



UNIVERSITÄT  
LEIPZIG

Fakultät für Sozialwissenschaften  
und Philosophie

# Study programs and Course evaluation: Instruments and documentation

**Study visit at the Leipzig University within the Erasmus+ project QFORTE (Leipzig University, 14-16 March 2022)**

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# **Study programs and courses evaluation: Instruments and documentation**

## **Outline**

- 1. Quality Assurance at the Faculty of Social Sciences and  
Philosophy: Goals and Instruments**
- 2. Quality Circle at the Faculty of Social Sciences and Philosophy**
- 3. Quality indicators for study programs and courses evaluation**
- 4. Instruments**
- 5. Reporting procedure**
- 6. Further quality assurance instruments**

# **QUALITY ASSURANCE AT THE FACULTY OF SOCIAL SCIENCES AND PHILOSOPHY: GOALS AND INSTRUMENTS**

## Why a QS-Concept of the Faculty

- ▶ Sound expertise and research at the Faculty in the field of evaluation
- ▶ Large experience with students' surveys and courses evaluation since 2008
- ▶ Very dynamic study program development and need for a specific and differentiated analysis based on students surveys and evaluation
- ▶ Internationalization of various study programs and need for specific quality assurance instruments
- ▶ Need for an QA approach based on the development paradigm (opposed to the controlling paradigm applied for a long time at the Leipzig University)
- ▶ Tradition of subsidiarity and protection of confidence in the field of QA

## Goals of the QS Concept of the Faculty

- ▶ Provision of valuable findings and insights for the continuous further development of study programs and teaching offer
- ▶ Support for teaching staff for continuous further development of courses and development of the didactic profile of lecturers
- ▶ Encouragement and support for a quality culture of reflexion and peer-to-peer exchange, building of peer-to-peer exchange platforms within disciplines
- ▶ Provision of sound data for internal quality assurance mechanisms, such as the teaching report to the rectorate (every two years) or within the process of internal accreditation (every six years)
- ▶ Provision of data and evaluation findings and insights for external quality assurance, such as study program accreditation based on the European Approach (for the Joint Master's programs of the faculty)

## Quality Assurance Instruments

- ▶ Regular study programs evaluation based on students surveys (every two years)
- ▶ International study programs evaluation based on students surveys (every two years)
- ▶ Courses evaluation according to the evaluation plan of the Faculty (up to 2 regular courses per term per lecturer, optional)
- ▶ Incomings surveys (on demand)
- ▶ First-year students surveys (every two years)
- ▶ Further quality assurance instruments (for specific problems and/or questions identified on the basis of regular surveys)

# **QUALITY CIRCLE AT THE FACULTY OF SOCIAL SCIENCES AND PHILOSOPHY**

# Quality Circle





# QUALITY INDICATORS FOR STUDY PROGRAMS AND COURSES EVALUATION

# Quality indicators for Study Programs Evaluation

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Study program concept	Study conditions	Internationality
<ul style="list-style-type: none"><li>▶ Study program goals</li><li>▶ Modular structure und course offering</li><li>▶ Examination concept and examination formats</li><li>▶ Competences Acquirement</li><li>▶ Final thesis</li><li>▶ Didactic Concept</li></ul>	<ul style="list-style-type: none"><li>▶ Study organisation</li><li>▶ Study environment</li><li>▶ Information &amp; Advisory services</li><li>▶ Advisory services and consultations within the discipline</li><li>▶ Consultations by lecturers</li><li>▶ Informationen the website</li><li>▶ Requirements / Workload</li></ul> <p>optional Indicators:</p> <ul style="list-style-type: none"><li>▶ Application &amp; Enrolment</li><li>▶ Stress factors/ stress situation</li><li>▶ General framework</li></ul>	<ul style="list-style-type: none"><li>▶ Internationality of the curriculum</li><li>▶ Study abroad and recognition of study achievements (courses, internships, etc.) from the study abroad</li></ul>

# Quality Indicators for Courses Evaluation

Content	Didactic and teaching competencies	Fairness and contact possibilities	Organisation and general framework
<ul style="list-style-type: none"> <li>▶ Structure of the course</li> <li>▶ Connection to the corresponding module</li> <li>▶ Relevance of the topic</li> <li>▶ Currentness of the topic</li> </ul>	<ul style="list-style-type: none"> <li>▶ Transparenz of teaching and learning goals</li> <li>▶ Transparency of examination requirements</li> <li>▶ Preparation</li> <li>▶ Level of requirements</li> <li>▶ Reading workload</li> <li>▶ Presentation speed, acoustical comprehensibility</li> <li>▶ Active involvement of students</li> <li>▶ Comprehensive imparting of content</li> <li>▶ Literature-/Choice of sources</li> <li>▶ Accompanying material and documents</li> <li>▶ Enhancement offers</li> </ul>	<ul style="list-style-type: none"> <li>▶ Friendly/faire handling</li> <li>▶ Accessibility of teacher out of courses</li> </ul>	<ul style="list-style-type: none"> <li>▶ Space, Equipment</li> <li>▶ Time of the course</li> <li>▶ Accessibility of literature and other courses</li> </ul>

# **INSTRUMENTS: QUESTIONNAIRES**



# Examples of questionnaires: Study program evaluation

**MUSTER**

evasyS Studierendenerhebung Bachelor-Studiengänge SoSe 2021 evasyS

Bitte so markieren:     Bitte verwenden Sie einen Kugelschreiber oder nicht zu starken Filzstift. Dieser Fragebogen wird maschinell erfasst.  
 Korrektur:     Bitte beachten Sie im Interesse einer optimalen Datenerfassung die links gegebenen Hinweise beim Ausfüllen.

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**Herzlich Willkommen**  
 Liebe Student\*innen,

um die Bachelor-Studiengänge an der Fakultät für Sozialwissenschaften und Philosophie weiter verbessern zu können, bitten wir Sie um Feedback durch Beantwortung der folgenden Fragen.

Das Ausfüllen des Fragebogens wird etwa 15 bis 20 Minuten in Anspruch nehmen. Ihre Angaben werden selbstverständlich anonym erfasst und dienen ausschließlich zur Verbesserung des Studiums und zu wissenschaftlichen Forschungszwecken. Ausführliche Informationen, wie Ihre Angaben erfasst und gespeichert werden, finden Sie in unserer Datenschutzerklärung.

Technischer Hinweis: Bitte benutzen Sie beim Ausfüllen des Fragebogens nicht die Vor- und Zurücktasten Ihres Browsers, sondern die „Zurück“ bzw. „Weiter“-Tasten, die im unteren Bereich der Fragebogenseiten angezeigt werden. Vielen Dank.

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**Angaben zum Studium**

Zu welchem Abschluss führt Ihr Studiengang?  Bachelor  Master  Lehramt Staatsexamen  
 (Sollten Sie im Doppelstudium studieren, geben Sie hier bitte zunächst den für Sie primären Studiengang an)  Sonstiger Studiengang

In welchem Bachelor-Studiengang studieren Sie?  
 (Sollten Sie im Doppelstudium studieren, geben Sie bitte zunächst den für Sie primären Studiengang an)

B.A. Kommunikations- und Medienwissenschaft  B.A. Kulturwissenschaften  B.A. Philosophie  
 B.A. Politikwissenschaft  B.A. Soziologie  Studiere in anderem Studiengang

Wie heißt der Studiengang in dem Sie immatrikuliert sind?  
 (Bitte geben Sie den Namen und den Abschluss an, z.B. Bachelor Germanistik)

\_\_\_\_\_

In welchem Fachsemester (FS) studieren Sie?

<input type="checkbox"/> 1. FS	<input type="checkbox"/> 2. FS	<input type="checkbox"/> 3. FS
<input type="checkbox"/> 4. FS	<input type="checkbox"/> 5. FS	<input type="checkbox"/> 6. FS
<input type="checkbox"/> 7. FS	<input type="checkbox"/> 8. FS	<input type="checkbox"/> 9. FS
<input type="checkbox"/> 10. FS	<input type="checkbox"/> 11. FS	<input type="checkbox"/> 12. FS
<input type="checkbox"/> 13. FS	<input type="checkbox"/> >13. FS	

Als was würden Sie sich jetzt einschätzen?  
 Ich fühle mich als...  Vollzeitstudent\*in  Teilzeitstudent\*in  Proformastudent\*in

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**Teilzeit- und Doppelstudium**

Studieren Sie im Parallel-/Doppelstudium oder sind Sie offiziell für ein Teilzeitstudium immatrikuliert? (Mehrfachangabe bei Ja-Optionen möglich)  
 Nein  Ja, studiere im Parallel-/Doppelstudium  Ja, bin offiziell für ein Teilzeitstudium immatrikuliert

Wie heißt der weitere Studiengang, für den Sie im Parallel-/Doppelstudium immatrikuliert sind?  
 (Bitte geben Sie den Namen und den Abschluss an, z.B. Bachelor Germanistik)

\_\_\_\_\_

Welcher Grund hat Sie am stärksten zum Parallel-/Doppelstudium bewogen?  
 (Bitte geben Sie nur den wichtigsten Grund an)

Garantie auf Modulplätze im zweiten Studienfach haben  Später bessere Chancen auf dem Arbeitsmarkt haben  Eigene Interessen & Bedürfnisse besser verwirklichen zu können

Zusätzliche bzw. breitere fachliche Qualifikation erwerben  Sonstiger Grund

Bitte beachten Sie: Die folgenden Fragen des Fragebogens, insbesondere wenn von „Ihrem Studiengang“ die Rede ist, beziehen sich auf den von Ihnen anfangs als primär angegebenen Studiengang, nicht auf den hier angegebenen Zweitstudiengang.

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**Gesamteindruck Studiengang**

Wie zufrieden sind Sie insgesamt mit Ihrem jetzigen Studiengang? gar nicht zufrieden      sehr zufrieden  
 In welchem Maße schätzen Sie Ihren Studiengang als hilfreich für die Verfolgung Ihrer persönlichen Ziele ein? gar nicht hilfreich      sehr hilfreich

**MUSTER**

evasyS Studierendenerhebung Bachelor-Studiengänge SoSe 2021 evasyS

**Gesamteindruck Studiengang** (Fortsetzung)

Hinweis: Sie haben angegeben, das Sie mit Ihrem Studiengang eher zufrieden sind. An Ende der Befragung haben Sie die Möglichkeit, uns Gründe für Ihre Zufriedenheit mitzuteilen.

**Wege ins Studium**

Worauf sehen Sie für sich grundsätzlich den Nutzen eines Hochschulstudiums?

gute Chancen auf ein höheres Einkommen.	trifft nicht zu <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	trifft zu <input type="checkbox"/>
später eine Beschäftigung in der wissenschaftlichen Forschung aufnehmen zu können.	trifft nicht zu <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	trifft zu <input type="checkbox"/>
gute Chancen auf eine Tätigkeit mit hohem sozialen Ansehen.	trifft nicht zu <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	trifft zu <input type="checkbox"/>
meine Vorstellungen und Ideen verwirklichen zu können.	trifft nicht zu <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	trifft zu <input type="checkbox"/>
eine gute wissenschaftliche Ausbildung.	trifft nicht zu <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	trifft zu <input type="checkbox"/>
eine allgemein gebildete Persönlichkeit zu werden.	trifft nicht zu <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	trifft zu <input type="checkbox"/>
anderen Leuten später besser helfen zu können.	trifft nicht zu <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	trifft zu <input type="checkbox"/>
zur Verbesserung der Gesellschaft beitragen zu können.	trifft nicht zu <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	trifft zu <input type="checkbox"/>

In welchem Maße treffen die folgenden Aussagen über das Studieren auf Sie periodic zu?

Ich erwarte eine klare Orientierung, welche Module belegt werden sollen.	trifft nicht zu <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	trifft zu <input type="checkbox"/>
Mir kommt es darauf an, das Studium möglichst rasch abzuschließen.	trifft nicht zu <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	trifft zu <input type="checkbox"/>
Ich erwarte ausreichend Freiraum, um Module nach meinen Interessen und Begabungen belegen zu können.	trifft nicht zu <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	trifft zu <input type="checkbox"/>
Das Studium soll mir Gelegenheiten geben, mich auszuprobieren.	trifft nicht zu <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	trifft zu <input type="checkbox"/>

Was wichtig sind Ihnen im Rahmen Ihres Studiums folgende Dinge ...

der Austausch mit internationalen Studierenden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
die Möglichkeit, ein Auslandsstudium zu absolvieren.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fremdsprachliche Lehrgangangebote.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Einsicht in internationale Forschungsströme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
die Möglichkeit, Sprachkenntnisse zu erwerben und zu vertiefen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
der Austausch mit Lehrenden ausländischer Hochschulen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Studienaufbau und Lehrgangsbau**

Wie zufrieden sind Sie insgesamt mit dem Lehrgangsbau in Ihrem Studiengang? gar nicht zufrieden      sehr zufrieden  
 Haben Sie Vorschläge, wie man an Studienaufbau und -aufbau in Ihrem Studiengang verbessern sollte? (Bitte Stichpunkte angeben)

\_\_\_\_\_

Inwieweit treffen folgende Aussagen auf das Modulangebot in Ihrem Studiengang zu?

Die Veranstaltungen eines Moduls sind inhaltlich gut aufeinander abgestimmt.	trifft nicht zu <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	trifft zu <input type="checkbox"/>
Das thematische Spektrum des Modulangebotes ist ausreichend.	trifft nicht zu <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	trifft zu <input type="checkbox"/>
Das Modulangebot bietet ausreichende Möglichkeiten für eine fachliche Spezialisierung.	trifft nicht zu <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	trifft zu <input type="checkbox"/>
Die Anzahl der pro Modul angebotenen Plätze reicht aus.	trifft nicht zu <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	trifft zu <input type="checkbox"/>
Alle im Studienaufbau vorgesehenen Module werden auch tatsächlich angeboten.	trifft nicht zu <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	trifft zu <input type="checkbox"/>

Gibt es in Ihrem Studiengang Module, die aus Ihrer Sicht überarbeitungsbedürftig sind?  
 Welche Module Ihres Studiengangs sind aus Ihrer Sicht überarbeitungsbedürftig? (Bitte Stichpunkte angeben)

\_\_\_\_\_

**MUSTER**

evasyS Studierendenerhebung Master-Studiengänge SoSe 2021 evasyS

**Rückblick vorheriges Studium** (Fortsetzung)

Haben Sie zurückblickend Ihre Zufriedenheit mit dem Studiengang, der Sie für den jetzigen Master-Abschluss qualifiziert hat? gar nicht zufrieden      sehr zufrieden

Haben Sie über den zuvor besprochenen Studiengang hinaus in anderen Studiengängen studiert?  Ja  Nein

Wie viele Fachsemester (FS) haben Sie insgesamt vor Ihrem jetzigen Studiengang studiert? (Den zuvor benannten Studiengang ausgeschlossen)

<input type="checkbox"/> 0 FS	<input type="checkbox"/> 2 FS	<input type="checkbox"/> 3 FS
<input type="checkbox"/> 1 FS	<input type="checkbox"/> mehr als 3 FS	

Haben Sie ein oder mehrere Studiengänge abgeschlossen? (Berichte sich auf alle Studiengänge auf der von jetzigen an den zuvor genannten aufzählenden Studiengang, Mehrfachangabe möglich)  
 Nein, nicht abgeschlossen  Ja, mit Bachelor-Abschluss  Ja, mit Master-Abschluss  Ja, mit Diplom-Abschluss  Ja, mit einem sonstigen Abschluss (inkl. Abschluss im Ausland)

Ja, mit Lehramt-Staatsexamen  Ja, mit Magister-Abschluss  Ja, mit einem anderen Abschluss  
 Ja, mit einem Kirchlichen Examen  Ja, mit einer Promotion  Ja, mit einem sonstigen Abschluss (inkl. Abschluss im Ausland)

Wie stark haben Sie erwogen, mit dem Bachelor-Abschluss direkt in das Berufleben einzutreten? gar nicht erwogen      sehr stark erwogen  
 Haben Sie sich mit Ihrem Bachelor-Abschluss um eine Anstellung beworben?  
 Ja, erfolgreich  Ja, aber erfolglos  Nein

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**Studienaufbau und Lehrgangsbau**

Wie zufrieden sind Sie insgesamt mit dem Lehrgangsbau in Ihrem Studiengang? gar nicht zufrieden      sehr zufrieden  
 Haben Sie Vorschläge, wie man an Studienaufbau und -aufbau in Ihrem Studiengang verbessern sollte? (Bitte Stichpunkte angeben)

\_\_\_\_\_

Inwieweit treffen folgende Aussagen auf das Modulangebot in Ihrem Studiengang zu?

Die Veranstaltungen eines Moduls sind inhaltlich gut aufeinander abgestimmt.	trifft nicht zu <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	trifft zu <input type="checkbox"/>
Das thematische Spektrum des Modulangebotes ist ausreichend.	trifft nicht zu <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	trifft zu <input type="checkbox"/>
Das Modulangebot bietet ausreichende Möglichkeiten für eine fachliche Spezialisierung.	trifft nicht zu <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	trifft zu <input type="checkbox"/>
Die Anzahl der pro Modul angebotenen Plätze reicht aus.	trifft nicht zu <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	trifft zu <input type="checkbox"/>
Alle im Studienaufbau vorgesehenen Module werden auch tatsächlich angeboten.	trifft nicht zu <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	trifft zu <input type="checkbox"/>

Gibt es in Ihrem Studiengang Module, die aus Ihrer Sicht überarbeitungsbedürftig sind?  
 Welche Module Ihres Studiengangs sind aus Ihrer Sicht überarbeitungsbedürftig? (Bitte Stichpunkte angeben)

\_\_\_\_\_

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**Studiengangspezifische M.A. Communication Management**

Unter welchen Sie die angestrebte Ziele, die durch das Studium in Ihrem Studiengang erreicht werden sollen.

In welchem Maße fördert aus Ihrer Sicht der Studienaufbau und das Lehrgangsbau im M.A. Communication Management das Erreichen der folgenden Ziele?  
 Einei andererseits Kenntnisse der Bedingungen, Instrumente, Methoden, Medien, Verfahren und Regeln des Kommunikationsmanagements und von Strategien in diesem Bereich. gar nicht      sehr stark

Befähigung zu systematischer Analyse, Planung, Organisation und Evaluation von Organisationsstrukturen und darauf basierender Managementprozessen. gar nicht      sehr stark

- ▶ Regular student surveys in bachelor's and master's degree programs
- ▶ In this survey, students are asked about various aspects of the following three topics, which are based on the quality objectives: study program concept, study conditions and internationality

# Examples of questionnaires: Study program evaluation

**MUSTER**

Study programme evaluation MA Global Studies

Bitte so markieren:     Bitte verwenden Sie einen Kugelschreiber oder nicht zu starken Filzstift. Dieser Fragebogen wird maschinell erfasst.  
 Korrektur:     Bitte beachten Sie im Interesse einer optimalen Datenerfassung die links gegebenen Hinweise beim Ausfüllen.

**Prolog**

Dear Students,  
 in order to improve the quality and attractiveness of the Master's programme 'Global Studies', we kindly ask you to answer the following questions. The questionnaire will take you up to **15 minutes** to complete.

About your privacy: Participation in this survey is voluntary. Your data will be collected anonymously and will only be used to improve the Global Studies programme. By your participation, you allow us to store and use your statements anonymously for these purposes. In our privacy policy you can read in detail how your data will be anonymized and stored. [Link](#)  
 Note: Please do not use the back-button of your browser during completion of the survey. To go to the previous page, use the 'back'-button on the following pages.

**Details of your studies**

In which Master's programme are you currently enrolled?  
 (Multiple answers possible)  
 Global Studies  Other Master's programme

Please specify:

Sorry, but the survey is designed for students in the MA Global Studies and you have selected a different programme. Please click on "Next" to finish the survey or "Back" to change the selection.

In which semester are you currently enrolled?  
 1st semester  2nd semester  3rd semester  
 4th semester  5th semester  6th semester  
 Higher than 6th semester

At which university did you study in the summer term of 2021?  
 University of Leipzig  London School of Economics and Political Science (LSE)  Roskilde University  
 University of Vienna  University of Wrocław  Ghent University

At which university did you study previously in the framework of the Global Studies programme?  
 (Multiple answers possible, maximum 2)  
 University of Leipzig  London School of Economics and Political Science (LSE)  Roskilde University  
 University of Vienna  University of Wrocław  Ghent University  
 University of California, Santa Barbara  Dalhousie University  Fudan University  
 Jawaharlal Nehru Delhi University  University of Stellenbosch  Macquarie University  
 University of Yaoundé  Otago University

Did you have any problems at the start of your studies at the University of Leipzig?  Yes  No  
 Please specify:

Did you have any problems at the start of your studies at the London School of Economics and Political Science (LSE)?  Yes  No

**MUSTER**

Study programme evaluation MA Global Studies

**Curriculum, courses, procedures (Fortsetzung)**

Important in this questionnaire, we distinguish between courses (seminars, lectures, tutorials, etc. offered within a module) and modules. Students from study places at which courses are equal to modules are asked to ignore the respective questions.

To which extent do the following statements hold true regarding your Master's programme?  
 The courses of a module are well aligned in terms of content? disagree     agree  
 The number of courses offered within a module is sufficient. disagree     agree  
 The programme allows for sufficient concentration on the specific topics so that a research-oriented understanding is possible. disagree     agree  
 In the seminars, sufficient attention is given to research techniques and methods. disagree     agree  
 The requirements for credits in the Master's programme are transparent. disagree     agree

Do you have problems to adapt to your current study place? no problems     strong problems  
 What problems do you have in adapting to your current study place?

In your opinion, to which degree is your Master's programme characterized by ...  
 a clearly recognizable general concept? not at all     very strong  
 high-performance requirements? not at all     very strong  
 a well-designed course structure? not at all     very strong  
 coordination among students? not at all     very strong  
 good relations between students and teaching staff? not at all     very strong  
 overloaded seminars and lectures? not at all     very strong  
 international orientation? not at all     very strong

To which extent is your Master's programme characterized by ...  
 joint application and admission processes? not at all     very strong  
 a structured and integrated curriculum? not at all     very strong  
 harmonized rules for examination and student's performance evaluation? not at all     very strong  
 joint evaluation and feedback mechanisms, additionally to evaluation and feedback tools of the respective study places? not at all     very strong  
 joint events (such as summer and winter schools, graduation ceremony, etc.)? not at all     very strong

How often were lectures or seminars cancelled in your Master's programme in the current semester? never     very often

To which extent do the following statements about the lecturers in your Master's degree hold true?  
 If students make suggestions on comments, the teaching staff take them into account. disagree     agree  
 The lecturers also talk about their current research projects in the courses. disagree     agree  
 I get personal advice and guidance from lecturers if necessary. disagree     agree  
 The results of written tests, examinations or essays are explained in an understandable way. disagree     agree  
 The accessibility of the teaching staff is good. disagree     agree

If you think back to the summer term of 2021: How many hours did you work per week for your studies?  
 (includes the time for attending classes, reading, learning, preparation/reproducing and working out presentations and papers)

**Master's Thesis (Fortsetzung)**

Have you already started your final thesis (master's thesis)?  Yes, I have started planning my final thesis.  Yes, I'm already working on my final thesis.  No.

In your opinion, to what extent do the following statements apply to the master's thesis?  
 I was able to find a topic for my master thesis without any problems. disagree     agree  
 I was able to find a supervisor for the master thesis without any problems. disagree     agree  
 I feel sufficiently prepared for the work on my master thesis. disagree     agree

**MUSTER**

Study programme evaluation MA Global Studies

**Master's Thesis (Fortsetzung)**

How satisfied are you with the supervision of the master's thesis? very dissatisfied      very satisfied  
 What do you particularly like or dislike about the supervision of your master's thesis?

I dislike:

Have you had any other problems with your master's thesis?

**Stress factors**

How strongly do you feel stressed by the following things?  
 The demands of your study programme not at all     very strongly  
 Course choice and academic orientation not at all     very strongly  
 Administrative issues with the local authorities (visa, residence permit, etc.) not at all     very strongly  
 Public exams not at all     very strongly  
 Your current financial situation not at all     very strongly  
 Competition among students not at all     very strongly  
 Uncertain job prospects not at all     very strongly  
 Political environment in the country you are currently studying in not at all     very strongly

In your opinion, what is particularly stressful with regard to the demands of your study programme?

How strongly did you feel stressed this semester by ...  
 work and concentration problems? not at all     very strongly  
 examination anxiety? not at all     very strongly  
 financial problems? not at all     very strongly  
 depressive moods? not at all     very strongly  
 physical illnesses? not at all     very strongly  
 disputes with parents? not at all     very strongly

**General conditions**

How do you finance your studies?  
 (Multiple answers possible)  
 Financial support by parents/family  Financial support by life partner  Financial support by friends/acquaintances  
 BAföG  Student job  Student loan  
 Scholarship  Own savings, investments  Others

Please specify:

- ▶ Survey of students in international master's program Global Studies.
- ▶ This questionnaire was specially designed for the accreditation of the joint-degree Master's program Global Studies, which is primarily focused on the aspect of jointness.

# Examples of questionnaires: Study program evaluation

**MUSTER**

evasys Evaluation Survey "International Studies" Summer 2021

Bitte so markieren:     Bitte verwenden Sie einen Kugelschreiber oder nicht zu starken Filzstift. Dieser Fragebogen wird maschinell erfasst.  
 Korrektur:     Bitte beachten Sie im Interesse einer optimalen Datenerfassung die links gegebenen Hinweise beim Ausfüllen.

**Prolog**

Dear Students,  
 In order to improve the quality and attractiveness of the Master's programmes, we kindly ask you to answer the following questions. The questionnaire will take you up to **20 minutes** to complete.

Note: Please do not use the back-button of your browser during completion of the survey. To go to the previous page, use the 'back'-button on the following pages.

**Details of your studies**

In which Master's programme are you currently enrolled?  
 (Multiple answers possible)

Global Studies  European Studies  Global Mass Communication  
 European Integration in East Central Europe  Other Master's programme

Please specify:

**Exit**  
 Sorry, but the survey is designed for students in the faculty's programme and you have selected a different programme. Please click on "Next" to finish the survey or change your selection.

In which semester are you currently enrolled?

1st semester  2nd semester  3rd semester  
 4th semester  5th semester  6th semester  
 Higher than 6th semester

At which university did you study in the summer term of 2021?

University of Leipzig  London School of Economics and Political Science (LSE)  Roskilde University  
 University of Vienna  University of Wrocław  Ghent University

At which university did you study previously in the framework of the Global Studies programme?  
 (Multiple answers possible, maximum 2)

University of Leipzig  London School of Economics and Political Science (LSE)  Roskilde University  
 University of Vienna  University of Wrocław  Ghent University  
 University of California, Santa Barbara  Dalhousie University  Fudan University  
 Jawaharlal Nehru Delhi University  University of Stellenbosch  Macquarie University  
 University of Yaoundé  Otago University

Did you have any problems at the start of your studies at Leipzig?  Yes  No

Please specify:

Did you have any problems at the start of your studies at the London School of Economics and Political Science (LSE)?  Yes  No

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**MUSTER**

**MUSTER**

evasys Evaluation Survey "International Studies" Summer 2021

**Details of your studies (Fortsetzung)**

Please specify:

**Personal previous studies**

When did you complete the degree programme that qualified you for your current Master's degree? (If you qualified through more than one degree programme, please select the most important degree programme from your point of view for this information)

What degree did you earn with the programme of study?  Bachelor's degree  Master's degree  Diploma  Magister  Doctorate

What is the exact name of the degree programme? (Please state the name and the degree, e.g. Bachelor German Studies)

Where did you obtain the degree (e.g. city and country)?

**Overall impression**

Overall, how satisfied are you with your current Master's programme? very dissatisfied       very satisfied

What do you particularly like or dislike about your current Master's programme?  
 I like:

I dislike:

To what extent do you rate your course of study as helpful in pursuing not at all helpful      very helpful of your personal goals?

**Motivation to study**

What were your reasons for enrolling in a Master's programme?

Improve my employability	disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	agree
Improve my learning potential	disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	agree
Prepare for a career in scientific research	disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	agree
The Master's degree is a requirement for my desired profession	disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	agree
Further specialisation and in-depth immersion in the subject	disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	agree
Improve my chances of a future position with high social prestige	disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	agree
Reach a higher level of technical expertise	disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	agree
Get more global networking	disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	agree

Are there other reasons why you have started a Master's programme?  Yes  No

**Motivation to study (Fortsetzung)**

Please specify:

How important are the following things to you in the context of your studies ...

the exchange with international students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the opportunity to study abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
courses taught in foreign languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
insights into international research trends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the opportunity to acquire and deepen your language skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the exchange with lecturers from foreign universities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
acquire intercultural competences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do you see as the basic benefits of a university degree? What I expect from a university degree is ...

good chances of a higher income	disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mostly agree
good chances of a job with high social standing	disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mostly agree
a good scientific education	disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mostly agree
to be able to help other people better later on	disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mostly agree
to have higher earning possibilities in my later professional life	disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mostly agree
to be able to fulfil the requirements for my intended profession	disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mostly agree
to be able to acquire a higher professional competence	disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mostly agree
to be able to take up a career in scientific research later on	disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mostly agree
to be able to realise my ideas and conceptions	disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mostly agree
to become a generally educated person	disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mostly agree
to contribute to the improvement of society	disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mostly agree

**Structure of studies and courses**

Please note: All of the following questions relate to your studies at the location where you studied in the summer term of 2021. Important: In this questionnaire, we distinguish between courses (seminars, lectures, tutorials, etc. offered within a module) and modules. Students from study places at which courses are equal to modules are asked to ignore the respective questions.

To which extent do the following statements hold true regarding your Master's programme?

The courses of a module are well aligned in terms of content	disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	agree
The number of courses offered within a module is sufficient	disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	agree
The programme allows for sufficient concentration on the specific topics so that a research-oriented understanding is possible	disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	agree
In the seminars, sufficient attention is given to research techniques and methods	disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	agree
The credit requirements in the Master's programme are transparent	disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	agree

Do you have problems adapting to your current study place? no problems      strong problems

What problems did you have in adapting to your current study place?

In your opinion, to which degree is your Master's programme characterized by ...

a clearly responsible general concept?	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	very strong
high performance requirements?	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	very strong
a well-designed course structure?	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	very strong
competition among students?	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	very strong
good relations between students and teaching staff?	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	very strong

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**MUSTER**

- ▶ Survey of students in international master's programs.
- ▶ We have developed a new questionnaire to meet the specific characteristics of an international degree program.
- ▶ It contains the specific quality objectives already mentioned as well as questions that are important for an international study program, such as stay abroad or coordination between partners.





# REPORTING PROCEDURE

## Reporting procedure

**Interval: Once in two years**

**Addressee: Study program director**

**Reports for each study program of the faculty**  
(example BA Sociology)

Study program evaluation

**Summary report**

**Descriptive report**

Courses evaluation

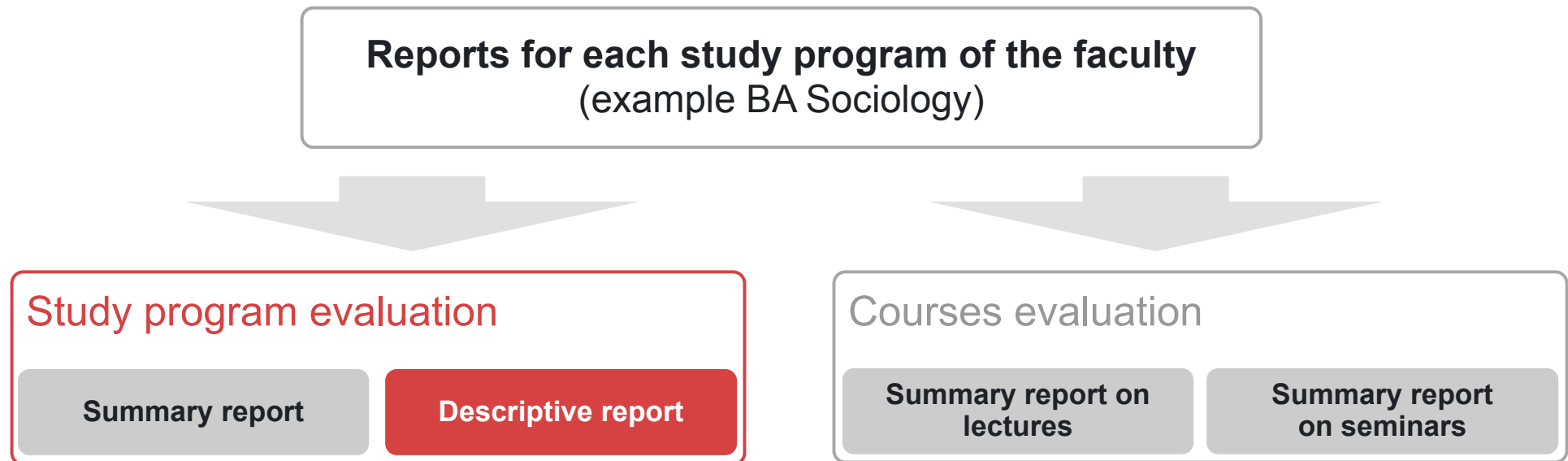
**Summary report on  
lectures**

**Summary report  
on seminars**

- ▶ Within the framework of its quality assurance program, the faculty has set itself the goal of generating well-founded findings for the further development of its study programs
- ▶ The evaluation reports are also the basis for other reports: faculty teaching report, internal certification of degree programs, and external accreditation.

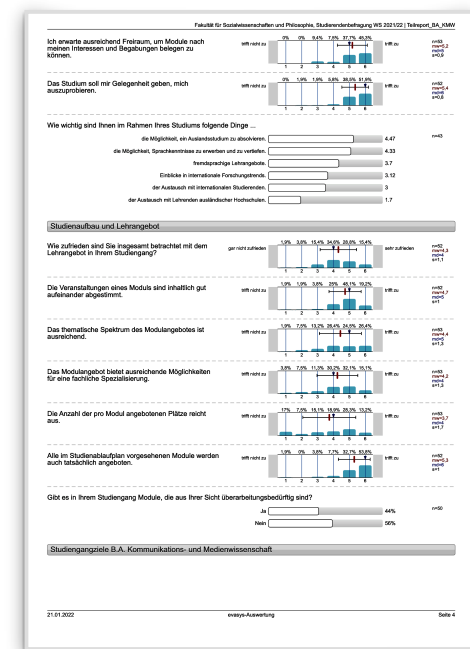
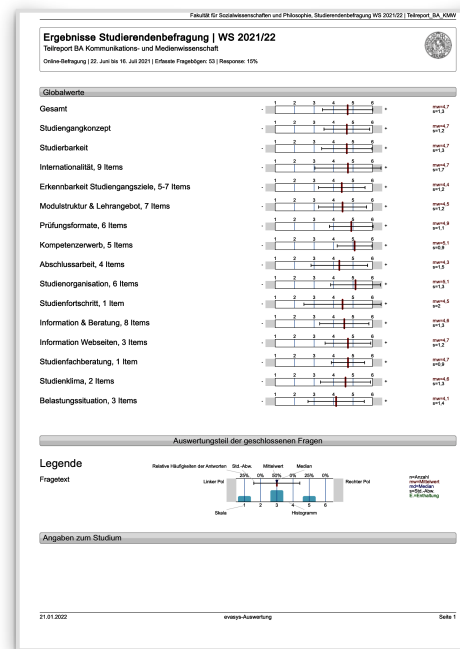
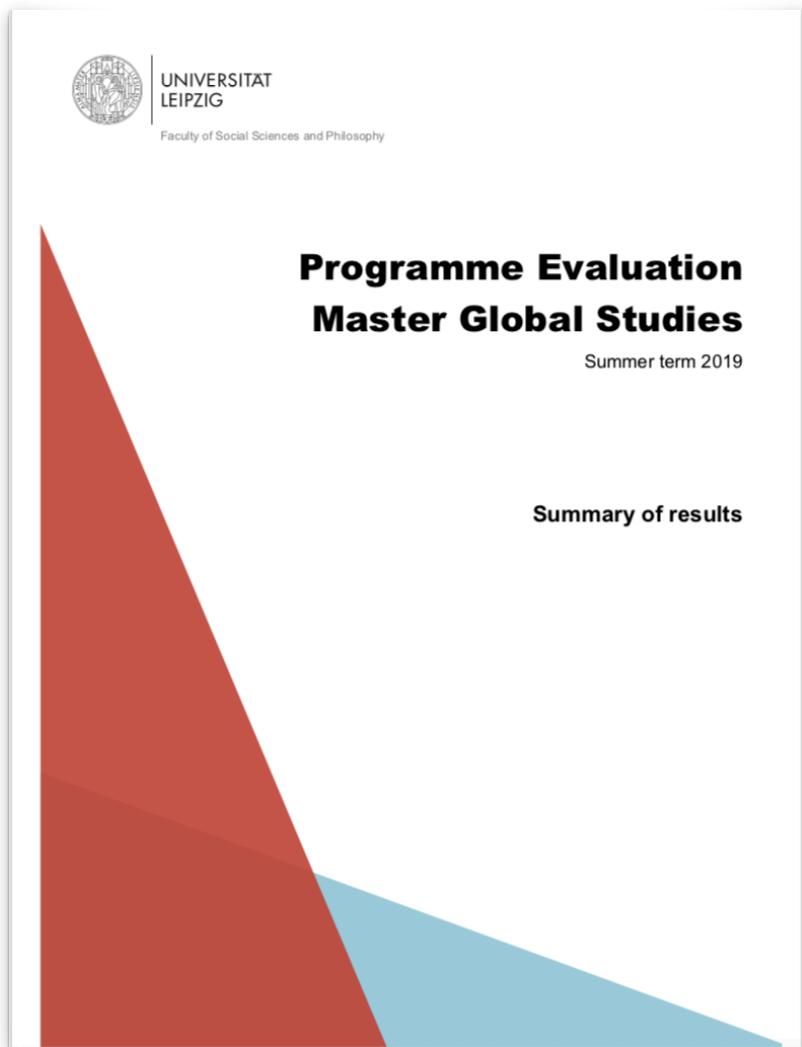
- ▶ The course evaluations provide teachers with comprehensive feedback on how students perceive teaching
- ▶ The results of individual course evaluations are generally confidential.
- ▶ For the interpretation of the results, the study office offers the teachers advice, but relies on the teachers' own responsibility for the evaluation and implementation of changes.

## Examples of reports



- ▶ The study program directors receive this report.
- ▶ It contains all detailed answers in tabular form and as open responses.

# Examples of reports: descriptive report



- ▶ At the beginning you will find the so-called "global values", which are the results for the indicators and the individual categories of the overall quality objectives.
- ▶ This gives the recipients of the report (usually the program directors) a first impression of the students' assessments of the individual categories.
- ▶ In the further course of the report, you will see the results for the individual questions.

## Examples of reports

**Reports for each study program of the faculty**  
(example BA Sociology)

### Study program evaluation

**Summary report**

**Descriptive report**

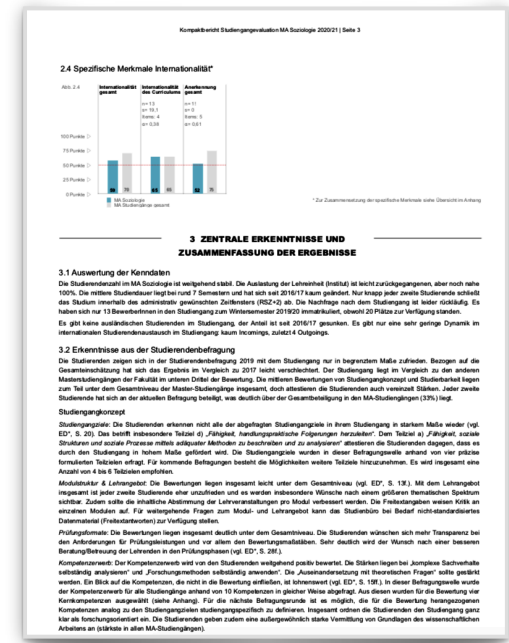
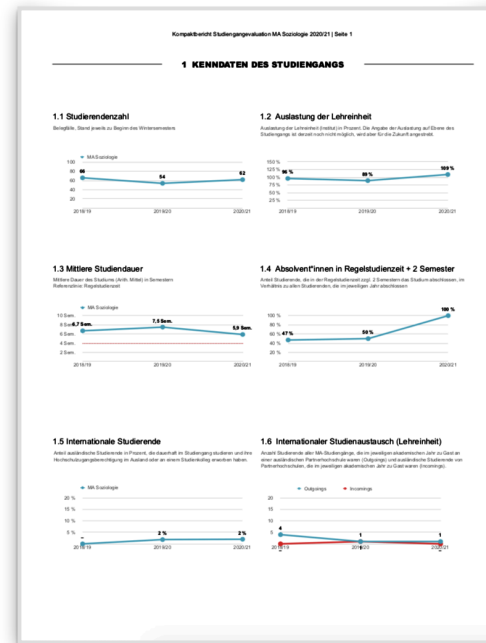
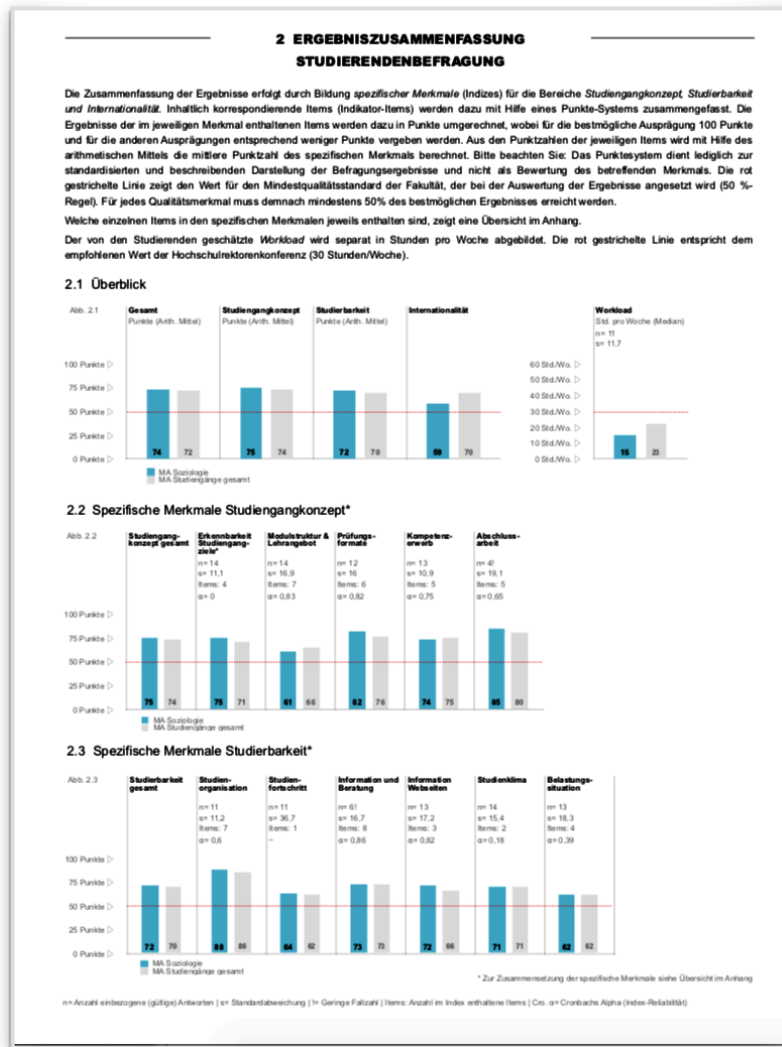
- ▶ This report contains the key data of the study program (duration of studies, graduation rate, percentage of international students, number of students).
- ▶ The focus is on an overview of the results of the specific (quality) characteristics of the study program concept, study conditions and internationality

### Courses evaluation

**Summary report on lectures**

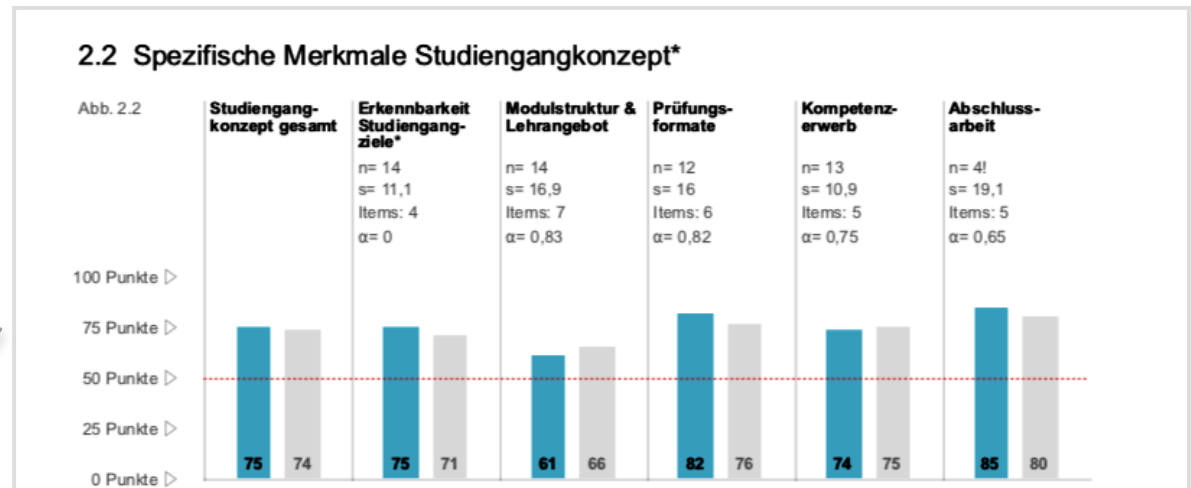
**Summary report on seminars**

# Example of reports: Summary report



- ▶ Three parts: central data, the graphical representation of the specific quality characteristics and evaluation and description of the results
- ▶ Central data: capacity utilization, percentage of graduates related to the enrolled students.
- ▶ It contains a list of items for each of the quality indicators.

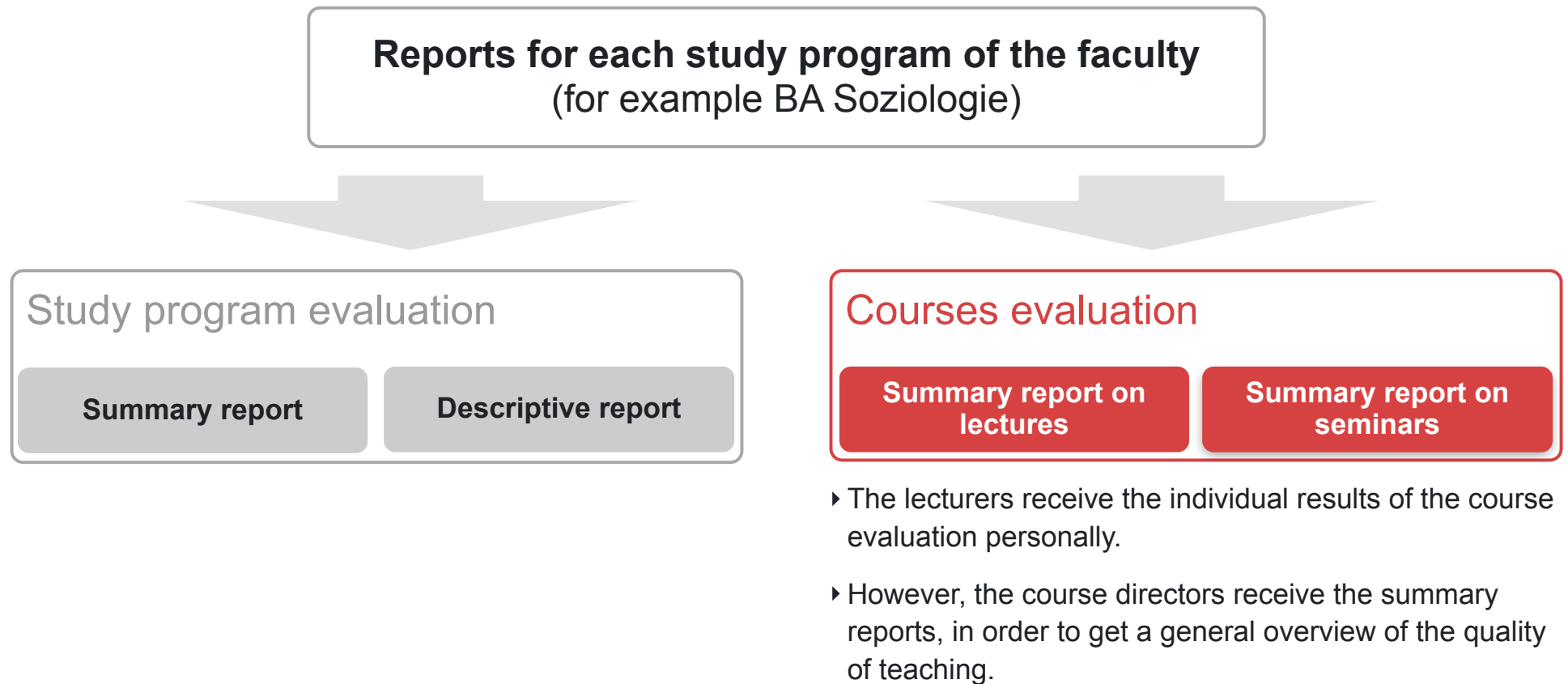
# Example of reports: Summary report



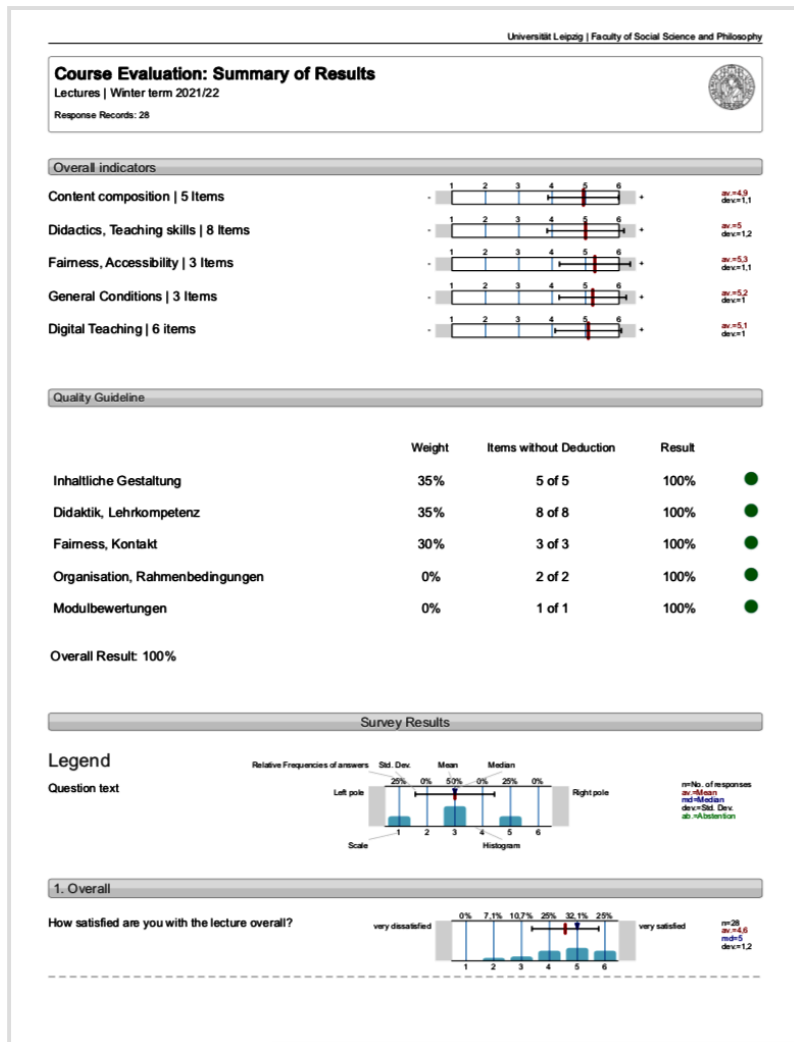
- ▶ The three quality characteristics are shown graphically.
- ▶ The graphic shows the value achieved by the study program and the value of all study programs (=at faculty level).
- ▶ The program directors can see the results of the characteristics and the individual categories at a glance.
- ▶ For the evaluation of the categories, we are guided by so-called "minimum quality standards".
- ▶ Out of a total of 100 points, at least 50% must be achieved in order to meet this standard.



## Examples of reports

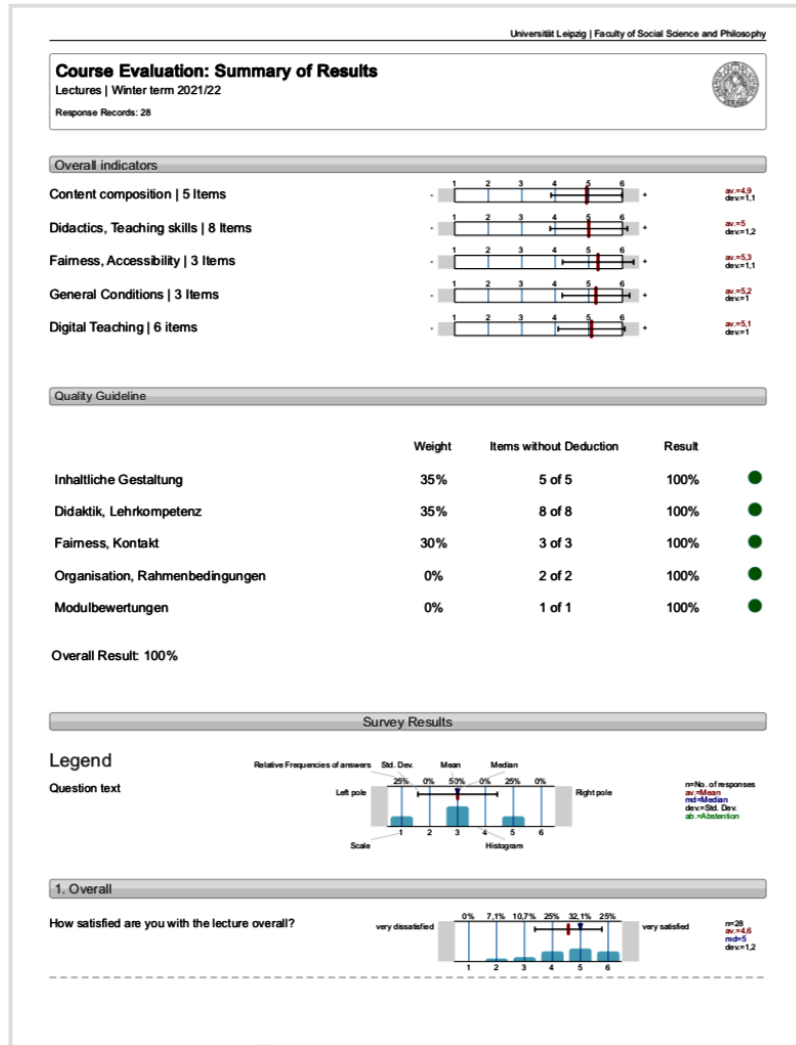


# Summary report on courses: Lectures



- ▶ The report serves both as a compact overview of the most important quality characteristics of teaching, as well as a source for detailed observations
- ▶ The report is based on the structure and layout of the individual reports for teachers, but also includes an evaluation of the quality indicators (content, didactics, fairness/contact).
- ▶ There are no fixed quality standards in the area of teaching evaluation. The guidelines listed are for orientation purposes only.
- ▶ The confidentiality of the teachers' individual results is preserved.
- ▶ Open data will not be listed in the report (data/privacy protection of teachers and students).

# Summary report on courses: Lectures



1 Summary of the indicators



2 Evaluation of the indicators

3 Results in detail



# 3.FURTHER QUALITY ASSURANCE INSTRUMENTS

## Further quality assurance instruments

- ▶ The presented reports offer a good overview and serve as information and guidance for Study program development, but they cannot be used for a detailed analysis of specific problems.
- ▶ In case specific of questions and/or problems related to concrete Study programs the Study program directors can benefit from the use of further quality assurance instruments.

# Further quality assurance instruments: examples

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▶ Detailed reports	Course evaluation
▶ Extended collection and analysis of data	Study program evaluation
▶ Assessment of data for concrete modules	Module evaluation
▶ Topics oriented analysis with advanced statistic methods	Course evaluation and Study program evaluation
▶ Topics oriented guided interviews with students or lecturers	Course evaluation/ Module evaluation/ Study program evaluation
▶ Exchange with other higher education institutions	Study program evaluation
▶ External/peer evaluation	Study program evaluation

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und Philosophie

**Thank you!**

# Summary report on courses: Lectures

Details Indikatoren-Bewertung

Graphische Darstellung des Ergebnisses per Tortendiagramm

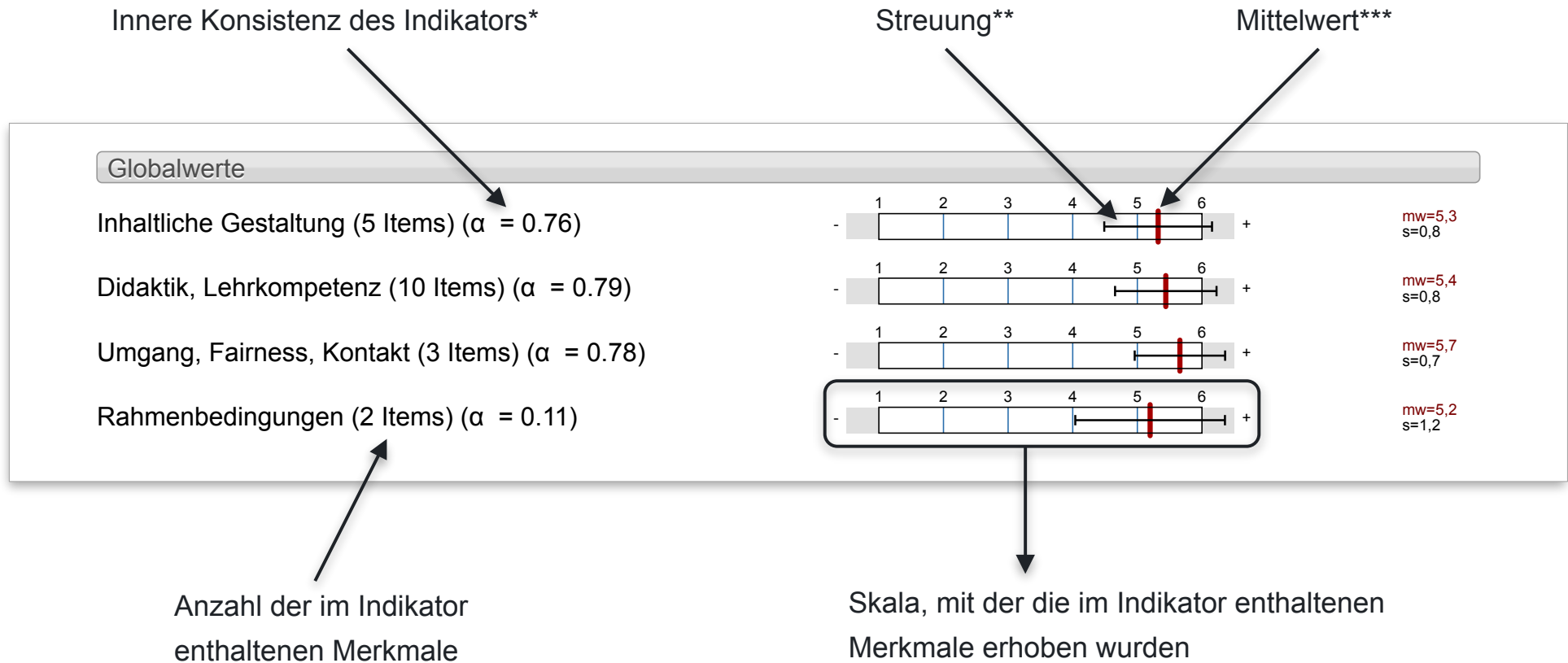
	Gewichtung	Items ohne Abzug	Ergebnis	
Inhaltliche Gestaltung (6 Items)	35%	6 von 6	100%	●
Didaktik, Lehrkompetenz (10 Items)	35%	10 von 10	100%	●
Umgang, Fairness (3 Items)	30%	3 von 3	100%	●
Organisation, Rahmen (3 Items)	0%	3 von 3	100%	●
Modulbewertungen (6 Items)	0%	6 von 6	100%	●
Gesamtergebnis: 100%				

„Organisation, Rahmen“ und „Modulbewertungen“ dienen lediglich zur Information



# Summary report on courses: Lectures

## Details Indikatoren-Zusammenfassung



\* Angabe mittels Chronbachs Alpha | \*\* Standardabweichung | \*\*\* Arithmetisches Mittel