EMA
Erasmus Mundus Students and Alumni Association

EMERALD-Master Course in Georesources Engineering

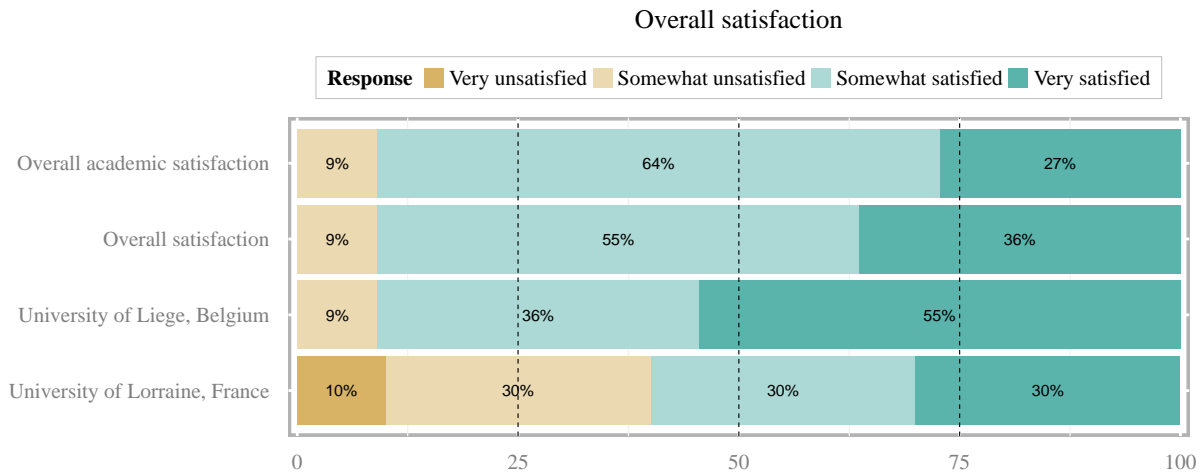*Course Quality Advisory Board of the Erasmus Mundus Student and Alumni Association*

Report was generated on 04 Jan 2016

Contents

1 Executive summary (?)

Overall satisfaction

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

Overall academic satisfaction	9%	64%	27%
Overall satisfaction	9%	55%	36%
University of Liege, Belgium	9%	36%	55%
University of Lorraine, France	10%	30%	30%	30%

0   25   50   75   100

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 11 students of your program. They represent 9 countries and collectively they have spent more than 405 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	11	3.27	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	11	3.36	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	11	2.80	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.
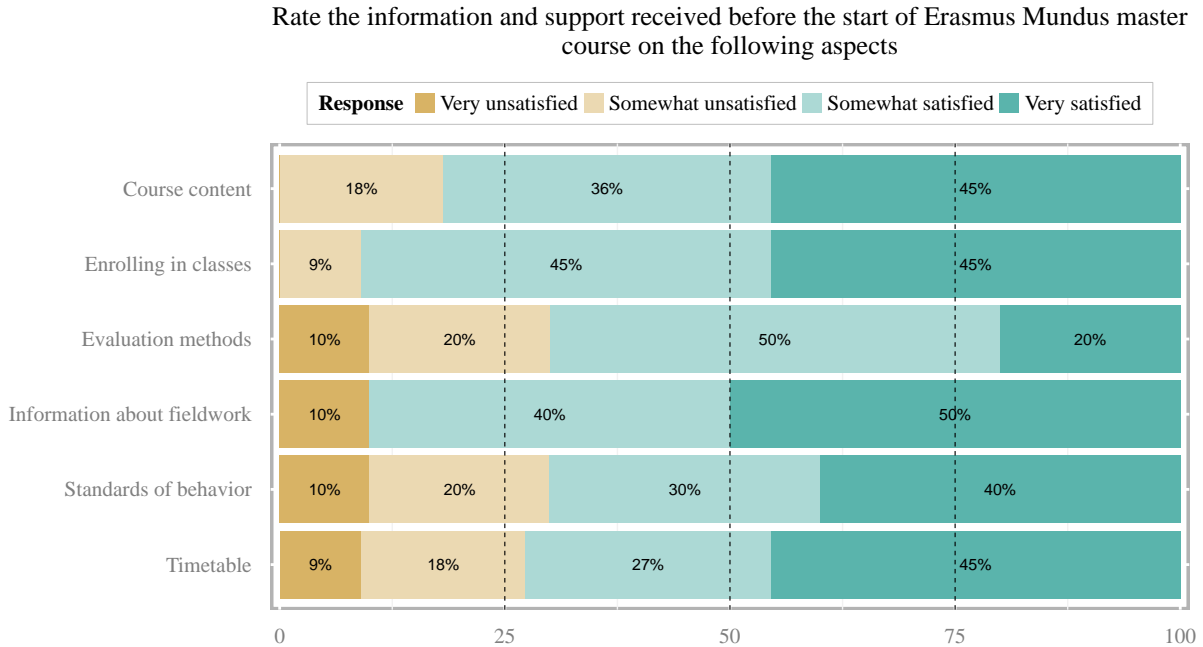
3   Supporting services

We will have some text here.

3.1   Support received before the start of the Erasmus Mundus course

The majority of students generally felt satisfied with support received before starting EMERALD, with at least around 75% of students rated 'somewhat satisfied' or 'very satisfied' across all indicators. Students felt least satisfied with "Evaluation methods" and "Standards of behavior". Both indicators were rated 'very unsatisfied' by 10% of students and 'somewhat satisfied' by 20%, although the means for "Evaluation methods" was the lowest among other indicators (2.80), and followed by "Standards of behavior" (3.00). The highest satisfaction rate belongs to "Enrolling in class", with a mean of 3.36. None of the students reviewed it as 'very unsatisfied' and only 9% of them experienced it as 'somewhat unsatisfied'. At University of Lorraine (France), most students expressed satisfaction across all indicators, except for "Estimation of living costs" rated 'somewhat unsatisfied' by 10%.

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	11	3.27	3.19	2.54 - 3.06	3.07 - 3.23	3.24 - 3.40	3.41 - 3.70
Enrolling in classes	11	3.36	3.42	2.57 - 3.25	3.26 - 3.45	3.46 - 3.62	3.63 - 3.92
Evaluation methods	11	2.80	3.03	2.23 - 2.88	2.88 - 3.06	3.07 - 3.21	3.22 - 3.76
Information about fieldwork	11	3.30	2.95	2.00 - 2.80	2.81 - 3.00	3.01 - 3.19	3.20 - 3.57
Standards of behavior	11	3.00	3.44	2.77 - 3.29	3.30 - 3.42	3.43 - 3.63	3.64 - 3.90
Timetable	11	3.09	3.13	1.94 - 2.96	2.97 - 3.20	3.21 - 3.33	3.34 - 3.80

Table 1: Summary statistics

3.1.2 University of Liege, Belgium

Rate the following items regarding the logistic information and support received
before the beginning of studies in this university (n = 11)

3.1.3   University of Lorraine, France

Rate the following items regarding the logistic information and support received
before the beginning of studies in this university (n = 11)
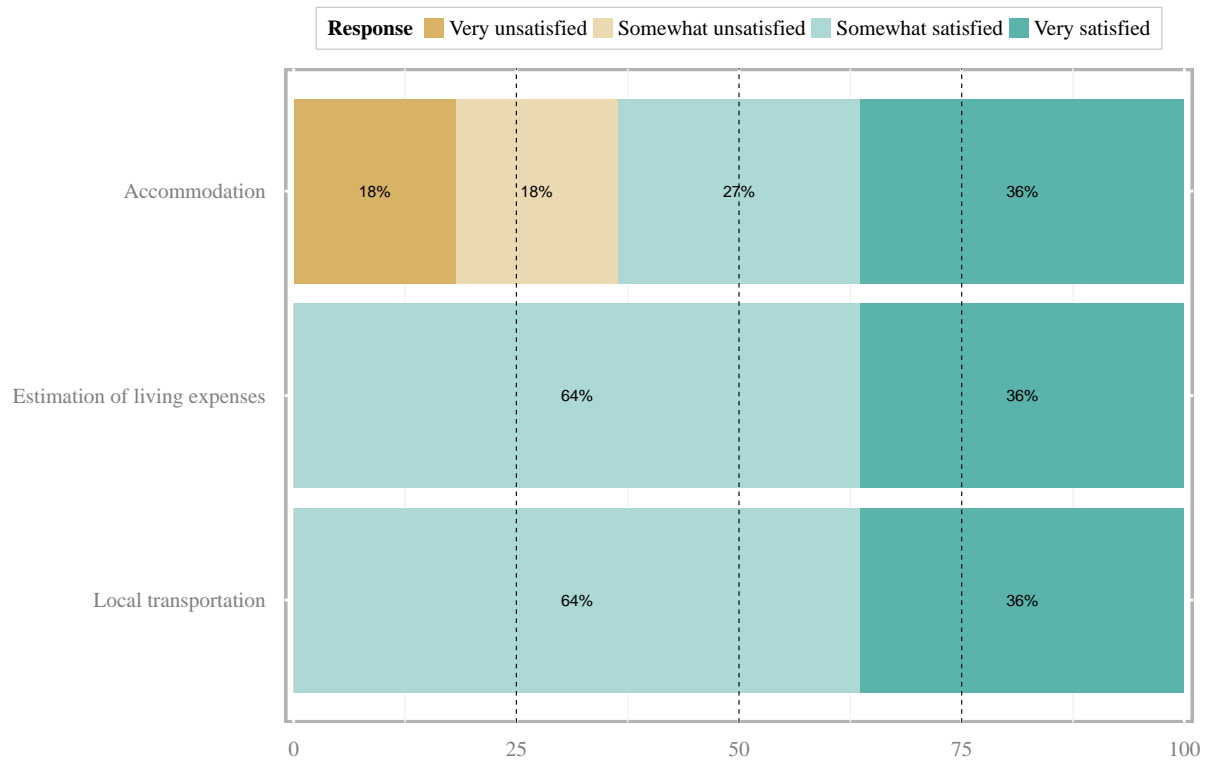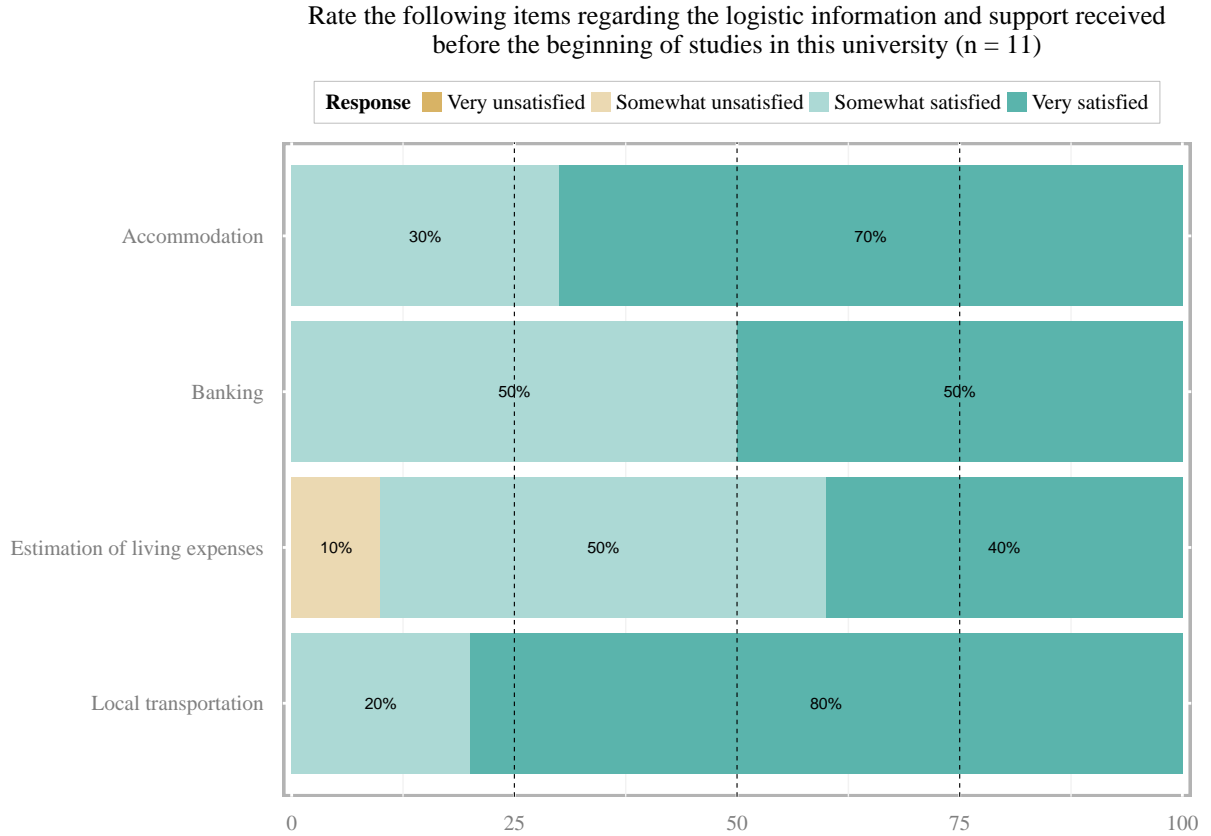
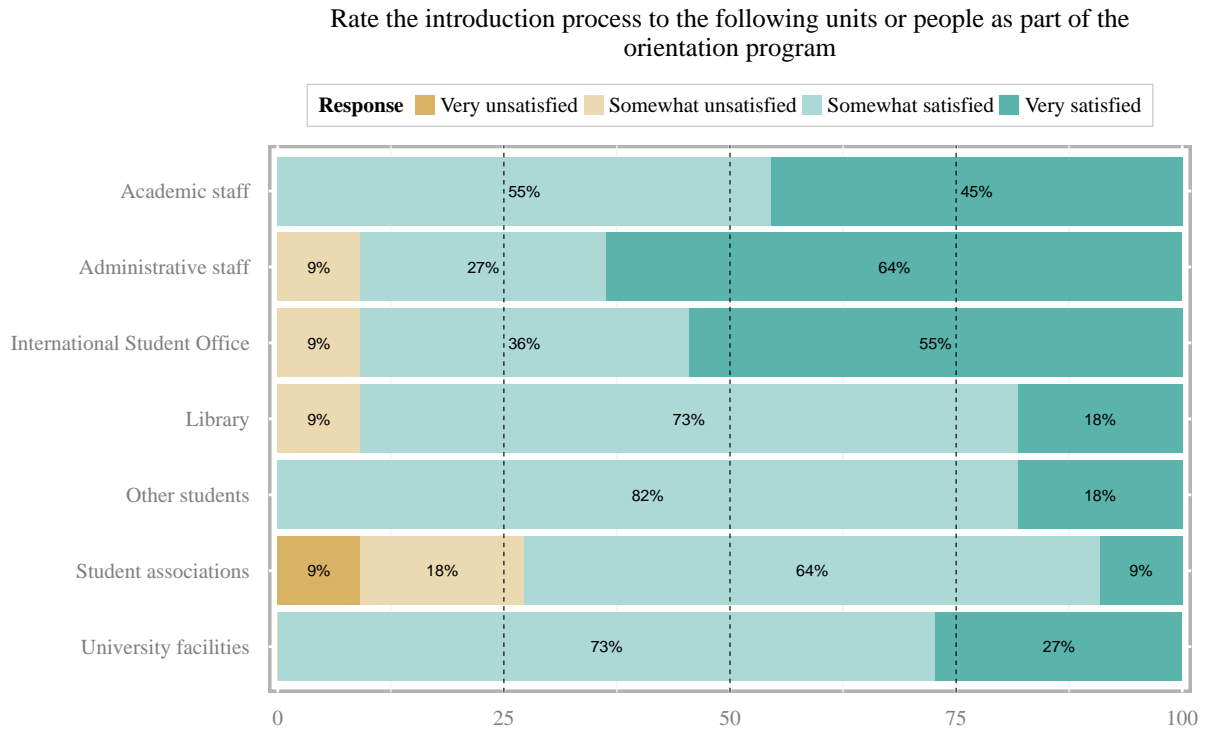## 3.2   Support received during the orientation program

Overall students' experience support during the orientation program was positive. They expressed the most
disatisfaction with "Student associations", as this is the only indicator receiving a mean under 3 (2.73).
Specifically, the percentage of students feeling very unsatisfied and somewhat unsatisfied was 9% and 18%
respectively. Some minor dissatisfication was also reported in "Administrative staff", "International Student
Office" and "Library" (equally 9% of students being somewhat unsatisfied). "Administrative staff" however
overall standed out with the highest mean (3.55) as 65% of students rated the highest satisfaction with this
indicator. At the University of Liege (Belgium), this indicator particularly received very positive feedback
from students, with 70% being very satisfied, in contrast to only 30% for the University of Lorraine.
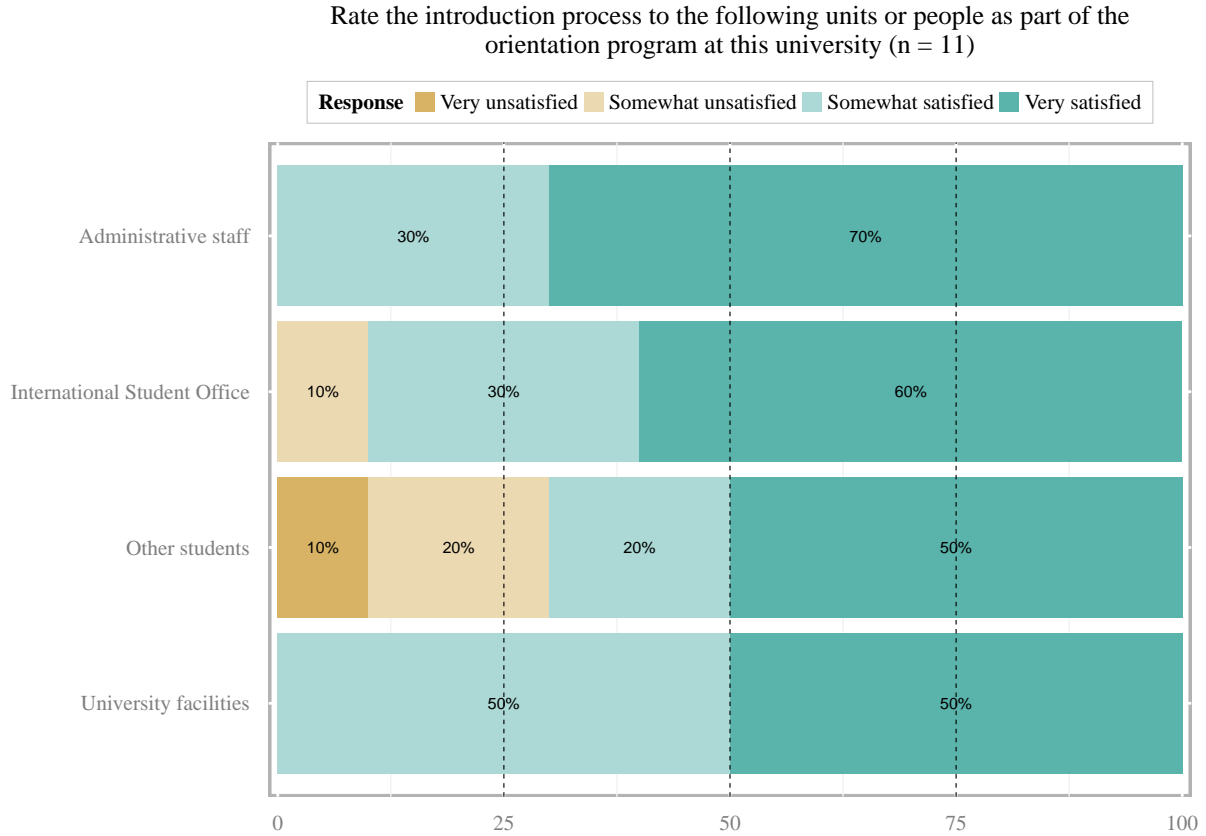
3.2.1 Consortia

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	11	3.45	3.44	2.40 - 3.29	3.30 - 3.47	3.48 - 3.63	3.64 - 3.92
Administrative staff	11	3.55	3.39	2.30 - 3.20	3.21 - 3.43	3.44 - 3.62	3.63 - 3.93
International Student Office	11	3.45	3.24	2.47 - 3.04	3.05 - 3.27	3.28 - 3.48	3.49 - 3.90
Library	11	3.09	3.37	2.50 - 3.20	3.21 - 3.35	3.36 - 3.58	3.59 - 3.91
Other students	11	3.18	3.33	2.36 - 3.18	3.19 - 3.36	3.37 - 3.47	3.48 - 3.86
Student associations	11	2.73	2.99	1.92 - 2.76	2.77 - 3.02	3.03 - 3.22	3.23 - 3.62
University facilities	11	3.27	3.40	2.40 - 3.21	3.22 - 3.39	3.40 - 3.57	3.58 - 3.92

Table 2: Summary statistics

3.2.2 University of Liege, Belgium

Rate the introduction process to the following units or people as part of the orientation program at this university (n = 11)

3.2.3 University of Lorraine, France

Rate the introduction process to the following units or people as part of the orientation program at this university (n = 11)
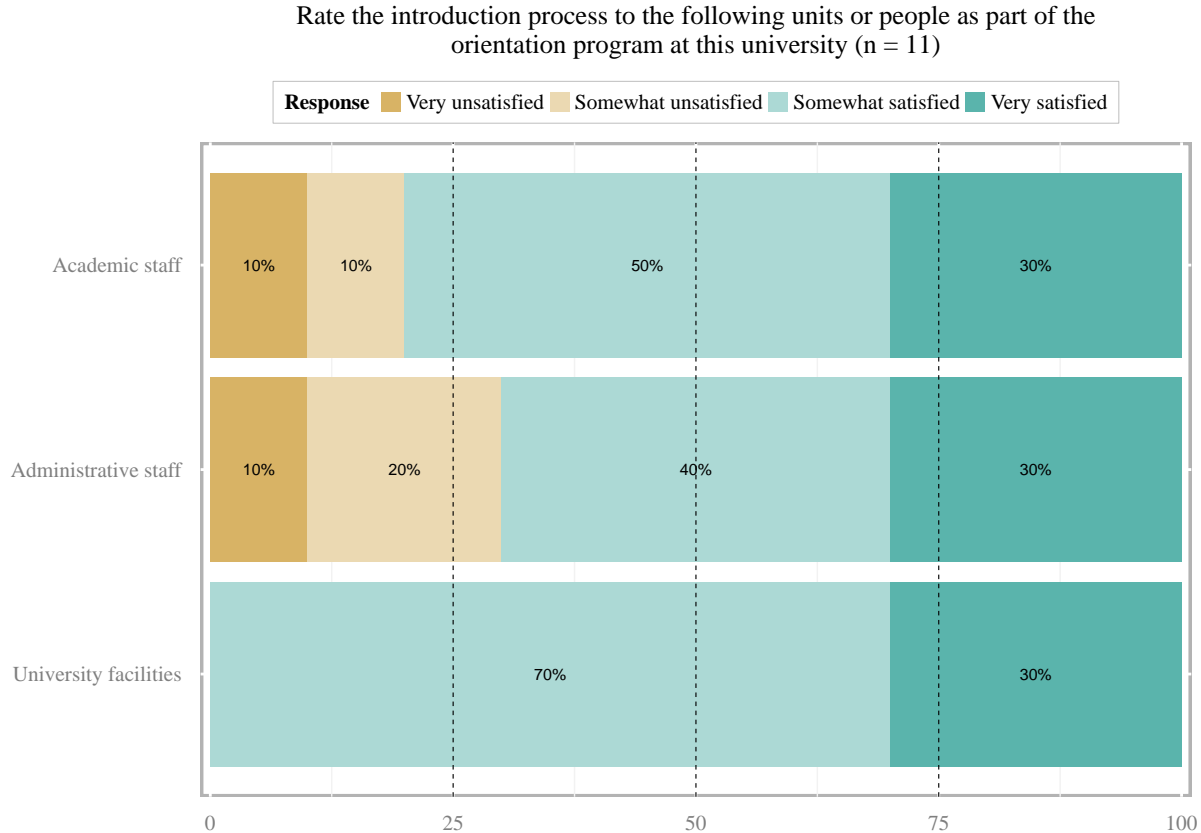
3.3 Helpfulness of units and people

Consortia was generally received high level of satisfaction from the majority of students with regard to the helpfullness of units and people. Among indicators, "Student associations" received the lowest overall satisfaction, with 27% of students being very unsatisfied and only 9% being very satisfied. It ranked the lest in the quartile distribution table and was the only indicator with a mean under 3 (2.82). It was closely followed by "Other students" and "Library" with 18% of students being unsatisfied in both, and a mean of 3.00 and 3.09 respectively. "Academic staff", "Administrative staff" and "International student office" were reported the most satisfied indicators. These indicators received the same mean of 3.45, with 55% of students being extremely satisfied with them and only 9% being somewhat dissatisfied. At both University of Liege and University of Lorraine, students expressed positive feedback on "University facilities" with none of them ever rated 'unsatisfied'.

3.3.1 Consortia

Rate the helpfulness of the following units of people
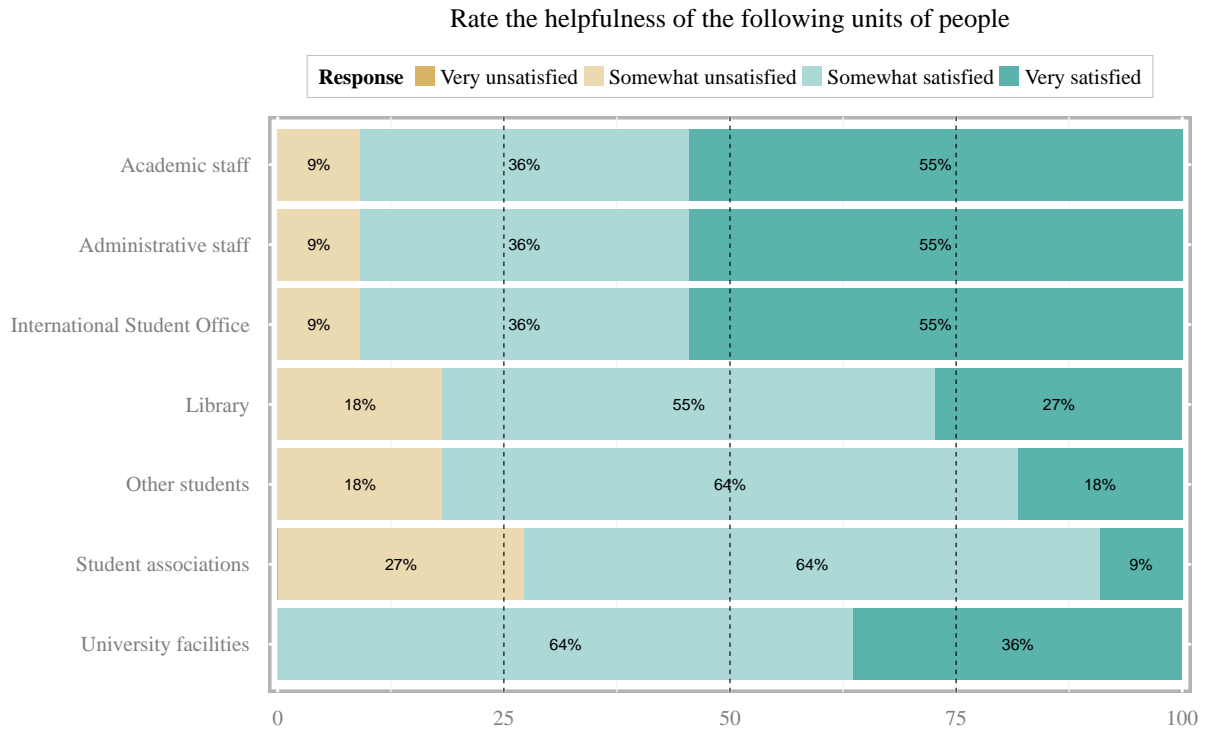
	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Academic staff	11	3.45	3.45	2.50 - 3.30	3.31 - 3.46	3.47 - 3.62	3.63 - 4.00
Administrative staff	11	3.45	3.35	2.10 - 3.18	3.19 - 3.45	3.46 - 3.61	3.62 - 4.00
International Student Office	11	3.45	3.25	2.45 - 3.09	3.10 - 3.27	3.28 - 3.50	3.51 - 3.71
Library	11	3.09	3.42	2.80 - 3.20	3.21 - 3.44	3.45 - 3.60	3.61 - 3.93
Other students	11	3.00	3.40	2.45 - 3.21	3.22 - 3.39	3.40 - 3.55	3.56 - 3.85
Student associations	11	2.82	3.04	2.10 - 2.92	2.93 - 3.08	3.09 - 3.24	3.25 - 3.68
University facilities	11	3.36	3.42	2.71 - 3.27	3.28 - 3.48	3.49 - 3.63	3.64 - 3.86

Table 3: Summary statistics

3.3.2   University of Liege, Belgium

Rate the helpfulness of the following units of people at this university (n = 11)
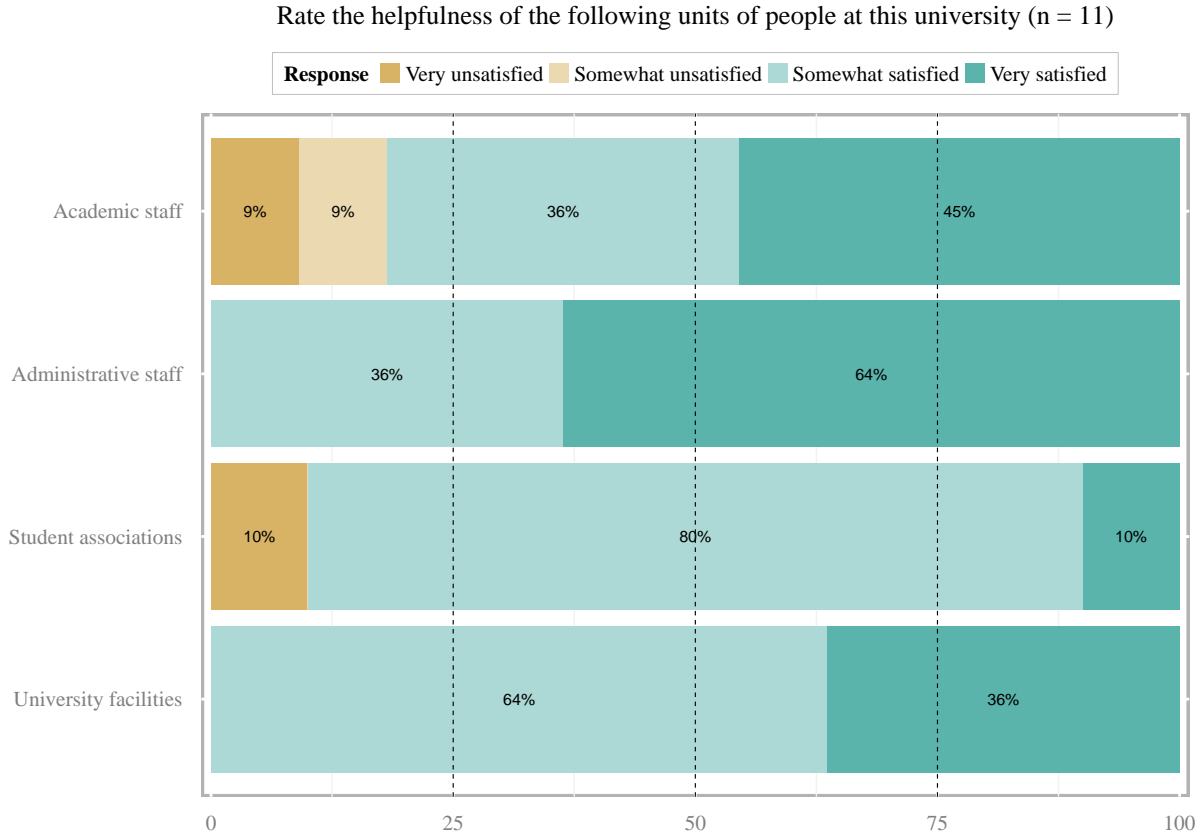
3.3.3   University of Lorraine, France

Rate the helpfulness of the following units of people at this university (n = 11)

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

Academic staff	10%	60%	30%

Academic staff — 10% — 60% — 30%

Administrative staff — 10% — 50% — 40%

University facilities — 70% — 30%
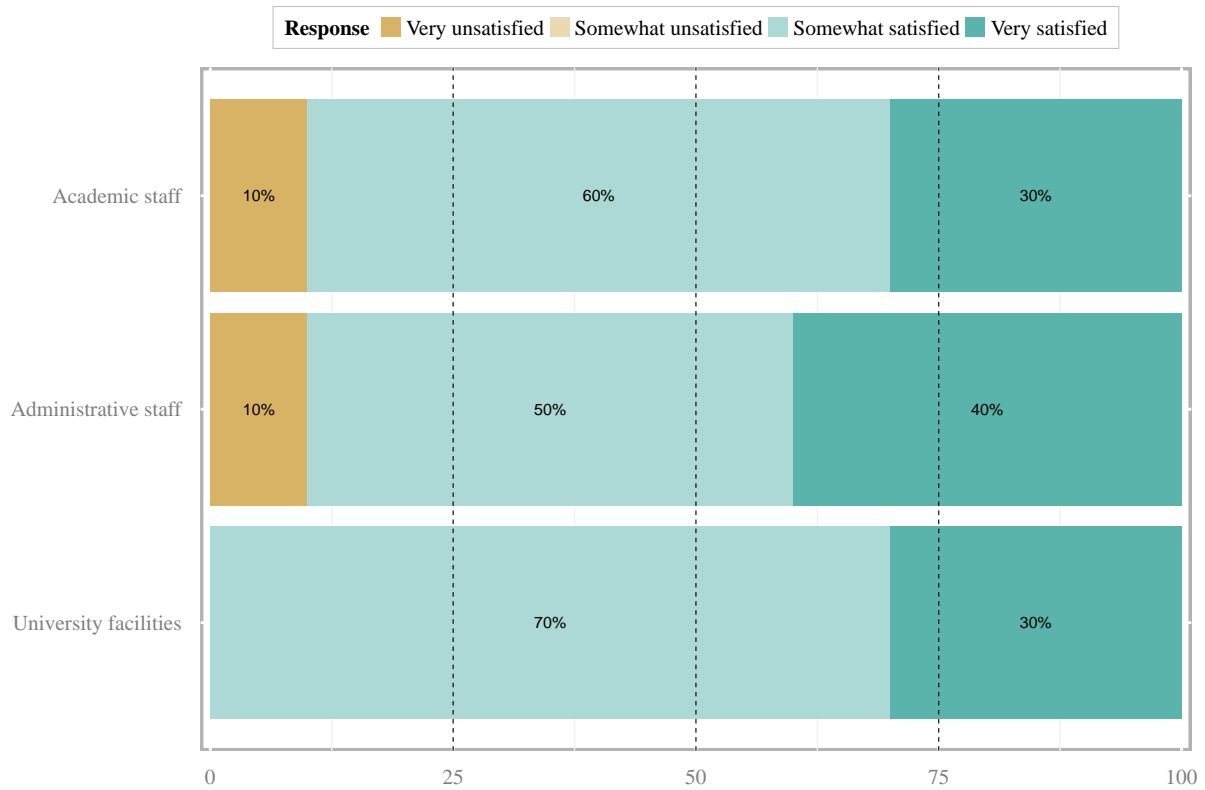
3.4 Support received on various issues

3.4.1 University of Liege, Belgium

Rate the following items for first university (n = 11)

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

Availability of extracurricular activities — 27% | 18% | 55%

Quality of extracurricular activities — 18% | 36% | 45%
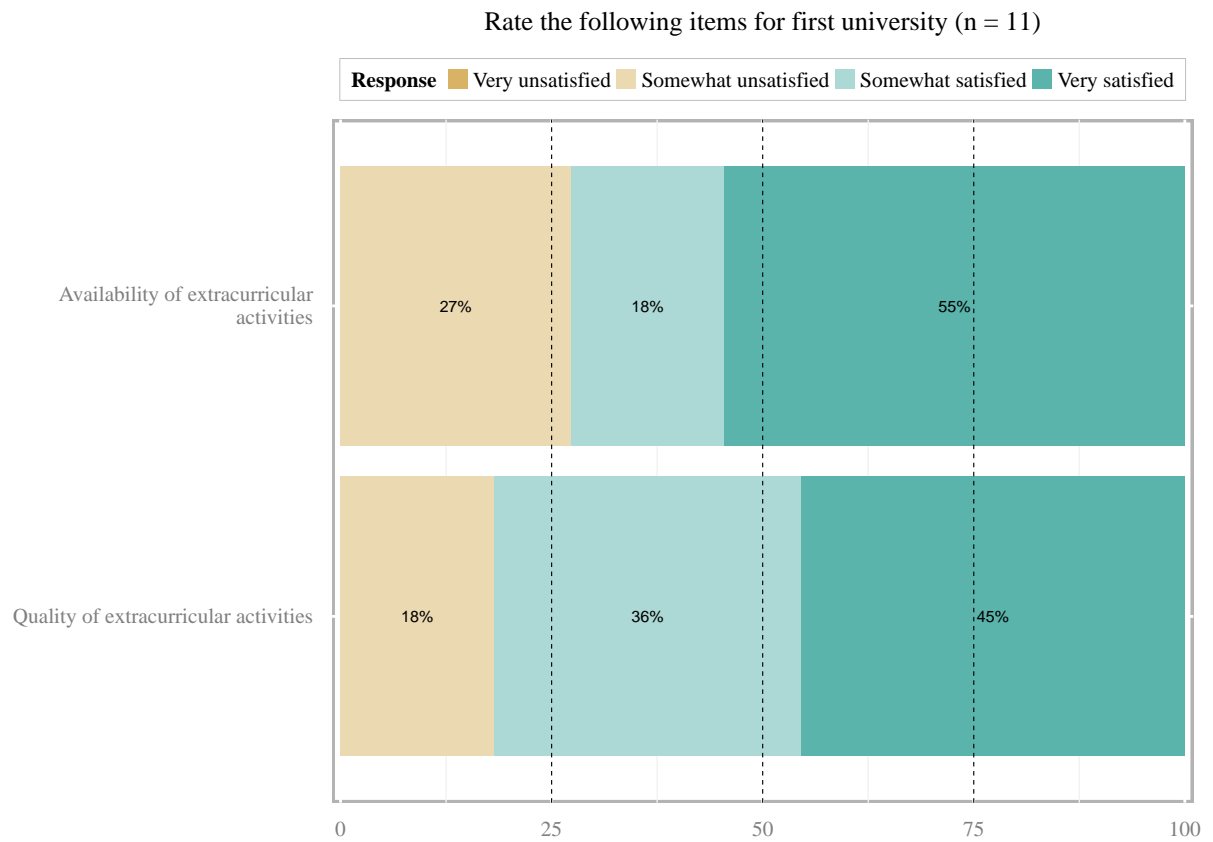
# 4 Assessment and feedback

We will have some text here.

4.1 Module assessment

Regarding module assessment, students show high level of dissatisfaction across almost all indicators. Specifically, the least satisfaction was shown in "Clarity of evaluation criteria", "Feedback on evaluation results and grades". Both shared the lowest rank in the quartile distribution table with a mean of 2.18. "Clarity of evaluation criteria" was rated very unsatisfied and somewhat unsatisfed by 18% and 55% of students. The data for "Feedback on evaluation results and grades" was 27% and 45% respectively. Students also expressed dissatisfaction in other indicators: "Implementation of recommendations given by students to improve EM course experience" (27%) and "Formalised system by university consortium for students to share opinions and feedback on course (27%). With a mean of 3.18,"Availability of course coordinator to discuss questions or problems related to my studies and mobility experience" was reported the highest level of satisfaction in comparison with other indicators. Fifty five percent of students expressed their high satisfaction with this indicator. Level of dissatisfaction in all indicators at both University of Liege and University of Lorraine were relatively similar, around 18% to 20%.
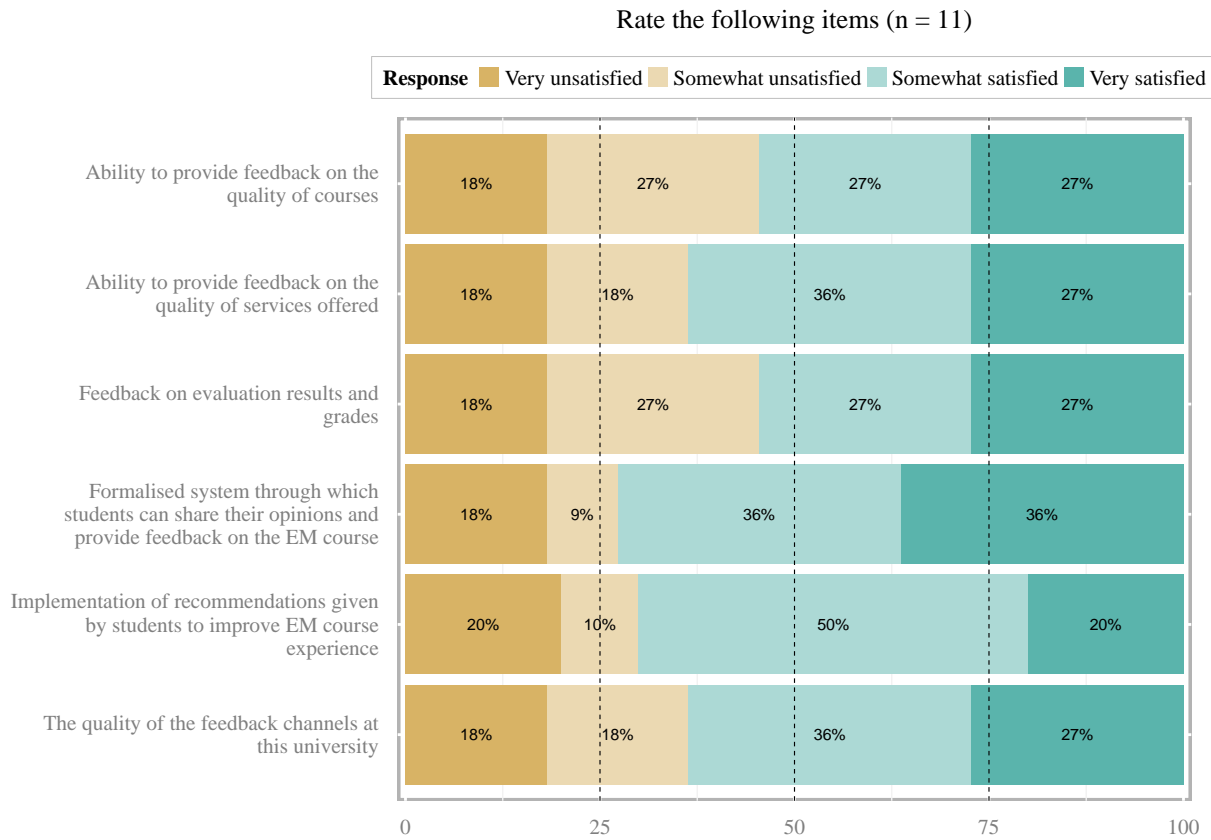
4.1.1 Consortia

Rate the following items
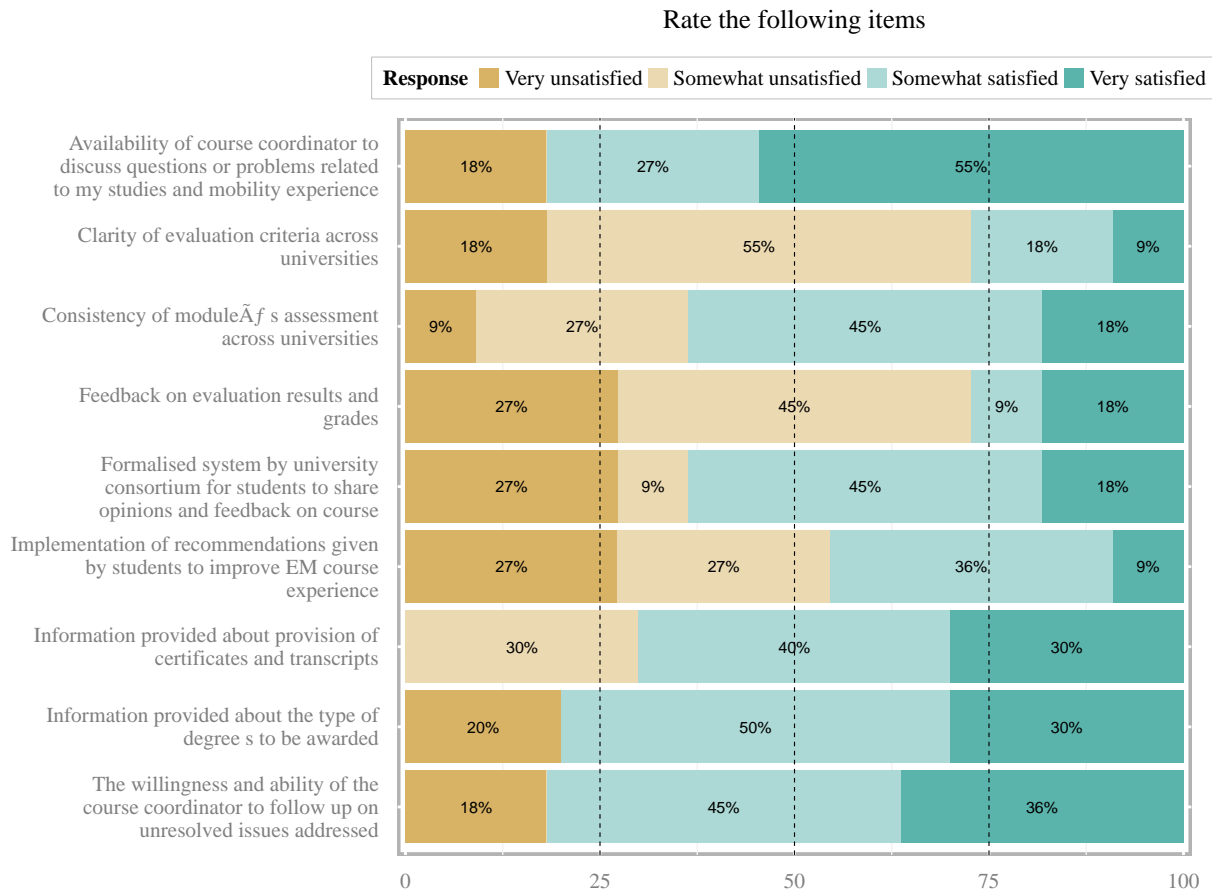
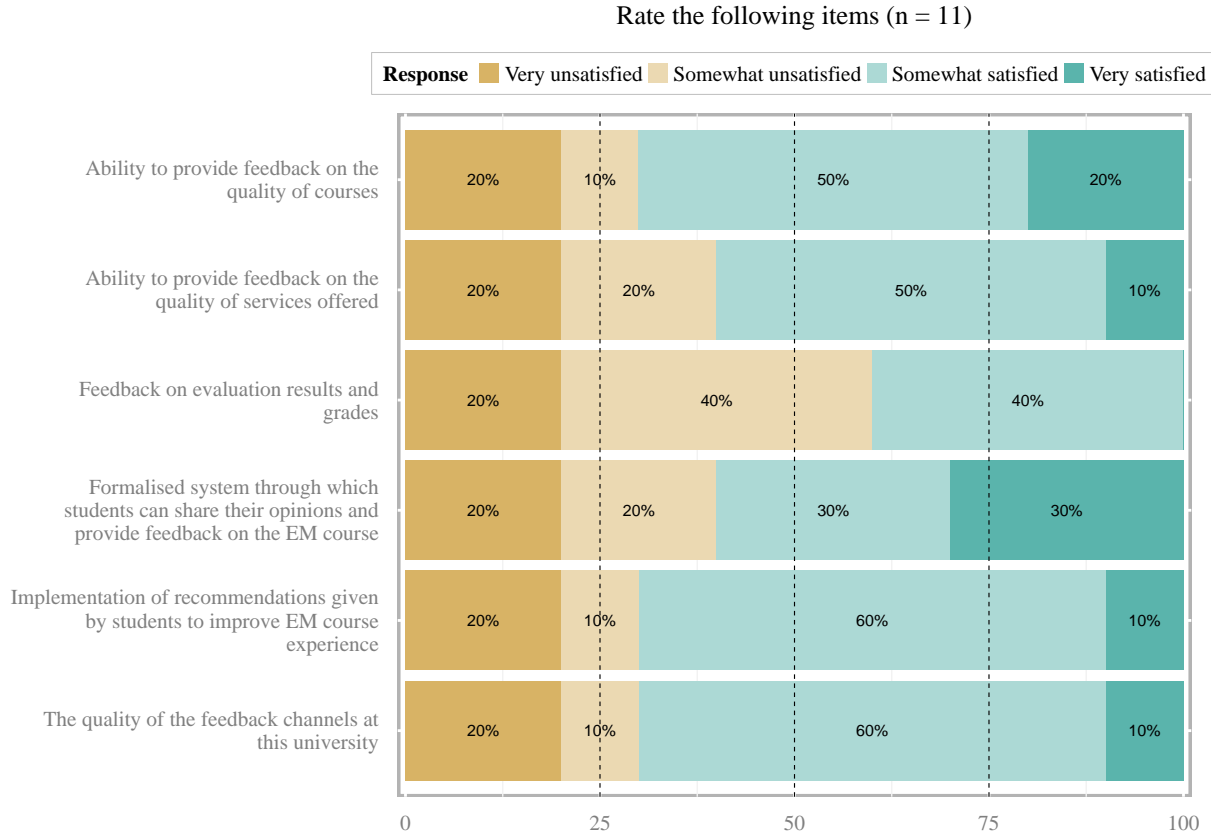|	n	Mean	EM mean	0% - 25%	25% - 50%	50% - 75%	75% - 100%
Availability of course coordinator to discuss questions or problems related to my studies and mobility experience	11	3.18	3.28	2.10 - 3.12	3.13 - 3.33	3.34 - 3.49	3.50 - 3.90
Clarity of evaluation criteria across universities	11	2.18	2.77	1.90 - 2.55	2.56 - 2.79	2.80 - 3.00	3.01 - 3.60
Consistency of moduleÃ<U+0083> s assessment across universities	11	2.73	2.81	1.89 - 2.58	2.59 - 2.79	2.80 - 3.01	3.02 - 3.50
Feedback on evaluation results and grades	11	2.18	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	11	2.55	2.91	1.75 - 2.73	2.74 - 2.97	2.98 - 3.19	3.20 - 3.55
Implementation of recommendations given by students to improve EM course experience	11	2.27	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	11	3.00	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	11	2.90	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	11	3.00	3.23	1.80 - 3.00	3.01 - 3.32	3.33 - 3.47	3.48 - 3.92

Table 4: Summary statistics

4.1.2   University of Liege, Belgium

Rate the following items (n = 11)

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

Ability to provide feedback on the quality of courses
18% | 27% | 27% | 27%

Ability to provide feedback on the quality of services offered
18% | 18% | 36% | 27%

Feedback on evaluation results and grades
18% | 27% | 27% | 27%

Formalised system through which students can share their opinions and provide feedback on the EM course
18% | 9% | 36% | 36%

Implementation of recommendations given by students to improve EM course experience
20% | 10% | 50% | 20%

The quality of the feedback channels at this university
18% | 18% | 36% | 27%

0   25   50   75   100

4.1.3 University of Lorraine, France
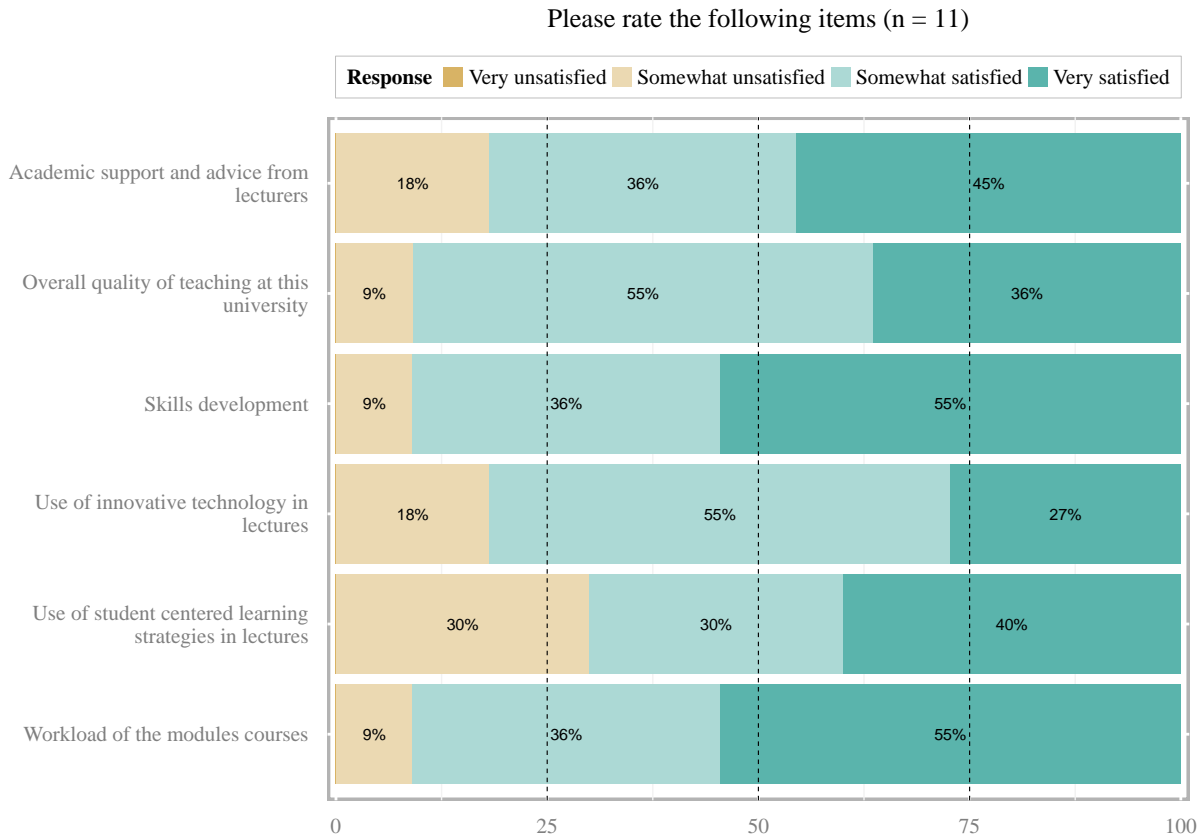
Rate the following items (n = 11)

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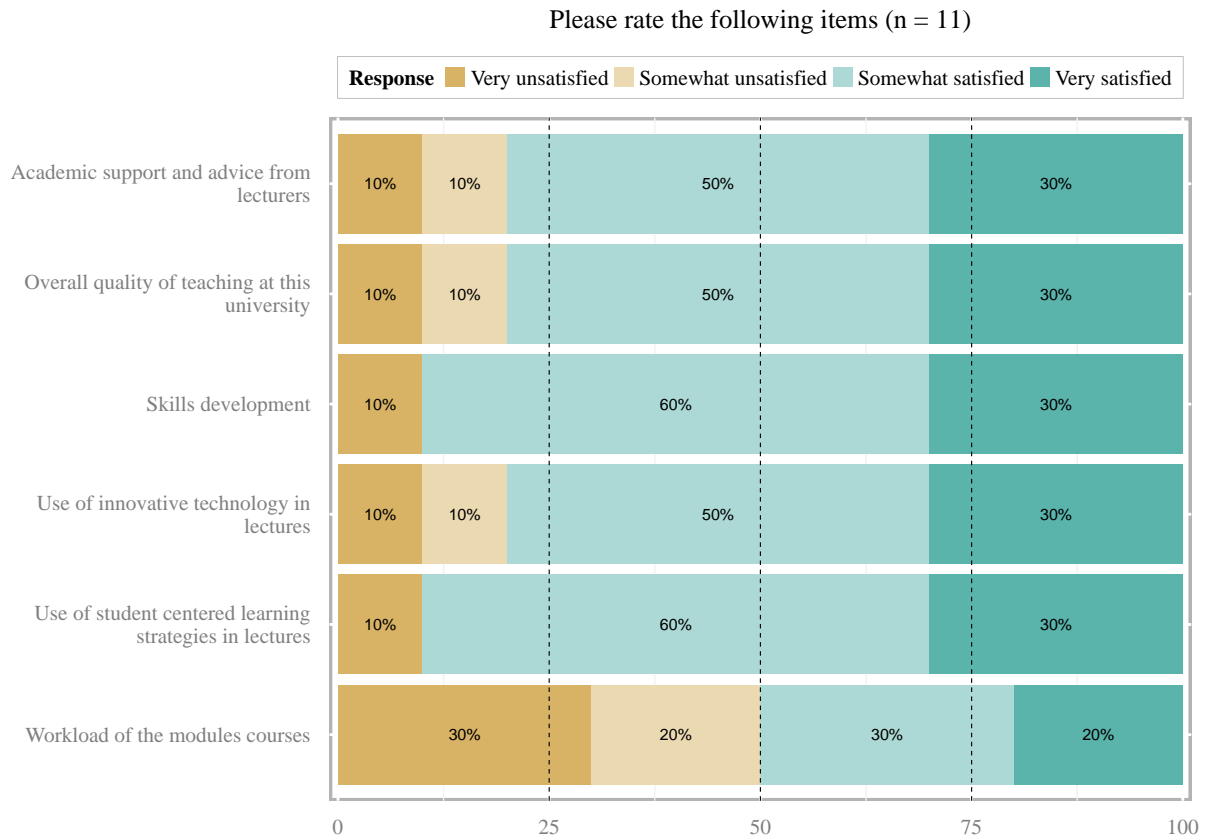
We will have some text here.

5.1   Teaching/learning

At the University of Lorraine, students expressed some levels of dissatisfaction with teaching/learning issue, although the overall feedback is relatively positive. The highest level of dissatisfaction fell into "Workload of the module courses", with 30% being very unsatisfied and 20% being somewhat unsatisfied. Other indicators shared the same rate of students being very unsatisfied (10%) and very satisfied (30%). At the University of Liege, most students satisfied with teaching/learning and supervision issue, with none of them reported it as very unsatisfied. Among all indicators, "Use of student centered learning strategies in lecturers" had the highest proportion of students rating relatively unsatisfied (30%). Meanwhile, "Skills development" and "Workload of the modules courses" had the highest rate for 'being very satisfied' and lowest rate for 'being somewhat unsatisfied', with 55% and 9% respectively for both indicators.

5.1.1   University of Liege, Belgium

Please rate the following items (n = 11)

5.1.2   University of Lorraine, France

Please rate the following items (n = 11)

6   Internship/field experience and personal development

We will have some text here.

7   Acknowledgments

Some concluding remarks