CQAB
Course Quality Advisory Board
ERASMUS MUNDUS ASSOCIATION

FUSION-EP - European Master in Nuclear Fusion Science and Engineering Physics

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Contents

1 Foreword

The present report was compiled by the Course Quality Advisory Board (CQAB) of the Erasmus Mundus Student and Alumni Association (EMA) with the main purpose of providing Erasmus Mundus Joint Master Degree (EMJMD) courses with customized student feedback that emerged from the 2015 edition of the Course Quality Student Services (CQSS) survey. This feedback can aid courses in their quest of **improving student services**, and **benchmark** against other course in the Erasmus Mundus umbrella.

The CQSS survey reached its **second edition**. The current edition of the survey brings a number of improvements. Many of these **improvements emerged from the feedback provided by EMJMD consortia** following the release of the previous CQSS survey reports, and **Erasmus Mundus students**. At the recommendation of EMJMD consortia, the course reports now include **comparative information** about each course in relation to the other EMJMD courses that received a sufficient number of responses. At the suggestion of survey respondents, the 2015 CQSS survey edition was released at the end of the academic year, to ensure that all respondents have completed at least two EMJMD semesters before being asked to evaluate their experience. Additional changes have been made to the 2015 edition of the CQSS survey to streamline the survey experience, to facilitate the data analysis process, and to capture information about key subpopulations among EMJMD students. For further reference, a **full description of the methodology** behind the creation of the 2015 edition of the CQSS survey and the analysis procedures behind the CQSS reports has been published in the academic journal **Education Studies Moscow** (https://vo.hse.ru/en/2016--1/178804999.html).

Due to our responsibility towards the entire EMJMD community and the over 2000 students and alumni that fully completed our lengthy survey, **the results emerging from the 2015 edition of the CQSS survey will be made available to the broad public on an interactive online platform**. The online platform will contain the graphical information included in this report, and be made available online shortly after the distribution of course reports to EMJMD consortia. By making this information public, CQAB does not aim at classifying or creating rankings among EMJMD courses, but to add transparency to our data analysis, and offer current and prospective students the ability to better prepare for what CQAB considers to be an invaluable educational experience.

The work of CQAB would not exist and could not continue **without the support of numerous committed volunteers spread all across the world**, driven by a strong motivation to help improve the quality of EMJMD courses. During the last 18 months, over 40 volunteers were involved with different stages of the CQSS project, from analyzing feedback received following the 2013 edition of the CQSS survey, to coding qualitative data, interpreting graphical information. **CQAB is grateful, humbled and proud to have supported the CQSS project fully through volunteer work**, and thus without external interference.

Among the CQAB volunteers, two stand out: Mikhail Balyasin and Luis Carvalho. Mikhail is responsible for the substantial improvements to the design and content of course reports, has skilfully generated the graphical information made available in this report, and created the CQSS interactive online platform. Luis coordinated the process of analyzing the vast qualitative data that emerged from the CQSS survey, rethought the architecture of the CQSS survey and helped streamline the survey experience for respondents.

CQAB is grateful for the ongoing support received from the **Erasmus Mundus Student and Alumni Association, and its leadership structures**. We are indebted to representatives of the **European Commission**, and **EMJMD course coordinators** whom we consider allies in a joint quest of consolidating the excellence brand of EMJMDs.

CQAB is eager to receive further feedback from each course coordinator and other stakeholders on how future CQSS reports and their contents may be improved in order to maximize their usefulness. We understand that courses themselves are best suited to address quality concerns, and we strongly suggest that the information in this report, with its limitations, is triangulated with internally available data at the level of each course.

Please address all questions and remarks about this report to Georgiana Mihut at cqab.chair@em-a.eu.

With gratitude and hope for a fruitful future collaboration,

Georgiana Mihut, Chair of the Course Quality Advisory Board

2 Introduction

2.1 Course Quality Advisory Board

CQAB is an independent advisory body that operates on a voluntary basis as part of the Erasmus Mundus Student and Alumni Association. Its members have not and do not receive financial benefits as a result of their CQAB related activities. Membership to CQAB is assured through a competitive recruitment process among EMA members. Internally, CQAB has three main separate structures:

1. Management of the e-mail account **em.feedback@em-a.eu**, that assists students with pressing quality issues;
2. **Survey Team**, tasked with conducting the CQSS survey;
3. **Communication Team**, a newly created structure aimed at facilitating the promotion of CQAB activities.

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 course. Internally, CQAB has a variety of tools to capture student concerns and to interact with student representatives from various programs, but the CQSS survey represents its most comprehensive and systematic initiative focused on quality assurance. The inception and design of the CQSS survey is enrooted in the complexity of the EMJMD student experience and driven by two distinct factors: the perceived systemic yet unique issues around quality across joint degree courses, and the general underrepresentation of students in the systemic evaluation of the EMJMD program.

2.2 Introduction to the current report

This report introduces three distinct sources of information. First, it aims to bring to your attention the **44 responses** received from current or past students of FUSION-EP - European Master in Nuclear Fusion Science and Engineering Physics. The respondents represent **21 distinct nationalities**. Collectively they have spent more than **1791 hours** answerring and thinking about the survey questions. The responses are introduced in graphical form for each indicator and dimension captured in the CQSS survey that received 10 or more responses. The graphical information follows the structure illustrated in Figure 1, where the name of the dimension (and often the name of the survey question) appears as a figure header (**Overall satisfaction**), and each indicator is displayed on a separate row. The figure illustrates the proportion of respondents that selected each of the four Likert scale options available. Figure 1 illustrates overall satisfaction of respondents with the course.
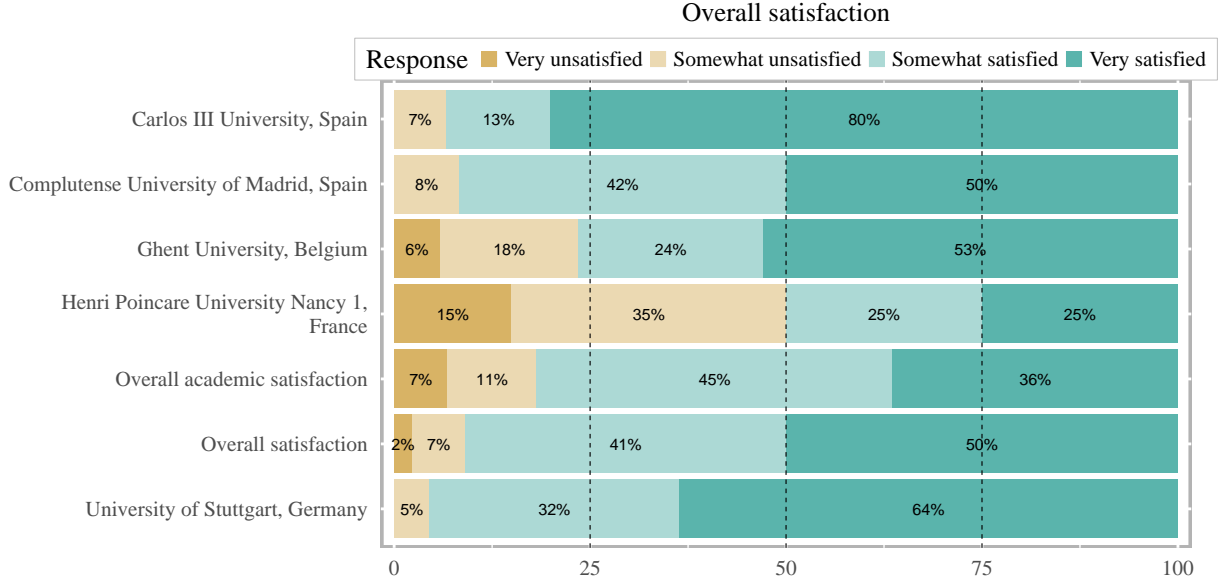
Figure 1: Example of graphical distribution of survey responses

Second, for each indicator evaluated through the CQSS survey, comparative data on the aggregated performance among all EMJMD courses with 10 or more responses is introduced (see Table below).

	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Course content	44	2.93	3.21	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	44	3.25	3.44	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	43	2.79	3.06	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76

Each row in Table above represents a distinct indicator evaluated as part of the CQSS survey. Each table includes all indicators which received 10 or more responses and compose a dimension. Tables include

a. The number of responses received for each indicator (n);
b. The mean for each indicator corresponding to FUSION-EP - European Master in Nuclear Fusion Science and Engineering Physics (Mean);
c. The aggregated mean for the respective indicator across all EMJMD courses (EM mean).

Additionally, the table provides information about the distribution of means across all EMJMD courses with 10 or more responses. The distribution of means is displayed as ranges of means in quartile increments. As such, 25% of all EMJMD courses with 10 or more responses will be found in each of the four columns. The quartile corresponding to the course profiled in each report is highlighted. This display facilitates an easy comparison between a given program and its peers. The means displayed in the comparison tables are obtained by converting Likert-scale survey responses to numeric values. CQSS respondents were asked to evaluate each indicator on a four point Likert-scale, from "Very unsatisfied" or "Disagree" to "Very satisfied" or "Agree". For the purpose of the means utilized in this report, each Likert-scale option corresponds to the following numeric values:

a. "Very unsatisfied" or "Disagree" = 1;
b. "Unsatisfied" or "Somewhat disagree" = 2;
c. "Satisfied" or "Somewhat agree" = 3;
d. "Very satisfied" or "Agree" = 4.

Therefore, the average score for any given indicator in a table ranges from a minimum of 1 to a maximum of 4, where 4 represents a perfect score for an indicator.

Third, few of the sections of the report introduce an overall description of the qualitative analysis of relevant open ended questions the CQSS survey asked. These selected sections do not pertain solely to the qualitative answers received for FUSION-EP - European Master in Nuclear Fusion Science and Engineering Physics, but instead offer the range of positions and issues discussed freely be respondents **across all EMJMD courses**.

The information introduced in this report follows the structure employed by the CQSS survey. Through its design, the CQSS survey aims to capture both the **overall experience** of students within an EMJMD, and the experience students had independently at **each institution attended**. To reflect this dichotomy, each section of the report displays both the **overall evaluation of an indicator**, as reflected by respondents, and **the evaluation of the same or comparable indicator in the context of different universities attended**. The most extensive section of the report focuses on providing information about the **supporting services available to students**. The evaluation of the quality of supporting services available to students is broken down between the following components:

1. Support structures received before the start of the EMJMD program;
2. Support structures received during the orientation program;
3. The general helpfulness of various units and individuals;
4. Support received on various specific student issues.

Additionally to including information about your course, this report tries to offer consortia an insight into the qualitative data received during the CQSS survey. Unfortunately, we were unable to extract exclusively the open responses received from your students. We also felt that in many cases confidentiality could have not been assured if we were to share with you these comments. In return, throughout the report, boxed texts that reflect a general analysis of the open answers received from all CQSS survey respondents are included. These blurbs of text are clearly marked and are not necessarily representative for your course, but they do bring light on some of the challenges faced by EMJMD students in general.

Over 20 volunteers were involved in creating the text accompanying the graphs displayed as part of 78 distinct course reports. Together, these volunteers have written almost 100.000 words. Most of these volunteers, including the coordinating team, are not native english speakers. Despite our best effort to ensure a proper editing and proofreading process, this was simply outside of our capacity. As such, **you may encounter spelling and grammar errors**. At times, the formulation might seem sloppy. We apologize for this. Due to high number of volunteers involved, we were also unable to check the accuracy of all percentage points displayed in the text throughout this report. **You may identify inconsistencies between the written text and the graphs in the report. In all cases, the figures displayed in graphical form are accurate**.

Do not hesitate to contact CQAB if you have any concerns, questions or feedback about the information displayed in this report by writing an e-mail to cqab.chair@em-a.eu.

3   Supporting services

3.1   Support received before the start of the Erasmus Mundus course

This part of the study assesses the satisfaction of respondents with the support they received at the onset of their European Master in Nuclear Fusion Science and Engineering Physics (FUSION-EP). In general most students were "somewhat satisfied" with the support received at the beginning of their program. However majority of the means of the FUSION-EP course fall in the first quartile with the exception of "Standards of behaviour" and "Information about fieldwork" falling in the second and third quartiles respectively. Many students in the consortia were "somewhat unsatisfied"with "Course content" (25%) and "Evaluation methods" (21%). Similarly, a minority were "very unsatisfied" with "Timetable" and "Evaluation methods" (14% and 9% respectively). A majority of consortia students (54%) were "somewhat satisfied" with "Information about fieldwork" whilst 41% were equally "very satisfied" with "Enrolling in classes" and "Standards of behaviour".

At the Carlos III University, most respondents were "very satisfied" (43 to 67%) and "somewhat satisfied" (21% to 38%) across all indicators with "Banking" registering the highest level of 67% being "very satisfied". However 21% of students were "somewhat satisfied" with "Accommodation" whilst another 9% were "very unsatisfied" with "Visa issues". Furthermore at the Complutense University of Madrid, satisfaction sharply rises as most students here are "very satisfied" across all indicators (50% to 80%) with "Banking" being the most rated with 80% of students "very satisfied". However an 8% of students are rather "very unsatisfied" with both "Accommodation" and "Language courses". Also at Ghent University most respondents were "very satisfied" (50 to 80%) across all indicators with "Estimation of living expenses" and "Local transportation" equally registering the highest levels of 80% of students "very satisfied".

On the reverse 19% of students were "very unsatisfied" with "Accommodation" and another 8% "very unsatisfied" with "Banking". In addition, at the Henri Poincare University Nancy 1, majority of the students also registered being "very satisfied" across all indicators (40% to 60%) with "Visa issues" scoring the highest of 80% ("very satisfied"). Here, most students (15%) were "very unsatisfied" with "Banking". Finally at the University of Stuttgart, levels of satisfaction are further accentuated as most students are also "very satisfied" across all indicators (56% to 89%) with "Language courses" scoring the highest level of 89%"very satisfied". On the contrary 11% of students were "very unsatisfied" with "Health Insurance".

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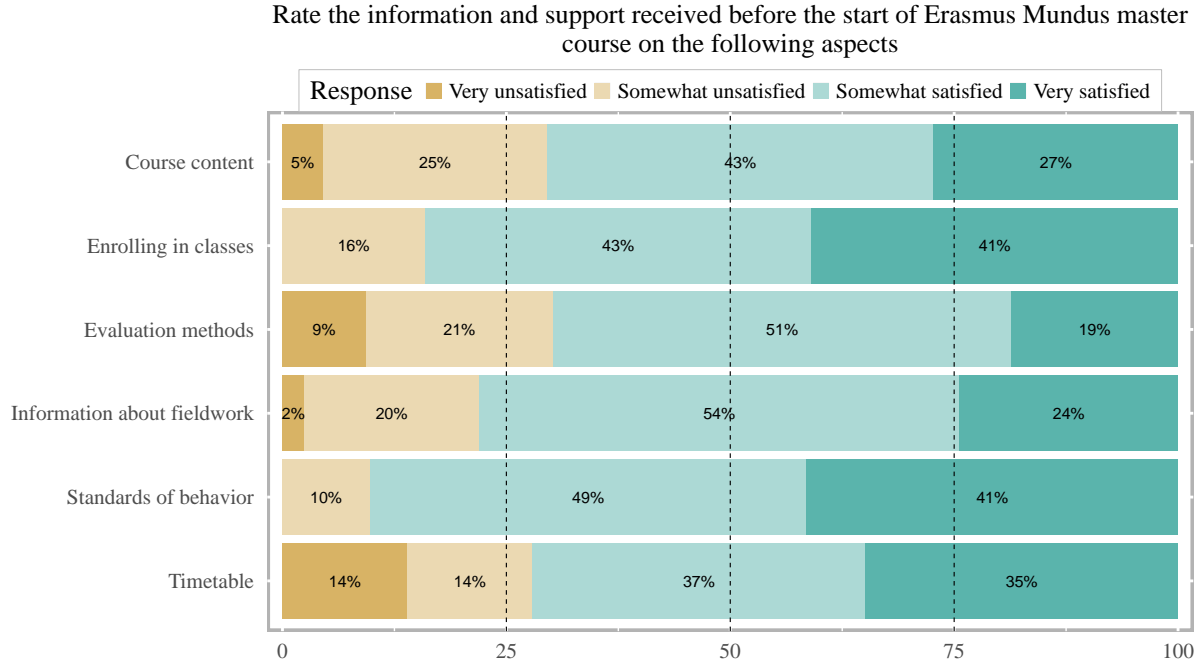
Rate the information and support received before the start of Erasmus Mundus master course on the following aspects

	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Course content	44	2.93	3.21	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	44	3.25	3.44	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	43	2.79	3.06	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76
Information about fieldwork	41	3.00	2.98	2.00 - 2.80	2.81 - 3.00	3.01 - 3.19	3.20 - 3.57
Standards of behavior	41	3.32	3.45	2.77 - 3.29	3.30 - 3.42	3.43 - 3.63	3.64 - 3.90
Timetable	43	2.93	3.15	1.94 - 2.96	2.97 - 3.20	3.21 - 3.33	3.34 - 3.80

Table 1: Summary statistics

3.1.2   Carlos III University, Spain

Rate the following items regarding the logistic information and support received
before the beginning of studies in this university (n = 18)

3.1.3   Complutense University of Madrid, Spain

Rate the following items regarding the logistic information and support received
before the beginning of studies in this university (n = 17)

3.1.4 Ghent University, Belgium

Rate the following items regarding the logistic information and support received
before the beginning of studies in this university (n = 24)

Response	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied

Accommodation	19%	6%	25%	50%
Banking	8%	8%	23%	62%
Estimation of living expenses			20%	80%
Health insurance			23%	77%
Language courses	7%		29%	64%
Local transportation	7%	13%		80%
Visa issues	8%		38%	54%

3.1.5 Henri Poincare University Nancy 1, France

Rate the following items regarding the logistic information and support received
before the beginning of studies in this university (n = 23)

Response	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied

Accommodation	10%	5%	35%	50%
Banking	15%	20%	25%	40%
Estimation of living expenses	5%	15%	30%	50%
Health insurance	6%	12%	35%	47%
Language courses	11%	16%	26%	47%
Local transportation	11%	11%	26%	53%
Visa issues	13%	7%	20%	60%

3.1.6   University of Stuttgart, Germany

Rate the following items regarding the logistic information and support received
before the beginning of studies in this university (n = 23)

Open answers by CQSS respondents to the question: "Please comment on any other aspect relevant to family relocation throughout Erasmus Mundus Course" (n = 23)

Thirty-nine percent of CQSS respondents considered the family relocation assistance offered by their program administration inadequate due to the lack of help from staff regarding travelling arrangements. Almost half of the respondents reported they have received no assistance at all, and a smaller fraction emphasized financial difficulties faced during their family relocation. Second, 26 percent of the students highlighted the lack of support received from administration staff in securing family accommodation and health insurance. Finally, 17 percent of respondents mentioned that obtaining a visa for family members was problematic. Visa rejections, challenges in visa extension, and lengthy issuing processes were cited as some of the difficulties encountered.

3.2   Support received during the orientation program

Section 3.2 evaluates the satisfaction of respondents with the support received from the consortia and by individual universities at the orientation phase of their program. Survey respondents were overall satisfied with the orientation stage of their program as most respondents reported either being "somewhat satisfied" (37% to 50%) or "very satisfied" (36% to 50%). However most of the means fall in the first and second quartiles with the exception of "International Student Office" and "Student associations" which both fell in the third quartiles. Many students in the consortia were "somewhat unsatisfied"with "Buddy or tutor system" (23%) whilst 10% were "very unsatisfied" with "Administrative staff".

At the Carlos III University, most respondents were "very satisfied" (27% to 87%) and "somewhat satisfied" (13% to 73%) across all indicators with "Academic staff" registering the highest level of 87% students being "very satisfied". However 8% of students were "very unsatisfied" with "International Student Office". Furthermore at the Complutense University of Madrid, students here were "very satisfied" across all indicators (42% to 64%) with "Other students" being the most rated with 64% "very satisfied". However 17% of

students were rather "somewhat unsatisfied" with "Academic staff" whilst 10% were "very unsatisfied" with "International Student Office". Also at Ghent University most respondents were "very satisfied" (40 to 86%) across all indicators with "Academic staff" registering the highest levels of " very satisfied" with 86% of students. On the reverse 20% of students were "very unsatisfied" with both "Buddy or tutor system" and "University facilities". In addition at the Henri Poincare University Nancy 1, majority of the students also registered being "very satisfied" across all indicators (35% to 50%) with "Library" scoring the highest of 50%. Here, most students (25%) were "very unsatisfied" with "Student associations". Ultimately at the University of Stuttgart, most students were also "very satisfied" across all indicators (47% to 76%) with "International Student Office" scoring the highest level of 76% "very satisfied". On the reverse 10% of students were "somewhat satisfied" with "Other students" whilst 6% were "very unsatisfied" with "Buddy or tutor system".

3.2.1 Consortia

Rate the introduction process to the following units or people as part of the orientation program
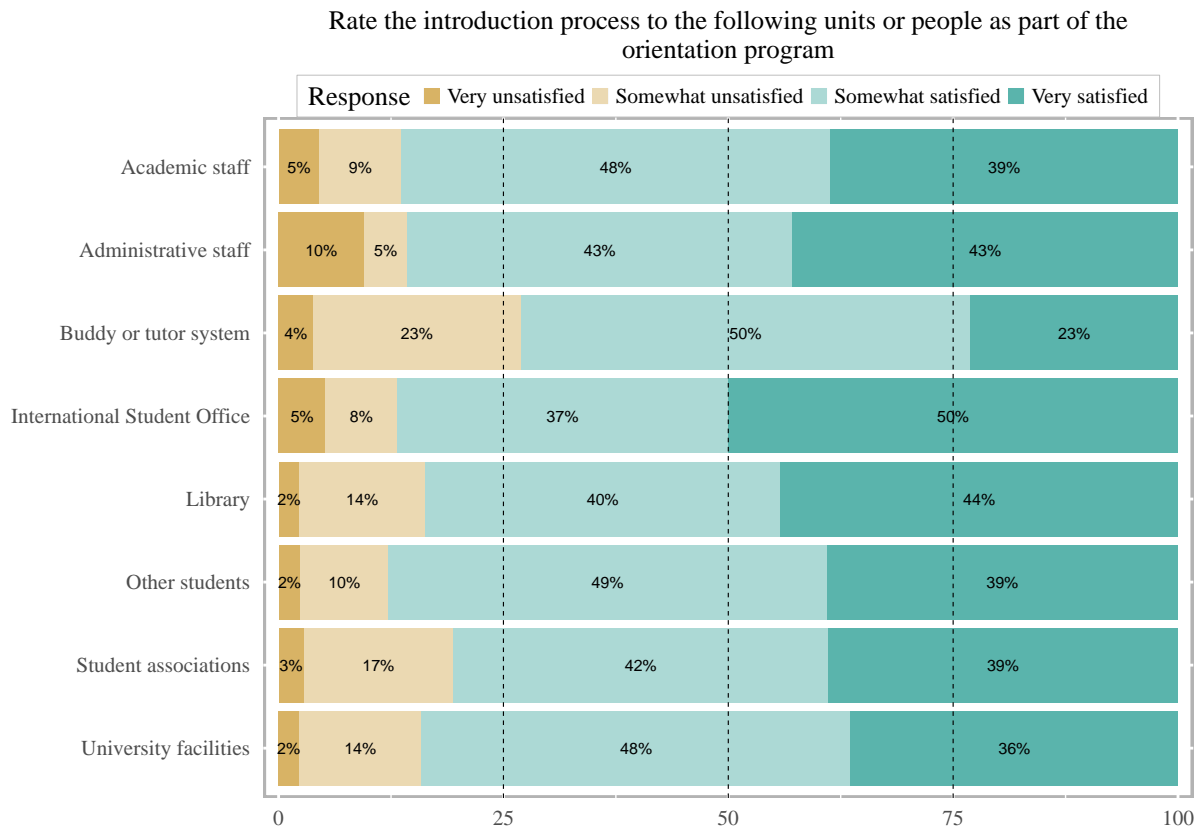
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	44	3.20	3.46	2.40 - 3.29	3.30 - 3.47	3.48 - 3.63	3.64 - 3.92
Administrative staff	42	3.19	3.40	2.30 - 3.20	3.21 - 3.43	3.44 - 3.62	3.63 - 3.93
Buddy or tutor system	26	2.92	2.97	2.00 - 2.88	2.89 - 3.06	3.07 - 3.20	3.21 - 3.64
International Student Office	38	3.32	3.23	2.47 - 3.04	3.05 - 3.27	3.28 - 3.48	3.49 - 3.90
Library	43	3.26	3.37	2.50 - 3.20	3.21 - 3.35	3.36 - 3.58	3.59 - 3.91
Other students	41	3.24	3.33	2.36 - 3.18	3.19 - 3.36	3.37 - 3.47	3.48 - 3.86
Student associations	36	3.17	2.99	1.92 - 2.76	2.77 - 3.02	3.03 - 3.22	3.23 - 3.62
University facilities	44	3.18	3.39	2.40 - 3.21	3.22 - 3.39	3.40 - 3.57	3.58 - 3.92

Table 2: Summary statistics

3.2.2 Carlos III University, Spain

Rate the introduction process to the following units or people as part of the orientation program at this university (n = 18)

3.2.3 Complutense University of Madrid, Spain

Rate the introduction process to the following units or people as part of the orientation program at this university (n = 17)

3.2.4 Ghent University, Belgium

Rate the introduction process to the following units or people as part of the orientation program at this university (n = 24)

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

Category	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied
Academic staff	7%		7%	86%
Administrative staff	7%		21%	71%
Buddy or tutor system	20%	20%	20%	40%
International Student Office	17%	8%	17%	58%
Library	21%	7%	14%	57%
Other students	15%	15%	8%	62%
Student associations	17%	8%	33%	42%
University facilities	20%	7%	13%	60%

3.2.5   Henri Poincare University Nancy 1, France

Rate the introduction process to the following units or people as part of the orientation program at this university (n = 23)

3.2.6   University of Stuttgart, Germany

Rate the introduction process to the following units or people as part of the orientation program at this university (n = 23)

Open answers by CQSS respondents to the question: "Please comment on any other aspect relevant to the accommodation of disability throughout Erasmus Mundus" (n = 8)

Regarding support to accommodate respondent's disabilities, 37% of respondents highlighted the inadequacy of administrative assistance. Problems related to finding accommodation, poor standard of housing, complicated registration at universities, and lack of organized support from course coordinators constituted the critical issues raised.

3.3   Helpfulness of units and people

Section 3.3 is a summary of students' satisfaction with the helpfulness of units and people in the course of their studies. In all students in the consortia were generally satisfied as majority indicated either being "somewhat satisfied" (31% to 59%) or "very satisfied" (36% to 50%). Nonetheless, majority of the means fall in the second quartile with the exception of "University facilities" in the first quartile whilst both "Academic staff' and"Student associations" both fall in the fourth quartile. Many students in the consortia were "somewhat unsatisfied"with "Buddy or tutor system" (20%) whilst 5% were "very unsatisfied" with both "Administrative staff" and "Academic staff".

At the Carlos III University, most respondents were "very satisfied" (42% to 80%) and "somewhat satisfied" (20% to 58%) across all indicators with both "Academic staff" and "Administrative staff" registering the highest level of 80% "very satisfied". However 8% of students were "somewhat unsatisfied" with "International Student Office". Furthermore at the Complutense University of Madrid, highest level of satisfaction was with "Health services" which had 60% of students "very satisfied" whilst "Administrative staff" recorded 8% "very unsatisfied". Also at Ghent University most levels of satisfaction was with "Academic staff" (76%) whiles the "Buddy or tutor system" recorded the lowest level of satisfaction with 20% of students being " very satisfied" .

In addition, at the Henri Poincare University Nancy 1, majority of the students also registered being "very satisfied" (61%) with "Health services" but "very unsatisfied" with "International Student Office" (13%). At the University of Stuttgart, most students were "very satisfied" (80%) with "Academic staff" but "very satisfied" with "Health services" (11%).

3.3.1   Consortia

Rate the helpfulness of the following units of people
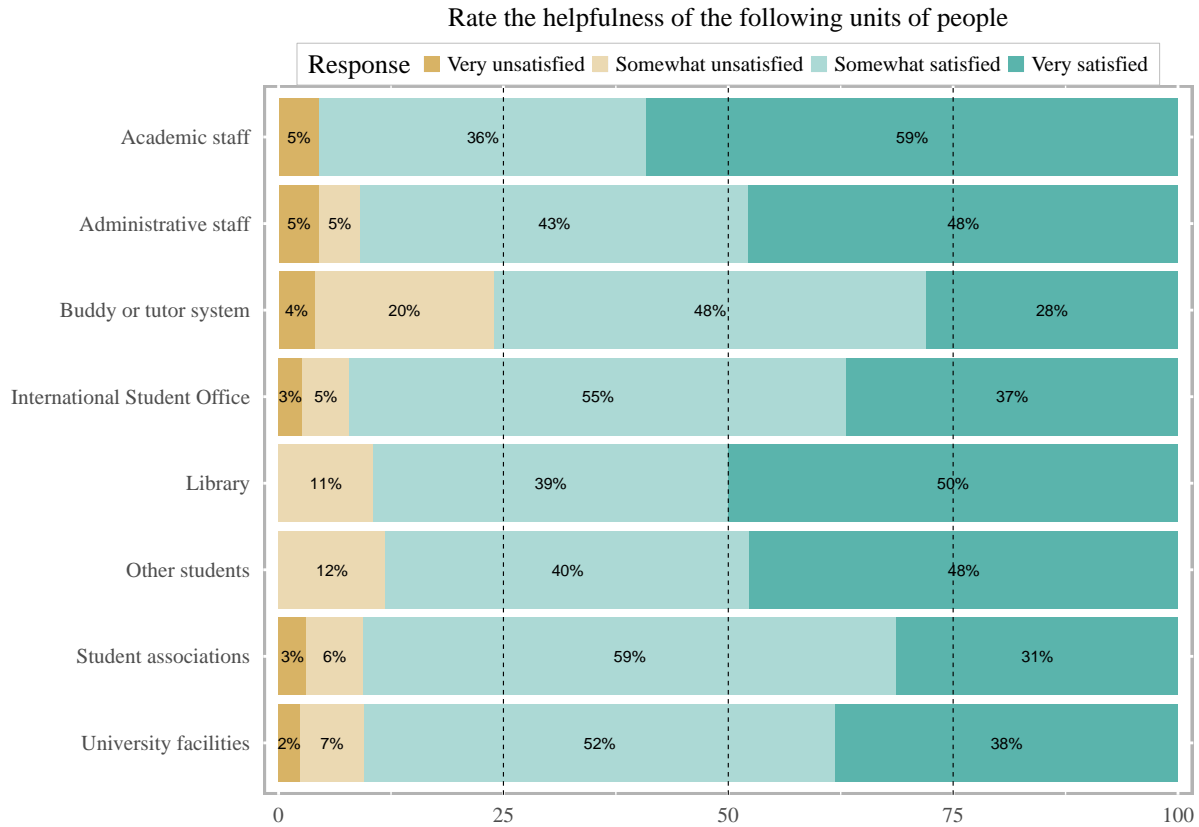
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	44	3.50	3.47	2.50 - 3.30	3.31 - 3.46	3.47 - 3.62	3.63 - 4.00
Administrative staff	44	3.34	3.36	2.10 - 3.18	3.19 - 3.45	3.46 - 3.61	3.62 - 4.00
Buddy or tutor system	25	3.00	3.03	2.20 - 2.90	2.91 - 3.06	3.07 - 3.20	3.21 - 3.73
International Student Office	38	3.26	3.24	2.45 - 3.09	3.10 - 3.27	3.28 - 3.50	3.51 - 3.71
Library	38	3.39	3.41	2.80 - 3.20	3.21 - 3.44	3.45 - 3.60	3.61 - 3.93
Other students	42	3.36	3.40	2.45 - 3.21	3.22 - 3.39	3.40 - 3.55	3.56 - 3.85
Student associations	32	3.19	3.05	2.10 - 2.92	2.93 - 3.08	3.09 - 3.24	3.25 - 3.68
University facilities	42	3.26	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 Carlos III University, Spain

Rate the helpfulness of the following units of people at this university (n = 18)

Response: ■ Very unsatisfied ■ Somewhat unsatisfied ■ Somewhat satisfied ■ Very satisfied

Unit	Values
Academic staff	20% / 80%
Administrative staff	20% / 80%
Health services	45% / 55%
International Student Office	8% / 31% / 62%
Library	46% / 54%
Other students	7% / 36% / 57%
Student associations	58% / 42%
University facilities	27% / 73%

3.3.3   Complutense University of Madrid, Spain

Rate the helpfulness of the following units of people at this university (n = 17)

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

Unit	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied
Academic staff		8%	33%	58%
Administrative staff	8%		58%	33%
Health services		10%	30%	60%
International Student Office		10%	50%	40%
Library		8%	42%	50%
Other students		9%	36%	55%
University facilities		8%	50%	42%

3.3.4 Ghent University, Belgium

Rate the helpfulness of the following units of people at this university (n = 24)

3.3.5   Henri Poincare University Nancy 1, France

Rate the helpfulness of the following units of people at this university (n = 23)

3.3.6   University of Stuttgart, Germany

Rate the helpfulness of the following units of people at this university (n = 23)

Open answers by CQSS respondents to the question: "How could orientation and integration experience have been improved" (n = 1443)

The most common suggestion given by respondents (19 %) in response to this question was that each of the universities should offer a **comprehensive international student orientation program**. The orientation program should involve information on health services, transportation, as well as guided sessions to campus facilities, such as library, gym, food courts, and a city tour in the first few days upon arrival. It was suggested that a **complementary Erasmus Mundus focused orientation program** should be provided. This additional orientation session should introduce the academic and administrative personnel, draw expectations, and give an overview of the program structure. Students who arrived after the start of the program due to visa issues, and thus missed the orientation sessions, emphasized the importance of a **special orientation arrangement** for their integration. Additionally, students recommended that their programs **provide an information booklet upon arrival**.

Concerns regarding **administrative assistance** were mentioned by 14 percent of participants. Students requested **better assistance with accommodation and student housing services** on campus. Their responses stated that absence of pre-arrival housing information and arrangements by the program administration reduced the students' chances of finding affordable and conveniently located housing. Administrative **assistance for an efficient visa application processes** was also mentioned. Dealing with visa processes without proper administrative assistance was described to cause distraction from studies. Some respondents particularly emphasized the need for **further administrative assistance** for students that are coming from **non-EU/overseas countries**, and those who are travelling abroad for the first time. Students stressed the importance of **assistance with services which involve bureaucratic processes and paperwork**, as in health services, banking, and local registration upon arrival. Last, students suggested that the program administrations should organize more **social events** and extracurricular activities for students and staff to facilitate integration among program participants.

Third, 10 percent of the respondents drew attention to **challenges faced in communicating with administrative staff**. The responses suggested that the communication flow between students and staff is almost non-existent in some contexts. In some cases staff was not well informed about the nature of the specific master's course, nor prepared to support international students. Longer working hours for existing personnel and recruitment of professional full-time staff are two of the recommendations made by the participants. **Promptness in correspondence** was the second most mentioned improvement area. The students emphasized timely communication of clear and accurate information as crucial for the facilitation of integration. Finally, responses indicated the importance of a qualified administrative staff, responsive to student needs and questions without any language barriers. Students expressed that **insufficient English language** skills of the contact persons at times caused discomfort and stress in their interactions with administrative staff.

Another key issue mentioned by 9 percent respondents was the need for more **interaction and integration with local non-Erasmus Mundus students** through **attending courses together and participating in extracurricular or social activities**. Some respondents mentioned that **residing in campus accommodations** close to local students could play a role in establishing better integration. Respondents also suggested the need for host universities to arrange platforms that create opportunities and facilitate the active engagement of Erasmus Mundus students in their institutions.

Some respondents (6%) also indicated the need to introduce or **strengthen the buddy and tutor support services** in order to assist the smooth integration of students into the new university, city and country. Respondents particularly emphasized the significance of **assigning English speaking tutors**.

3.4 Support received on various issues

Section 3.4 presents the students' satisfaction with the support received from the consortia and individual universities on three main issues: (1) "Financial issues", (2) "Health insurance" and (3) Inappropriate conduct or Sexual harassment issues. There is a general satisfaction with the level of support received from the

consortia as 45% to 74% of respondents were "very satisfied" with such assistance received. The means were however evenly spread across the quartiles with "Health insurance" "Inappropriate conduct or sexual" and "Financial issues" in the first, second and third quartiles respectively.

Most students in the consortia (74%) were "very satisfied" with assistance concerning "Financial issues". However 8% were "very unsatisfied" with the help they received as per their "Health insurance" needs. At the Carlos III University, most students (62%) were "very satisfied" with "Availability of extracurricular activities". Furthermore, at the Ghent University, 57% of respondents were "very satisfied" with "Availability of extracurricular Activities". Also at Henri Poincare University Nancy 1 28% of respondents were "very satisfied" with "Availability of extracurricular Activities" though 13% were "very unsatisfied" with Quality of extracurricular activities". Moreover at University of Stuttgart there is a general high level of satisfaction with"Availability of extracurricular Activities" and "Quality of extracurricular activities" as both score 40% of students being "very satisfied". In additon both indicators also score a tie with 10% o students being"very unsatisfied" with both indicators.

3.4.1   Consortia
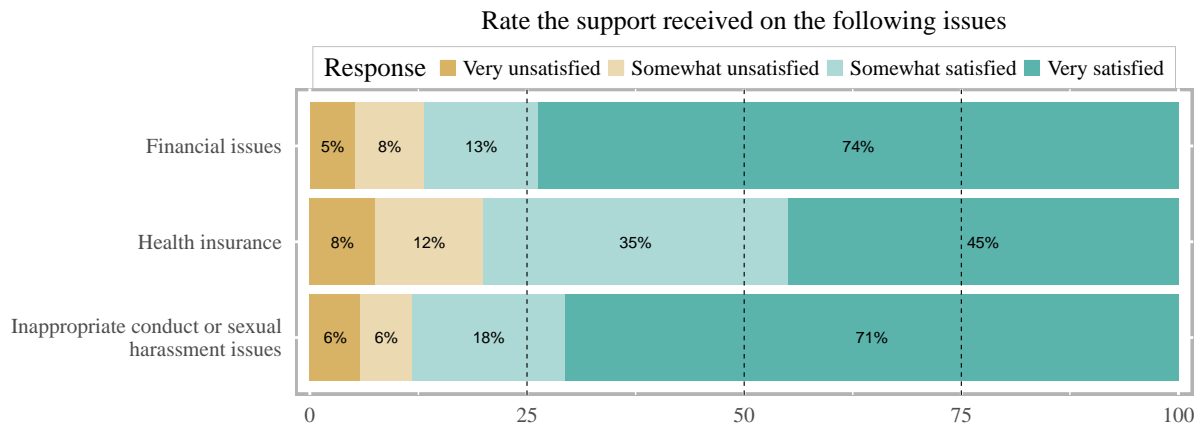
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Financial issues	38	3.55	3.34	2.50 - 3.19	3.20 - 3.40	3.41 - 3.57	3.58 - 3.90
Health insurance	40	3.17	3.37	2.54 - 3.25	3.26 - 3.38	3.39 - 3.56	3.57 - 3.84
Inappropriate conduct or sexual harassment issues	17	3.53	3.54	3.22 - 3.50	3.51 - 3.60	3.61 - 3.72	3.73 - 3.76

Table 4: Summary statistics

3.4.2   Carlos III University, Spain

3.4.3 Ghent University, Belgium

Rate the following items for first university (n = 24)

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

Availability of extracurricular activities: 7%, 36%, 57%

Quality of extracurricular activities: 7%, 43%, 50%

3.4.4 Henri Poincare University Nancy 1, France

Rate the following items for first university (n = 23)

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

Availability of extracurricular activities: 11%, 33%, 28%, 28%

Quality of extracurricular activities: 13%, 27%, 33%, 27%

3.4.5 University of Stuttgart, Germany

Rate the following items for first university (n = 23)

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

Availability of extracurricular activities: 10%, 10%, 40%, 40%

Quality of extracurricular activities: 10%, 5%, 45%, 40%

4 Assessment and feedback

4.1 Module assessment

Section 4.1 reflects students' satisfaction with the evaluation and module assessment in the light of 10 indicators (see figure 4.1.1). In general there was some level of satisfaction. However all the means fell in the second quartile with the exception of "Grade conversion across universities" which fell in the first quartile, whilst "Formalised system by university Consortium for students to share opinions and feedback on course" and "The willingness and ability of the course coordinator to follow up on unresolved issues addressed" jointly fell on the third quartile. Students hence expressed dissatisfaction across all indicators (9% to 40% "somewhat unsatisfied"), with "Clarity of evaluation criteria across universities" recording the highest level of dissatisfaction (40% "somewhat unsatisfied"). On the positive side, 12% to 56% of respondents were "very satisfied" with "The willingness and ability of the course coordinator to follow up on unresolved issues addressed" recording the highest level of satisfaction (56% "very satisfied").

At the Carlos III University majority of the students (85% and above) were satisfied across all indicators with 33% to 58% reporting to be "very satisfied". However 15% of respondents were "somewhat unsatisfied" with "Formalised system through which students can share their opinions and provide feedback on the EM course".Students at Complutense University of Madrid similarly recorded high levels of satisfaction (75% and above) across all indicators although 25% were "somewhat unsatisfied" with "Implementation of recommendations given by students to improve EM course experience". At Ghent University, respondents equally demonstrated high levels of satisfaction (72% and above) across all indicators. However 21% of respondents were "very unsatisfied" with both "Formalised system through which students can share their opinions and provide feedback on the EM course" and "Implementation of recommendations given by students to improve EM course experience". The picture at Henri Poincare University Nancy 1 is one of general significant levels of dissatisfaction across all indicators (56%-58% dissatisfaction) with the exception of "Ability to provide feedback on the quality of services offered" and "Feedback on evaluation results and grades" (56% and 60% satisfaction respectively). At the University of Stuttgart however, most students report high levels of satisfaction across all indicators (89% to 95%). Students here (11%) are nonetheless "somewhat dissatisfied" with both "Ability to provide feedback on the quality of services offered" and "The quality of the feedback channels at this university"

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	7%	9%	34%	50%
Clarity of evaluation criteria across universities	8%	40%	40%	12%
Consistency of module s assessment across universities	15%	23%	44%	18%
Feedback on evaluation results and grades	7%	24%	49%	20%
Formalised system by university consortium for students to share opinions and feedback on course	5%	19%	49%	27%
Grade conversion across universities	13%	34%	39%	13%
Implementation of recommendations given by students to improve EM course experience	12%	21%	44%	24%
Information provided about provision of certificates and transcripts	8%	10%	55%	28%
Information provided about the type of degree s to be awarded	5%	12%	57%	26%
The willingness and ability of the course coordinator to follow up on unresolved issues addressed	7%	10%	27%	56%

	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	44	3.27	3.30	2.10 - 3.12	3.13 - 3.33	3.34 - 3.49	3.50 - 3.90
Clarity of evaluation criteria across universities	40	2.58	2.78	1.90 - 2.55	2.56 - 2.79	2.80 - 3.00	3.01 - 3.60
Consistency of module s assessment across universities	39	2.64	2.82	1.89 - 2.58	2.59 - 2.79	2.80 - 3.01	3.02 - 3.50
Feedback on evaluation results and grades	41	2.80	2.78	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	37	2.97	2.95	1.75 - 2.73	2.74 - 2.97	2.98 - 3.19	3.20 - 3.55
Grade conversion across universities	38	2.53	2.86	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	34	2.79	2.84	1.58 - 2.62	2.63 - 2.86	2.87 - 3.15	3.16 - 3.44
Information provided about provision of certificates and transcripts	40	3.02	3.04	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	42	3.05	3.14	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	41	3.32	3.27	1.80 - 3.00	3.01 - 3.32	3.33 - 3.47	3.48 - 3.92

Table 5: Summary statistics

4.1.2 Carlos III University, Spain

Rate the following items (n = 18)

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

Item		
Ability to provide feedback on the quality of courses	64%	36%
Ability to provide feedback on the quality of services offered	67%	33%
Feedback on evaluation results and grades	7% / 43%	50%
Formalised system through which students can share their opinions and provide feedback on the EM course	15% / 38%	46%
Implementation of recommendations given by students to improve EM course experience	8% / 33%	58%
The quality of the feedback channels at this university	62%	38%

4.1.3 Complutense University of Madrid, Spain

Rate the following items (n = 17)

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

Item		
Ability to provide feedback on the quality of courses	8% / 50%	42%
Ability to provide feedback on the quality of services offered	8% / 50%	42%
Feedback on evaluation results and grades	8% / 8% / 50%	33%
Formalised system through which students can share their opinions and provide feedback on the EM course	17% / 50%	33%
Implementation of recommendations given by students to improve EM course experience	25% / 33%	42%
The quality of the feedback channels at this university	9% / 55%	36%

4.1.4   Ghent University, Belgium

Rate the following items (n = 24)

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

Item	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied
Ability to provide feedback on the quality of courses	13%	13%	13%	60%
Ability to provide feedback on the quality of services offered	13%	13%	20%	53%
Feedback on evaluation results and grades	13%	7%	20%	60%
Formalised system through which students can share their opinions and provide feedback on the EM course	21%	7%	21%	50%
Implementation of recommendations given by students to improve EM course experience	21%		36%	43%
The quality of the feedback channels at this university	13%	13%	27%	47%

4.1.5   Henri Poincare University Nancy 1, France

Rate the following items (n = 23)

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

Item	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied
Ability to provide feedback on the quality of courses	28%	28%	22%	22%
Ability to provide feedback on the quality of services offered	28%	17%	39%	17%
Feedback on evaluation results and grades	25%	15%	30%	30%
Formalised system through which students can share their opinions and provide feedback on the EM course	26%	32%	26%	16%
Implementation of recommendations given by students to improve EM course experience	29%	29%	12%	29%
The quality of the feedback channels at this university	26%	32%	26%	16%

4.1.6   University of Stuttgart, Germany

Rate the following items (n = 23)

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

Item	Somewhat unsatisfied	Somewhat satisfied	Very satisfied
Ability to provide feedback on the quality of courses	5%	47%	47%
Ability to provide feedback on the quality of services offered	11%	53%	37%
Feedback on evaluation results and grades	5%	45%	50%
Formalised system through which students can share their opinions and provide feedback on the EM course	5%	42%	53%
Implementation of recommendations given by students to improve EM course experience	7%	40%	53%
The quality of the feedback channels at this university	11%	61%	28%

Open answers by CQSS respondents to the question: "What recommendations would you give to build or improve student feedback channels at the university?" (n = 540)

The following recommendations to improve **feedback mechanisms at the level of the course** were suggested by 30 percent of respondents.

1. **Face-to-discussions**, in the form of group meetings, either in the end of each semester, or regularly during the academic year. Respondents mentioned that these spaces for open discussion could be held in the presence of professors, but also administrative staff, especially course coordinators.

2. **Formalized feedback system**. This plea for having a formal system to collect feedback suggests that at many institutions such systematic mechanisms still do not exist. This does not mean that students cannot express their suggestions or complaints, but that they need to rely on ad-hoc initiatives, often through staff members that assume the responsibility of collecting feedback individually.

3. Implementation of **surveys** as a preferred way to provide feedback.

4. Presence of **online platforms** to centralize the collection of feedback. Some respondents mentioned the possibility of having online surveys, blogs, forums or even an online chatroom.

5. Broaden the focus of assessment during course evaluation.

Eighteen percent of students discussed the quality of **feedback provided by teachers on student's academic performance**. Several students voiced their urge to receive more comments, suggestions and criticism on their academic work. Their replies clearly stated that in many cases they did not receive any **qualitative feedback** focused on improvement in addition to a quantitative grade. Students also expressed the need to have **more detailed evaluation criteria** (e.g., rubrics), in order to have a more transparent grading system. In some cases, students also indicated that the feedback on their work was **overdue**. Lastly, students mentioned a desire to **discuss face-to-face** their examinations and other assessment procedures with their teachers.

Additionally, respondents (13%) mentioned the necessity to receive feedback on "their own provided feedback". Responses suggested that despite the existence of feedback mechanisms, where students could voice their needs or concerns, it was very **uncommon that feedback would produce any effects**.
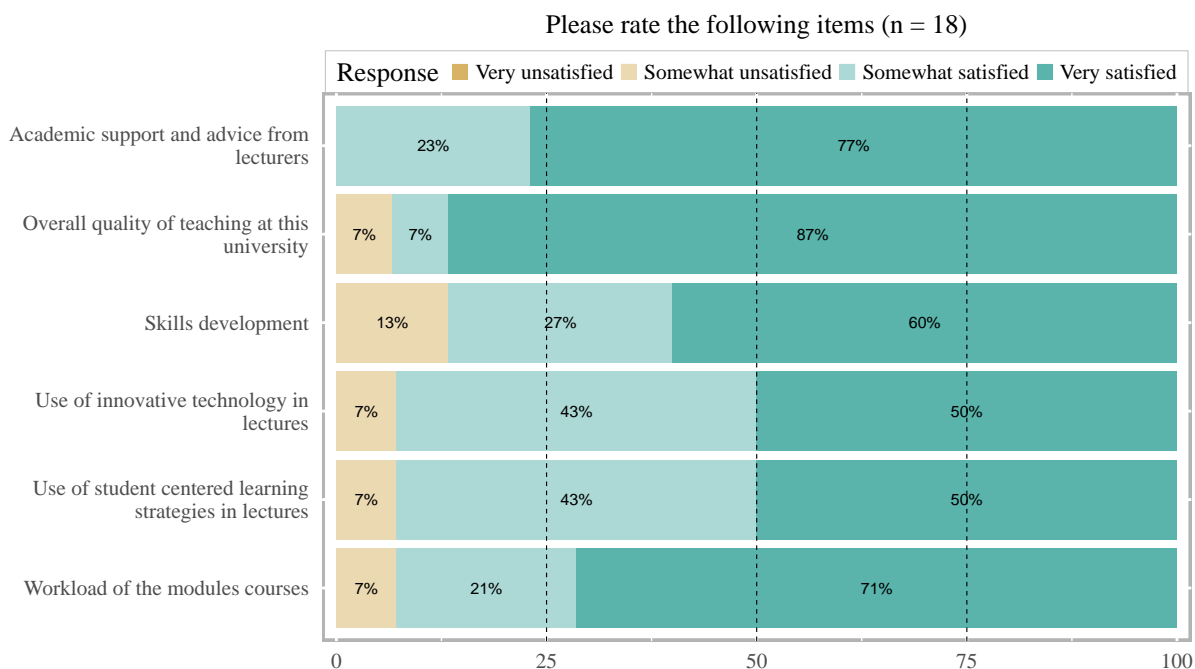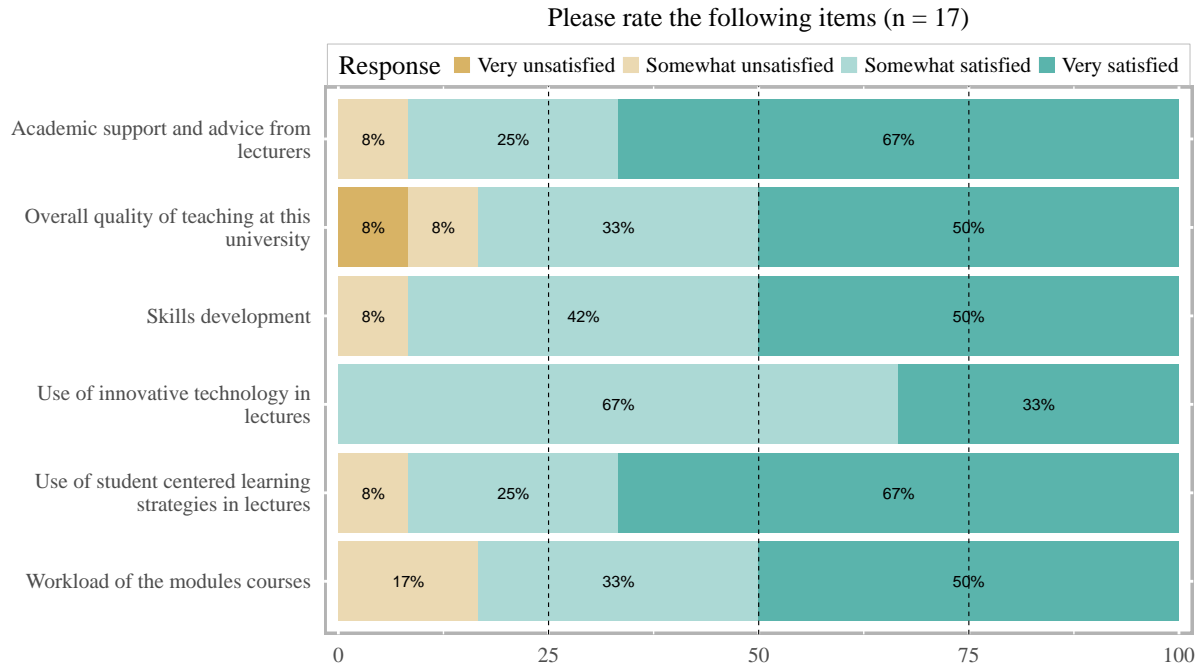
5   Teaching/learning and supervision

5.1   Teaching/learning

Section 5 appraises respondents experience with teaching and learning as well as supervision. Hence 5.1 reflect students' satisfaction with the support provided by their first supervisors. Overall most students in the consortium recorded high levels of satisfaction across all indicators (97%) with all the means falling in the fourth quartile. Respondents at Carlos III University (n=18) recorded 100% satisfaction with "Academic support and advice from Lecturers" even as 87% and above reported being satisfied across all indicators. Nonetheless, 13% of students here were "somewhat unsatisfied" with " Skills development". Moreover at Complutense University of Madrid (n = 17), most students (84% and above) also registered high levels of satisfaction across all indicators although 17% were"somewhat unsatisfied" with "Workload of the modules courses". Also at Ghent University (n = 24), more than 68% of respondents recorded high levels of satisfaction across all indicators even as 25% were "very unsatisfied" with the "Use of student centered learning strategies in lectures". However in the case of Henri Poincare University Nancy 1 (n = 23), students recorded high levels of dissatisfaction across all indicators (15% to 58%) with "Use of innovative technology in Lectures" registering the highest level of dissatisfaction (58%). Nonetheless 85% of students here were satisfied with "Academic support and advice from Lecturers". Respondents at the University of Stuttgart (n = 23) showed general satisfaction across all indicators (71% and above) even though 29% of the students were dissatisfied with both "Workload of the modules courses" and "Use of innovative technology in Lectures"
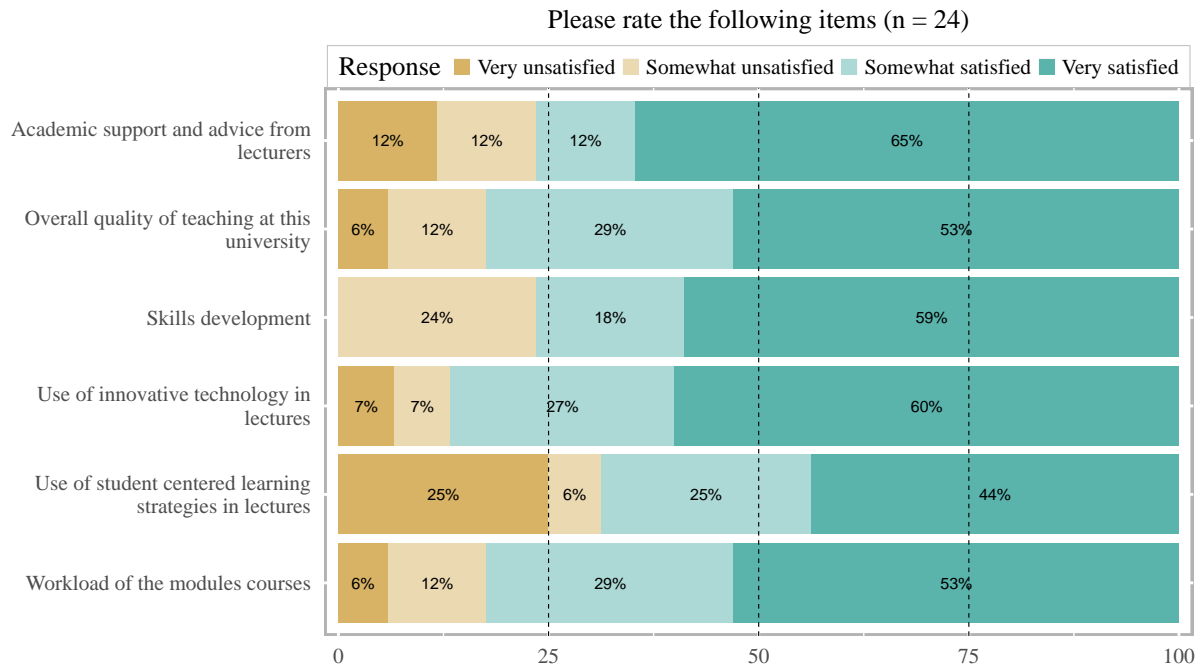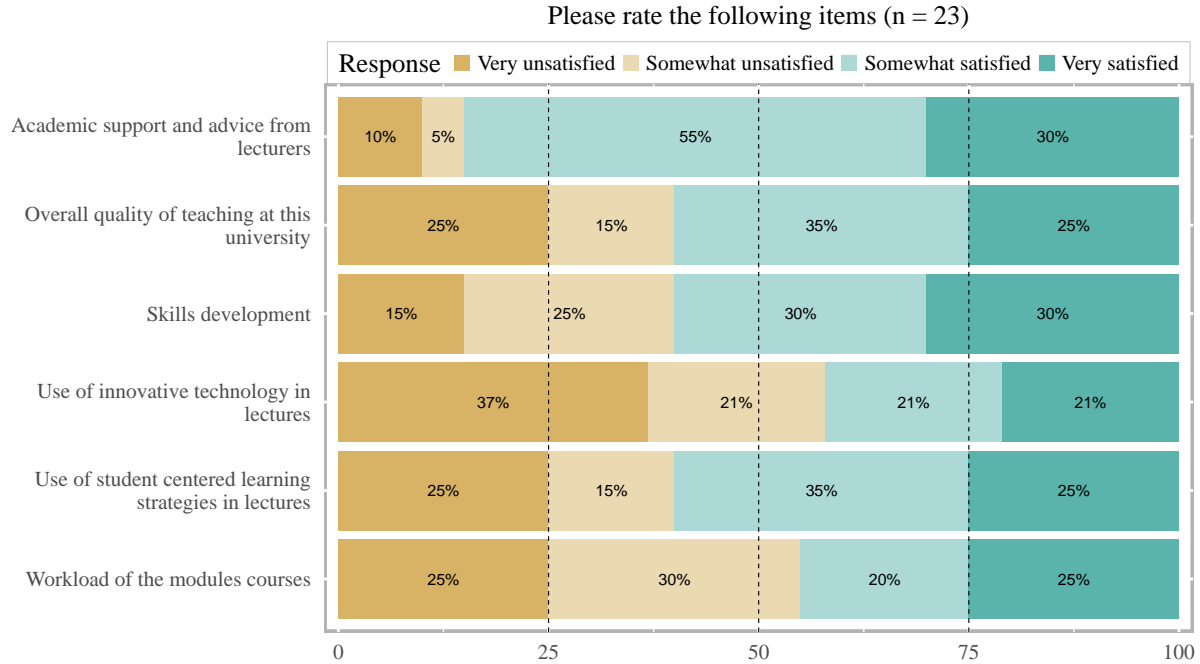
5.1.1   Carlos III University, Spain

Please rate the following items (n = 18)

5.1.2 Complutense University of Madrid, Spain

Please rate the following items (n = 17)

5.1.3 Ghent University, Belgium

Please rate the following items (n = 24)

5.1.4   Henri Poincare University Nancy 1, France

Please rate the following items (n = 23)

Response	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied

Academic support and advice from lecturers: 10%, 5%, 55%, 30%

Overall quality of teaching at this university: 25%, 15%, 35%, 25%

Skills development: 15%, 25%, 30%, 30%

Use of innovative technology in lectures: 37%, 21%, 21%, 21%

Use of student centered learning strategies in lectures: 25%, 15%, 35%, 25%

Workload of the modules courses: 25%, 30%, 20%, 25%

5.1.5   University of Stuttgart, Germany

Please rate the following items (n = 23)

Response	Very unsatisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied

Academic support and advice from lecturers: 14%, 24%, 62%

Overall quality of teaching at this university: 14%, 19%, 67%

Skills development: 14%, 29%, 57%

Use of innovative technology in lectures: 5%, 24%, 19%, 52%

Use of student centered learning strategies in lectures: 5%, 15%, 40%, 40%

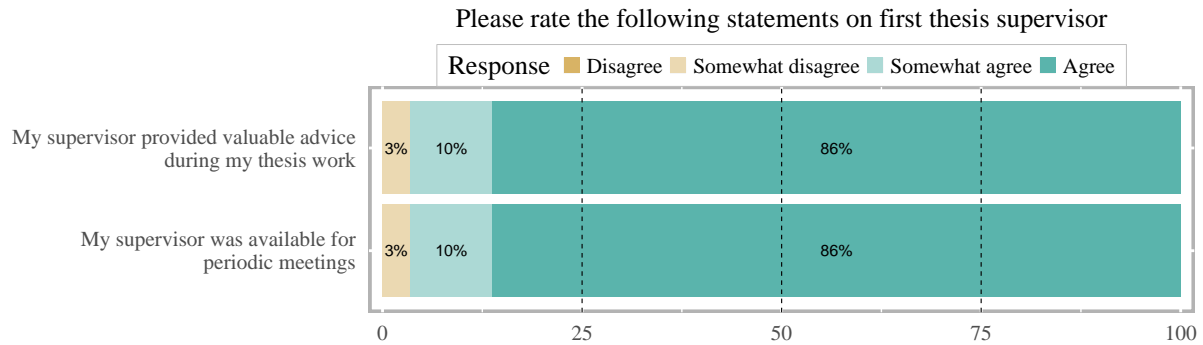Workload of the modules courses: 29%, 24%, 48%

5.2   First supervisor

5.2 reflect students' satisfaction with the support provided by their first supervisors. Overall most students in the consortium recorded high levels of satisfaction across all indicators (97%) with all means falling in

the fourth quartile. Consequently 97% of respondents were in agreement with both statements that "My supervisor provided valuable advice during my thesis work" and "My supervisor was available for periodic meetings" with a minority 3% disagreeing in each case.

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	29	3.83	3.52	2.64 - 3.43	3.44 - 3.60	3.61 - 3.75	3.76 - 4.00
My supervisor was available for periodic meetings	29	3.83	3.55	2.79 - 3.46	3.47 - 3.62	3.63 - 3.80	3.81 - 4.00

Table 6: Summary statistics

Open responses by CQSS respondents to the question: "Please explain your answer regarding the academic satisfaction with course" (n = 650)

The majority of respondents (52%) related their academic satisfaction or dissatisfaction to the **curriculum** of their courses. Many respondents (145) reported being satisfied with curriculum. However, 193 responses stated that the curriculum of their program could be improved. The majority of those who commented negatively on curriculum aspects referenced the low academic level of the program. Some respondents felt that the curriculum they were exposed to did not advance adequately their subject knowledge. They emphasized the lack of practical orientation of the curriculum and the inflexibility in the choice of modules they could take.

Some respondents (13%) addressed the efficiency of coordination between various consortium members and the **consistency of standards across attended universities**. Several respondents were concerned with **significant differences in the quality of teaching** between consortium universities. They suggested that **overlap in contents** between different institutions made some courses redundant. Another major concern was a **difference in assessment methods** among the consortium members which seemed confusing for some of the respondents. A small number of respondents underlined the **lack of administrative coordination and communication** between universities which made mobility between institutions somewhat difficult.

Importantly, 10% of responses emphasized the **positive impact studying as part of an Erasmus Mundus Master's course had on their personal growth** mentioning positive changes in their behavior, having had gained invaluable personal skills and confidence, and referred to their Erasmus Mundus course as a 'life changing experience'.

6   Internship/field experience and personal development

6.1   Personal development

Section 6.1, is an account of respondents' reflection on their personal development experience during their EM course. In general there is a high level of satisfaction across all indicators with the means of most indicators falling in the fourth quartile. Moreover two indicators both registered 100% satisfaction namely "I feel satisfied now about my former experience as an Erasmus Mundus student" and "My transcripts and certificates were provided in a timely manner". Nonetheless 21% of respondents were not in agreement with the statement "The course has enabled academic and personal achievement beyond my initial expectations".

Rate the following statements regarding personal development during EM course
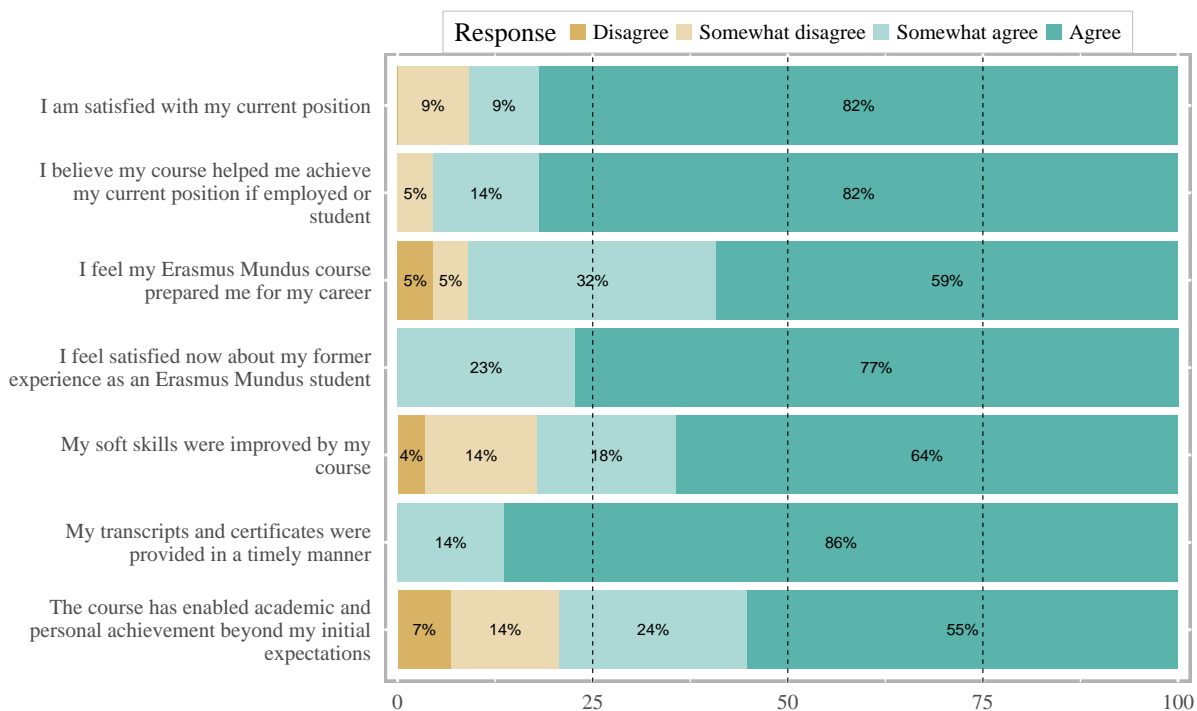
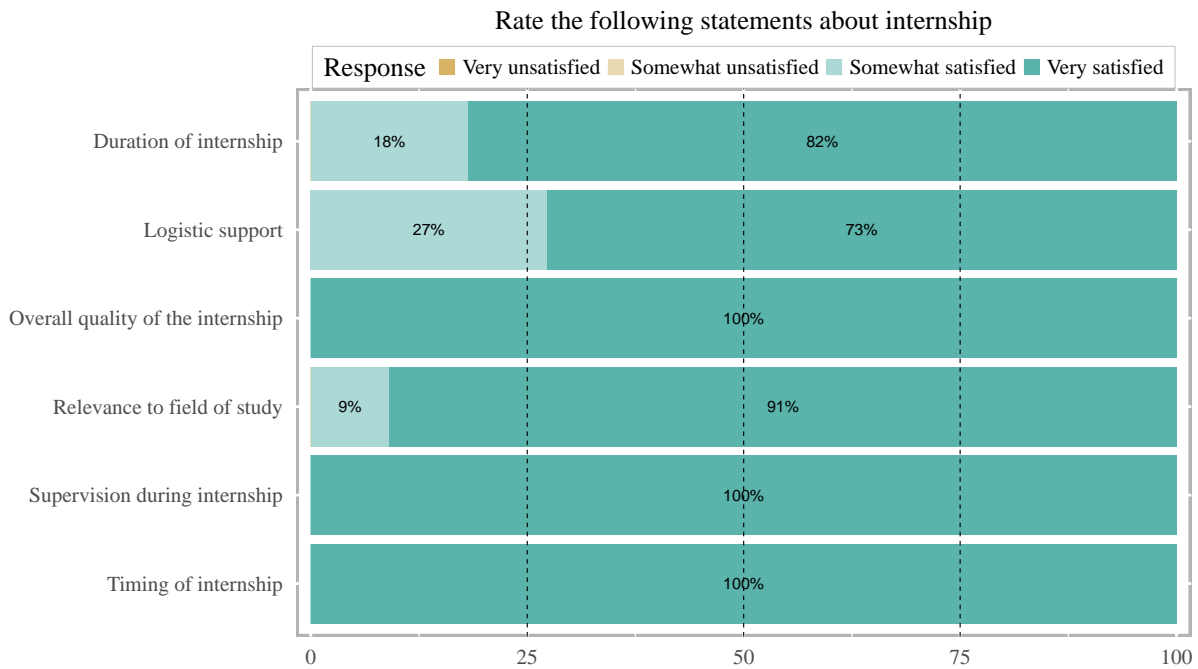|	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
I am satisfied with my current position	22	3.73	3.39	3.00 - 3.25	3.26 - 3.44	3.45 - 3.62	3.63 - 3.79
I believe my course helped me achieve my current position if employed or student	22	3.77	3.47	3.00 - 3.43	3.44 - 3.56	3.57 - 3.72	3.73 - 3.95
I feel my Erasmus Mundus course prepared me for my career	22	3.45	3.36	2.64 - 3.28	3.29 - 3.33	3.34 - 3.54	3.55 - 3.88
I feel satisfied now about my former experience as an Erasmus Mundus student	22	3.77	3.65	3.36 - 3.61	3.62 - 3.69	3.70 - 3.79	3.80 - 4.00
My soft skills were improved by my course	28	3.43	3.50	2.90 - 3.40	3.41 - 3.56	3.57 - 3.71	3.72 - 4.00
My transcripts and certificates were provided in a timely manner	22	3.86	3.21	2.36 - 2.93	2.94 - 3.36	3.37 - 3.62	3.63 - 4.00
The course has enabled academic and personal achievement beyond my initial expectations	29	3.28	3.31	2.46 - 3.20	3.21 - 3.37	3.38 - 3.56	3.57 - 3.91

Table 7: Summary statistics

6.2 Field

Rate the following statements about field experience
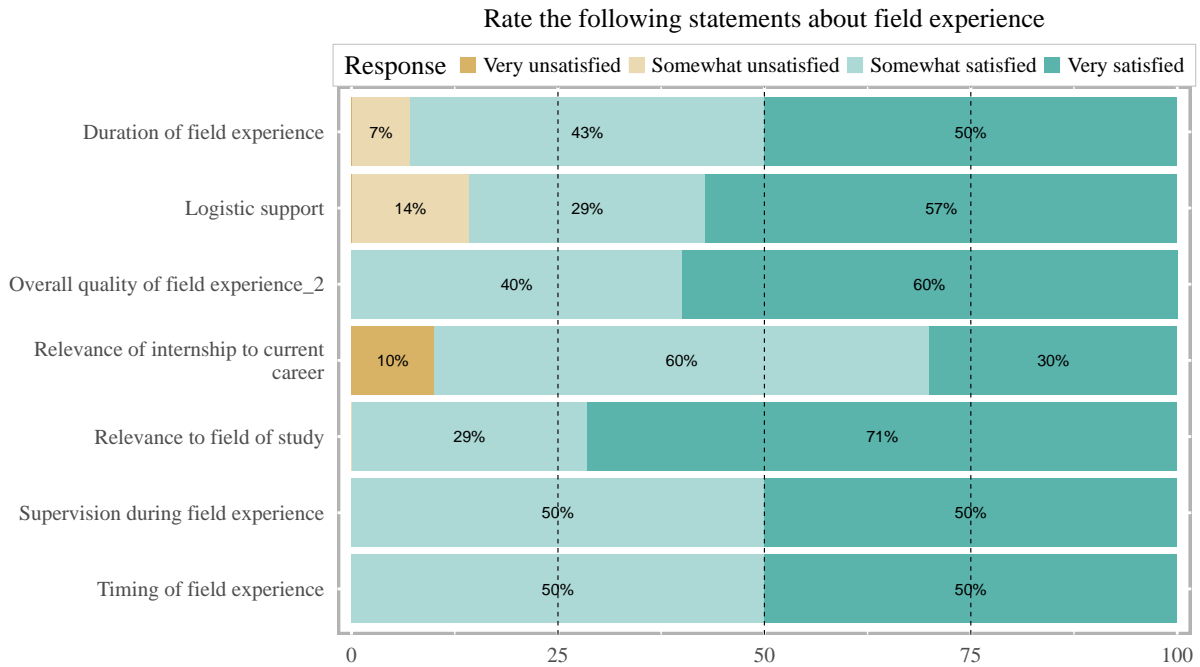
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Duration of field experience	14	3.43	3.34	3.00 - 3.27	3.28 - 3.36	3.37 - 3.51	3.52 - 3.73
Logistic support	14	3.43	3.41	2.92 - 3.34	3.35 - 3.43	3.44 - 3.61	3.62 - 3.73
Relevance of internship to current career	10	3.10	3.33	3.10 - 3.11	3.12 - 3.12	3.13 - 3.12	3.13 - 3.13
Relevance to field of study	14	3.71	3.66	3.25 - 3.62	3.63 - 3.82	3.83 - 3.89	3.90 - 4.00
Supervision during field experience	14	3.50	3.44	2.92 - 3.30	3.31 - 3.56	3.57 - 3.68	3.69 - 3.73
Timing of field experience	14	3.50	3.46	3.17 - 3.46	3.47 - 3.55	3.56 - 3.67	3.68 - 3.91

Table 8: Summary statistics

6.3 Internship

Rate the following statements about internship

	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Duration of internship	11	3.82	3.47	3.00 - 3.35	3.36 - 3.59	3.60 - 3.71	3.72 - 3.90
Logistic support	11	3.73	3.24	2.41 - 3.09	3.10 - 3.25	3.26 - 3.56	3.57 - 3.80
Overall quality of the internship	11	4.00	3.46	2.30 - 3.29	3.30 - 3.50	3.51 - 3.71	3.72 - 4.00
Relevance to field of study	11	3.91	3.66	2.70 - 3.53	3.54 - 3.68	3.69 - 3.79	3.80 - 4.00
Supervision during internship	11	4.00	3.32	2.60 - 3.18	3.19 - 3.30	3.31 - 3.65	3.66 - 4.00
Timing of internship	11	4.00	3.58	2.90 - 3.59	3.60 - 3.67	3.68 - 3.79	3.80 - 4.00

Table 9: Summary statistics

Open responses by CQSS respondents to the question: "In what way could your course have supported you better to find a job" (n = 37)

When asked about the ways in which their EMJMD course could improve students' prospects of finding a job, 35% of respondents mentioned that **internships** may represent one of the most significant addition to their Erasmus Mundus experience.

Additionally, respondents (27%) highlighted the need to have more **opportunities to engage and network with representatives from the industry and labour market** (e.g. campus activities for recruitment, establish specific networks and partnerships with companies).

Other tangible suggested actions include **the establishment of alumni networks, access to online platforms with job vacancies, mentoring for teachers on career preparation and more practical emphasis as part of the course curriculum**.

7 Acknowledgments

The work of CQAB would not exist and could not continue without the **support of numerous committed volunteers spread all across the world**, driven by a strong motivation to help improve the quality of EMJMD courses. During the last 18 months, over 40 volunteers were involved with different stages of the CQSS project, from analyzing feedback received following the 2013 edition of the CQSS survey, to coding qualitative data and interpreting descriptive graphical information. **CQAB is grateful, humbled and proud to have supported the CQSS project fully through volunteer work**, and thus without external interference.

Georgiana Mihut was responsible for the challenging task of coordinating the 40 CQAB volunteers. She managed the problems and troubles that unavoidably arise during the work of such a diverse group while working on a very demanding task. Georgiana lead and organized all major steps and tasks during the re-design, implementation and data analysis of the survey.

Mikhail Balyasin is responsible for the substantial improvements to the design and content of course reports, has skilfully generated the graphical information made available in this report and all others, and created the CQSS interactive online platform. **Luis Carvalho** coordinated the process of analyzing the vast qualitative data that emerged from the CQSS survey, rethought the architecture of the CQSS survey and helped streamline the survey experience for respondents. **Waqas Ahmed** kindly provided ongoing support with tasks that needed a last minute volunteer. **Patrik Punco** and **Haneen Deeb** worked tirelessly to create the online version of the CQSS survey, and became SurveyMonkey experts in the process. Additionally, **Hannen** was involved in the process of restructuring the survey together with Luis. The new version of the CQSS survey benefited from the proofreading skills of **Tugce Schmitt** and **Chiara Dalla Libera**. **Chiara** has graciously facilitated our internal communication before the creation of a communication team. **Kristina Jaksa, Zhanna Saidenova, Sayeeda Amber Sayed, Rediet Tesfaye** and **Hacer Tarcanli** brought an invaluable contribution to the analysis of the qualitative data emerging from the 2015 CQSS survey. Completing the qualitative analysis was far from being a simple task, and their attention to detail, team effort and systematic approach under the coordination of **Luis** serve as an example of good practice in analyzing large sets of qualitative data.

In the fall of 2015, CQAB conducted a new recruitment process to consolidate its volunteer basis. The new CQAB members provided invaluable contributions towards finalizing the products emerging from the CQSS survey, including the 78 course reports CQAB generated this year. **Aferdita Pustina, Eias Hausen, Felix Donkor, Jacob Sydenham, Joanna Dziadkowiec, Marsela Giovani Husen, Mattia Gusella, Pouneh Eftekhari, Rishikesh Ganjwe, Thuy Van Truong, Tiana Vekic, Tijana Maksimovic, Ana Godonoga, Bishnu Sarker, Chengjia Wang, Daniel Prasetyo, Elizabeth Humberstone, Habtamu Diriba Garomssa, Kseniia Goroshko, Nuoya Chen, Xinyu Wang,** and **Sonja Song** offered meaning and provided text to the numerous graphs that emerged for each course from the quantitative analysis of the CQSS survey. Combined, these volunteers wrote 91,163 words, or 1169 customized words for each report. Each of them wrote an average of 4144 words.

Primary analyst for that report is **Felix Donkor** and *secondary analyst* is **Tiana Vekic**.

Muhammad Sohaib Aslam, Wei Wang, Wenjie Shi, and **Yemi Adeyeye**, members of the newly formed CQAB Communication Team provided support on communication tasks, proofreading and more. **Catherine Lourdes Dy** joined the CQSS task force by provided last minute proofreading help.