and Technology, Norway

Rate the following items for first university (n = 16)

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

Availability of extracurricular activities: 7% | 14% | 36% | 43%

Quality of extracurricular activities: 7% | 14% | 36% | 43%

3.4.3   University of Kaiserslautern, Germany

Rate the following items for first university (n = 14)
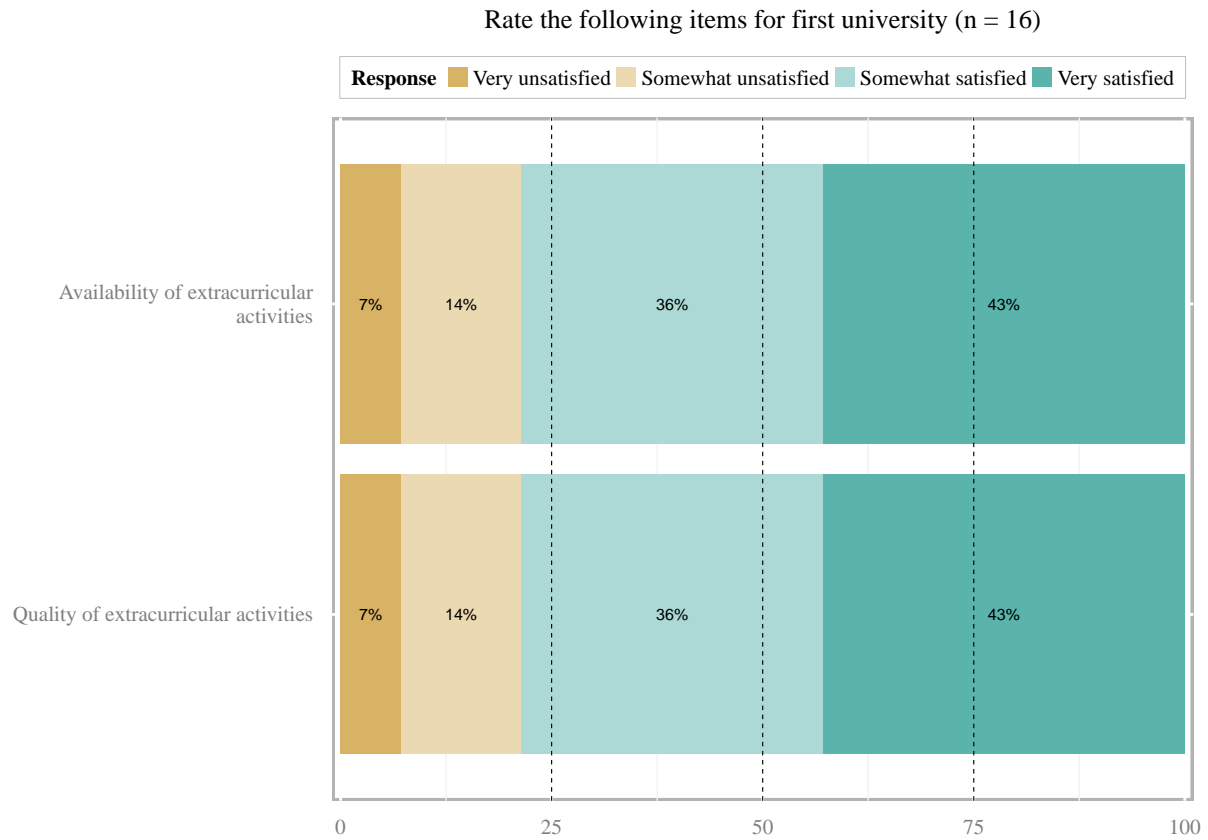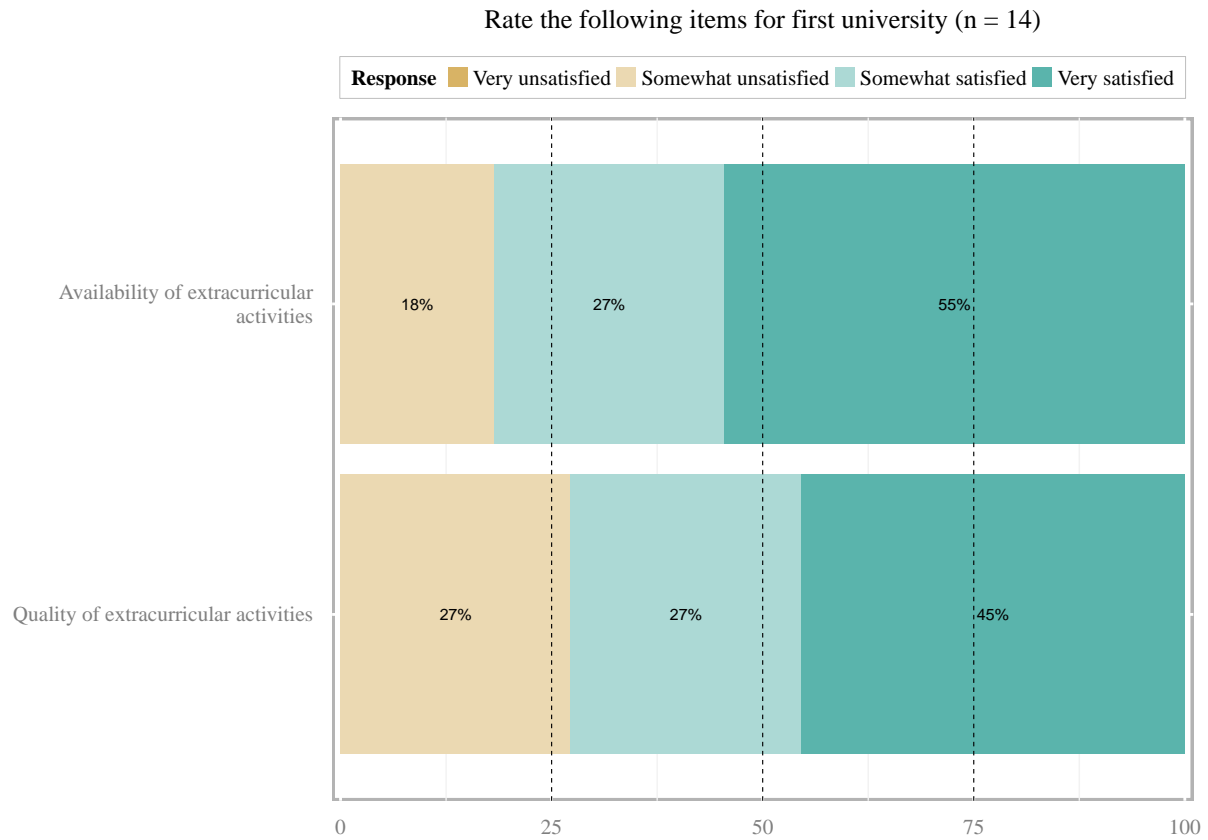
4   Assessment and feedback

We will have some text here.

4.1   Module assessment

4.1.1   Consortia

Rate the following items

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

Item	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied
Availability of course coordinator to discuss questions or problems related to my studies and mobility experience	5%	10%	35%	50%
Clarity of evaluation criteria across universities	6%	12%	62%	19%
Consistency of moduleÃƒ s assessment across universities	6%	12%	56%	25%
Feedback on evaluation results and grades	11%	5%	53%	32%
Formalised system by university consortium for students to share opinions and feedback on course	10%	15%	30%	45%
Grade conversion across universities	12%	12%	44%	31%
Implementation of recommendations given by students to improve EM course experience	6%	11%	39%	44%
Information provided about provision of certificates and transcripts	5%	5%	40%	50%
Information provided about the type of degree s to be awarded	5%	10%	35%	50%
The willingness and ability of the course coordinator to follow up on unresolved issues addressed	5%	11%	11%	74%

	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	20	3.30	3.28	2.10 - 3.12	3.13 - 3.33	3.34 - 3.49	3.50 - 3.90
Clarity of evaluation criteria across universities	20	2.94	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	20	3.00	2.81	1.89 - 2.58	2.59 - 2.79	2.80 - 3.01	3.02 - 3.50
Feedback on evaluation results and grades	20	3.05	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	20	3.10	2.91	1.75 - 2.73	2.74 - 2.97	2.98 - 3.19	3.20 - 3.55
Grade conversion across universities	20	2.94	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	20	3.22	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	20	3.35	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	20	3.30	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	20	3.53	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   Norwegian University of Science and Technology, Norway

Rate the following items (n = 16)

4.1.3 University of Kaiserslautern, Germany
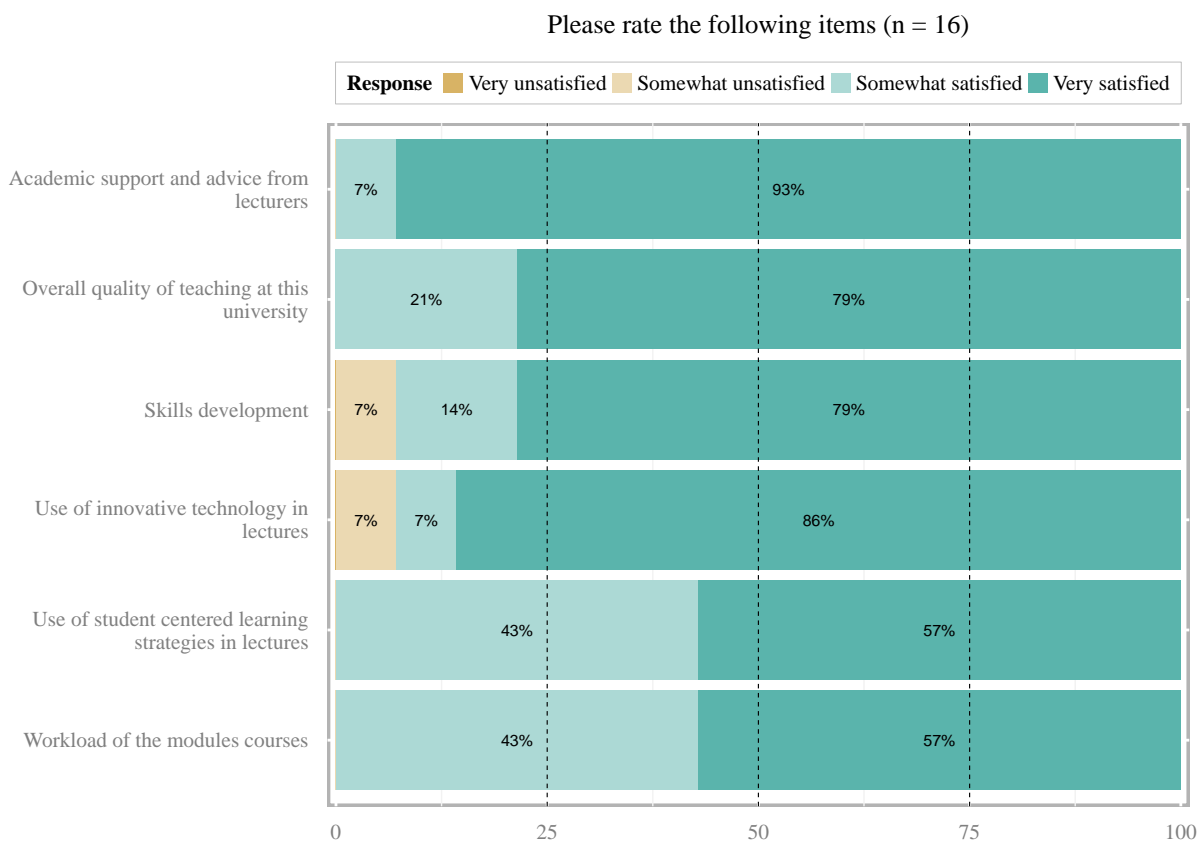
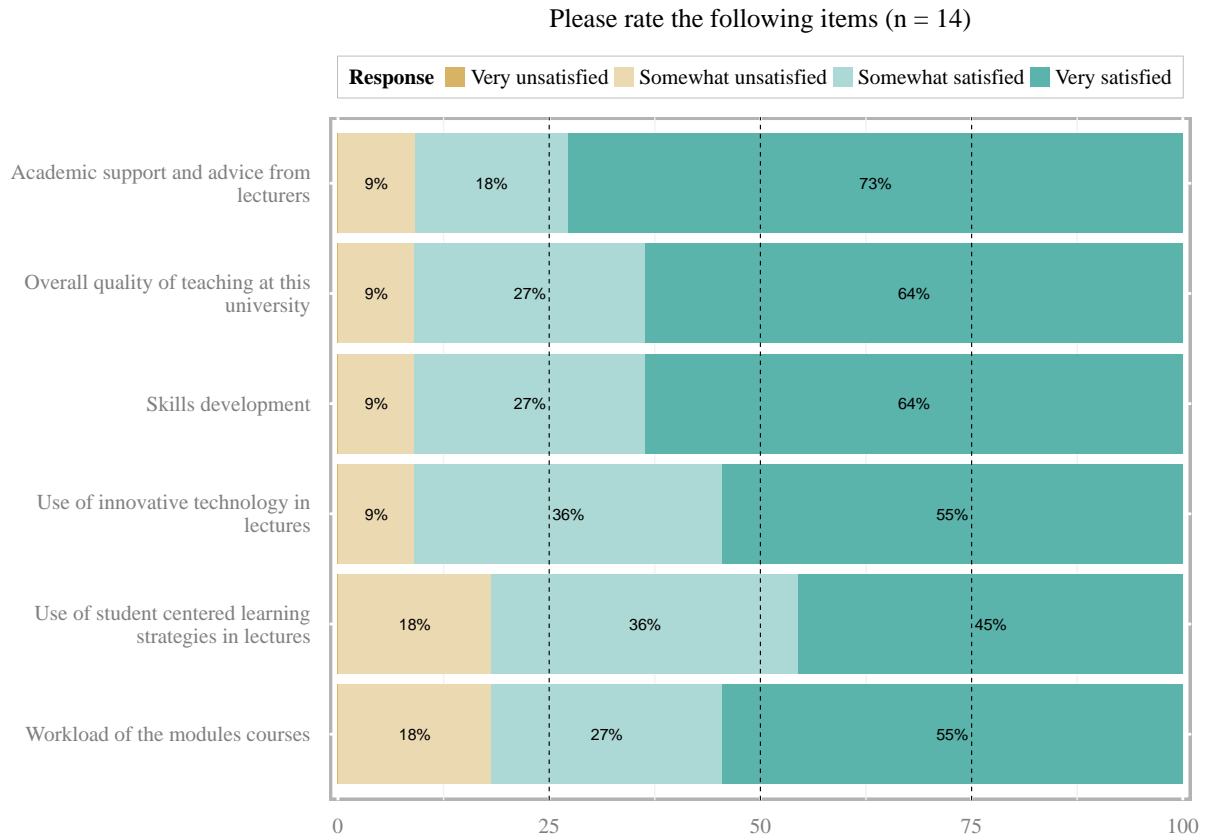Rate the following items (n = 14)
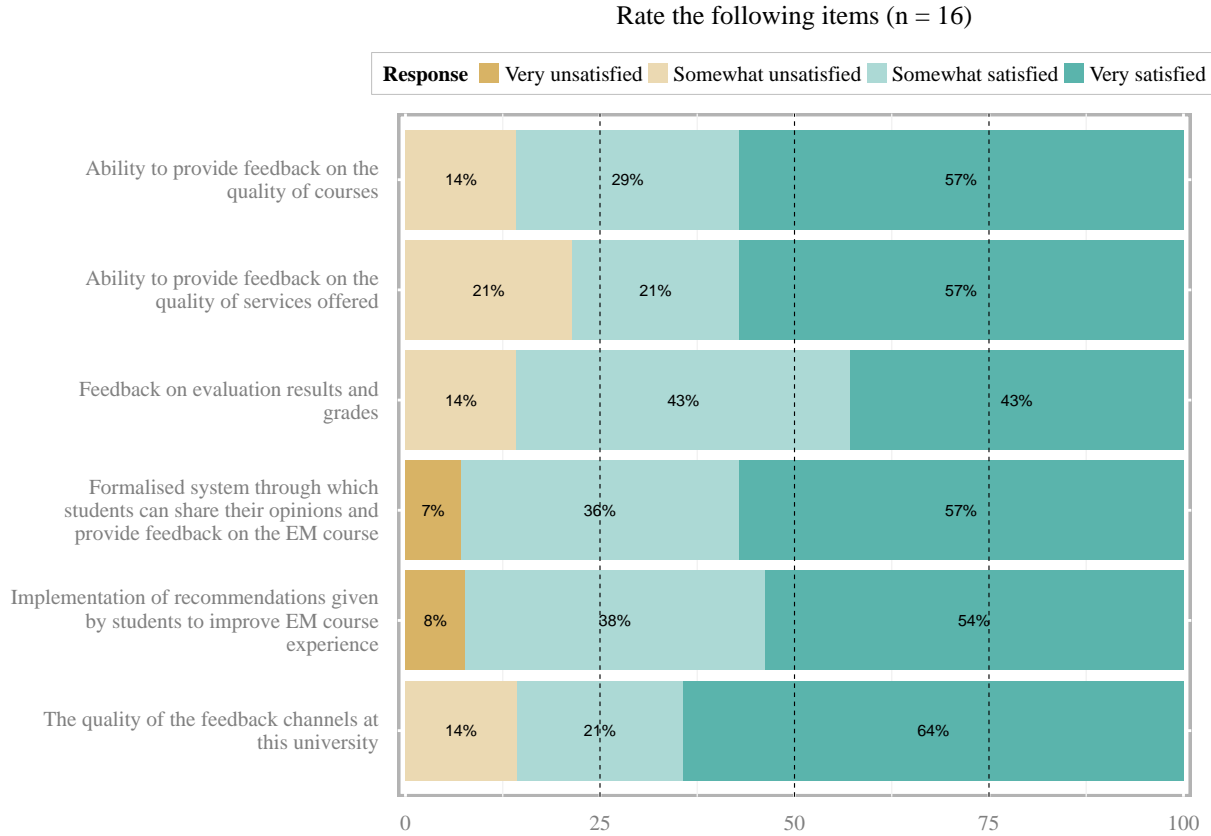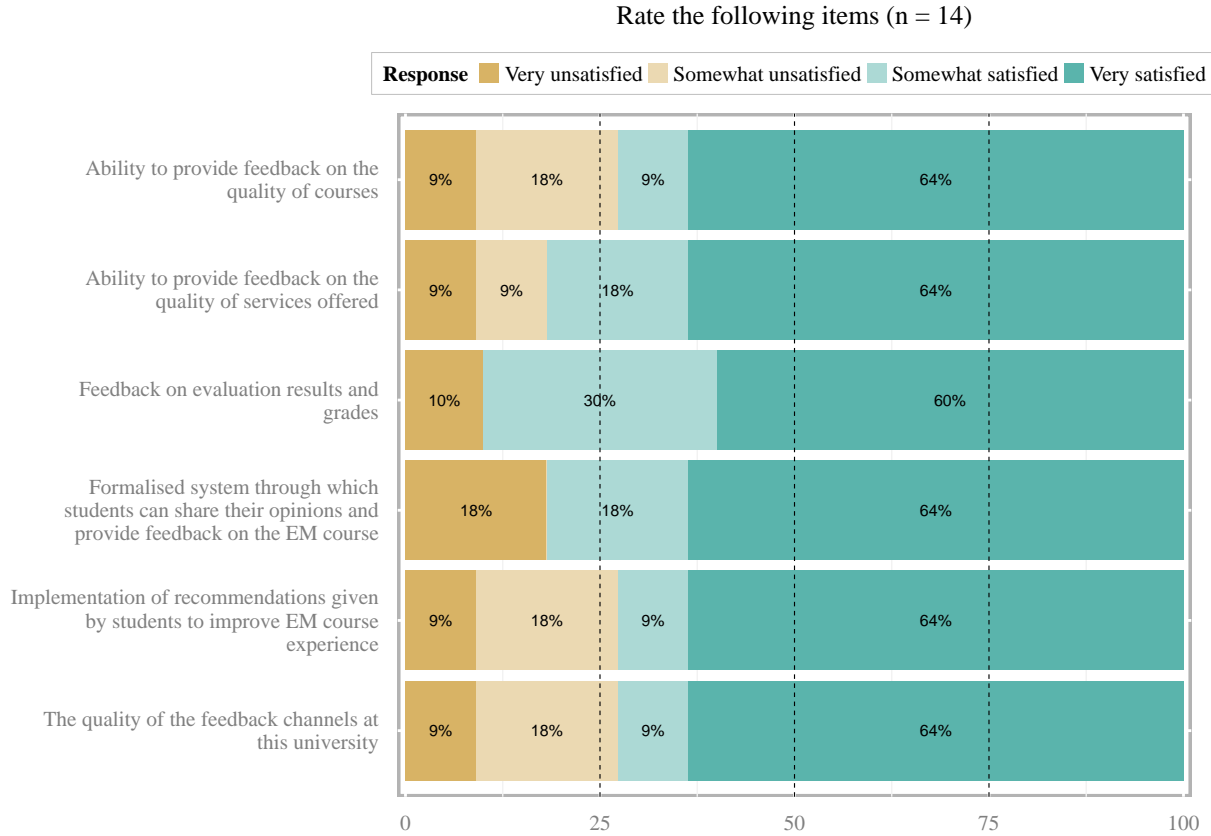
5   Teaching/learning and supervision

We will have some text here.

5.1   Teaching/learning

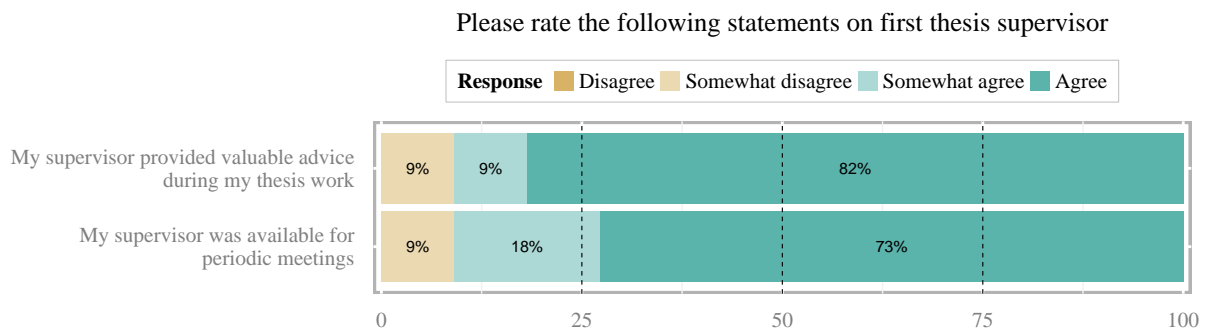### 5.1.1   Norwegian University of Science and Technology, Norway

Please rate the following items (n = 16)

Response	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied

Academic support and advice from lecturers — 7% / 93%

Overall quality of teaching at this university — 21% / 79%

Skills development — 7% / 14% / 79%

Use of innovative technology in lectures — 7% / 7% / 86%

Use of student centered learning strategies in lectures — 43% / 57%

Workload of the modules courses — 43% / 57%

0   25   50   75   100

5.1.2   University of Kaiserslautern, Germany

Please rate the following items (n = 14)

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

NA

5.2   First supervisor.

Please rate the following statements on first thesis supervisor

| Response | Disagree | Somewhat disagree | Somewhat agree | Agree |

	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
My supervisor provided valuable advice during my thesis work	20	3.73	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	20	3.64	3.54	2.79 - 3.46	3.47 - 3.62	3.63 - 3.80	3.81 - 4.00

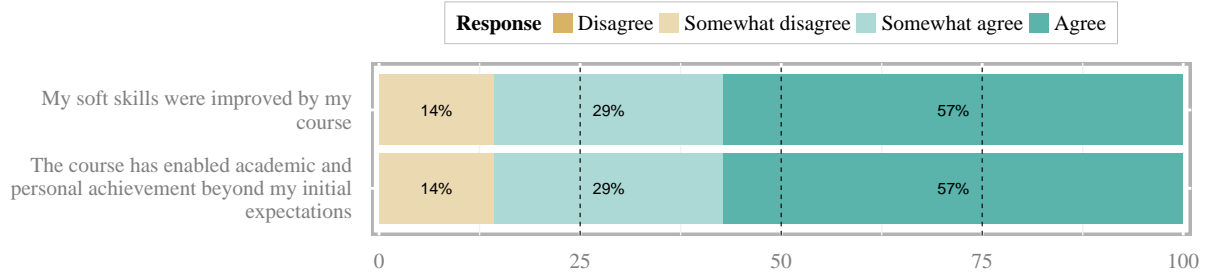Table 6: Summary statistics

6 Internship/field experience and personal development

We will have some text here.

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	20	3.43	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	20	3.43	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