



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:

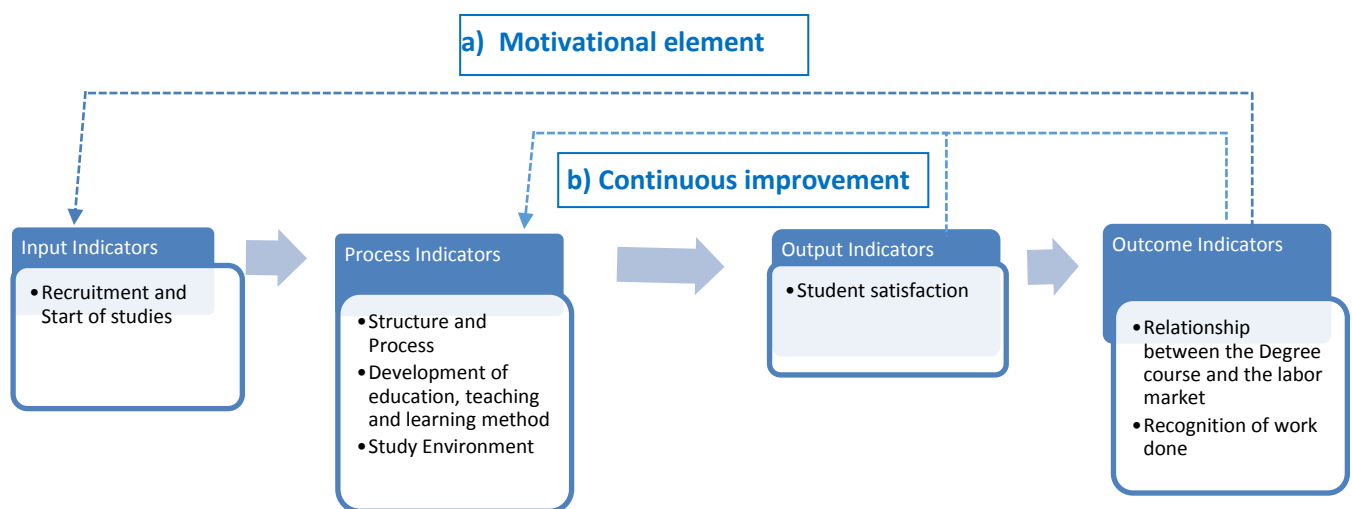


Figure 1. Process of Quality of Teaching in an Institution of Higher Education

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 (Table 1). 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

Through the flow below (Figure 2) it is possible to visualize the universe of answers from the student's inquiries, in 2015/2016 being CU the acronym to designate Curricular Unit.

Above there is a description of the different fields shown in the figure:

- Curricular units in operation - All curricular units offered and in operation during the academic year 2015/2016;
- Curricular units evaluated - all the curricular units in operation to which the satisfaction questionnaire was applied;
- Unrecognized curricular units - all curricular units to which the satisfaction questionnaire has not been applied (may include theses, projects ...);
- Curricular units cleared - all curricular units in operation and evaluated that are above the representativeness threshold ($n = 5$ students or 20% students);
- Uncorrected curricular units - all curricular units in operation and evaluated but below the representativeness threshold ($n \leq 5$ students or $< 20\%$ of students);
- Curricular units with problems - all curricular units in operation, evaluated and assessed which have at least one evaluation of ≤ 2.9 in at least one of the questions;
- Curricular units with intermediate evaluation - all curricular units in operation, assessed and assessed that have an evaluation > 2.9 in any one of the questions and, < 5 in Q9 (overall satisfaction);
- Curriculum units with high overall satisfaction - all curricular units in operation, assessed and assessed that have an evaluation ≥ 5 in Q9 (overall satisfaction).

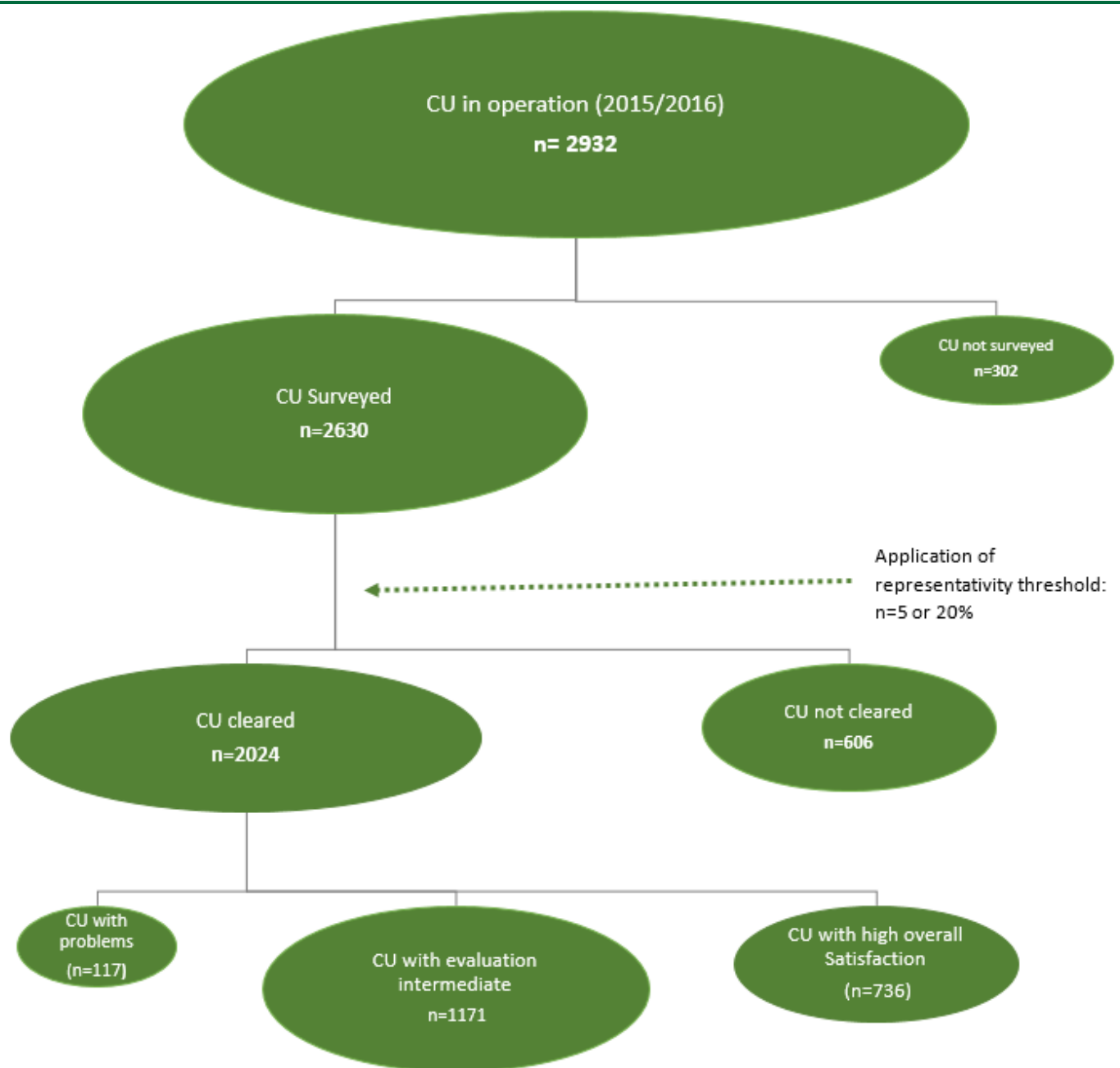


Figure 2. Universe of the curricular units analyzed during the student satisfaction survey on teaching quality

The analysis of the results presented in this report is divided into:

- Context - analysis of NOVA students and by levels of studies, in the last four years;
- Diagnosis - quantitative and qualitative analysis, carried out in the universe of curricular units evaluated, that is, representative.

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 1).

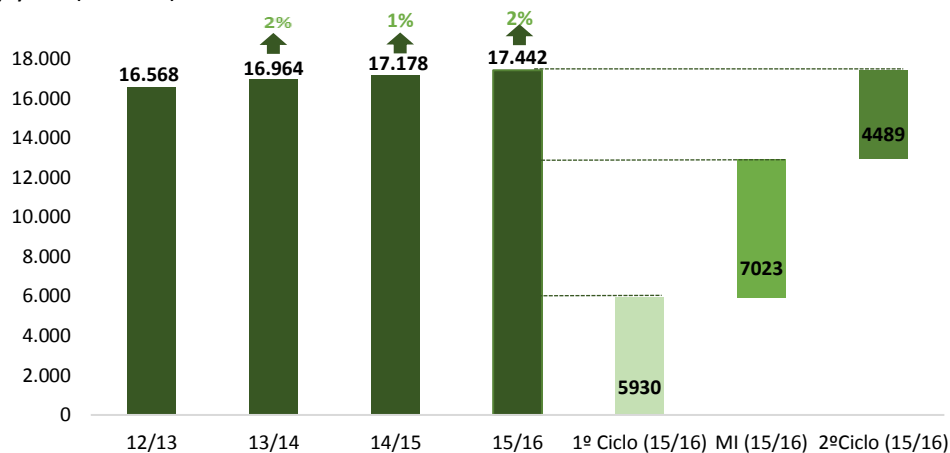


Chart 1. Evolution of students enrolled in NOVA (relation to the previous year)

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

It is possible to visualize, the percentage evolution, of enrolled students in each study cycles at NOVA (Chart 2).

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).

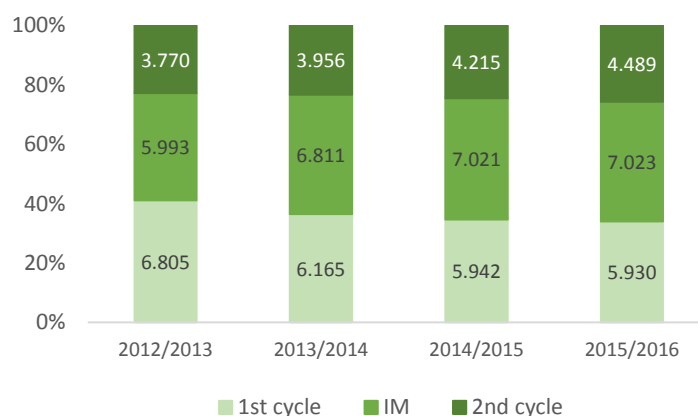


Chart 3. Evolution of students enrolled in 1st cycle, IM and 2nd cycle in Nova

3.2. CURRICULAR UNITS

3.2.1. Curricular Units Surveyed

From the Total Universe of Curricular Units in operation (n=2932), all the Curricular Units of First (1st) cycle, Integrated Master (IM) and Second (2nd) cycle that were surveyed (n=2630), what represents about 90% of that universe (Chart 3)

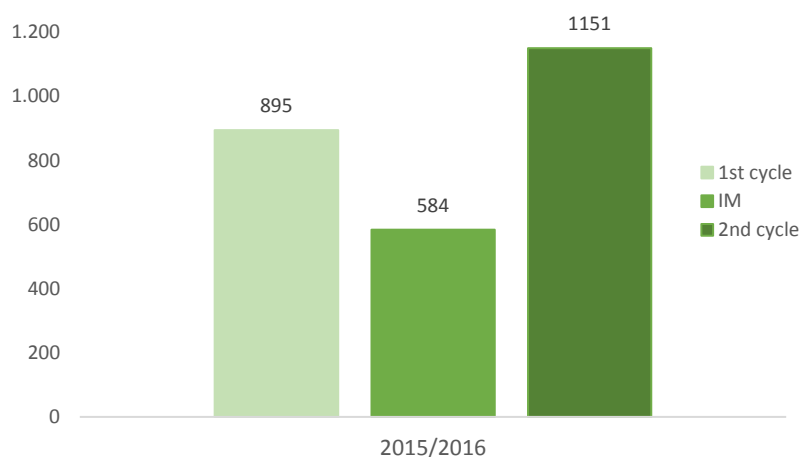


Chart 4. Number of curricular units surveyed, by Study Cycle

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 4). 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).

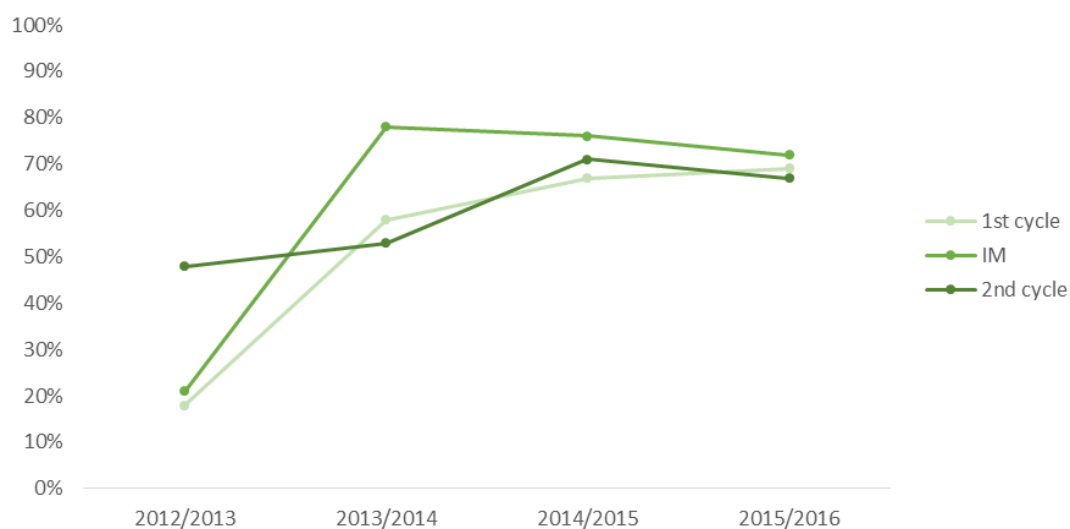


Chart 6. Evolution of Response Rate by Study Cycle

3.2.3. Curricular units Cleared

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

In 2015/2016, Academic Units had most of their Curricular Units with good response rate, which means above the representativity threshold (Chart 5). This situation represents an improvement in the adhesion to the evaluation process.

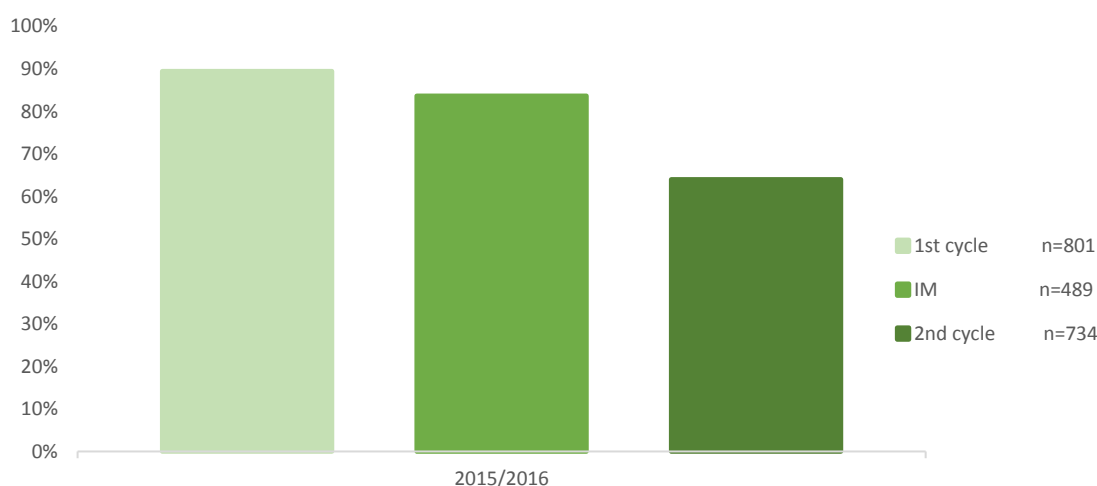


Chart 8. Curricular units cleared (with response rate above the representativity threshold), by Study Cycle

4. RESULTS

The analysis focuses on the number and type of problem situations and overall student satisfaction.

4.1. Quantitative Analysis

Quantitative analysis was performed in two groups of situations:

(A) number and type of problem situations and their evolution over the course of the last four school years, where at least one of the nine questions has been assessed below or equal to 2.9;

B) overall high satisfaction, in the school year under analysis, when the value of the overall satisfaction question (Q9) was equal to or greater than 5.

The evaluation scale considered has values between 1 (strongly disagree) and 6 (I completely agree).

4.1.1. Number of problems

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.

Since in the previous school years this calculation was carried out in some Organic Units in relation to the curricular units on offer, currently the proportion of curricular units with problems can appear larger, because the universe of analysis is more restricted. However, in general, the number of problematic curricular units is small.

Analyzing this indicator by study cycle, the percentage of curricular units with problems is below 10% (see Chart 6). 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.

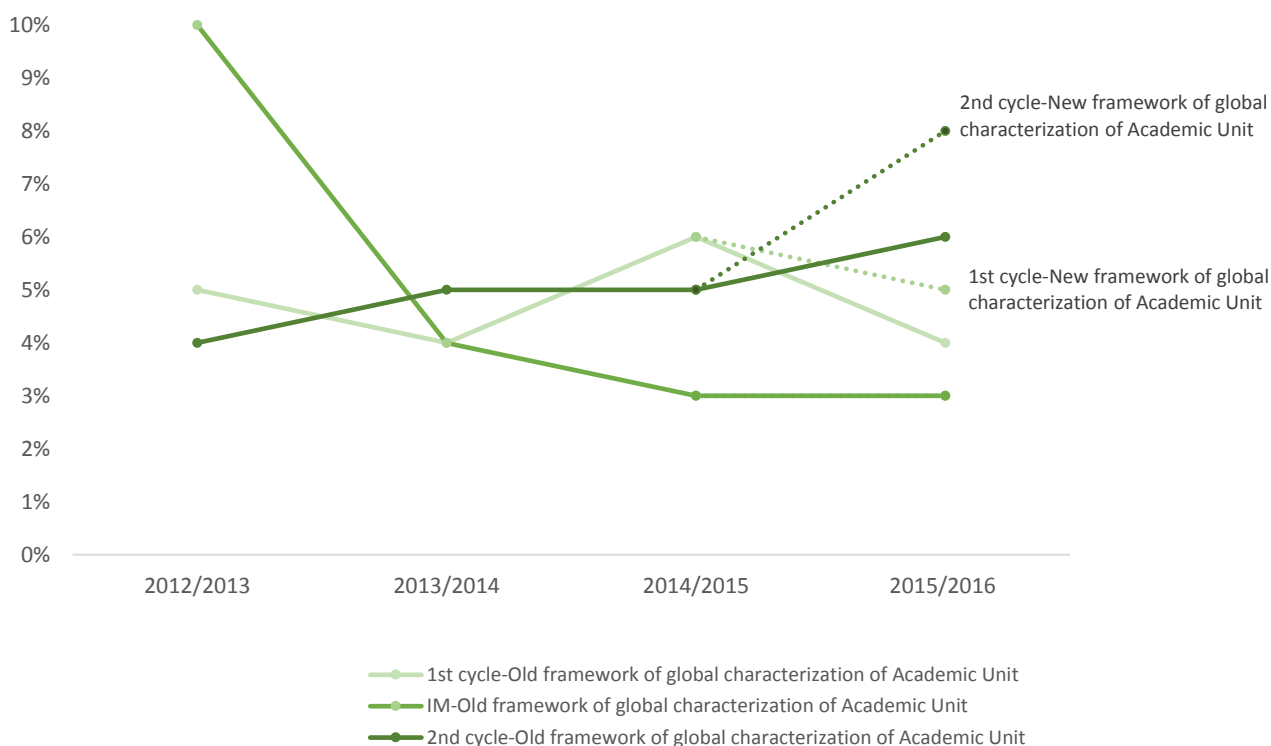


Chart 9. Curricular units with problematic situations, by Study Cycle

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 7). 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").

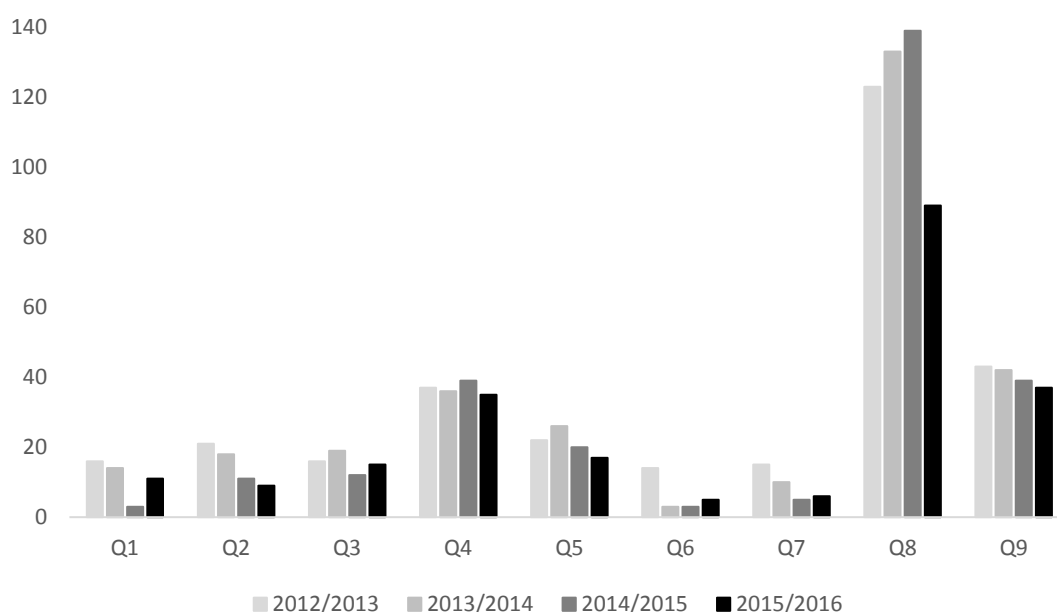


Chart 10. Quantitative representation of the negative evaluations of the Curricular Units by each question of the survey

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. (Chart 8).

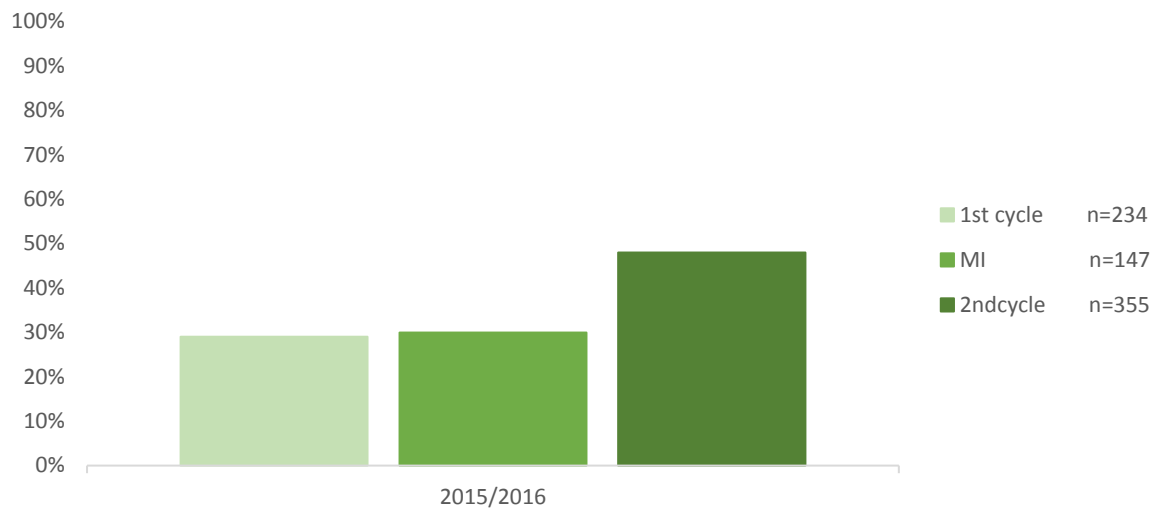


Chart 11. Curricular Units with high (> 5) overall satisfaction (Q9), by Study Cycle

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: a) problematic situations and b) high overall satisfaction.

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).

In order to detect areas that influence students' satisfaction with curricular units, was calculated, the correlation between the results of the various questions (Q1-Q8) and the question of overall satisfaction (Q9).

4.2.1. Problem determinants

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

In the analysis of the average value of the nine questions of NOVA (Table 2 / Graph 10), it was verified that information during the semester on progress (Q8), obtained the lowest evaluation (2,8). It was also found, in the standard deviation of the various questions, that overall satisfaction (Q9) and teaching methodologies (Q4) presented the greatest dispersion of results.

Table 2. 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

When comparing the averages of the results of the first and the second semester, on the global of NOVA (Chart 9/Table 3) it is verified that there is a decrease of the average evaluation in all the questions, when moving to the second semester.

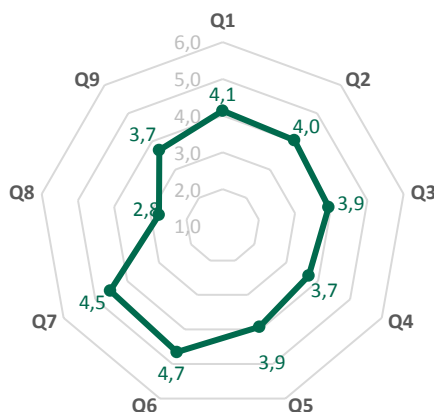


Chart 12. Analysis by Study Cycle when at least one of the questions average evaluation is $\leq 2,9$

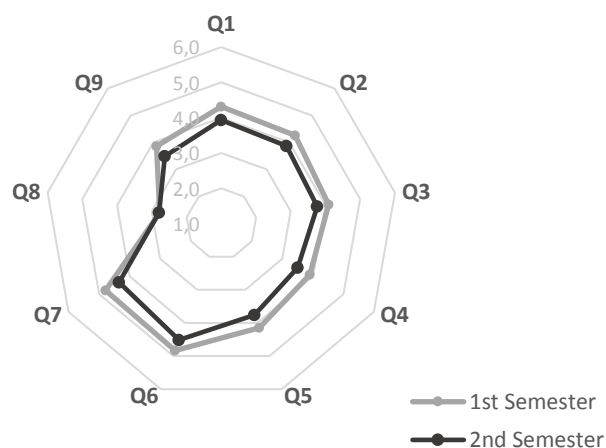


Chart 14. Average value of the questions, by semester, when at least in one of them the average evaluation is $\leq 2,9$

Table 3. 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

• Analysis by level of studies when in at least one of the questions the mean of the evaluation is ≤ 2.9

When analyzing the global average of the evaluations in the questions by study cycle (Chart 11) 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.

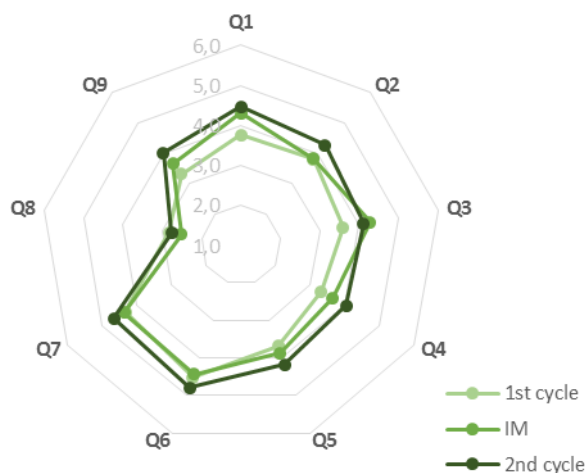


Chart 15. Results, by Study Cycle, when at least in one question the average evaluation is ≤ 2.9

If one compares the variation from the 1st to the 2nd semester, by study cycle (Charts 12 and 13/Table 4), 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 ≤ 2.9 .

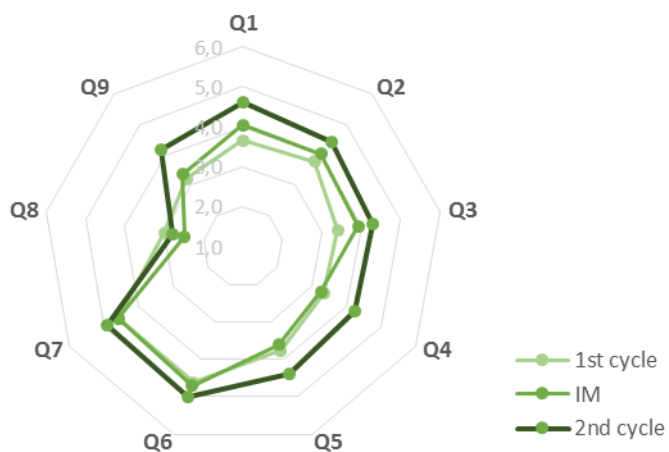


Chart 17. Results, by Study Cycle, of the 1st semester when at least in one of the questions the average evaluation is ≤ 2.9

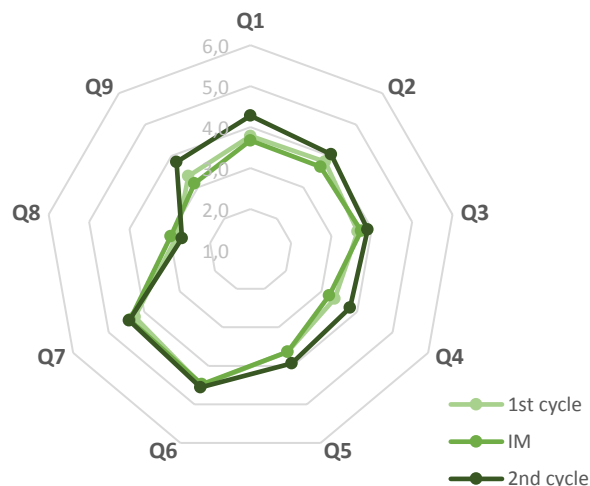


Chart 18. Results, by Study Cycle, of the 2nd semester when at least in one of the questions the average evaluation is ≤ 2.9

Table 4. Variation, by semester and Study Cycle, of the evaluations of the questions when at least in one of them the evaluation is ≤ 2.9

Variation from 1st to 2nd semester when one of the questions has evaluation ≤ 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**

Regarding overall high satisfaction, in the NOVA as a whole (Table 5 / Graph 14), the group of evaluation methodologies presented the highest mean in two questions (Q6, Q7), but the third question in this group (Q8) registered the value Lower average. In addition, Q8 reveals a greater variability of opinions, with a standard deviation far superior to the other questions.

Table 6. 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

In the comparison of the average values of the 1st and 2nd semesters, in the whole of NOVA (Graph 14 / Table 6), there was mainly a decrease in the question regarding feedback (Q8).

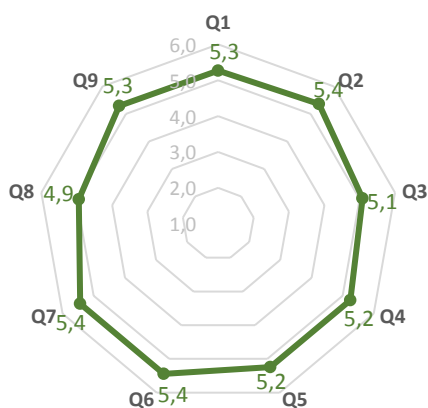


Chart 19. Average value of the questions when overall satisfaction is ≥ 5

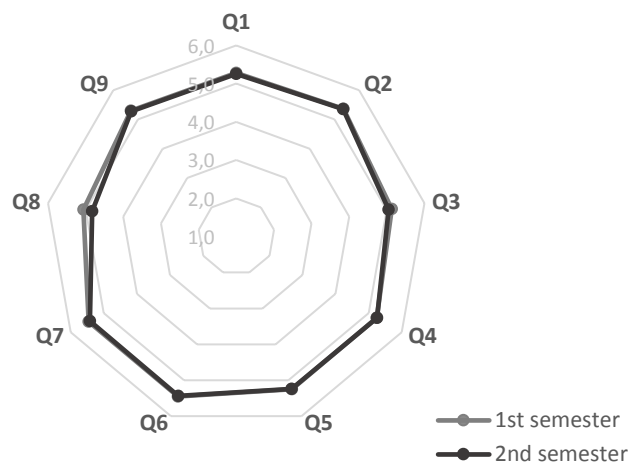


Chart 21. Average value of questions, by semester, when overall satisfaction is ≥ 5

Table 8. 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

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

When analyzing by Study Cycle, there is an equivalent overall satisfaction between the different levels (Chart 16). Again, 2nd study cycle shows a slight positive difference in relation to Integrated Master and 1st study cycle.

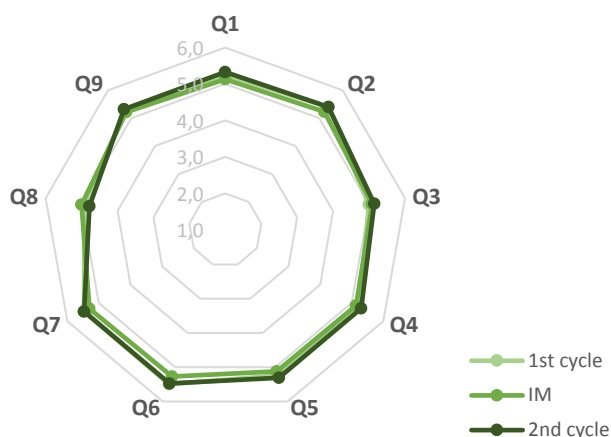


Chart 23. Results, by Study Cycle, when overall satisfaction is ≥ 5

When comparing the variation from the 1st to the 2nd semester, by level of studies (Charts 17 and 18 / Table 7), regarding global satisfaction, there were no significant variations between the two semesters.

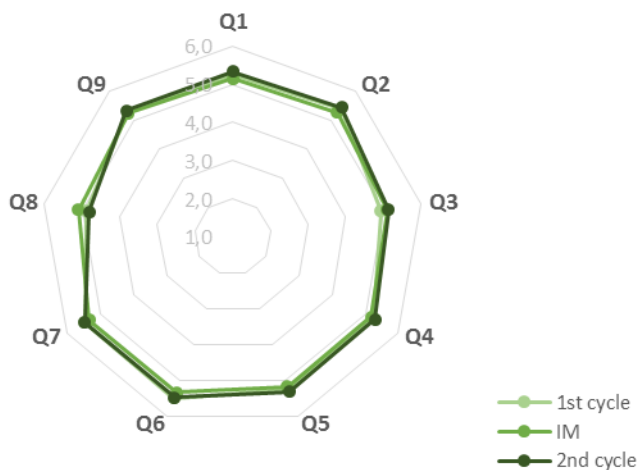


Chart 26. Results, by Study cycle, of the 1st semester when overall satisfaction is ≥ 5

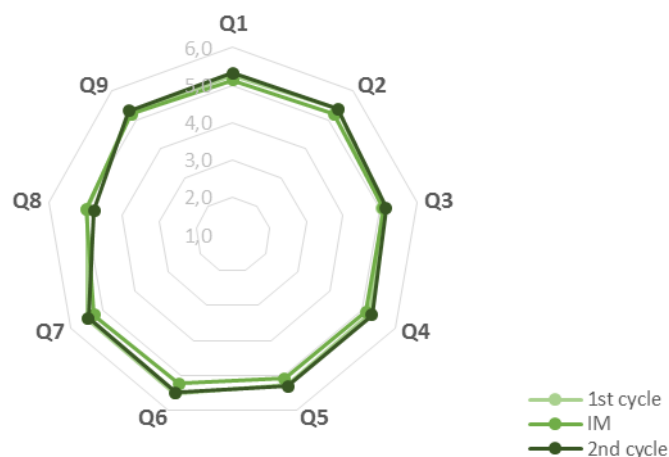


Chart 24. Results, by Study Cycle, of the 2nd semester when overall satisfaction is ≥ 5

Table 10. 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

4.3. Evaluation of teaching quality in NOVA

4.3.1. Evaluation of curricular units

In the overall analysis of NOVA for the academic year 2015/2016, considering the analysis of the two extreme situations, those in which problems were detected represent 4% of the total units in operation (Graph 19) and 6% of the total number Of the curricular units that were cleared for analysis. Those that showed high overall satisfaction represent 25% of the total number of courses in operation (Chart 19) and 36% of the total number of units studied.

Since it was possible to obtain information about the curricular units whose evaluation of the curricular units had an average value in questions Q1 to Q9 in the interval [3-4,9], corresponding to an intermediate zone of appreciation, we can see that these represent 40% of the units (Graph 19) and 58% of the curricular units cleared.

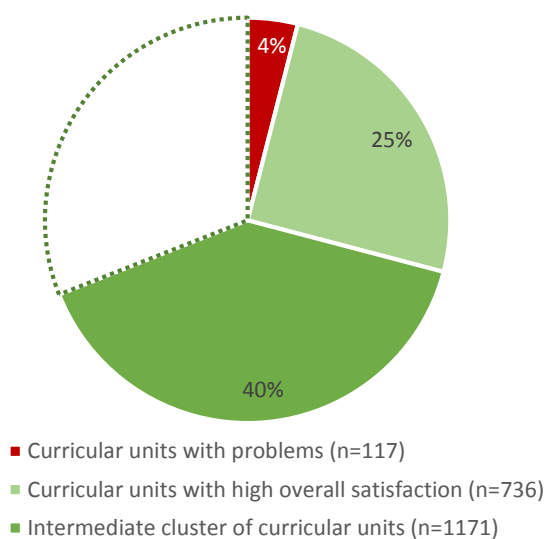


Chart 28. Total universe of curricular units in operation from NOVA (2015/2016)

A summary of the results obtained for NOVA is presented below for all questions grouped according to the three groups of analysis, problematic, intermediate curricular units with high global satisfaction (Table 8).

Table 12. Comparison of the evaluations between the cleared curricular units of NOVA (2015/2016)

Questions	When at least one of the questions has $Q \leq 2,9$ (n=117)		Intermediate cluster (n=1171)		When $Q9 \geq 5$ (n=736)	
	Average	Standard deviation	Average	Standard deviation	Average	Standard deviation
Q1. I understood the contents of curricular unit	4,1	0,793	4,6	0,412	5,3	0,293
Q2. The objectives were clearly explained by the teacher (s)	4,0	0,787	4,7	0,387	5,4	0,280
Q3. I think I have achieved the intended objectives	3,9	0,701	4,5	0,407	5,1	0,312
Q4. The teaching methodologies used contributed to my learning	3,7	0,896	4,4	0,479	5,2	0,301
Q5. The resources available have contributed to my learning	3,9	0,819	4,5	0,430	5,2	0,315
Q6. I have been informed of the evaluation criteria	4,7	0,839	5,1	0,399	5,4	0,321
Q7. The proposed evaluation criteria were respected	4,5	0,853	5,0	0,394	5,4	0,293
Q8. Throughout the semester I was informed about my progress	2,8	0,655	4,3	0,543	4,9	1,896
Q9. Globally, this curricular unit satisfied me	3,7	0,909	4,4	0,434	5,3	0,251

4.3.2. Academic experience and satisfaction

In order to analyze the contribution of the different variables of the academic experience to the overall satisfaction of the students in relation to the curricular units, was elaborated the calculation of the degree of association (Spearman correlation) between, the variation of the global satisfaction value (Q9) and the change in the value of the remaining questions (Q1 to Q8).



Figure 3. Correlation between different academic experiences and overall student satisfaction

The analysis of Figure 3 shows that, although all other questions are partially correlated, we highlight Q4 (Teaching Methodologies) as the variable that is most strongly related to the variation in overall satisfaction.

5. ANNUAL REPORT PLOTS

1 – ACADEMIC UNITS MISSION AND METHODOLOGIES

There were no significant changes in the mission and methodologies applied by the Academic Units.

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.

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.

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.