



UNIVERSIDADE
NOVA
DE LISBOA

TEACHING QUALITY ASSURANCE SYSTEM

Annual Global Report 2015-2016 Academic Year

TEACHING QUALITY, ACCREDITATION AND EMPLOYABILITY OFFICE

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1. INTRODUCTION

The Teaching Quality at NOVA is provided by the Teaching Quality Assurance System (TQAS), through the executive functions of Teaching Quality Council and support activities of the Teaching Quality, Accreditation and Employability Office, articulated with the Teaching Quality offices of the NOVA's nine Academic Units.

Being the Teaching Quality Assurance a transversal process of NOVA as a university institution, student satisfaction surveys allows the monitoring of the quality perceived by the student regarding the services provided by NOVA, both at the academic level and available resources. The obtained indexes work as indicators that contribute, after its analysis, as an element of continuous improvement in the internal processes and, motivating element for new entrants in the NOVA, at national and international level. Because they are direct inquiries to the student, they reveal, rather than simple numbers, qualitative diagnostic information of the academic course. With this information, the obtaining knowledge about the state of quality of teaching is more easily achieved.

Having as one of the main missions (Articles 1 and 2 of the UNL Statutes, August 26, 2008) a quality service both internally and internationally, it is intended that this report may contribute to achieve these goals. A summary of the Quality of Teaching process in an institution of higher education is shown in Fig.1:

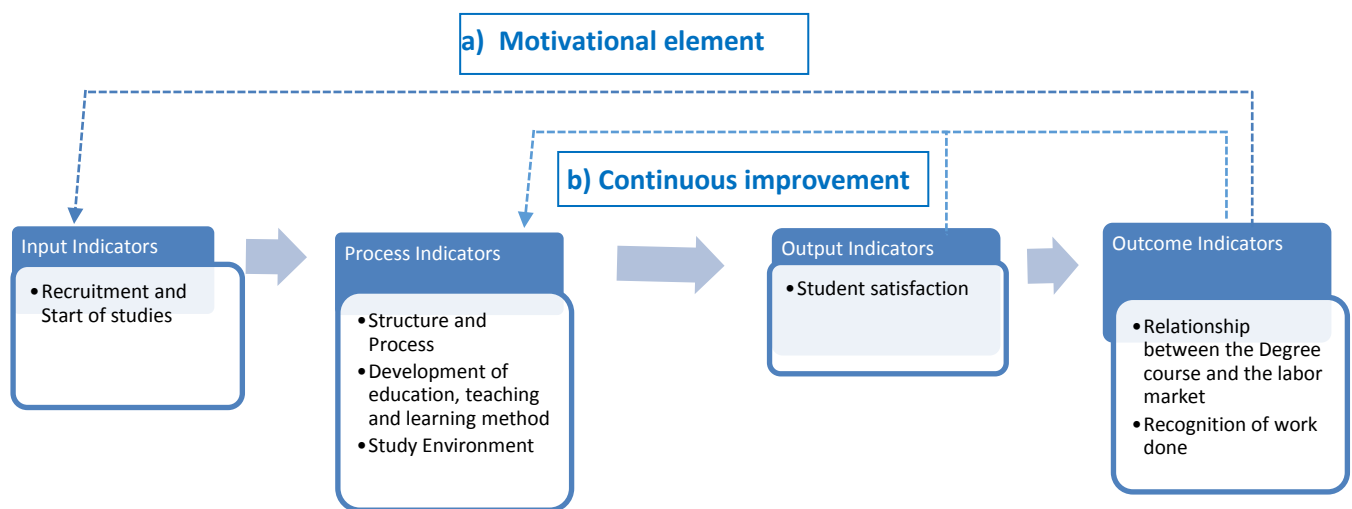


Figure 1. Process of Quality of Teaching in an Institution of Higher Education

The four steps of the process could be explained by the definitions above:

- Input indicators-Indicators of student demand and qualification.
- Process Indicators - They reflect the support processes at the University. They reflect the human, financial, and physical resources involved in supporting institutional programs, activities, and services.
- Output Indicators - They reflect the results of students' perception of the quality of the University. They should be collected in the evaluation and monitoring process, for example, in this case, through the student satisfaction surveys about their curricular units.
- Outcome indicators - Indicators intended to reflect results or changes, as a result of participation in the University's teaching programs. They should be carefully developed to clearly identify the type of change to be measured and to ensure that the proposed results are feasible.

2. METHODOLOGY

Evaluation of Teaching Quality is being achieved by applying a questionnaire to students, focused on Curricular Units, and reporting the results at the level of Curricular Unit, Study Cycle and Academic Unit.

Table 1. Questions included in the survey of students' satisfaction for teaching quality

Academic Year 2015/2016	
Students satisfaction survey	
A) Content and objectives	Q1. I understood the contents of curricular unit
	Q2. The objectives were clearly explained by the teacher(s)
	Q3. I think I have achieved the intended objectives
B) Teaching Methodology	Q4. The teaching methodologies used, contributed to my learning
C) Available resources	Q5. The resources available have contributed to my learning
D) Evaluation methodologies	Q6. I have been informed of the evaluation criteria
	Q7. The proposed evaluation criteria were respected
	Q8. Throughout the semester I was informed about my progress
E) Global Satisfaction	Q9. Globally, this curricular unit satisfied me

The questionnaire is administered at the end of each semester, anonymously, mainly voluntarily and mainly online.

It consists of nine questions about objectives, methods, resources, evaluation and overall satisfaction. In general Academic Units request some more additional information besides those nine questions. Reports have been focused on problematic situations that have comments and proposals for improvement from teachers and course coordinators. Recently, overall satisfaction is also being analyzed.

In 2015/2016 the NOVA TQAS was in full functioning with a proper response rate in most Academic Units. There was a small number of curricular units with problems and, was reported the implementation of improvement measures to those problems.

The analytical part of the results in this report is divided into 2 main areas:

- Context - Analysis of NOVA students and degree programs over the last four years;
- Diagnostic - Quantitative and qualitative analysis of the 2 analyzed clusters (a- When at least one of the questions has an evaluation equal to or lower than 2,9; b – When the value of Q9 is greater than or equal to 5). The evaluation scale considered has values between 1 (Strongly disagree) and 6 (Strongly agree).

Through the flow below (Figure 2) it is possible to visualize the universe of answers from the student's inquiries.

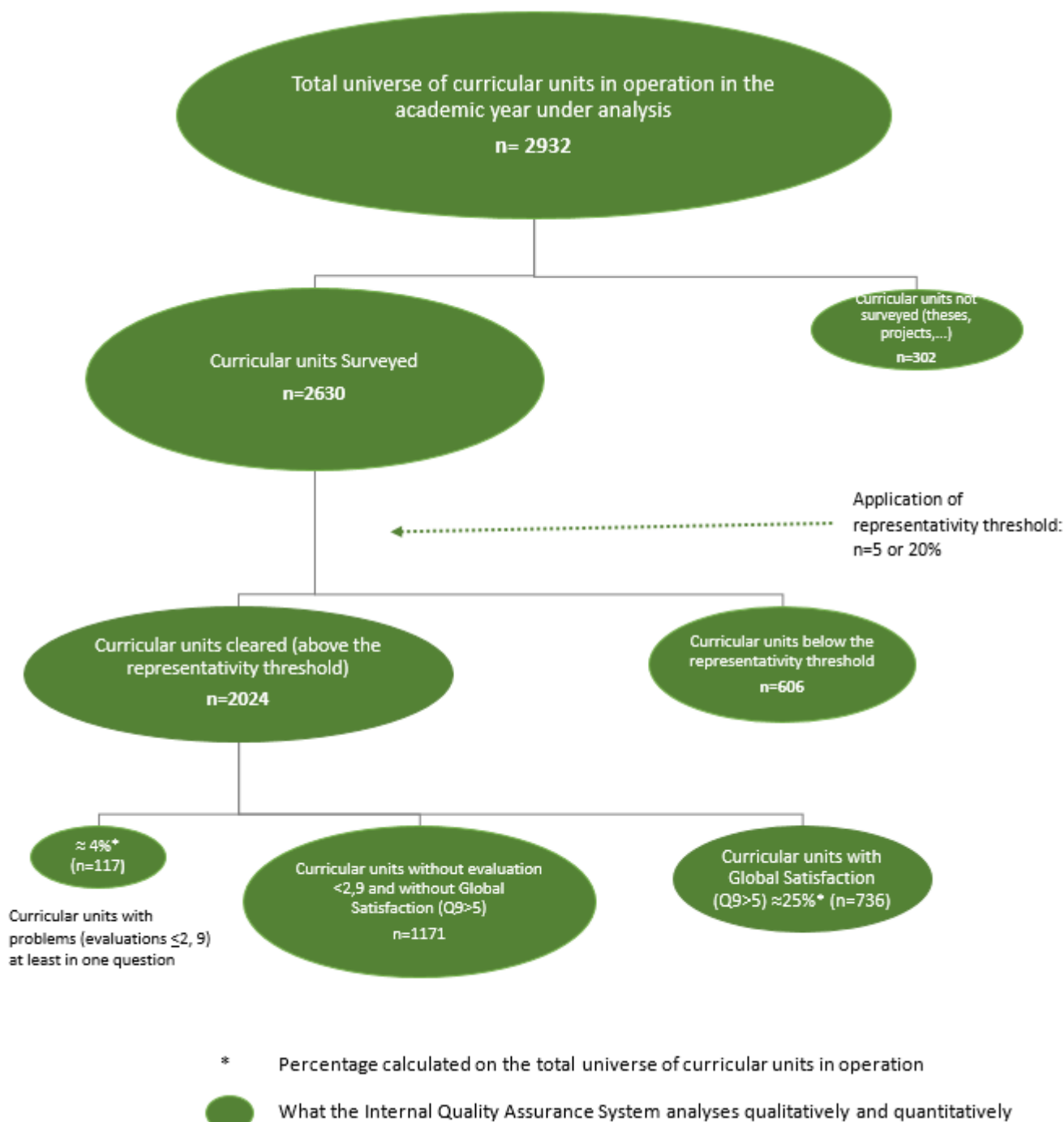


Figure 2. Universe of the curricular units analyzed during the student satisfaction survey on teaching quality

As can be seen in Figure 2. and as it can be verified throughout the report, the analysis applied to the curricular units will be divided into two universes (qualitative and quantitative). The qualitative analysis will be done on the two clusters of curricular units that either have an evaluation below 2.9 in any one of the questions or, have an evaluation of 5 or more in the global satisfaction (Q9). The quantitative analysis will also be carried out on the universe of the curricular units surveyed and the curricular units cleared.

In the context of the global analysis and considering the quantification of these 2 groups at NOVA, the percentages of these two clusters were calculated on the total universe of the curricular units in operation (Chart 1).

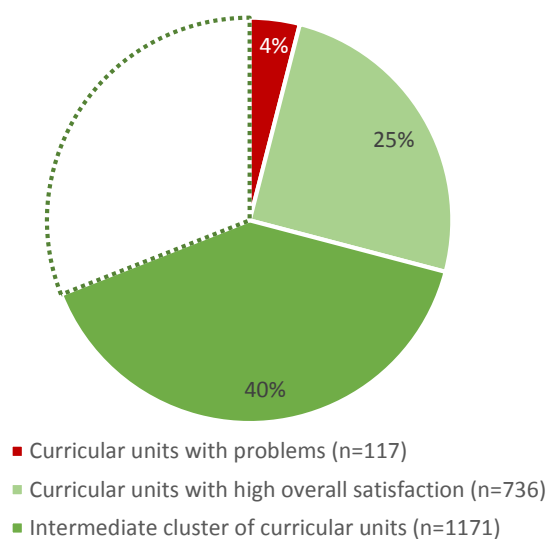


Chart 1. Total universe of curricular units in operation from NOVA

Upon the total universe ($n = 2932$), the percentage of curricular units in which problems were detected at least in one of the questions, represents only 4% of the total. On the other hand, curricular units that showed a high overall satisfaction in Q9 ("This curricular unit satisfied me") presented a percentage of 25% for the 2015/2016 academic year.

3. CONTEXT

3.1. Students

The number of students at NOVA has been increasing annually. Compared to the previous year the growth rate varied from 1% to 2%, by year (Chart 2).

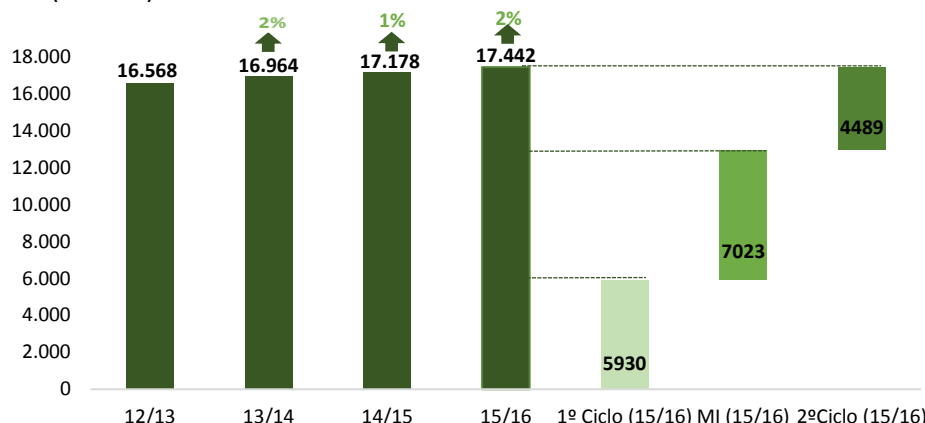


Chart 2. Evolution of students enrolled in NOVA (relation to the previous year)

Source: RAIDES 2015; Reference date for registrants: 31.dez.2015

Detailing by Academic Unit, we can see the contribution of each one of them to the total of NOVA (Table 2). It is also possible to visualize, the percentage evolution, of enrolled students in each study cycles at NOVA (Chart 3). This evolution shows that the proportion of 2nd cycles has grown over the years, reaching in 2015/2016 a percentage higher than 25% (when we consider 1st cycle, IM-Integrated Master and 2nd cycle).

	12/13	13/14	14/15	15/16	TREND
FCT	6.929	6.981	6.974	7.025	
FCSH	4.013	4.103	4.080	3.944	
NOVA SBE	2.377	2.488	2.532	2.680	
NMS/FCM	1.569	1.620	1.643	1.605	
FD	848	879	879	914	
IHMT	96	107	127	111	
NOVA IMS	588	663	829	969	
ITQB	0	2	9	32	
ENSP	148	121	105	126	
NOVA	16568	16964	17178	17406	

Table 2. Evolution of students enrolled in NOVA by Academic Unit

Source: RAIDES 2015; Reference date for registrants: 31.dez.2015

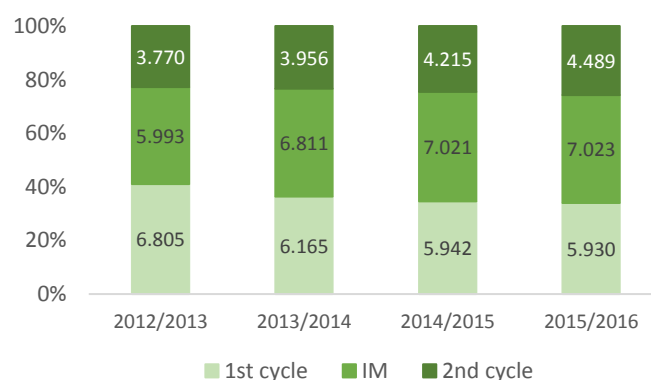


Chart 3. Evolution of students enrolled in 1st cycle, IM and 2nd cycle in Nova

Considering the academic year under analysis (2015/2016), the characterization of each Academic Unit by its study cycles is shown below (Figure 3).

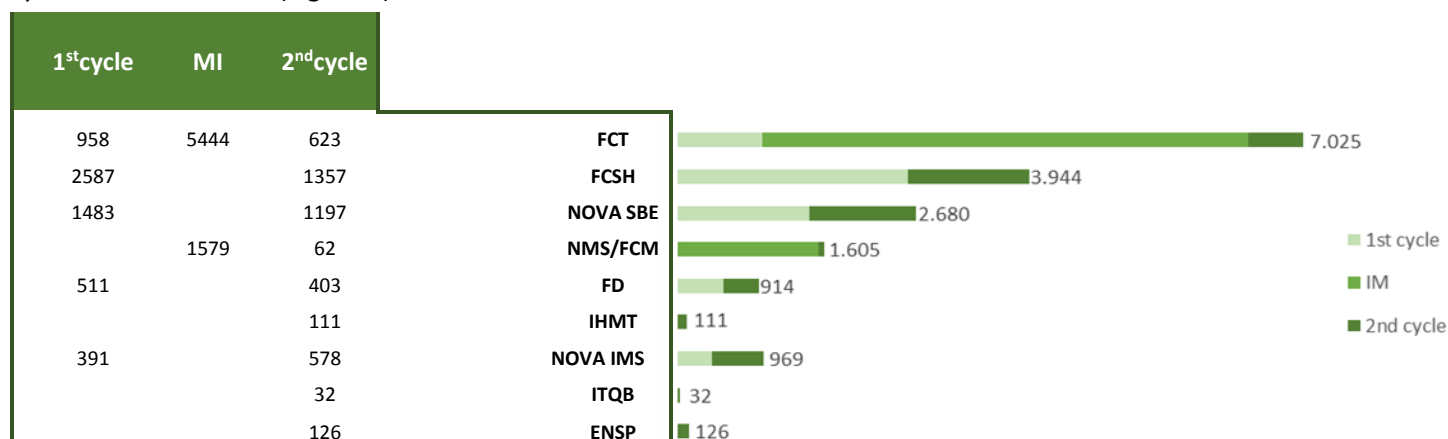


Figure 3. Characterization of academic year 2015/2016, number of students by Academic Unit and Study Cycle

Source: RAIDES 2015; Reference date for registrants: 31.dez.2015

3.2. CURRICULAR UNITS

3.2.1. Curricular Units Surveyed

From the Total Universe of Curricular Units, all the Curricular Units of First (1st) cycle, Integrated Master (IM) and Second (2nd) cycle that were surveyed were evaluated.

We here separate the 2nd cycle study programs with >25 from those with ≤25 enrolled students.

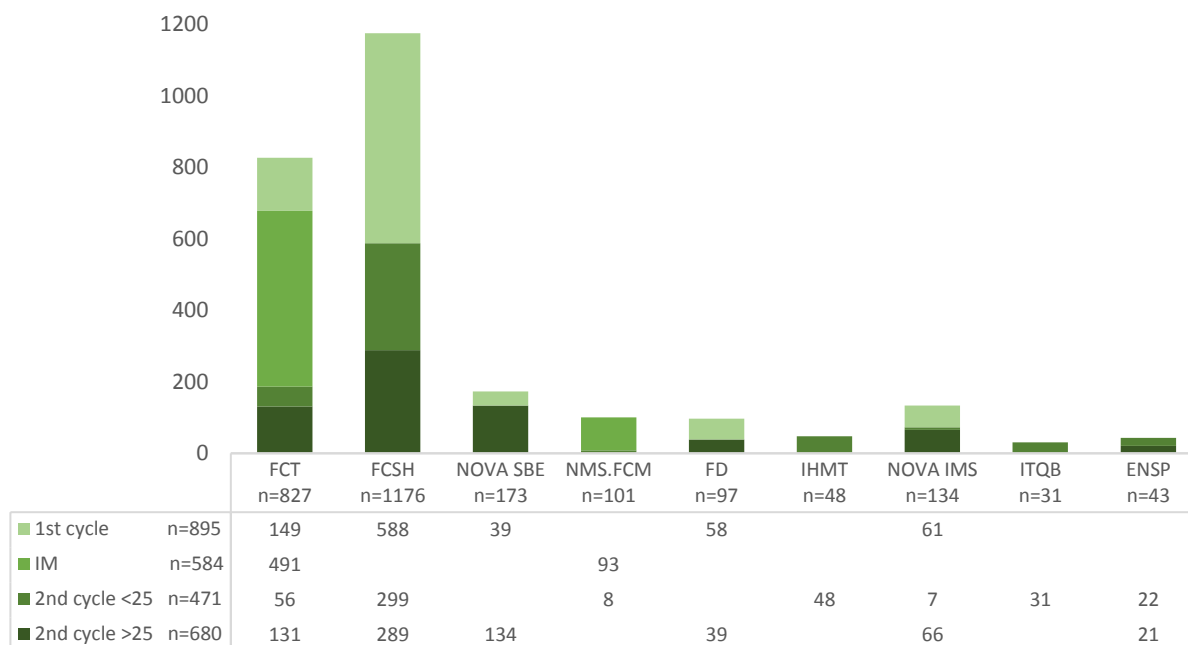


Chart 4. Number of Curricular Units surveyed by Study Cycle and Academic Unit (total 2726 curricular units)

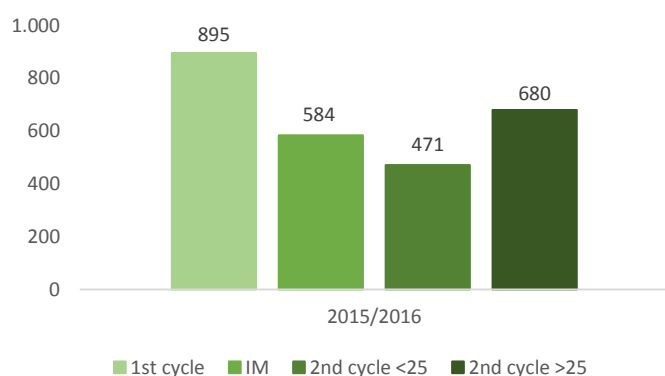


Chart 6. Number of curricular units surveyed, by Study Cycle

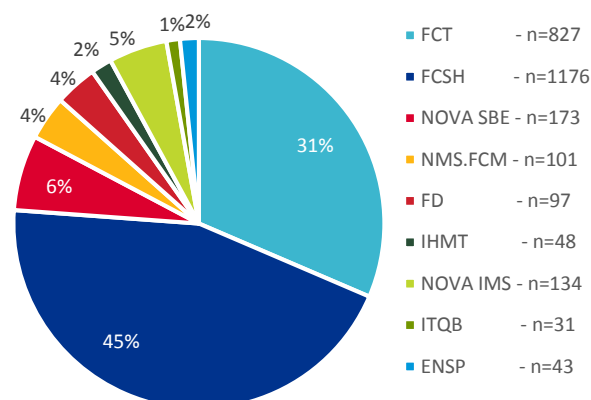


Chart 5. Percentage of curricular units surveyed by Academic Unit

The total number of Curricular Units surveyed in the academic year 2015/2016 were 2630.

If we consider a total universe of curricular units of about 2932, we have approximately 90% of the curricular units surveyed.

3.2.2. Response rate

The student response rate, at UNL globally and Study Cycles, shows an improvement in adherence over the last 4 years. This adherence in the answers is evident in all the Study Cycles (Chart 7). However, there is a slight decrease in the response rate for the Integrated Master and for the 2nd cycle in the last academic year (2015/2016).

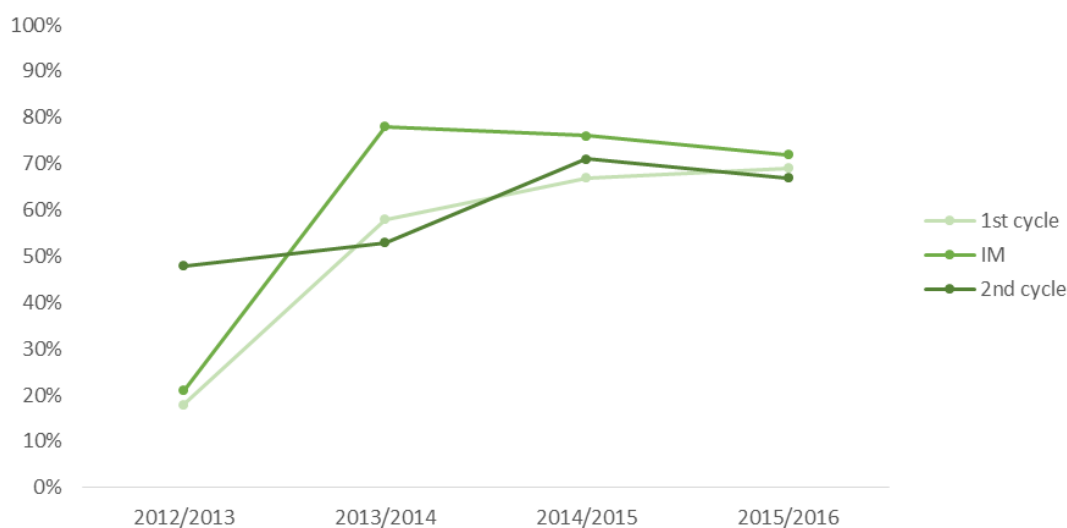


Chart 7. Evolution of Response Rate by Study Cycle

Response rate remains high for most Academic Units. It is less than 50% in two of them.

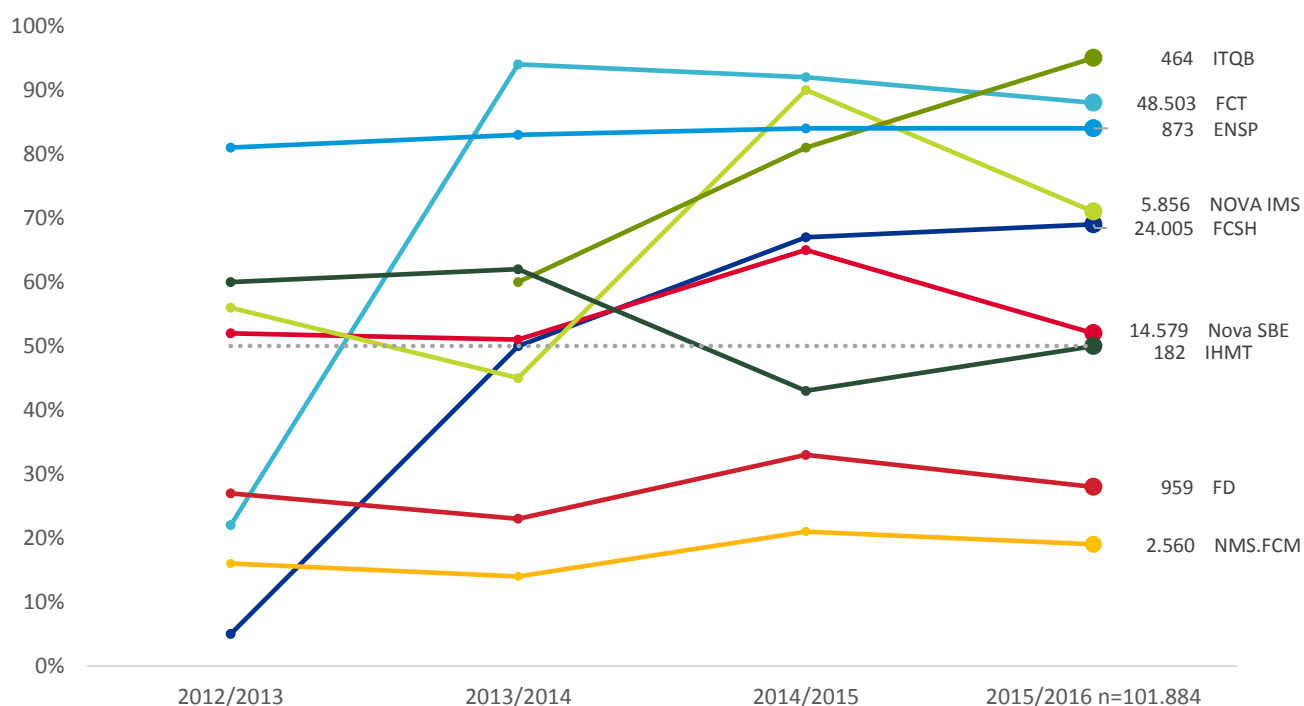


Chart 8. Evolution of response rate by Academic Unit

When analyzing the response rate, by Academic Unit (Chart 8), over the years, it has been verified that overall adherence to satisfaction surveys has significantly improved. However, in the last year under analysis (2015/2016) we verify a decrease in the response rate in four of the Academic Units (Nova SBE, FCT, NOVA IMS and FD).

3.2.3. Curricular units Cleared

Representation threshold is reported at $n=5$ or 20% respondents.

- Curricular units cleared (with response rate above the representativity threshold)**

In 2015/2016, Academic Units had most of their Curricular Units with good response rate, which means above the representativity threshold.

This situation represents an improvement in the adhesion to the evaluation process.

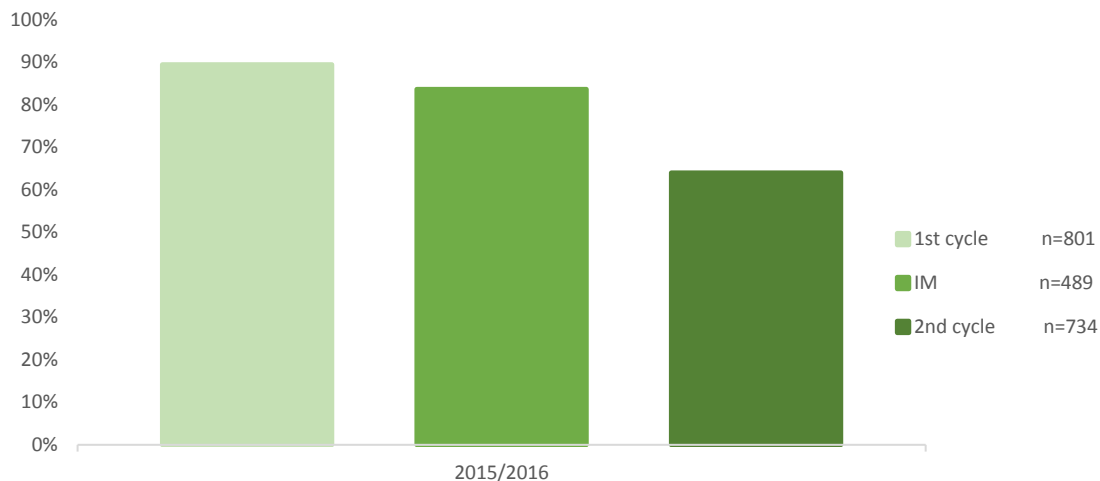


Chart 9. Curricular units cleared (with response rate above the representativity threshold), by Study Cycle

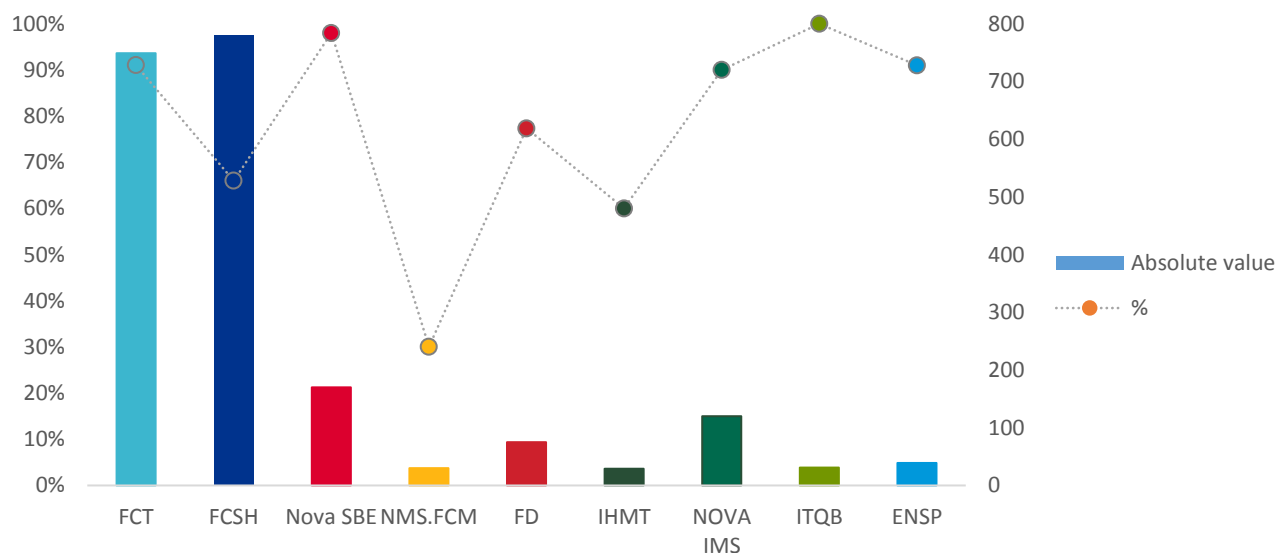


Chart 10. Curricular units cleared (with a response rate above the representativity threshold), by Academic Unit

When analyzed in detail, the curricular units cleared, by Academic Unit (Chart 10.), it can be shown which ones have the greatest adhesion to the surveys and which ones need a bigger effort of awareness so that the students become more involved in the process of improving the Quality of education.

4. RESULTS

4.1. Quantitative Analysis

The quantitative analysis is addressing the number and type of problem situations and their evolution over time (2012/2013 to 2015/2016), and the global satisfaction of the students in the academic year in analysis (2015/2016). Both are carried out by Study Cycle and by Academic Unit.

4.1.1. Number of problems – evolution through time

A new approach calculation was introduced for this indicator, as in 2015/2016 it began to be done on the number of curricular units surveyed and above the representative threshold, i.e the curricular units cleared.

As for the previous academic years this was calculated on all the offered curricular units, we see now that, as the universe of analysis decreased, the proportion of curricular units with problems is bigger. But, in general, the number of problematic curricular units is low, be it a recurrent or a first time situation.

Analyzing this indicator by study cycle, the percentage of curricular units with problems is below 10% (see Chart 11). However, there is an increase in curricular units with problems in 2nd cycles in 2015/2016. In Integrated Masters, values have decreased over the years and are stable in 2015/2016.

Analyzing by Academic Unit, it can also be visualized the differences that occur between the two calculation methods (see Chart 12). Nevertheless, they show a similar trend.

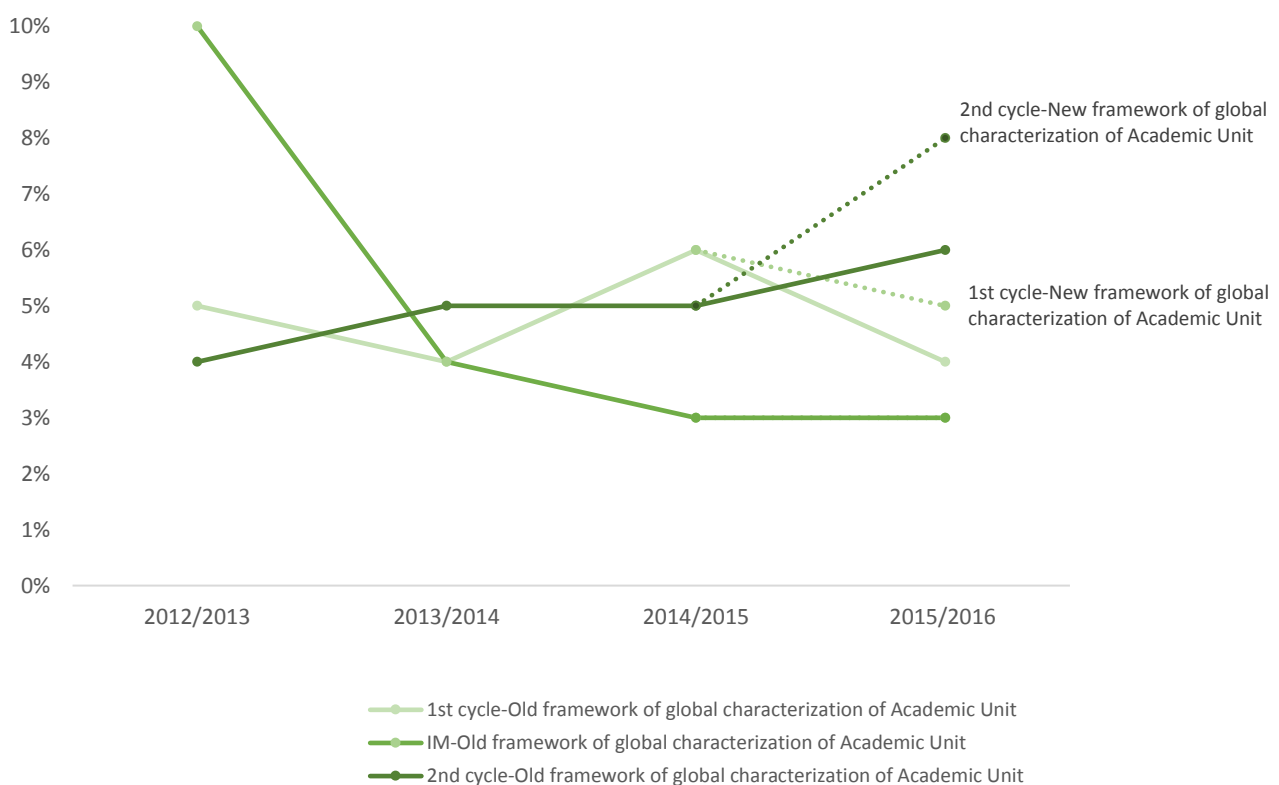


Chart 11. Curricular units with problematic situations, by Study Cycle

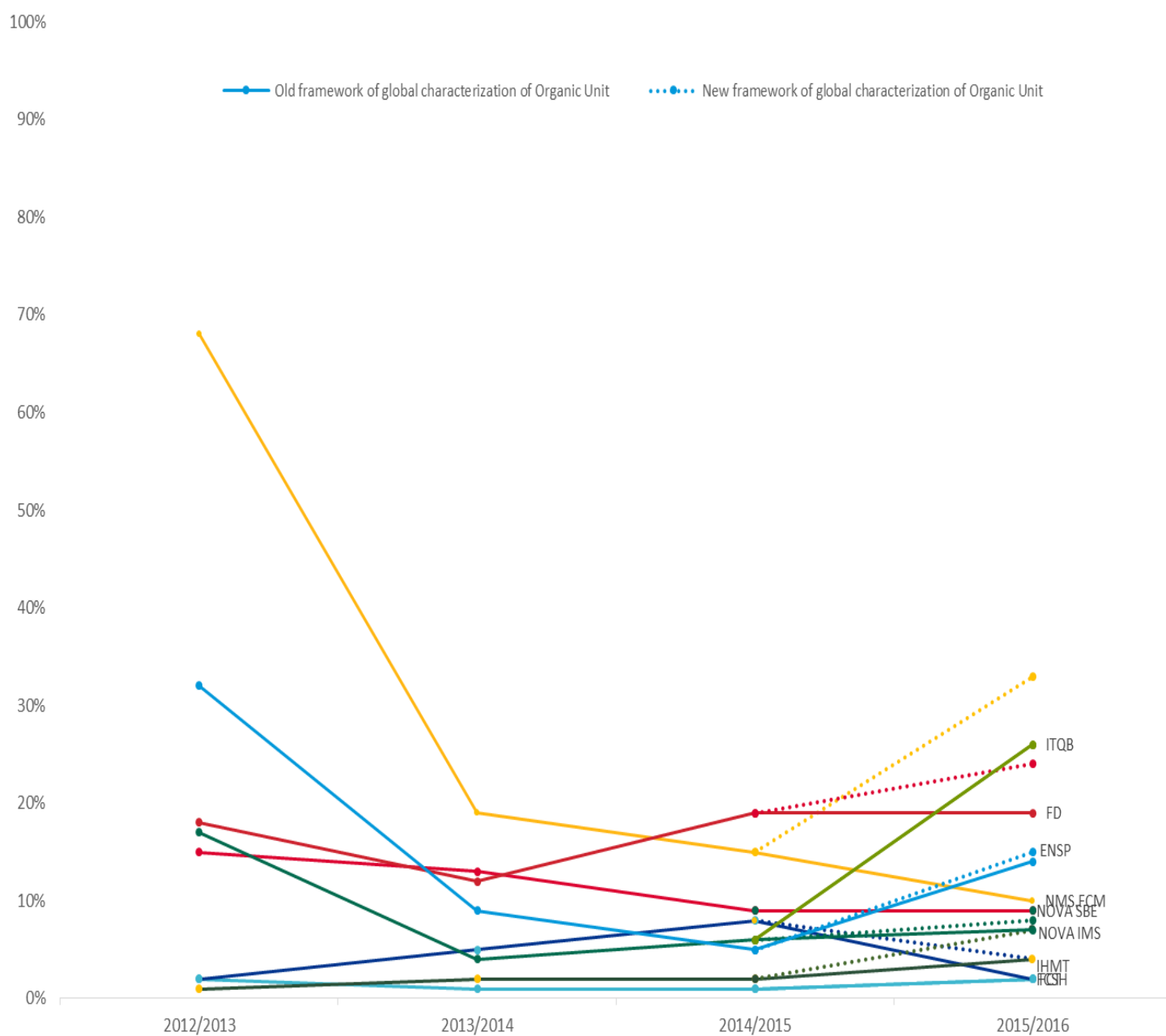


Chart 12. Curricular Units with problematic situations, by Academic Unit

4.1.2. Type of problems detected

In Curricular Units with problems, information on progress (Q8) remains the most frequent problem, although in the academic year in analysis (2015/2016) this incidence has decreased substantially (see Chart 13).

To better understand the increase in the number of problems, the questions that should be analyzed in more detail are: Q1 ("Understanding the objectives of the course"); Q3 ("I think I have achieved the intended objectives"); Q6 ("I was informed on the evaluation criteria ") and Q7 (" The proposed evaluation criteria were respected ").

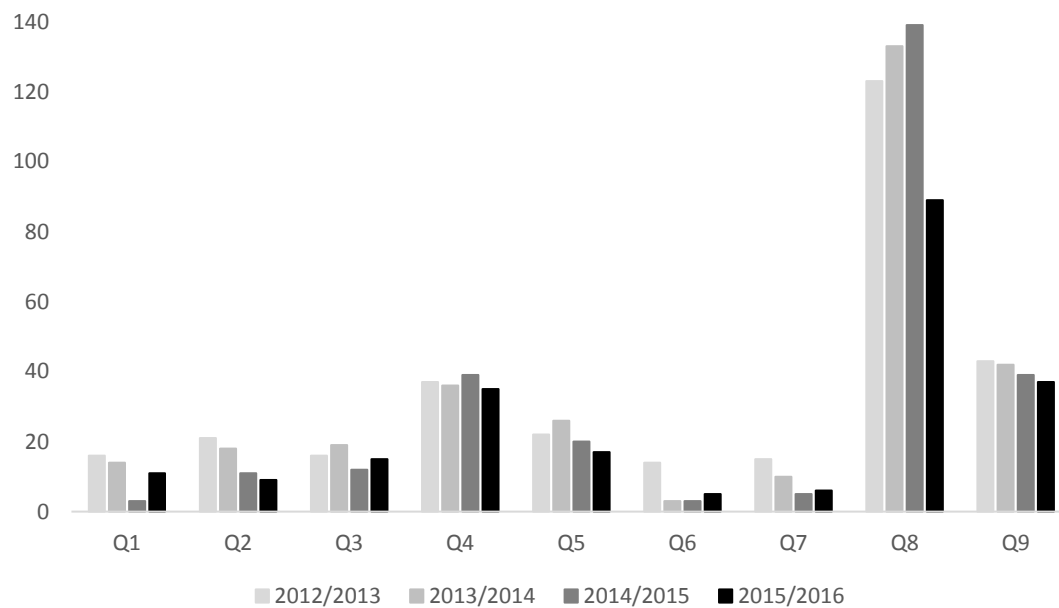


Chart 13. Quantitative representation of the negative evaluations of the Curricular Units by each question of the survey

4.1.3. Curricular Units with high overall satisfaction

With regard to overall satisfaction (Q9), in terms of general positive opinions (cutoff ≥ 5 in 6), there were impressive good results in some curricular units.

If we analyze by Study Cycle, it is noticed that the overall satisfaction is higher in the 2nd cycles, particularly the 2nd small cycles (less than 25 students) (Chart 14).

In six Academic Units, this good level of satisfaction bypasses 30% of the curricular units cleared and surveyed (Chart 15).

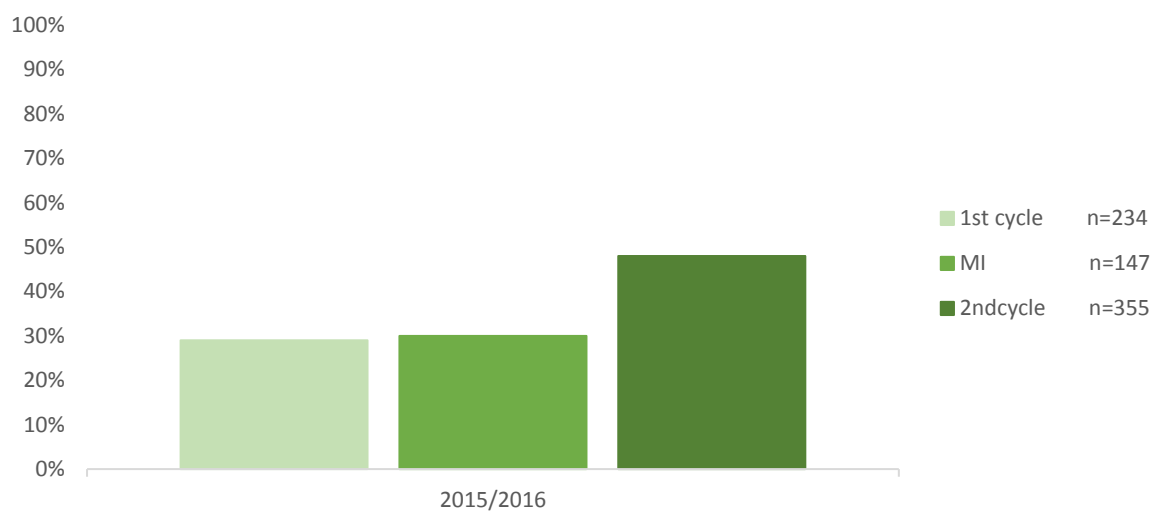


Chart 14. Curricular Units with high (≥ 5) overall satisfaction (Q9), by Study Cycle

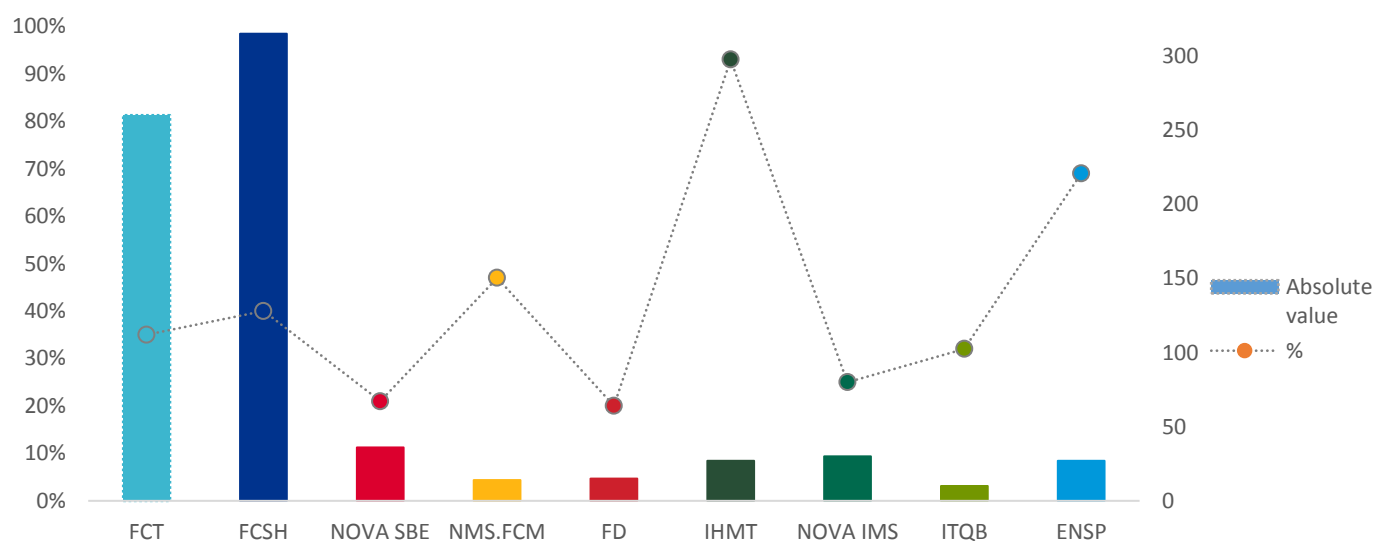


Chart 15. Curricular Units with high (≥ 5) overall satisfaction (Q9) by Academic Unit

4.2. Qualitative Analysis

The qualitative analysis allow us to identify by area of evaluation, which are the factors that have the biggest contribution to the overall satisfaction of the students, in a particular curricular unit. This analysis was performed for the 2015/2016 academic year.

We present here a representation of the results by Study Cycle.

They reflect the two segments of answers that are being analyzed: 1) the group of nine questions in which at least one of them had an evaluation of 2,9 or less in 6; and 2) global satisfaction, shaped on Q9 ("Overall this curricular unit satisfied me"), with an assessment of 5 till 6.

In these two groups, the average values are presented for each subject for the total of the academic year and its separation by semesters. This separation aims to understand student satisfaction profile, when comparing the Autumn/Fall versus the Spring semester (Fall semester starts in September and ends in late December or early January whereas the Spring semester begins in January and ends in early June).

The final analysis encompasses an exercise that allow us to detect which factor has the greatest weight on the student's bigger or lower satisfaction with the curricular unit and the academic experience.

For this purpose, it is elaborated a correlation between the various results of the questions applied to the students and Q9, the global satisfaction question.

4.2.1. Problem determinants

- UNL global analysis when at least in one of the questions the average evaluation is $\leq 2,9$

Table 3. UNL- Evaluation of the cluster of questions when at least in one of them the average evaluation is $\leq 2,9$

Academic Year 2015/2016			
When at least one of the questions has evaluation $\leq 2,9$			
		Average	Standard deviation
A) Content and objectives	Q1. I understood the contents of curricular unit	4,1	0,79
	Q2. The objectives were clearly explained by the lecturer (s)	4,0	0,79
	Q3. I think I have achieved the intended objectives	3,9	0,70
B) Teaching Methodology	Q4. The teaching methodologies used contributed to my learning	3,7	0,90
C) Available resources	Q5. The resources available have contributed to my learning	3,9	0,82
D) Evaluation methodologies	Q6. I have been informed of the evaluation criteria	4,7	0,84
	Q7. The proposed evaluation criteria were respected	4,5	0,85
	Q8. Throughout the semester I was informed about my progress	2,8	0,65
E) Global Satisfaction	Q9. Globally, this curricular unit satisfied me	3,7	0,91

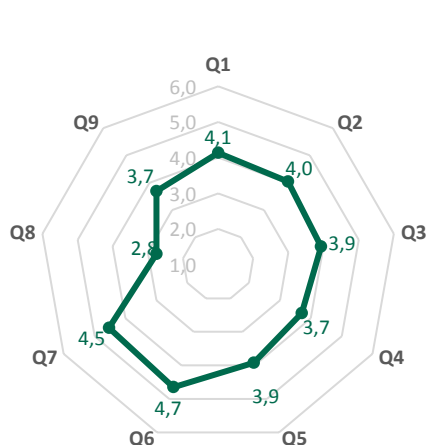


Chart 16. Average value of the questions when at least in one of them the average evaluation is $\leq 2,9$

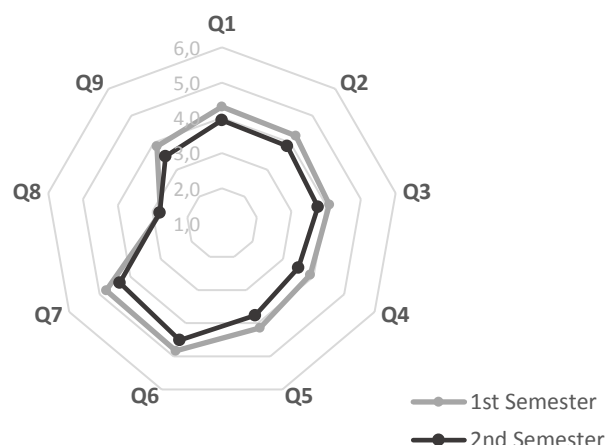


Chart 17. Average value of the questions, by semester, when at least in one of them the average evaluation is $\leq 2,9$

Table 4. Variation, by semester, of the questions assessments when at least in one of them the average evaluation is $\leq 2,9$

Variation from 1st to 2nd semester when one of the questions has evaluation $\leq 2,9$																		
	Q1		Q2		Q3		Q4		Q5		Q6		Q7		Q8		Q9	
	1º S	2º S	1º S	2º S	1º S	2º S	1º S	2º S	1º S	2º S	1º S	2º S	1º S	2º S	1º S	2º S	1º S	2º S
Average evaluation	4,3	3,9	4,3	3,9	4,1	3,8	3,9	3,5	4,1	3,8	4,8	4,5	4,8	4,3	2,8	2,8	3,9	3,5

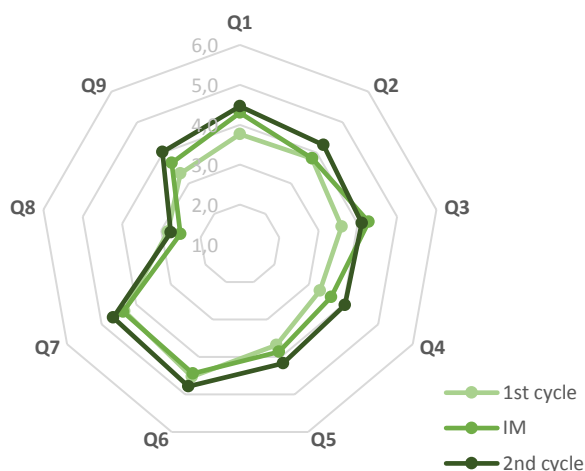
It was found that the cluster of answers in which at least one of the questions has an assessment equal to or below 2.9, represents 6% of the total number of UNL curricular units cleared to the survey.

When analyzing the average evaluation of the 9 questions, it is verified that Q8 obtains the lowest evaluation (2,8).

It is also noticed that the standard deviation of the various questions Q9 (overall satisfaction) and Q4 (teaching methodologies) present the greatest dispersion of quotations.

When comparing the averages of the results of the first and the second semester, it is verified that there is a decrease of the average evaluation in all the questions, when moving to the second semester.

- Analysis by Study Cycle when at least one of the questions average evaluation is $\leq 2,9$



When analyzing the global average of the evaluations in the questions by study cycle it is verified that it is usually higher in the 2nd study cycle, intermediate in the Integrated Master and lower in the 1st study cycle.

Chart 18. Results, by Study Cycle, when at least in one question the average evaluation is $\leq 2,9$

Variation from 1st semester to 2nd semester

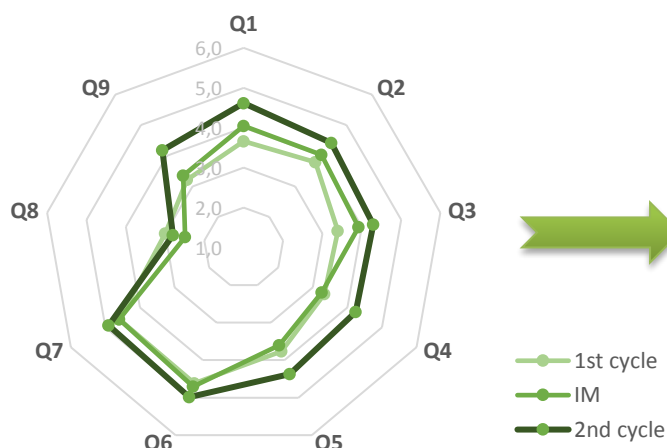


Chart 19. Results, by Study Cycle, of the 1st semester when at least in one of the questions the average evaluation is $\leq 2,9$

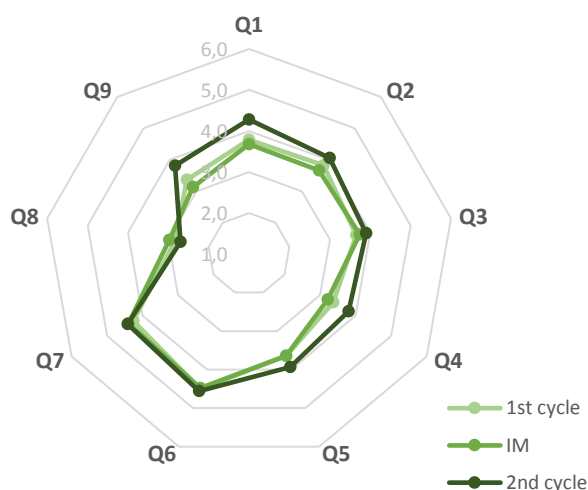


Chart 20. Results, by Study Cycle, of the 2nd semester when at least in one of the questions the average evaluation is $\leq 2,9$

If one compares the variation from the 1st to the 2nd semester, by study cycle, it is verified that in the 2nd semester the evaluations are usually, lower. It is worth noting that the results of the 2nd cycle, recorded the highest declines in all issues when one of the questions evaluation is $\leq 2,9$.

Table 5. Variation, by semester and Study Cycle, of the evaluations of the questions when at least in one of them the evaluation is $\leq 2,9$

Variation from 1st to 2nd semester when one of the questions has evaluation $\leq 2,9$ (2015/2016)																											
	Q1			Q2			Q3			Q4			Q5			Q6			Q7			Q8			Q9		
	1º S	2ºS		1º S	2ºS		1º S	2ºS		1º S	2ºS		1º S	2ºS		1º S	2ºS		1º S	2ºS		1º S	2ºS		1º S	2ºS	
1st cycle	3,7	3,8	▲	3,8	3,8	▬	3,4	3,7	▲	3,3	3,4	▲	3,8	3,6	▼	4,6	4,5	▼	4,6	4,3	▼	3,0	2,8	▼	3,2	3,4	▲
IM	4,0	3,7	▼	4,0	3,7	▼	3,9	3,7	▼	3,3	3,2	▼	3,6	3,6	▬	4,7	4,5	▼	4,6	4,4	▼	2,5	3,0	▲	3,4	3,1	▼
2nd cycle	4,6	4,3	▼	4,4	4,1	▼	4,3	3,9	▼	4,2	3,8	▼	4,4	3,9	▼	5,0	4,6	▼	4,9	4,4	▼	2,8	2,7	▼	4,2	3,8	▼

4.2.2. High overall satisfaction determinants

- UNL global analysis when overall satisfaction average evaluation is ≥ 5

Table 6.UNL- Evaluation of the cluster of questions when overall satisfaction evaluation is ≥ 5

Academic Year 2015/2016			
When $Q9 \geq 5$			
		Average	Standard deviation
A) Content and objectives	Q1. I understood the contents of curricular unit	5,3	0,29
	Q2. The objectives were clearly explained by the lecturer (s)	5,4	0,28
	Q3. I think I have achieved the intended objectives	5,1	0,31
B) Teaching Methodology	Q4. The teaching methodologies used contributed to my learning	5,2	0,30
C) Available resources	Q5. The resources available have contributed to my learning	5,2	0,31
D) Evaluation methodologies	Q6. I have been informed of the evaluation criteria	5,4	0,32
	Q7. The proposed evaluation criteria were respected	5,4	0,29
	Q8. Throughout the semester I was informed about my progress	4,9	1,90
E) Global Satisfaction	Q9. Globally, this curricular unit satisfied me	5,3	0,25

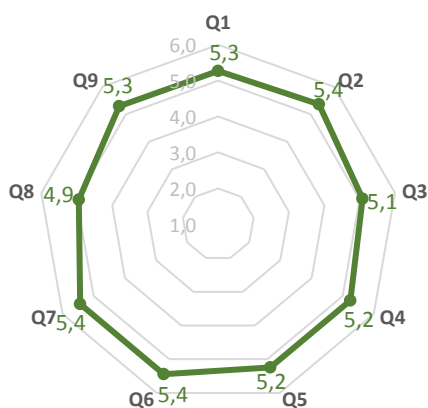


Chart 21. Average value of the questions when overall satisfaction is ≥ 5

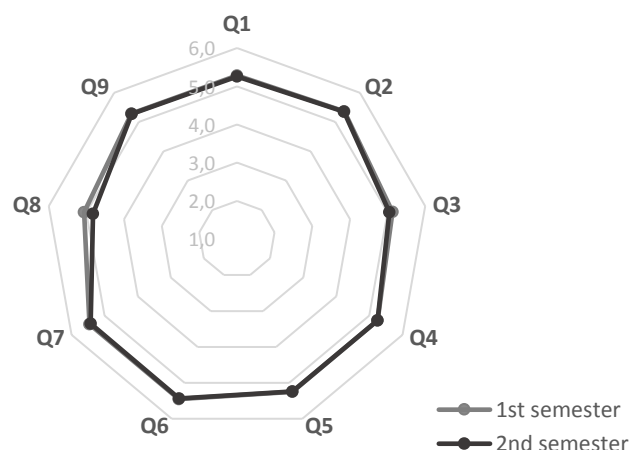


Chart 22. Average value of questions, by semester, when overall satisfaction is ≥ 5

Table 7. Variation, by semester, of the average evaluations of the questions when overall satisfaction is ≥ 5

		Variation from 1st to 2nd semester when $Q9 \geq 5$									
		Q1		Q2		Q3		Q4		Q5	
		1º S	2º S	1º S	2º S	1º S	2º S	1º S	2º S	1º S	2º S
Average evaluation		5,3	5,3	5,4	5,4	5,1	5,0	5,2	5,3	5,3	5,2

This cluster of questions represents 36% of the total curricular units cleared in UNL. In this case, the group of evaluation methodologies (Q6,Q7) presents the highest average satisfaction in two of the questions, but in the third question of this group (Q8), is recorded the lowest average. In addition, Q8 denotes a greater variation in opinions because the standard deviation value is much higher (1.89) than the other questions analyzed.

In the annual variation, from the 1st to the 2nd semester, five of the questions decrease in the assessment (Available resources and Evaluation methodologies), showing concern about the final evaluations; The three questions regarding “Content and Objective” and, “Overall satisfaction” maintain the same assessment; Teaching methodologies show a slight increase.

- Analysis by study cycle when Q9(overall satisfaction) has an average evaluation of ≥ 5

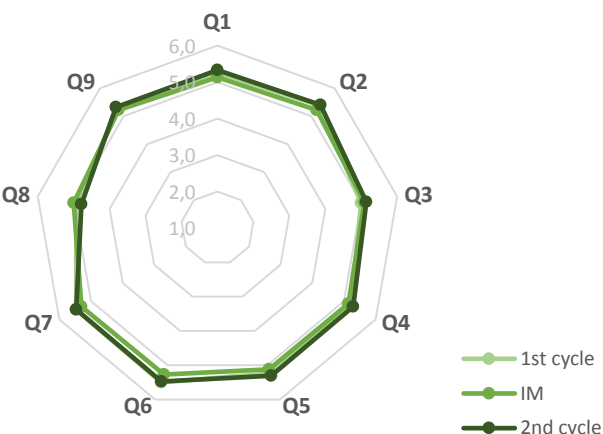


Chart 23. Results, by Study Cycle, when overall satisfaction is ≥ 5

When analyzing by Study Cycle, there is an equivalent overall satisfaction between the different levels. Again, 2nd study cycle shows a slight positive difference in relation to Integrated Master and 1st study cycle.

Variation from 1st semester to 2nd semester

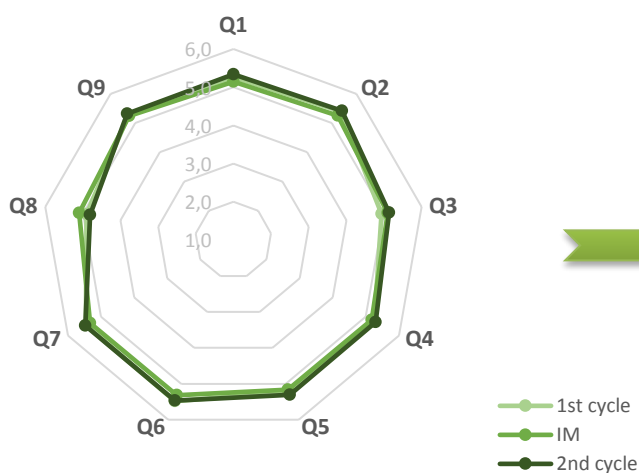


Chart 24. Results, by Study cycle, of the 1st semester when overall satisfaction is ≥ 5

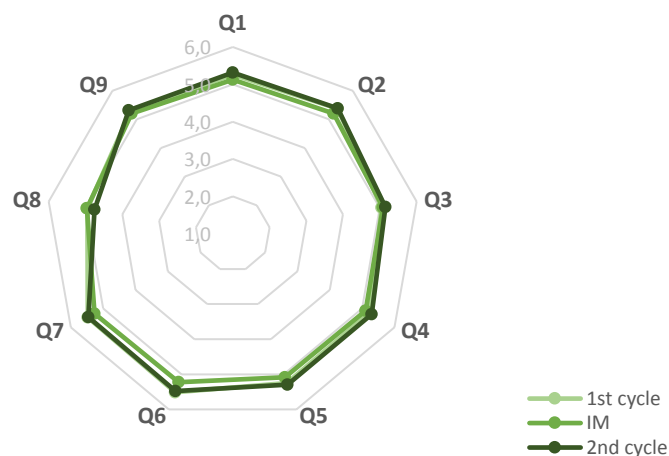


Chart 25. Results, by Study Cycle, of the 2nd semester when overall satisfaction is ≥ 5

Regarding the semiannual variation of overall satisfaction, there were no variations as marked as in problematic situations. There are no significant variations between the 1st and the 2nd semester.

Table 8. Variation, by semester and by Study Cycle, of the evaluations of the questions when overall satisfaction is ≥ 5

	Q1		Q2		Q3		Q4		Q5		Q6		Q7		Q8		Q9	
	1º S	2º S	1º S	2º S	1º S	2º S	1º S	2º S	1º S	2º S	1º S	2º S	1º S	2º S	1º S	2º S	1º S	2º S
1st cycle	5,3	5,3	5,4	5,4	4,9	5,0	5,3	5,2	5,2	5,3	5,5	5,5	5,5	5,5	4,9	4,9	5,3	5,3
IM	5,1	5,1	5,2	5,2	5,1	5,1	5,1	5,1	5,1	5,1	5,3	5,2	5,3	5,3	5,1	5,0	5,2	5,2
2nd cycle	5,3	5,3	5,4	5,4	5,2	5,2	5,3	5,3	5,3	5,3	5,5	5,5	5,5	5,5	4,8	4,8	5,3	5,3

- **Evaluation of teaching quality in NOVA**

In order to perceive the influence of the evaluations on the overall satisfaction of the UNL, it is proposed a change to the original scale (1-6) that allows the passage to an odd scale (1 - 3). This gives a zone of responses where there is a sufficient level (intermediate level) for a more accurate visual perception.

{ 1 a 2,9 }=> Insufficient zone (to improve)

{ 3 a 4 }=> Sufficient zone

{ 4,1 a 6 }=> Upper Level Zone (analyze and serve as an example)

The Curricular units considered were those classified in each Academic Unit in intermediate values (>2,9 and <5).

Was considered the approved representativity threshold (n = 5 or 20%), with a total of analyzed curricular units of 1135.

Table 9. Comparison of the evaluations between the cleared curricular units of NOVA

Questions	N (intermediate cluster)	Insufficient (intermediate cluster)	Sufficient (intermediate cluster)	Upper level (intermediate cluster)	Average NOVA (intermediate cluster)	Medium NOVA (intermediate cluster)	Standard deviation NOVA (intermediate cluster)	Average when at least one of the questions has Q≤2,9	Average when Q9≥5
Q1. I understood the contents of curricular unit	1171	0%	8%	92%	4,6	4,7	0,412	4,1	5,3
Q2. The objectives were clearly explained by the teacher (s)	1171	0%	5%	95%	4,7	4,8	0,387	4,0	5,4
Q3. I think I have achieved the intended objectives	1171	0%	12%	88%	4,5	4,6	0,407	3,9	5,1
Q4. The teaching methodologies used contributed to my learning	1171	0%	19%	81%	4,4	4,5	0,479	3,7	5,2
Q5. The resources available have contributed to my learning	1171	0%	13%	87%	4,5	4,6	0,430	3,9	5,2
Q6. I have been informed of the evaluation criteria	1171	0%	2%	98%	5,1	5,1	0,399	4,7	5,4
Q7. The proposed evaluation criteria were respected	1171	0%	2%	98%	5,0	5,1	0,394	4,5	5,4
Q8. Throughout the semester I was informed about my progress	1171	0%	29%	71%	4,3	4,4	0,543	2,8	4,9
Q9. Globally, this curricular unit satisfied me	1171	0%	20%	80%	4,4	4,5	0,434	3,7	5,3

As shown in the table 9 these evaluations that were not included in the previous groups analyzed, have an average evaluation, in all areas, ≥ 4.3 , on a scale of 1 to 6.

- **Academic experience and satisfaction when overall satisfaction(Q9) has an average evaluation ≥ 5**

In order to simplify the task of analyzing the contribution of the different areas and variables to the overall satisfaction, was elaborated the correlation between the various questions to understand, which one would be more positively associated to the global satisfaction variation (Q9).



Chart 26. Correlation between different academic experiences and overall student satisfaction (Spearman Correlation with $p < 0,05$)

It can be noticed that, although all are partially correlated, the Q4 question ("The teaching methodologies used contributed to my learning"), is the most related area with the variation of the students overall satisfaction in relation to the curricular unit.

From this analysis we can also highlight the low correlation between Q9 ("Overall, this satisfied me") and Q8 ("Over the course of the semester I was informed about my progress"). Although Q8 is the question that tends to have the lowest evaluation in the students questionnaires, it seems to be the one that has the least influence to the overall satisfaction of the student in relation to the curricular unit.

These results could be an important indicator to identify the areas for acting strategically in the process of improving the overall satisfaction of the student with his academic experience.

5. ANNUAL REPORT PLOTS

1 – ACADEMIC UNITS MISSION AND METHODOLOGIES

There were no significant changes in mission and teaching methodologies.

Some details were described in the reports, such as:

- Completed process of implementation of the new syllabus started in 2011/2012 (FCM);
- Some changes in teaching methods (IMS);
- Coordination amendment of the MSc in science communication in ITQB and FCSH.

2 - TEACHING QUALITY ASSURANCE SYSTEM (TQAS)

The information flow was maintained as in the previous year.

3 - TIMELINE

The scheduled biannual activity occurred as planned but some Academic Units exceeded the reporting deadline.

4 - PROCEDURES IMPROVEMENT

Response rate has been addressed with online questionnaires, mandatory willingness to answer present at the first question, diverse and complementary remainders to all AU academic communities.

Some details were described in the reports, such as:

- Change of questionnaire platform and increase of disclosure – FCSH
- More disclosure; Work with the student association – FCM
- Reformulated Questionnaire – FCT
- Evaluation of degree programs in e-learning – IMS
- Qualtrics platform use for masters – SBE

5 - ACADEMIC UNITS GLOBAL VIEW

The overall Academic Units Teaching Quality data referring Curricular Units universe, is filled in by all Academic Units.

6 - STRENGTHS OF TAQS

The strengths considered in AU reports were: system harmonization; greater involvement of students and teachers; increased response rate to the questionnaires; computerization of the system; disclosure of the open questions of the students, which allows teachers to check complaints or written suggestions; implementation of improvement measures which help in resolving problem situations; disseminating the results obtained internally to the academic community.

7 - WEAKNESSES OF TAQS

The weaknesses considered in AU reports were: low response rates to the questionnaires in some AU; poor adherence of teachers in participation with comments and improvement measures; slowness of the implementation of the evaluation of AU; the system requires a lot of resources, both human and technological; high administrative burden; difficulty to assess short degree programs.

8 - TRANSPARENCY AND AUDIT MECHANISMS

Structure, functioning and information on the system seem to be increasingly appropriate in all AU. Results are disclosed to teachers, coordinators and/or councils, and to student's representatives. In certain way all AU have an Internal Auditing System, be it a governance council or a Teaching Quality Council.

4. TQAS ACTIVITIES FOR 2017

	19 Jan	30 Mar	18 Mai	30 Oct	30 Nov	Dec
REPORTS		AU 1 st Semester <i>Excel</i> <i>Chart</i> 2016/2017		AU 2 nd Semester <i>Excel</i> <i>Chart</i> 2016/2017	AU Annual <i>Text</i> 2016/2017	Rectory <i>Summary</i> 2016/2017
MEETINGS	AU + GQEAE COUNCIL Annual 2015/2016		AU + GQEAE COUNCIL 1 st Semester 2016/2017			