



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

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- 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

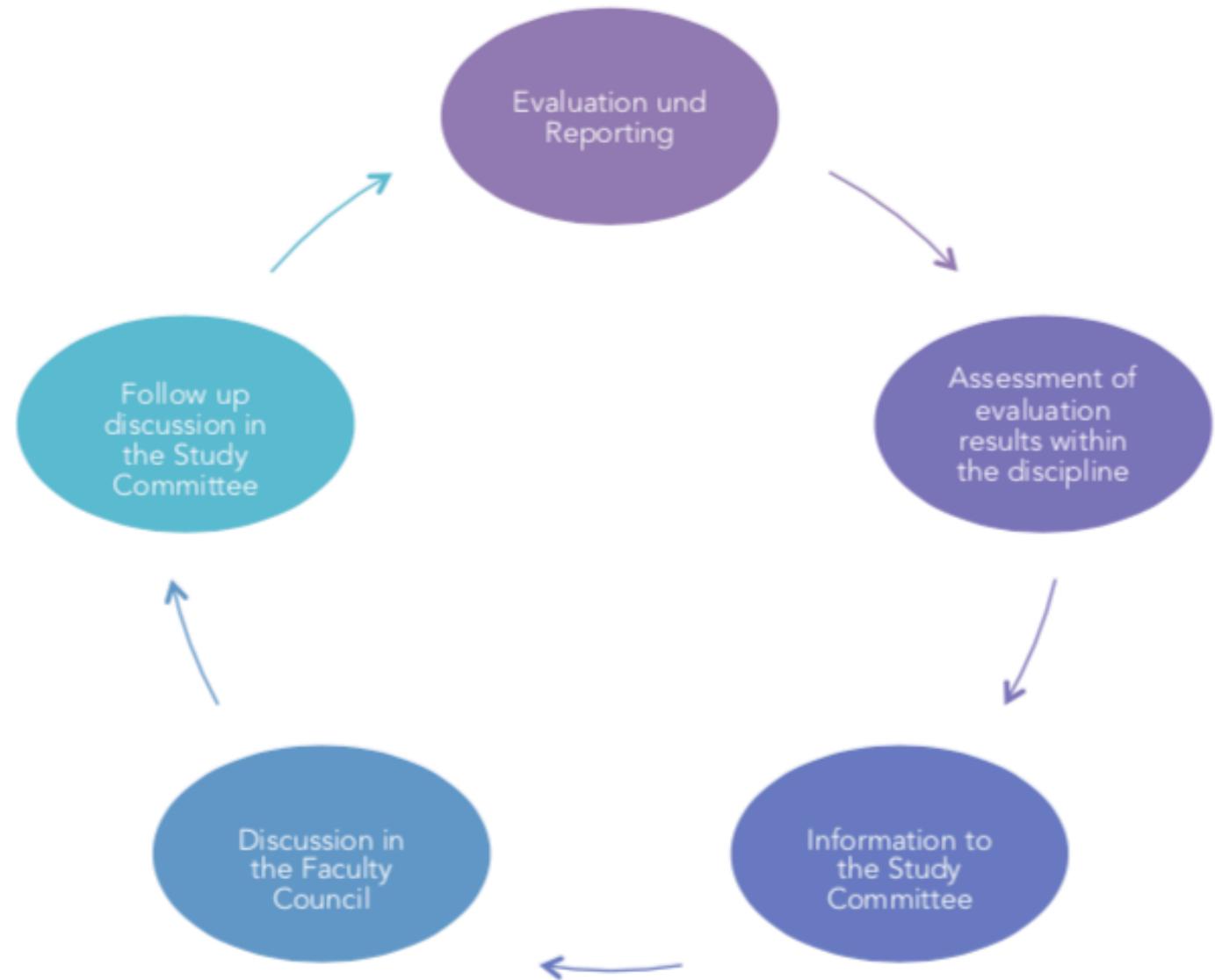
- ▶ Provision of valuable findings and insights for the continuous further development of study programs and teaching offer
- ▶ Support for teaching staff for continuous further development of courses and development of the didactic profile of lecturers
- ▶ Encouragement and support for a quality culture 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

| Study program concept | Study conditions | Internationality |
|---|---|--|
| <ul style="list-style-type: none">▸ Study program goals▸ Modular structure und course offering▸ Examination concept and examination formats▸ Competences Acquirement▸ Final thesis▸ Didactic Concept | <ul style="list-style-type: none">▸ Study organisation▸ Study environment▸ Information & Advisory services▸ Advisory services and consultations within the discipline▸ Consultations by lecturers▸ Informationen the website▸ Requirements / Workload | <ul style="list-style-type: none">▸ Internationality of the curriculum▸ Study abroad and recognition of study achievements (courses, internships, etc.) from the study abroad |

optional Indicators:

- Application & Enrolment
- Stress factors/ stress situation
- General framework

Quality Indicators for Courses Evaluation

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

INSTRUMENTS: QUESTIONNAIRES

Examples of questionnaires: Study Programs Evaluation

EvaSys Studierendenbefragung StudienanfängerInnen WS 2020/21

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.

Willkommen
Liebe Studierende,
Herzlich Willkommen bei der StudienanfängerInnen-Befragung im Wintersemester 2020/21.

Nachdem Sie in den vergangenen Wochen die ersten Studiererfahrungen sammeln konnten, möchten wir gern wissen, wie Sie den Einstieg ins Studium an der Universität Leipzig beurteilen: Was hat Sie dazu bewogen hier zu studieren? Was ist an der Universität Leipzig gut geregelt, was noch verbessерungswürdig? Nur Sie können diese Fragen beantworten. Deshalb bitten wir um Ihr Feedback.

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 Forschungszecken. 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"-und "Weiter"-Tasten, die im unteren Bereich der Fragebögselseiten angezeigt werden. Viele Dank.

Angaben zum Studium

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

| | | |
|------------------------------------|---|---|
| <input type="checkbox"/> Bachelor | <input type="checkbox"/> Lehramt Staatsexamen | <input type="checkbox"/> Master |
| <input type="checkbox"/> Diplom | <input type="checkbox"/> Magister | <input type="checkbox"/> Kirchenexamens |
| <input type="checkbox"/> Promotion | <input type="checkbox"/> Sonstiger | |

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

| | | |
|--|--|--|
| <input type="checkbox"/> B.A. Kommunikations- und Medienwissenschaft | <input type="checkbox"/> B.A. Kulturwissenschaften | <input type="checkbox"/> B.A. Philosophie |
| <input type="checkbox"/> B.A. Politikwissenschaft | <input type="checkbox"/> B.A. Soziologie | <input type="checkbox"/> Anderer Studiengang |

Bitte wählen Sie die Fächer aus, die Sie im Lehramtsstudium studieren. (Angabe von max. 3 Fächern möglich)

| | | |
|---|--------------------------------------|---|
| <input type="checkbox"/> Bildungswissenschaften | <input type="checkbox"/> Biologie | <input type="checkbox"/> Chemie |
| <input type="checkbox"/> Deutsch | <input type="checkbox"/> Englisch | <input type="checkbox"/> Ethik/Philosophie |
| <input type="checkbox"/> Evangelische Religion | <input type="checkbox"/> Französisch | <input type="checkbox"/> Gemeinschaftskunde/Rechtserziehung |
| <input type="checkbox"/> Gemeinschafts-/Rechtserziehung/Wirtschaft | <input type="checkbox"/> Geschichte | <input type="checkbox"/> Griechisch |
| <input type="checkbox"/> Grundschuldidaktiken | <input type="checkbox"/> Informatik | <input type="checkbox"/> Italienisch |
| <input type="checkbox"/> Kunst | <input type="checkbox"/> Latein | <input type="checkbox"/> Mathematik |
| <input type="checkbox"/> Musik | <input type="checkbox"/> Physik | <input type="checkbox"/> Polnisch |
| <input type="checkbox"/> Rehabilitations- und Integrationspädagogik | <input type="checkbox"/> Russisch | <input type="checkbox"/> Sorbisch |
| <input type="checkbox"/> Spanisch | <input type="checkbox"/> Sport | <input type="checkbox"/> Tschechisch |

Hinweis für Lehramtsstudierende: Bitte beziehen Sie Ihre Antworten/Einschätzungen in dieser Befragung nur auf das Lehramtsstudienfach, das Sie an der Fakultät für Sozialwissenschaften und Philosophie studieren (Ethik/Philosophie bzw. Gemeinschaftskunde).

Auf welche Schularbeit Ihr Lehramtsstudienfach ausgerichtet? Grundschule Oberschule Sonderpädagogik
 Gymnasium

Wie heißt der Studiengang, in dem Sie immatrikuliert sind? (Bitte auch den Typ angeben, bspw. "Bachelor Germanistik")

In welchem Fachsemester studieren Sie oben angegebenen Studiengang?

| | | |
|---------------------------------|---------------------------------|----------------------------------|
| <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"/> 14. FS | <input type="checkbox"/> 15. FS |
| <input type="checkbox"/> 16. FS | <input type="checkbox"/> 17. FS | <input type="checkbox"/> ≥18. FS |

Studieren Sie im Parallel-/Doppelstudium oder sind Sie offiziell für ein Teilzeitstudium immatrikuliert? Nein Ja, studiere im Parallel-/Doppelstudium Ja, bin offiziell für ein Teilzeitstudium immatrikuliert

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EvaSys Studierendenbefragung StudienanfängerInnen WS 2020/21

Studienewahl (Fortsetzung)

später eine Berufstätigkeit in der wissenschaftlichen Forschung aufnehmen zu können. trifft nicht zu trifft zu
gute Chancen auf eine Tätigkeit mit hohem sozialen Ansehen. trifft nicht zu trifft zu
sehr gute Chancen auf eine Tätigkeit mit hohem sozialen Ansehen. trifft nicht zu trifft zu
eine gute wissenschaftliche Ausbildung. trifft nicht zu trifft zu
eine allgemein gebildete Persönlichkeit zu werden. trifft nicht zu trifft zu
andere Leuten später besser helfen zu können. trifft nicht zu trifft zu

zur Weiterbildung der Gesellschaft beitragen zu können. trifft nicht zu trifft zu

Welche Gründe waren für Sie bei der Entscheidung für Ihren jetzigen Studiengang ausschlaggebend? (Bitte Stichpunkte angeben)

Was wichtig waren Ihnen die folgenden Gründe bei der Entscheidung für Ihr jetzige Studienfach?

| | |
|---|--|
| <input type="checkbox"/> Spezielle Fachkenntnisse | <input type="checkbox"/> Weiblich |
| <input type="checkbox"/> Eigene Begabung, Fähigkeiten | <input type="checkbox"/> Männlich |
| <input type="checkbox"/> Persönlicher Wissenswert | <input type="checkbox"/> Divers |
| <input type="checkbox"/> Erhöhte berufliche Karrierechancen | <input type="checkbox"/> Motiv kann ich nicht angeben |
| <input type="checkbox"/> Vielfalt der beruflichen Möglichkeiten durch das gewählte Fach | <input type="checkbox"/> In einem Studentenwohnheim |
| <input type="checkbox"/> Fester Berufswunsch | <input type="checkbox"/> Zur Miete in Wohngemeinschaft |
| <input type="checkbox"/> Gute Ausbildung und etwas schwierige Abiturprüfung | <input type="checkbox"/> In eigenem Wohnregenium |
| <input type="checkbox"/> Gute Aussichten, später eine Führungsposition zu erhalten | <input type="checkbox"/> PC / Notebook |
| | <input type="checkbox"/> Tablet-Computer |
| | <input type="checkbox"/> Smartphone |

Warum Sie bei der Wahl Ihres derzeitigen Studiengangs unsicher? Ja Nein

Was waren die Gründe für Ihre Unsicherheit? (Bitte Stichpunkte angeben)

Bewerbung & Immatrikulation

Wie wichtig waren Ihnen die folgenden Gründe bei der Entscheidung für Ihre Universität? sehr unzufrieden sehr zufrieden

Was sollte Ihrer Ansicht nach bei der Organisation und dem Ablauf von Bewerbung & Immatrikulation an der Universität Leipzig verbessert werden? (Bitte Stichpunkte angeben)

Haben Sie sich außer an der Universität Leipzig zugleich auch an anderen Hochschulen beworben? Ja Nein

An wie vielen Hochschulen haben Sie sich zeitgleich um einen Studienplatz beworben? (Ihre Bewerbung an der Universität Leipzig zugekommen)

| | | |
|---|---|--|
| <input type="checkbox"/> 1 Hochschule | <input type="checkbox"/> 2 Hochschulen | <input type="checkbox"/> 3 Hochschulen |
| <input type="checkbox"/> 4 Hochschulen | <input type="checkbox"/> 5 Hochschulen | <input type="checkbox"/> 6 Hochschulen |
| <input type="checkbox"/> 7 Hochschulen | <input type="checkbox"/> 8 Hochschulen | <input type="checkbox"/> 9 Hochschulen |
| <input type="checkbox"/> 10 Hochschulen | <input type="checkbox"/> 11 Hochschulen | <input type="checkbox"/> ≥12 Hochschulen |

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EvaSys Studierendenbefragung StudienanfängerInnen WS 2020/21

Rahmenbedingungen (Fortsetzung)

Wann gehen Sie eine Erwerbstätigkeit neben dem Studium nach? (Mehrfachgabe möglich)
 Während der Studienzeit Während der Ferienzeit (Semesterferien)
Wie viele Stunden gehen Sie während der Vorlesungszeit pro Woche in etwa einer Erwerbstätigkeit nach? (Angabe in Stunden pro Woche)

Stellt Ihre Erwerbstätigkeit einen inhaltlichen Zusammenhang zu Ihrem Studium? Ja Nein

Wie wohnen Sie während der Vorlesungszeit? In einem Studentenwohnheim In einem Wohngemeinschaft Bei den Eltern/Verwandten Zur Miete in Wohngemeinschaft In eigenem Wohnregenium

Welche der folgenden Geräte benutzen Sie? (Mehrfachgabe möglich)
 PC / Notebook Tablet-Computer Smartphone

Soziodemografische Angaben

Geschlecht Weiblich Männlich Divers

Motiv kann ich nicht angeben

In welchem Jahr sind Sie geboren? (Bitte Jahreszahl vierstellig eintragen, bspw. "1987")

Als was würden Sie sich jetzt einschätzen?
 Vollständig Teilstudentin Profamatstudentin
Existiert ein Kind/Kinder? Ja Nein

Mit welcher Note haben Sie das Fach Deutsch im Rahmen Ihrer Hochschulreife (z.B. Abitur) abgeschlossen?

Mit welcher Note haben Sie das Fach Mathe im Rahmen Ihrer Hochschulreife (z.B. Abitur) abgeschlossen?

Welchen höchsten beruflichen Abschluss hat Ihre Mutter?
 Keinen beruflichen Abschluss Lehre bzw. Facharbeiterabschluss Fachobrlehreinstitut, Meister-/Fachtechnikschule, Handelsakademie o.J. Sonstiges Weit nicht

Welchen höchsten beruflichen Abschluss hat Ihre Vater?
 Keinen beruflichen Abschluss Lehre bzw. Facharbeiterabschluss Fachobrlehreinstitut, Meister-/Fachtechnikschule, Handelsakademie o.J. Promotion

Fragebogenabschluss

Hatten oder haben Sie Probleme in Zusammenhang mit dem Studienart, die in der Befragung nicht oder nicht ausreichend berücksichtigt wurden? Wenn ja, welche sind das?

We sind Sie mit der Bearbeitung der Fragen in diesem Fragebogen zufrieden? Ohne Probleme Mit leichteren Problemen Mit starken Problemen

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► Survey of first-year students in the Bachelor's program

► Students are surveyed in the following areas: application and enrollment, satisfaction with the program, study organization, advising, and perceived stress

Examples of questionnaires: Study program evaluation

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Studierendenbefragung Bachelor-Studiengänge SoGe 2021

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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.

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.

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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)

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?
 1. FS 2. FS 3. FS
 4. FS 5. FS 6. FS
 7. FS 8. FS 9. FS
 10. FS 11. FS 12. FS
 13. FS >13. FS

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

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 Zweitstudienfach.

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

STUDIENBEFRAUUNG 2021 - Folie 1/15

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Studierendenbefragung Bachelor-Studiengänge SoSe 2021

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Gesamteindruck Studiengang (Fortsetzung)

Wieviel Zeit benötigen Sie, um Ihr Studiengang eher unzufrieden und Am Ende der Befragung haben Sie die Möglichkeit, uns Gründe für Ihre Unzufriedenheit mitzuteilen.

Wege ins Studium

Was nutzen Sie für sich grundsätzlich den Nutzen eines Hochschulstudiums?

Um von einem Hochschulstudium verschiedene Vorteile zu erwarten:

- gute Chancen auf ein höheres Einkommen.
- später eine Berufstätigkeit in der wissenschaftlichen Forschung aufnehmen zu können.
- gute Chancen auf eine berufliche Karriere mit hohen sozialen Ansehen.
- meine Werbungs- und Ideen verwirklichen zu können.
- eine gute wissenschaftliche Ausbildung.
- eine allgemein gebildete Persönlichkeit zu werden.
- andere Studiengänge zu besuchen.
- zur Verbesserung der Gesellschaft beitragen zu können.

In welchen Maße treffen die folgenden Aussagen über das Studieren auf Sie persönlich zu?

Ich erwarte eine klare Orientierung, welche Module betrieben werden sollen. trifft nicht zu trifft zu
 Mir kommt es darauf an, das Studium möglichst rasch abzuschließen. trifft nicht zu trifft zu
 Ich erwarte ausreichend Freizeit, um Module nach meinen Interessen und Bedürfnissen zu wählen. trifft nicht zu trifft zu
 Das Studium soll mir Gelegenheit geben, mich auszuprobieren. trifft nicht zu trifft zu

Weitwirkend und Ihnen im Rahmen Ihres Studiums folgende Dinge ...

der Austausch mit internationalen Studierenden. 1 2 3 4 5 6
 die Möglichkeit, ein Auslandsstudium zu absolvieren.
 fremdsprachige Sprachen zu erlernen.
 Einblicke in internationale Forschungsstrengs.
 die Möglichkeit, Sprachkenntnisse zu erwerben und zu vertiefen.
 der Austausch mit Lehrenden ausländischer Hochschulen.

Studieneinheit und Lehrangebot

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

In welchem Maße treffen folgende Aussagen auf das Modulangebot in Ihrem Studiengang zu?

Die Voraussetzungen eines Moduls sind aus Ihrer Sicht gut abgestimmt. trifft nicht zu trifft zu
 Das theoretische Spektrum des Modulangebots ist ausreichend. trifft nicht zu trifft zu
 Das Modulangebot bietet ausreichende Möglichkeiten für eine fachliche Spezialisierung. trifft nicht zu trifft zu
 Die Anzahl der pro Modul angebotene Plätze reicht aus. trifft nicht zu trifft zu
 Alle im Studiengang vorgesehene Module werden auch tatsächlich angeboten. trifft nicht zu trifft zu

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

Welche Themen vermissen Sie im Lehrangebot Ihres Studiengangs? (Bitte Stichpunkte angeben)

STUDIENBEFRAUUNG M.A. Kommunikations Management

Unterstützen Sie die folgenden Ziele, die durch das Studium in Ihrem Studiengang erreicht werden sollen.

In welchen Maße fördert aus Ihrer Sicht der Studienaufbau und das Lehrangebot im M.A. Communication Management das Erreichen der folgenden Ziele?

Einen umfassenderen Kenntnis- und Begriffsgang, Methoden, Instrumente, Medien, Verfahren und Praktiken der Kommunikationswissenschaften. gar nicht sehr stark

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

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Studierendenbefragung Master-Studiengänge SoSe 2021

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Rückblick vorheriges Studium (Fortsetzung)

Worin Sie zurückblicken: Wie zufrieden sind Sie insgesamt mit dem Studiengang, den Sie mit dem jetzigen Master-Abschluss qualifiziert hat?

Haben Sie über den zuvor benannten Studiengang noch in anderen Studiengängen studiert?

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

1 FS 2 FS 3 FS
 4 FS 5 FS 6 FS

Haben Sie in dem anderen Studiengang abgeschlossen? (Reicht auch ein Studiengang außer derjenigen und den zwei genannten qualifizierenden Studiengang, Abschaffung möglich)

Nein, nicht abgeschlossen Ja, mit Bachelor-Abschluss Ja, mit Master-Abschluss
 Ja, mit Lehramt Staatskanzlei Ja, mit Magister-Abschluss Ja, mit Diplom-Abschluss
 Ja, mit einem Kirchlichen Examen Ja, mit einer Promotion Ja, mit einem Abschluss im Ausland

Wie sehr haben Sie meines, mit dem Bachelor-Abschluss direkt in ein Beruf einzutreten? gar nicht erwogen sehr stark erwogen

Haben Sie in dem zweiten Bachelor-Abschluss eine oder mehrere Prüfungen bestanden? Ja, aber erfolglos Nein

Studieneinheit und Lehrangebot

Wie zufrieden sind Sie insgesamt betrachtet mit dem Lehrangebot in Ihrem Studiengang? gar nicht zufrieden sehr zufrieden
 Haben Sie Vorschläge, was 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 Voraussetzungen eines Moduls sind aus Ihrer Sicht gut abgestimmt. trifft nicht zu trifft zu
 Das theoretische Spektrum des Modulangebots ist ausreichend. trifft nicht zu trifft zu
 Das Modulangebot bietet ausreichende Möglichkeiten für eine fachliche Spezialisierung. trifft nicht zu trifft zu
 Die Anzahl der pro Modul angebotene Plätze reicht aus. trifft nicht zu trifft zu
 Alle im Studiengang vorgesehene Module werden auch tatsächlich angeboten. trifft nicht zu trifft zu

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

Welche Themen vermissen Sie im Lehrangebot Ihres Studiengangs? (Bitte Stichpunkte angeben)

STUDIENBEFRAUUNG M.A. Kommunikations Management

Unterstützen Sie die folgenden Ziele, die durch das Studium in Ihrem Studiengang erreicht werden sollen.

In welchen Maße fördert aus Ihrer Sicht der Studienaufbau und das Lehrangebot im M.A. Communication Management das Erreichen der folgenden Ziele?

Einen umfassenderen Kenntnis- und Begriffsgang, Methoden, Instrumente, Medien, Verfahren und Praktiken der Kommunikationswissenschaften. gar nicht sehr stark

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

F5200URPNUVQ 21.06.2021, Seite 1/14

- ▶ 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

evaysys

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 improves 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 Wroclaw 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

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34.06.2021 Seite 1/7

MUSTER

Study programme evaluation MA Global Studies

evaysys

Curriculum, courses, procedures [Fortsetzung]

Important! In this questionnaire, we distinguish between courses (seminars, lectures, tutorials, etc. offered within a module) and modules. Students from 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 programme offers a wide range of subjects to choose from? disagree neutral agree
The number of courses offered within a module is sufficient? disagree neutral agree
The programme allows for sufficient concentration on the specific topics of interest? disagree neutral agree
In the seminars, sufficient attention is given to research techniques and methods? disagree neutral agree
The requirements for credits in the Master's programme are transparent? disagree neutral agree

Do you have problems to adapt to your current study place? no problems few 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 recognizable general concept? not at all neutral very strong
high performance requirements? not at all neutral very strong
a well-structured study structure? not at all neutral very strong
competition among students? not at all neutral very strong
good relations between students and teaching staff? not at all neutral very strong
seminars/tutorials/lectures? not at all neutral very strong
international orientation? not at all neutral very strong

To which extent is your Master's programme characterized by ...

joint application and admission processes? not at all neutral very strong
a structured study structure? not at all neutral very strong
homogeneous rules for examination and students' performance evaluation? not at all neutral very strong
joint evaluation and feedback mechanisms; additionally to evaluations and feedback from the professor? not at all neutral very strong
joint events (such as summer and winter schools, graduation ceremony, etc.)? not at all neutral very strong

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

To which extent do the following statements about the lectures in your Master's degree hold true?

If students make suggestions on comments, the teaching staff take them into account? disagree neutral agree
The lectures also talk about their current research projects in the courses. disagree neutral agree
I get personal advice and guidance from lectures if necessary. disagree neutral agree
The results of the exams, examinations an essays are explained in an understandable way. disagree neutral agree
The accessibility of the teaching staff is good. disagree neutral 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

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, I haven't started my final thesis.

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 neutral agree
I was able to find a supervisor for the master thesis without any problems. disagree neutral agree
I feel sufficiently prepared for the work on my master thesis. disagree neutral agree

F161BUEPRL0V0

24.06.2021 Seite 5/7

MUSTER

Study programme evaluation MA Global Studies

evaysys

Master's Thesis [Fortsetzung]

How satisfied are you with the supervision of the master's thesis? very dissatisfied dissatisfied neutral satisfied very satisfied

What do you particularly like or dislike about the supervision of your master's thesis?

I like:

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 neutral very strong
Course offerings and choice of modules not at all neutral very strong
Administrative issues with the local authorities (Visa, residence permit etc.) not at all neutral very strong
Your financial situation not at all neutral very strong
Competition among students not at all neutral very strong
Uncertain job prospects not at all neutral very strong
Political environment in the country you are currently studying in not at all neutral very strong

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 administration problems? not at all neutral very strong
examination anxiety? not at all neutral very strong
financial problems? not at all neutral very strong
depressive moods? not at all neutral very strong
paperwork? not at all neutral very strong
disputes with parents? not at all neutral very strong

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 pb Student loan
 Scholarship Own savings, investments Others
Please specify:

F161BUEPRL0V0

24.06.2021 Seite 6/7

- ▶ 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 | 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.

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:

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?
(Multiple answers possible)

University of Leipzig London School of Economics and Political Science (LSE) Roskilde University
 University of Vienna University of Wroclaw 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 Wroclaw 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 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 | evasys

Details of your studies [Fortsetzung]
Please specify:

Review of 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

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 about your current Master's programme?

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 Improve my earning potential
 Prepare for a career in scientific research
 The Master's degree is a requirement for my desired profession
 Further my studies in a foreign environment in the subject
 Improve my chances of a future position with high social prestige
 Reach a higher level of technical expertise
 Get more global networking

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

Motivation to study [Motivation to study] (Fortsetzung)
Please specify:
How important are the following things to you in the context of your studies ...
 2, 3, 4, 5, 6, 7
the exchange with international students the opportunity to study abroad courses taught in foreign languages insights into international research trends the opportunity to acquire intercultural competencies
 the exchange with lecturers from foreign universities acquire intercultural competencies

What do you see as the basic benefits of a university degree? What I expect from a university degree is ...
 good chances of a high social standing mostly agree
 a good job mostly agree
 to be able to help other people better later on mostly agree
 to have higher earning possibilities in my later professional life mostly agree
 to be able to work in a foreign environment in my desired profession mostly agree
 to be able to acquire a higher professional competence mostly agree
 to be able to take up a career in scientific research later on mostly agree
 to be able to realize my ideas and conceptions mostly agree
 to be able to work in an international environment mostly agree
 to contribute to the improvement of society 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. A module is a group of courses that are offered together and are equal to modules as far as the respective questions are concerned.
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 agree
 The number of courses offered within a module is sufficient agree
 The programme follows for sufficient consideration the specific topics that a responsible professor underlines in his/her module and in the seminars agree
 In the seminars, sufficient attention is given to research techniques and methods agree
 The credit requirements in the Master's programme are transparent 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?

F5469U0P1PL0V0 15.07.2021, Seite 5/11

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- ▶ 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.

Examples of questionnaires: Course Evaluation

| Global Indicators: | | Content composition Fairness, Accessibility | Didactics, teaching skills General Conditions | Module ratings |
|---|--|---|--|----------------|
| EvaSys | Course Evaluation VL-St-19/20-en Muster | | | |
| UL, Fakultät für Sozialwissenschaften und Philosophie | Institute: 06.6_SozioLOGIE | Electric Paper | | |
| WS 2019/20 LV-0-X-YYYY Vorlesung | Title of the lecture | | | |
| Lecturer: Dr. Maxi Abendroth | Co-Lecturer: |  | | |
| Mark as shown: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Please use a ball-point pen or a thin felt tip. This form will be processed automatically. | | | | |
| Correction: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | |
| Dear Students, The above listed lecture is to be evaluated with the help of this questionnaire. The lecturer(s) would be delighted if you were to share your impressions and experiences from the class by answering the following questions. You are also very welcome to make further comments and suggestions for changes in the free space at the end of the questionnaire. Your feedback will of course be anonymised and handled confidentially, to be used exclusively for evaluation purposes. | | | | |
| 1. Overall How satisfied are you with the lecture overall? <input type="checkbox"/> very dissatisfied <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> very satisfied To what extent do you consider the lecture to be helpful for the fulfilment of your personal goals? <input type="checkbox"/> not helpful at all <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> very helpful How high do you rate the overall level of difficulty in this lecture? <input type="checkbox"/> very low <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> very high | | | | |
| 2. To what extent do you agree with the following statements on the content of the lecture? <input type="checkbox"/> The contents of the lecture follow a logical order and complete each other well. <input type="checkbox"/> disagree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> agree <input type="checkbox"/> The composition of the lecture content is clearly structured. <input type="checkbox"/> disagree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> agree <input type="checkbox"/> The lecture is well adapted to the topic contents of the corresponding module. <input type="checkbox"/> disagree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> agree <input type="checkbox"/> The requirements for taking an exam are transparent. <input type="checkbox"/> disagree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> agree <input type="checkbox"/> The relevance of the topics covered were communicated. <input type="checkbox"/> disagree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> agree <input type="checkbox"/> The literature for the lecture was sensibly selected. <input type="checkbox"/> e KMW *The backgrounds of and relations between ideas, concepts and theories were highlighted. *The lecture refers to current research results. <input type="checkbox"/> KMW only *The lecture refers to actual topics and discussions. <input type="checkbox"/> KMW only | | | | |
| 3. To what extent do you agree with the following statements about the lecturer of the lecture? If there is more than one lecturer for the lecture, your answer should make an overall assessment of all of them. <input type="checkbox"/> The lecturer interacts with the students in a friendly manner. <input type="checkbox"/> disagree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> agree <input type="checkbox"/> can not judge <input type="checkbox"/> The lecturer treats the students fairly. <input type="checkbox"/> disagree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> agree <input type="checkbox"/> can not judge <input type="checkbox"/> The lecturer is easily reachable outside of scheduled sittings (office hours, emails etc.) <input type="checkbox"/> disagree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> agree <input type="checkbox"/> can not judge | | | | |
| 4. To what extent do you agree with the following statements on the didactic structure of the lecture? If there is more than one lecturer for the lecture, your answer should make an overall assessment of all of them. <input type="checkbox"/> The teaching/learning objectives of the lecture were made clear in the first lecture sessions. <input type="checkbox"/> disagree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> agree <input type="checkbox"/> Contents & goals of the course are suitable for the teaching/learning format of a lecture. <input type="checkbox"/> disagree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> agree <input type="checkbox"/> The lecturer appeared well prepared. <input type="checkbox"/> disagree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> agree <input type="checkbox"/> It is important to the lecturer that the students learn something. <input type="checkbox"/> e KMW, e Philosophie *A link was established between the theory and application of the topics covered. | | | | |
| 5. Lecturing pace, Scope of Contents & Readings How would you rate the pacing of the lecture? <input type="checkbox"/> far too slow <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> far too fast How would you rate the scope of contents covered in the lecture sessions? <input type="checkbox"/> much too little <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> far too much How do you find the scope of the reading material for the lecture course? <input type="checkbox"/> much too little <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> far too much | | | | |
| 6. To what extent do you agree with the following statements on the teaching competence of the lecturer in this course? If there is more than one lecturer for the lecture, your answer should make an overall assessment of all of them. <input type="checkbox"/> The lecturer makes the lecture interesting. <input type="checkbox"/> disagree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> agree <input type="checkbox"/> The lecturer can present complex topics in a comprehensive manner. <input type="checkbox"/> disagree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> agree <input type="checkbox"/> The covered contents are backed up by examples. <input type="checkbox"/> disagree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> agree <input type="checkbox"/> The lecturer presents in a manner that allowed one to take good notes. <input type="checkbox"/> disagree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> agree <input type="checkbox"/> The lecturer responds to questions of the students sufficiently. <input type="checkbox"/> disagree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> agree | | | | |
| 7. To what extent do you agree with the following statements about the organisation of the lecture? <input type="checkbox"/> The number of participants is appropriate for a lecture. <input type="checkbox"/> disagree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> agree | | | | |

| EvaSys | | Course Evaluation VL-St-19/20-en Muster | | | |
|--|--|---|--|--|--|
| | | Electric Paper | | | |
| 7. To what extent do you agree with the following statements about the organisation of the lecture? [Fortsetzung] <input type="checkbox"/> The room and technical equipment (size, equipment etc.) were suitable. <input type="checkbox"/> disagree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> agree <input type="checkbox"/> The room in the lecture room was suitable. <input type="checkbox"/> disagree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> agree <input type="checkbox"/> The required literature is available. <input type="checkbox"/> disagree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> agree <input type="checkbox"/> There were sufficient accompanying materials available (notes, transcripts etc.). <input type="checkbox"/> disagree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> agree <input type="checkbox"/> Other helpful materials were offered for a deeper understanding of the topics (readingsheets etc.). <input type="checkbox"/> disagree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> agree <input type="checkbox"/> Are there time overlaps between this lecture and course of other modules in this semester? Yes <input type="checkbox"/> No <input type="checkbox"/> | | | | | |
| 8. Workload, Attendance How many hours approximately have you spent on the preparation and follow-up work (incl. reading) of the lecture in the last 14 days? <input type="checkbox"/> 0 hours <input type="checkbox"/> 1 hour <input type="checkbox"/> 2 hours <input type="checkbox"/> 3 hours <input type="checkbox"/> 4 hours <input type="checkbox"/> 5 hours <input type="checkbox"/> 6 hours <input type="checkbox"/> 7 hours <input type="checkbox"/> 8 hours <input type="checkbox"/> 9 hours <input type="checkbox"/> 10 hours <input type="checkbox"/> >10 hours How would you rate the workload (amount of work/time) for the lecture in general? <input type="checkbox"/> very low <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> very high For what reasons did you choose to attend this lecture? (Multiple answers possible) <input type="checkbox"/> Compulsory course <input type="checkbox"/> Interested in the subject <input type="checkbox"/> Lecturer <input type="checkbox"/> To attend alongside course mates <input type="checkbox"/> To acquire credit points/ certificates <input type="checkbox"/> Timing of the course <input type="checkbox"/> Other reason | | | | | |
| 9. Evaluation of the corresponding module of the lecture How satisfied are you overall with the module that is included in this lecture? <input type="checkbox"/> It was clear to me which professional skills should be enhanced by the module especially. <input type="checkbox"/> disagree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> very satisfied <input type="checkbox"/> The module is sensibly placed in the curriculum. (compulsory module etc.; otherwise very clear). <input type="checkbox"/> disagree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> agree <input type="checkbox"/> These topics were well prepared and fit for the module's aims. <input type="checkbox"/> disagree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> agree <input type="checkbox"/> The amount of workload required to complete the module is appropriate. <input type="checkbox"/> disagree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> agree | | | | | |
| About your studies Which degree are you studying for? <input type="checkbox"/> Bachelor <input type="checkbox"/> Master <input type="checkbox"/> Other subject: (Only if ticked before, please write in print letters and only in the box/field) <input type="checkbox"/> Diploma <input type="checkbox"/> Lehramat <input type="checkbox"/> Lehramat Status: <input type="checkbox"/> Hochschule <input type="checkbox"/> Hochschule, Extern <input type="checkbox"/> Magister <input type="checkbox"/> Magist. <input type="checkbox"/> Magist. Exam <input type="checkbox"/> Promotions, PhD <input type="checkbox"/> Other In which semester are you currently enrolled? <input type="checkbox"/> 1. semester <input type="checkbox"/> 2. semester <input type="checkbox"/> 3. semester <input type="checkbox"/> 4. semester <input type="checkbox"/> 5. semester <input type="checkbox"/> 6. semester <input type="checkbox"/> 7. semester <input type="checkbox"/> 8. semester <input type="checkbox"/> 9. semester <input type="checkbox"/> 10. semester <input type="checkbox"/> 11. semester <input type="checkbox"/> 12. semester Which of these would you describe yourself as? <input type="checkbox"/> Full time student <input type="checkbox"/> Part time student <input type="checkbox"/> Preformer student | | | | | |
| Sociodemographics and further comments Gender <input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Others <input type="checkbox"/> Women not specify Are you raising a child? (This is not about any professional capacity, e.g. not as an educator, childcare etc.) <input type="checkbox"/> Yes <input type="checkbox"/> No | | | | | |
| Do you have any other comments about the lecture that you would like to share with the lecturer? <div style="border: 1px solid black; height: 40px; width: 100%;"></div> | | | | | |

| evasys | | Course Evaluation Version: VL-St-WG21/22-en | | | |
|---|--|---|--|--|--|
| | | evays | | | |
| 7. To what extent do you agree with the following statements about the organisation of the lecture? [Fortsetzung] What of the following digital teaching/learning formats have been used during the lecture? (Multiple answers possible) <input type="checkbox"/> Webinar(e) (e.g. via Zoom, BigBlueButton) <input type="checkbox"/> Audio (e.g. Video, Podcast, Audio/powers) <input type="checkbox"/> Interactive work in groups <input type="checkbox"/> Collaborative work in pairs <input type="checkbox"/> Collaborative work (e.g. via Ehemap/HOOLIE) <input type="checkbox"/> Blackboard sharing via links (e.g. via Moodle, Sakai) <input type="checkbox"/> Other digital teaching/learning formats | | | | | |
| 8. What extent do you agree with the following statements about the digital teaching/learning formats that have been used? The digital teaching/learning formats are appropriate for the number of participants. <input type="checkbox"/> The digital teaching/learning formats are well organised/structured. <input type="checkbox"/> The seminar structure can be achieved with the digital teaching/learning formats. <input type="checkbox"/> The digital teaching/learning formats are user-friendly. <input type="checkbox"/> The requirements of digital teaching/learning formats are transparent. <input type="checkbox"/> The requirements of digital teaching/learning formats are fulfilled for me. <input type="checkbox"/> I am relatively adequately prepared for the digital teaching/learning formats. | | | | | |
| 9. Workload, Attendance How many hours approximately have you spent on the preparation and follow-up work (incl. reading) of the lecture in the last 14 days? <input type="checkbox"/> 0 hours <input type="checkbox"/> 1 hour <input type="checkbox"/> 2 hours <input type="checkbox"/> 3 hours <input type="checkbox"/> 4 hours <input type="checkbox"/> 5 hours <input type="checkbox"/> 6 hours <input type="checkbox"/> 7 hours <input type="checkbox"/> 7 hours <input type="checkbox"/> 8 hours <input type="checkbox"/> 8 hours <input type="checkbox"/> 9 hours <input type="checkbox"/> 9 hours <input type="checkbox"/> >10 hours How would you rate the workload (amount of work/time) for the lecture in general? <input type="checkbox"/> very low <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> very high For what reasons did you choose to attend this lecture? (Multiple answers possible) <input type="checkbox"/> Compulsory course <input type="checkbox"/> Interested in the subject <input type="checkbox"/> Lecturer <input type="checkbox"/> To attend alongside course mates <input type="checkbox"/> To acquire credit points/ certificates <input type="checkbox"/> Timing of the course <input type="checkbox"/> Other reason | | | | | |
| About your studies Which degree are you studying for? <input type="checkbox"/> Bachelor <input type="checkbox"/> Master <input type="checkbox"/> Other subject: (Only if ticked before, please write in print letters and only in the box/field) <input type="checkbox"/> Diploma <input type="checkbox"/> Lehramat <input type="checkbox"/> Lehramat Status: <input type="checkbox"/> Hochschule <input type="checkbox"/> Hochschule, Extern <input type="checkbox"/> Magister <input type="checkbox"/> Magist. <input type="checkbox"/> Magist. Exam <input type="checkbox"/> Promotions, PhD <input type="checkbox"/> Other In which semester are you currently enrolled? <input type="checkbox"/> 1. semester <input type="checkbox"/> 2. semester <input type="checkbox"/> 3. semester <input type="checkbox"/> 4. semester <input type="checkbox"/> 5. semester <input type="checkbox"/> 6. semester <input type="checkbox"/> 7. semester <input type="checkbox"/> 8. semester <input type="checkbox"/> 9. semester <input type="checkbox"/> 10. semester <input type="checkbox"/> 11. semester <input type="checkbox"/> 12. semester Which of these would you describe yourself as? <input type="checkbox"/> Full time student <input type="checkbox"/> Part time student <input type="checkbox"/> Preformer student | | | | | |
| Sociodemographics and further comments Gender <input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Others <input type="checkbox"/> Women not specify Are you raising a child? (This is not about any professional capacity, e.g. not as an educator, childcare etc.) <input type="checkbox"/> Yes <input type="checkbox"/> No | | | | | |
| Do you have any other comments about the lecture that you would like to share with the lecturer? <div style="border: 1px solid black; height: 40px; width: 100%;"></div> | | | | | |

- We have designed a separate questionnaire for each type of course: lecture, seminar and tutorial
- All surveys are conducted online.
- Since the summer semester 2020, so-called **special questionnaires** have been used: integrated block of questions on digital teaching and learning.

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

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

Study program evaluation

Summary report

Descriptive report

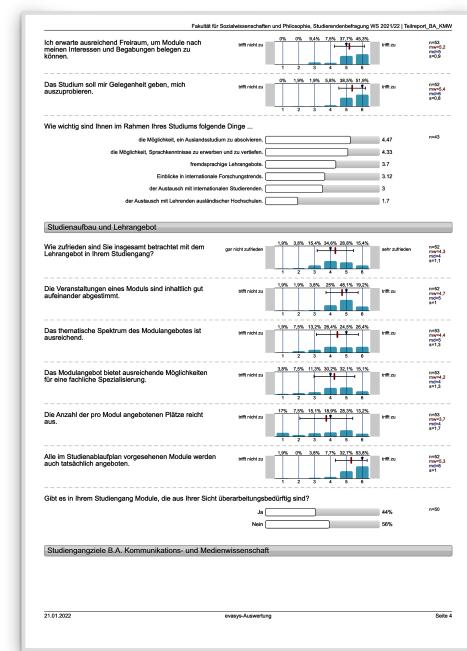
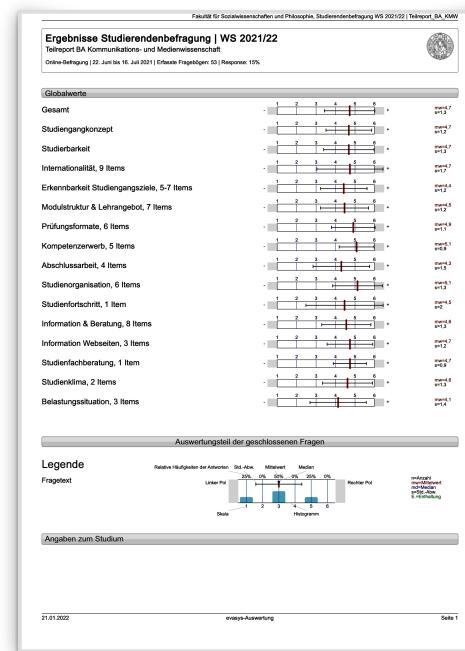
Courses evaluation

Summary report on
lectures

Summary report
on seminars

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

Examples of reports: descriptive report



Examples of reports

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

Study program evaluation

Summary report

Descriptive report

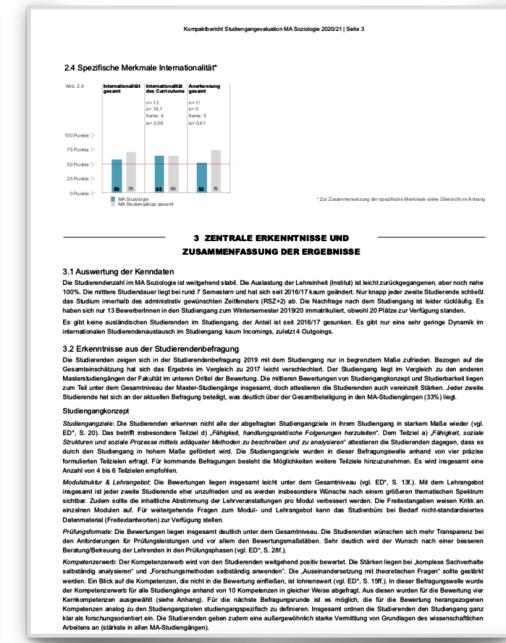
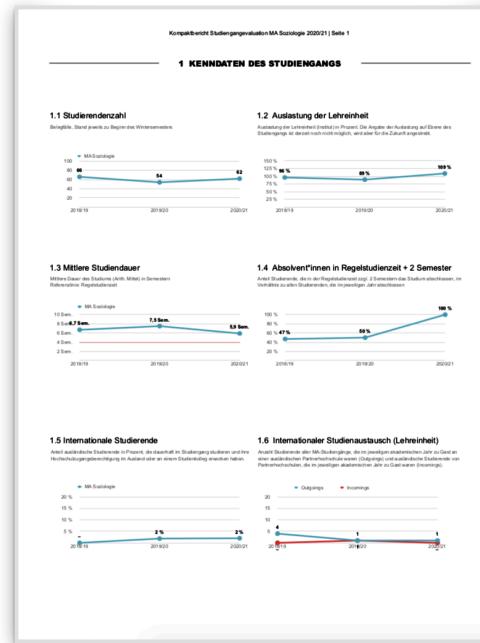
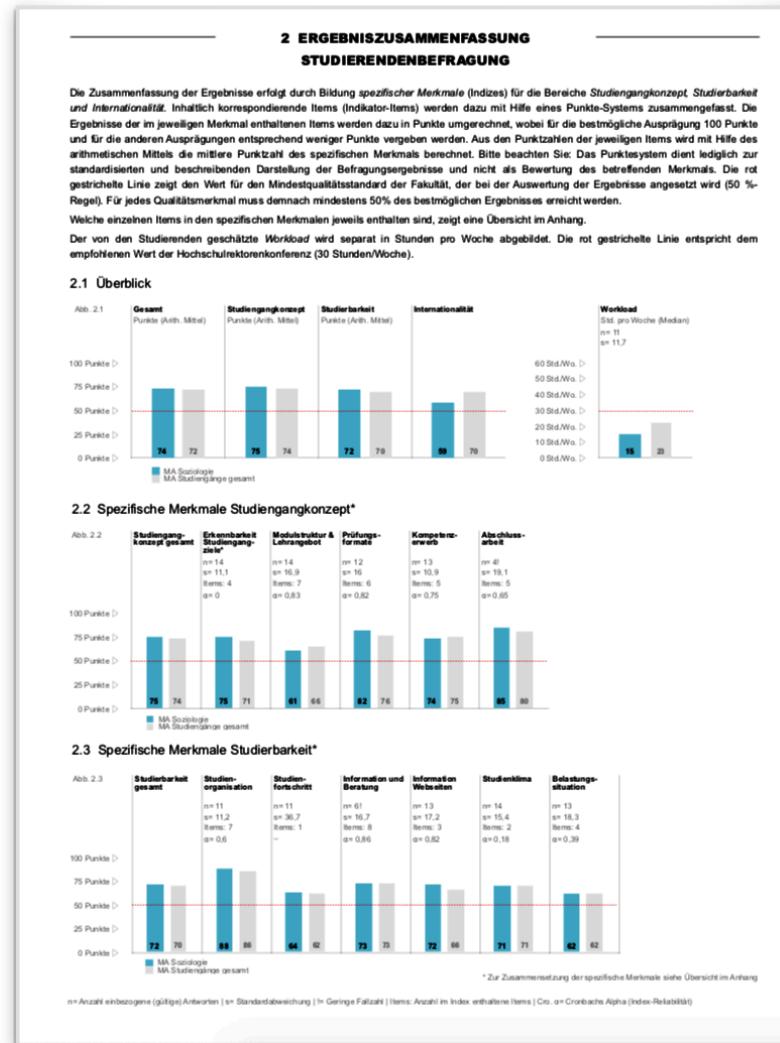
Courses evaluation

**Summary report on
lectures**

**Summary report
on seminars**

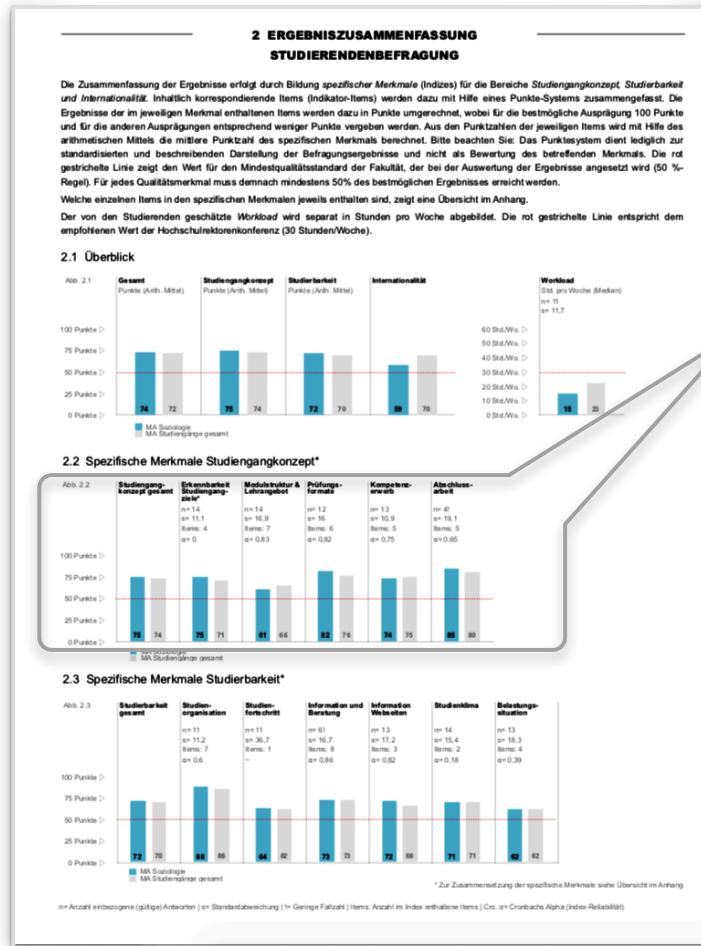
- ▶ This report contains the key data of the study program (duration of studies, graduation rate, percentage of international students, number of students).
- ▶ The focus is on an overview of the results of the specific (quality) characteristics of the study program concept, study conditions and internationality

Example of reports: Summary report



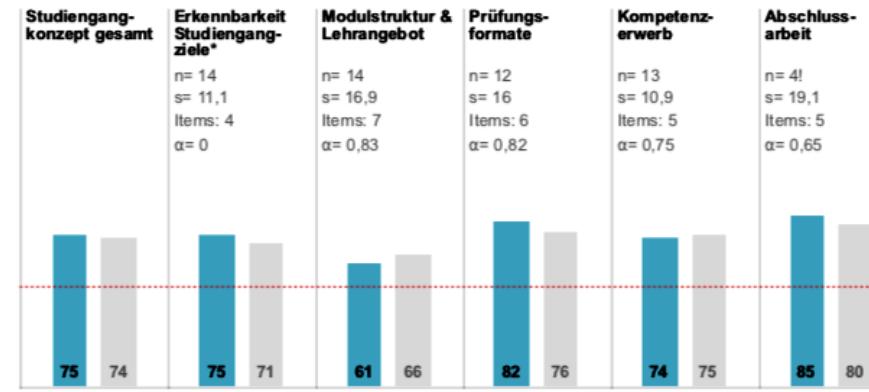
- ▶ Three parts: central data, the graphical representation of the specific quality characteristics and evaluation and description of the results
- ▶ Central data: capacity utilization, percentage of graduates related to the enrolled students.
- ▶ It contains a list of items for each of the quality indicators.

Example of reports: Summary report



2.2 Spezifische Merkmale Studiengangkonzept*

Abb. 2.2



- 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

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

Study program evaluation

Summary report

Descriptive report

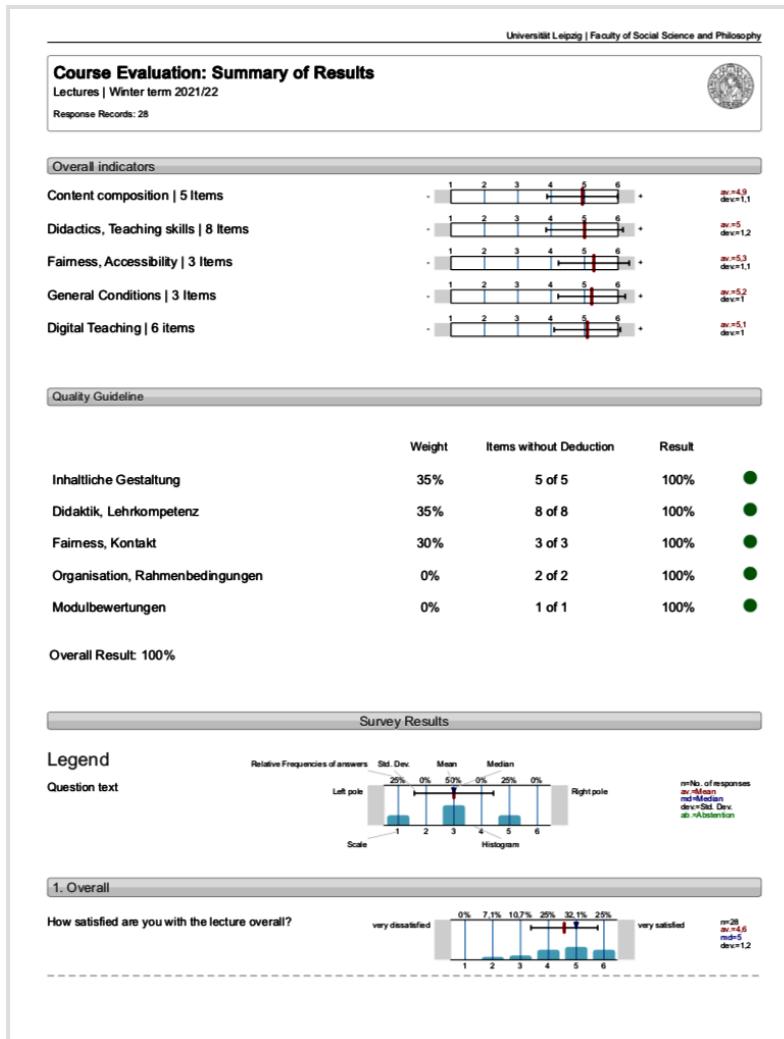
Courses evaluation

Summary report on
lectures

Summary report on
seminars

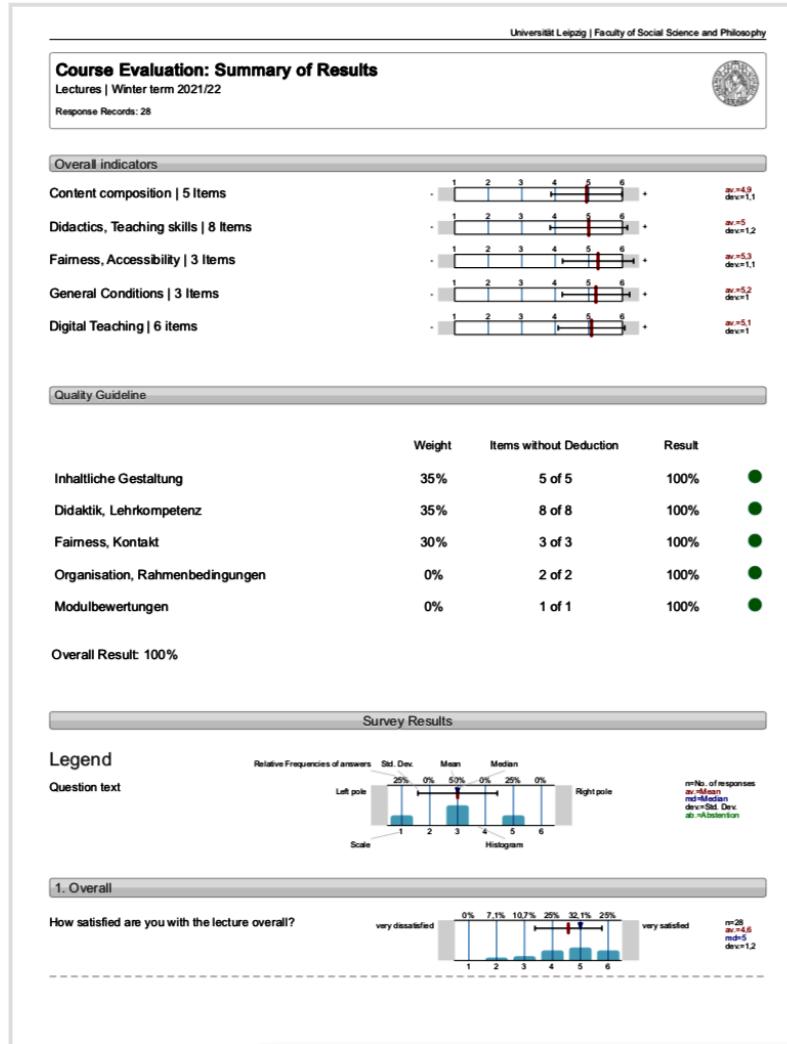
- ▶ The lecturers receive the individual results of the course evaluation personally.
- ▶ However, the course directors receive the summary reports, in order to get a general overview of the quality of teaching.

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 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

| | |
|--|---|
| ‣ 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 |



UNIVERSITÄT
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Fakultät für Sozialwissenschaften
und Philosophie

Thank you!

Summary report on courses: Lectures

Details Indikatoren-Bewertung

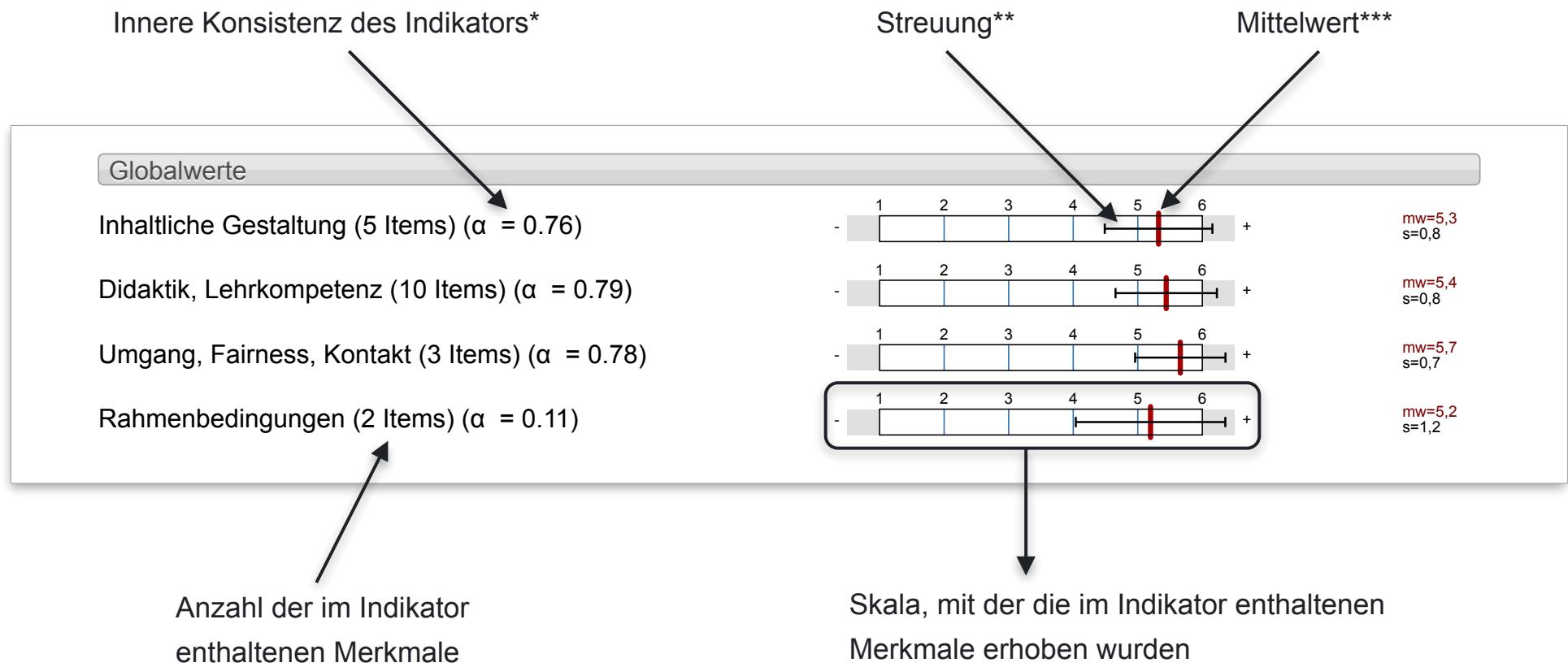
Graphische Darstellung des Ergebnisses per Tortendiagramm

| Qualitätsrichtlinie | | | |
|------------------------------------|------------|------------------|--|
| | 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