TEACHING QUALITY ASSURANCE SYSTEM

Annual Report

Academic Year 2016-2017

TEACHING QUALITY, ACCREDITATION AND EMPLOYABILITY OFFICE

February, 2018

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Acronyms and abbreviations

AU – Academic Unit

CU – Curricular Unit

ENSP – Escola Nacional de Saúde Pública

FCSH – Faculdade de Ciências Sociais e Humanas

FCT – Faculdade de Ciências e Tecnologia

FD – Faculdade de Direito

IHMT – Instituto de Higiene e Medicina Tropical

IM – Integrated Master

ITQB – Instituto de Tecnologia Química e Biológica António Xavier

NMS|FCM – NOVA Medical School | Faculdade de Ciências Médicas

NOVA – Universidade NOVA de Lisboa

NOVA IMS – NOVA Information Management School | Instituto Superior de Estatística e Gestão de Informação

Nova SBE – Nova School of Business and Economics | Faculdade de Economia

Q – Question

TQAS - Teaching Quality Assurance System

1. Introduction

NOVA's Teaching Quality Assurance System (TQAS) aims at contributing to the continuous improvement of the quality of teaching and learning at NOVA, 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 NOVA's nine Academic Units (AU).

In 2016/2017, using the methodology approved for the previous academic years, a students' survey was applied to better understand their perception regarding the curricular units' functioning.

Students were asked to evaluate, using a scale 1-6 (1 being the lowest and 6 being the highest), the contents and objectives of the curricular units (CU); the teaching and evaluation methods pursued; the available resources and, finally, the global satisfaction regarding each CU, as shown in Table 1.

Table 1. Questions included in students' satisfaction survey

	Academic Year 2016/2017
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
Teaching methodology	**Q4.** The teaching methodologies used contributed to my learning
Available resources	**Q5.** The resources available have contributed to my learning
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
Global Satisfaction	**Q9.** Globally, this curricular unit satisfied me

The survey is applied at the end of each semester, anonymously. In most cases is not mandatory. The students' evaluation of their learning experience is not, however, related to all the curricular units functioning in the academic year 2016/2017, as outlined in Figure 1. The following list summarizes the most important concepts to be considered in this figure:

- Active curricular units– CU offered at NOVA with enrolled students in the academic year 2016/2017;
- Curricular units surveyed – active CU in 2016/2017 to which the students' satisfaction survey has been applied;
- Curricular units not surveyed - CU to which the students' satisfaction survey has not been applied (may include dissertations, projects, etc.);
- Curricular units qualified - CU surveyed that fulfill the representativeness threshold criteria (from 5 up to 24 students enrolled → ≥5 answers; equal or higher than 25 students enrolled → 20% of answers);
- Curricular units not qualified - CU surveyed that do not fulfill the representativeness threshold criteria;
- Inadequate curricular units - CU qualified with an evaluation ≤2.9 (mean value) at least in one of the survey questions.
- Highly satisfactory curricular units - CU qualified with an evaluation ≥5 (mean value) in Q9 (overall satisfaction).
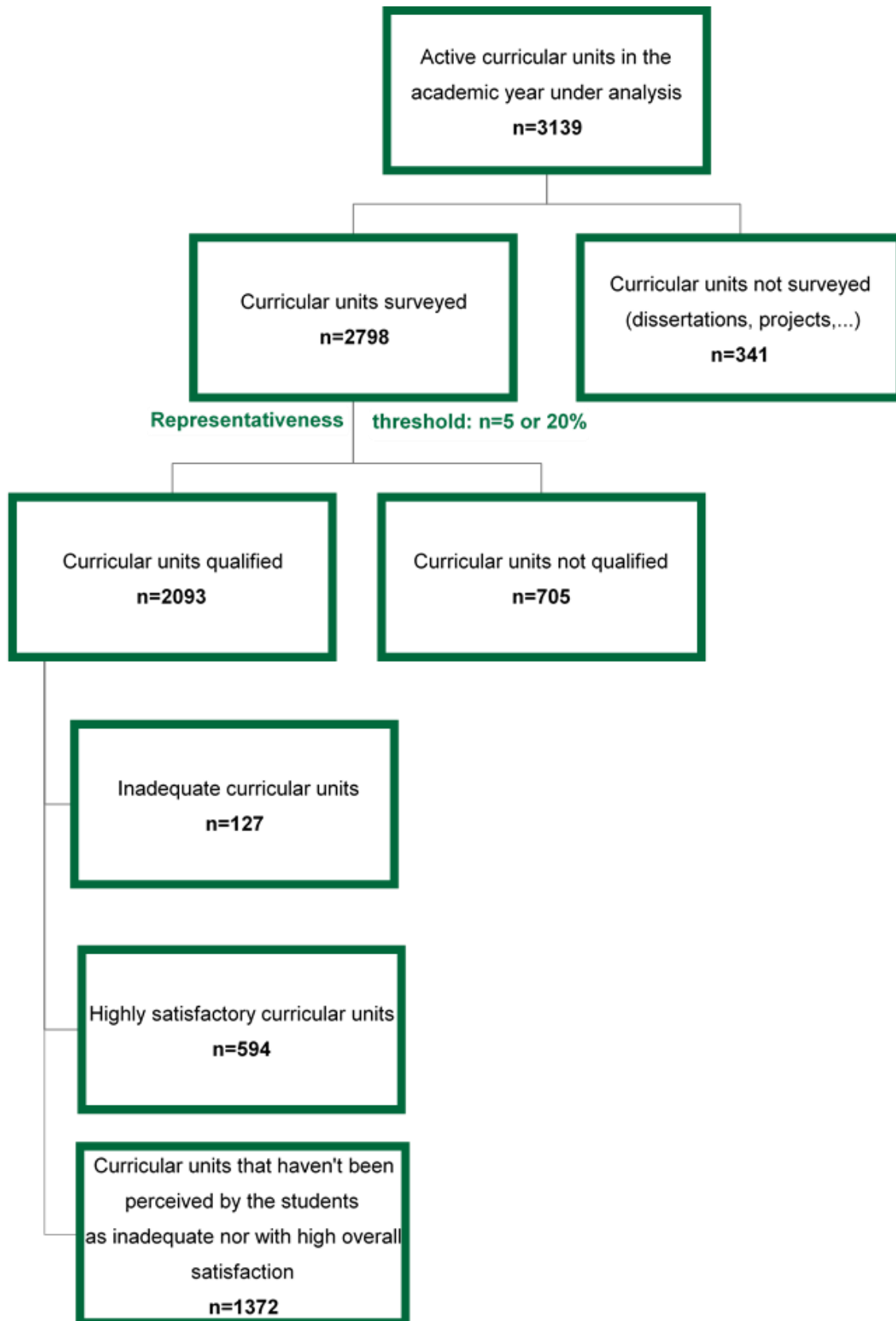
Figure 1. Distribution of active CU in 2016/2017

Figure 2 presents the percentual distribution of active CU in the academic year 2016/2017, where 19% correspond to curricular units with significant positive results regarding students' overall satisfaction and 4% to curricular units perceived by students as inadequate.

- Inadequate CU (n=127)
- Highly satisfactory CU (n=594)
- CU that haven't been perceived by students as inadequate nor highly satisfactory (n=1372)
- CU not qualified (n=705)
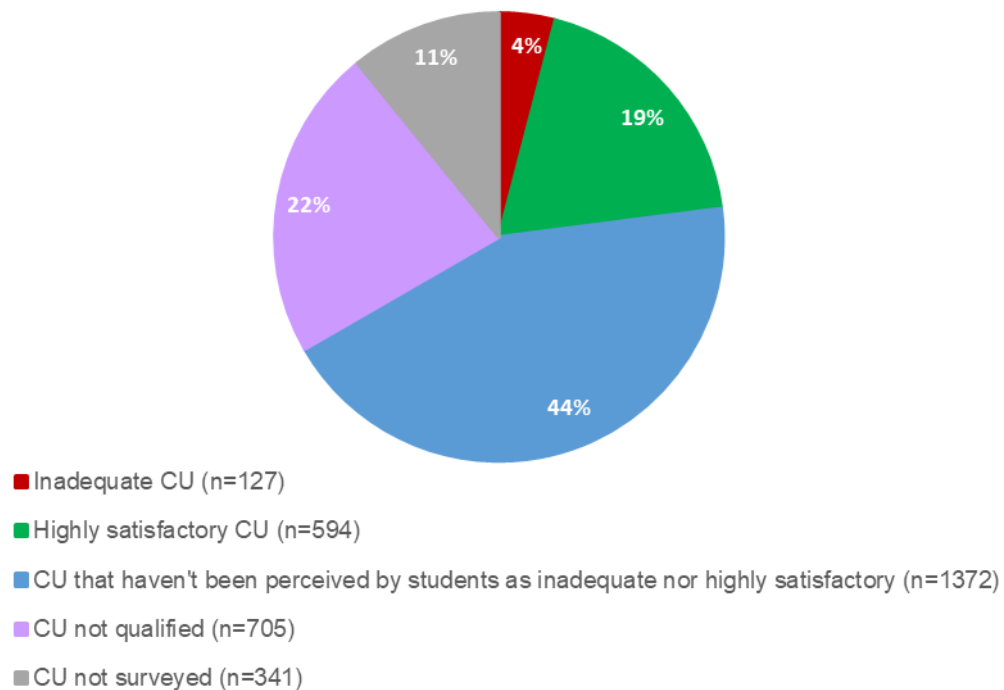- CU not surveyed (n=341)

Figure 2. Percentual distribution of active CU in 2016/2017

2. Context

2.1. Students enrolled at NOVA over the last five academic years

In the period between the academic year 2012/2013 and 2015/2016, it was observed a slight increase in the number of students enrolled at NOVA (Figure 3). Compared with the previous year the number of students enrolled in 2016/2017 observed a negligible drop.

As illustrated in Figure 3, integrated masters' programs degrees have the majority of students enrolled at NOVA in 2016/2017 (40% of all enrolled students), followed by first cycle (33%) and second cycle (27%).
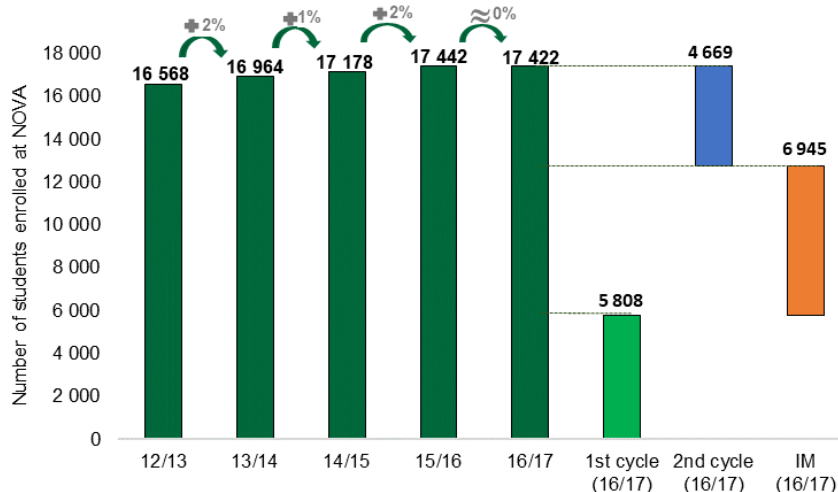

Figure 3. Students enrolled at NOVA

Source: RAIDES 2016; Reference date for registrants: 31.dez.2016

2.2. Curricular units

2.2.1. Curricular units surveyed

Figure 4 shows the number of CU surveyed in 2016/2017 per level of studies, which represents about 89% of the total number of active CU.
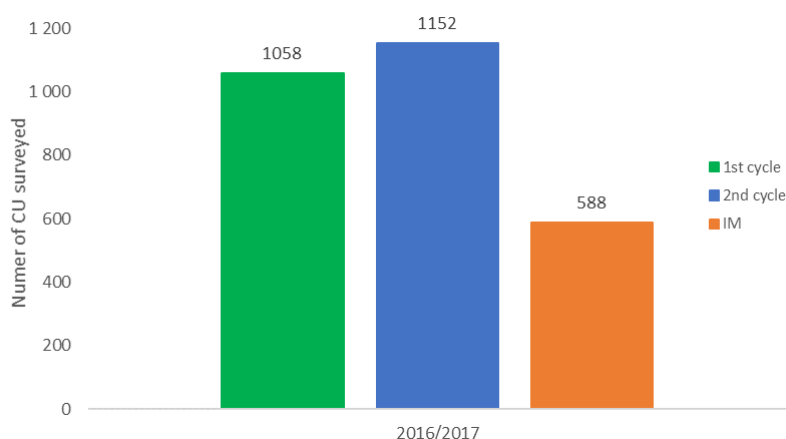

Figure 4. Number of CU surveyed per level of studies (n=2798)

Regarding the response rate (number of survey answers (Q1 to Q9) / total number of possible respondents), in 2016/2017 integrated masters presented the higher rate, followed by first cycles and by second cycles. When compared with the previous year, there has been an increase in integrated masters' response rate, but first and second cycles' rates decreased by 12 percentage points, as shown in figure 5.
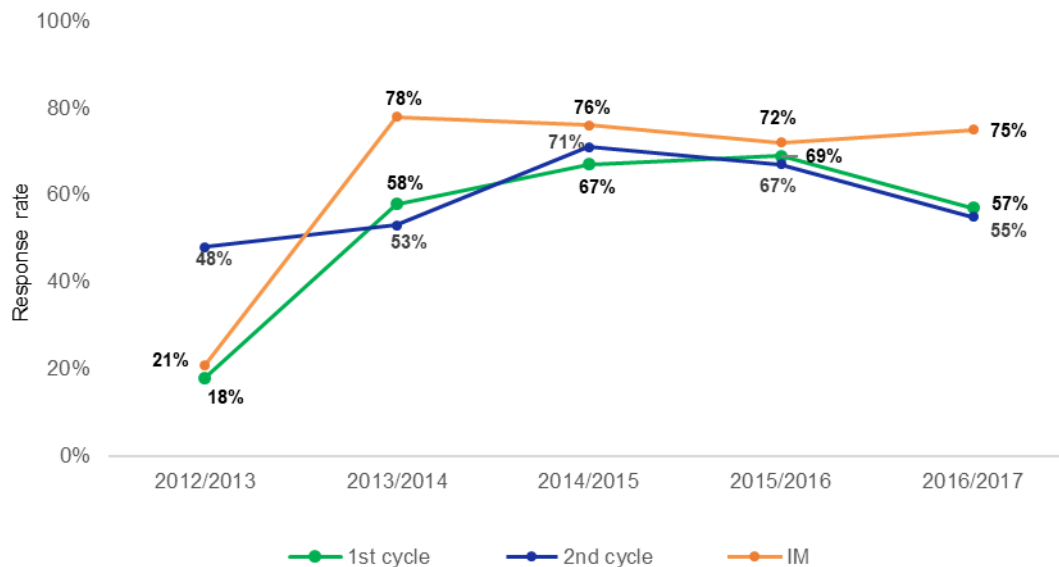

Figure 5. Response rate at NOVA, per level of studies, over the last five academic years

2.2.2. Curricular units qualified

In 2016/2017, the highest number of CU qualified belongs to second cycle, followed closely by first cycles with 789 CU qualified and finally by integrated masters with 512 CU qualified.

Figure 6 shows the variations in the last two academic years, reflecting an increase in the total number of CU qualified at NOVA (from 2024 to 2093), mainly due to second cycle CU.
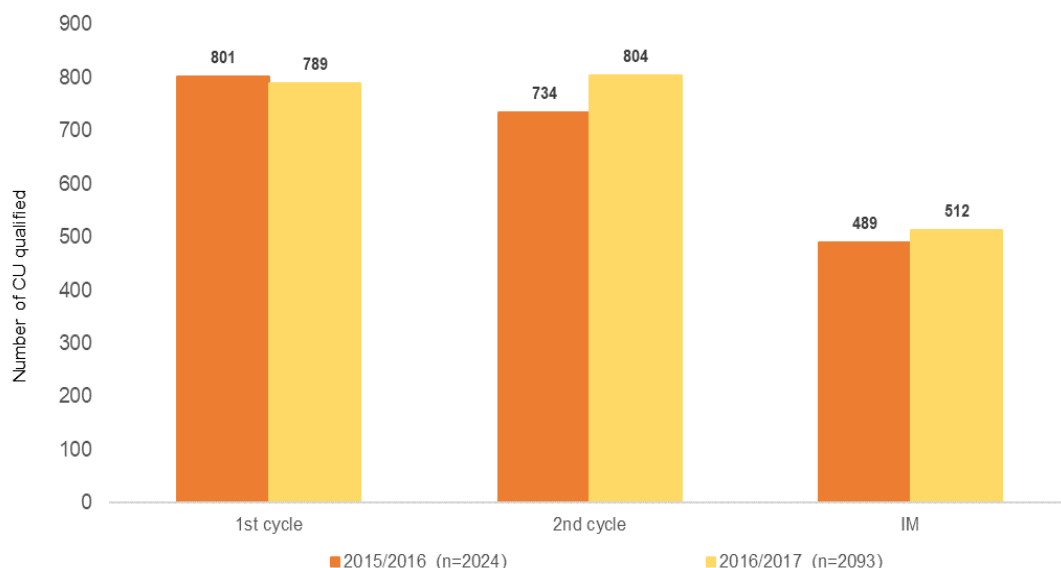

Figure 6. Number of CU qualified at NOVA, per level of studies, in comparison with the previous academic year

3. Results

3.1. Inadequate curricular units

Figure 7 presents the evolution (as absolute values) of CU perceived by students as inadequate in the last two academic years, and per level of studies. The number of inadequate CU was almost constant (125 *vs.* 127), corresponding to approximately 6% of the number of CU qualified for the academic year 2016/2017.

Figure 7.Number of inadequate CU per level of studies
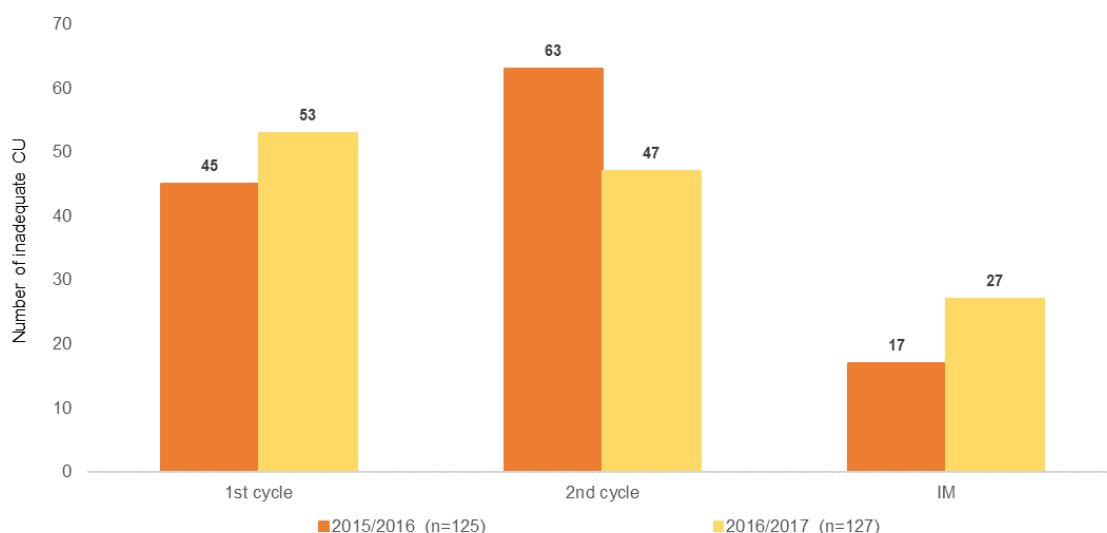
Figure 8 reveals the distribution of negative perceptions (Q1 – Q9) over the last five academic years. The graph shows that the survey question with worse scores is Q8. Nevertheless, the results show some improvement in the last two academic years for this question.
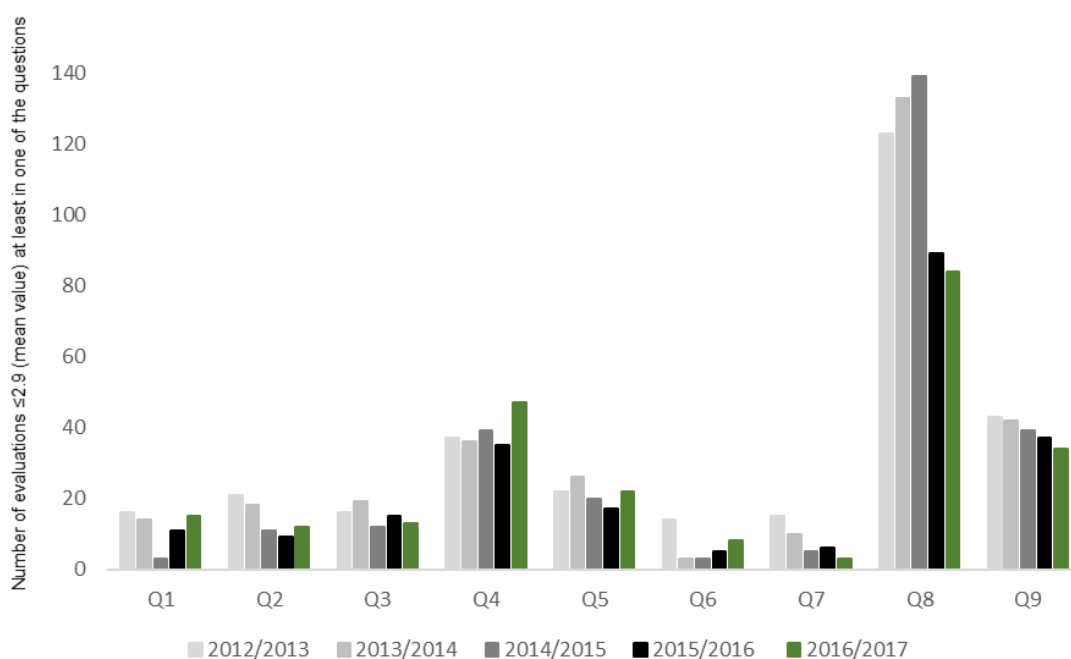

Figure 8.Number of evaluations ≤ 2,9 (mean value) at least in one of the questions (Q1 to Q9)

The results presented in Table 2 reflect the average of the answers for each specific question (Q1 – Q9) considering the inadequate CU.

Table 2. Average of the answers for each specific question (Q1 – Q9) considering the CU evaluated as inadequate

		Mean value	Standard deviation
a) Content and objectives	**Q1.** I understood the contents of curricular unit	3,8	0,812
	Q2. The objectives were clearly explained by the teacher(s)	3,8	0,716
	Q3. I think I have achieved the intended objectives	3,7	0,661
b) Teaching Methodology	**Q4.** The teaching methodologies used contributed to my learning	3,2	0,872
c) Available resources	**Q5.** The resources available have contributed to my learning	3,6	0,697
d) Evaluation methodologies	**Q6.** I have been informed of the evaluation criteria	4,5	0,751
	Q7. The proposed evaluation criteria were respected	4,4	0,698
	Q8. Throughout the semester I was informed about my progress	2,9	0,614
e) Global Satisfaction	**Q9.** Globally, this curricular unit satisfied me	3,3	0,816

Figure 9 presents the same results globally (a) and per level of studies (b).

a) NOVA
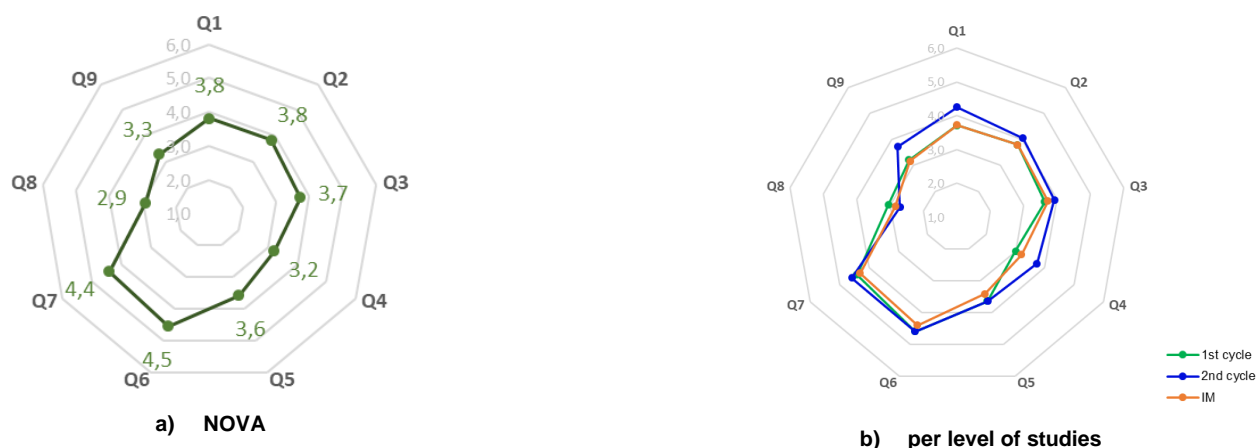

b) per level of studies

Figure 9. Inadequate CU

Figure 10 illustrates the averages for 1st and 2nd semesters. There is no significant variation among semesters.

Variation from 1st to 2nd semester when one of the questions has an evaluation ≤ 2,9

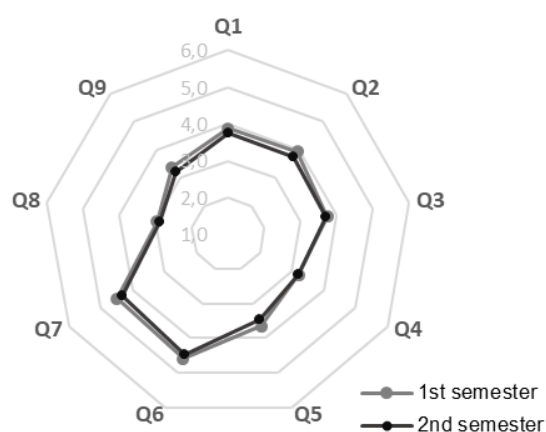|	1st S	2nd S	
Q1	3,9	3,7	▼
Q2	3,9	3,7	▼
Q3	3,7	3,7	▬
Q4	3,2	3,2	▬
Q5	3,6	3,5	▼
Q6	4,6	4,5	▼
Q7	4,5	4,3	▼
Q8	3,0	2,9	▼
Q9	3,4	3,2	▼

Figure 10. Average of the answers per semester for inadequate CU

3.2. Highly satisfactory CU

In 2016/2017, the number of CU qualified with an evaluation ≥ 5 (mean value) in Q9 is higher in second cycles and somewhat smaller in first cycles, having integrated masters the lowest number.

In comparison with the previous year, there is less 142 highly satisfactory CU. As it can be noticed in Figure 11, this decrease is more significant in integrated masters.
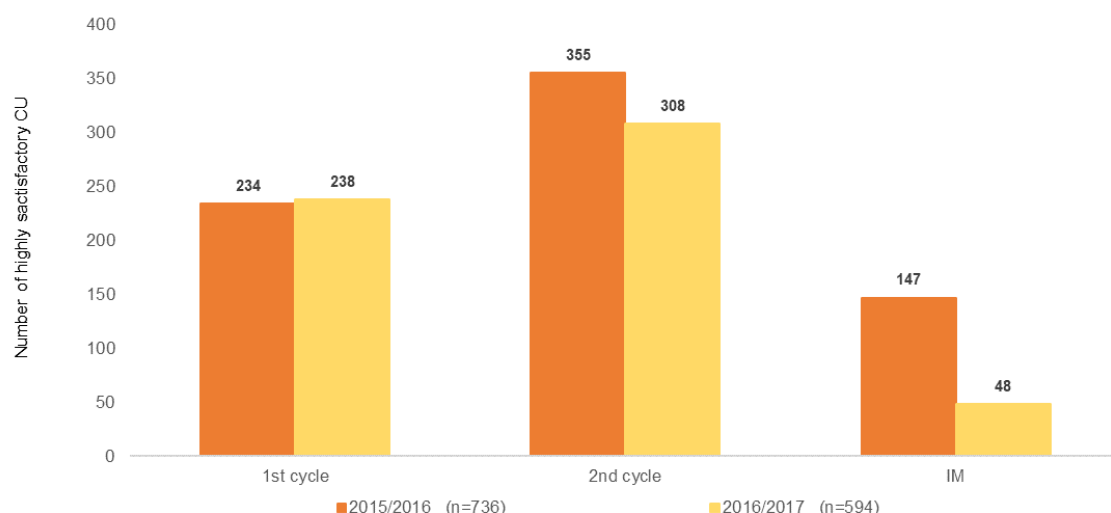

Figure 11.Number of highly satisfactory CU per level of studies

Figure 12 illustrates the evolution in the number of evaluations ≥5 (mean value) per question. When compared to last year there is an overall decrease. The results reflect the fact that students consistently find it very positive when objectives are clearly explained by the teacher (Q2), when they are informed of the evaluation criteria (Q6) and when the proposed evaluation criteria are respected (Q7).

Q8 remains the question with the lowest number of evaluations ≥5, but, from teachers' perspective, an effort is being made and there are already many positive examples of students' satisfaction related to feedback.
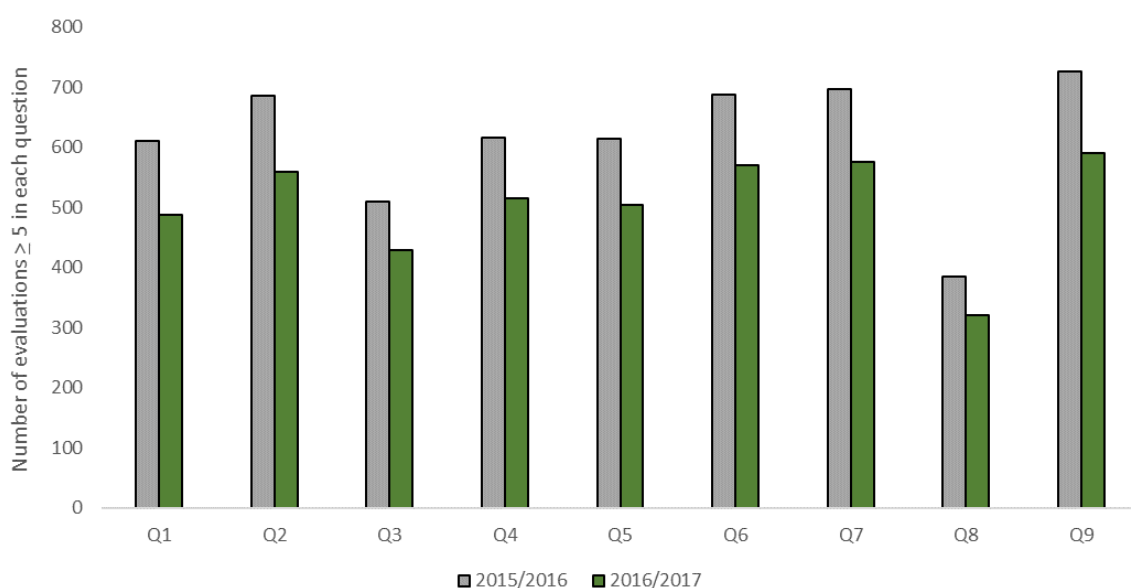

Figure 12.Number of evaluations ≥ 5 (mean value) in each question

Table 3 presents results corresponding to the average of the answers to each question (Q1-Q9) for CU that were perceived as highly satisfactory (i.e., Q9 ≥ 5).

Table 3. Average of the answers to questions (Q1-Q9), when Q9 ≥ 5

		Mean Value	Standard deviation
a) Content and objectives	**Q1.** I understood the contents of curricular unit	5,3	0,283
	Q2. The objectives were clearly explained by the teacher(s)	5,4	0,288
	Q3. I think I have achieved the intended objectives	5,1	0,338
b) Teaching methodology	**Q4.** The teaching methodologies used contributed to my learning	5,3	0,323
c) Available resources	**Q5.** The resources available have contributed to my learning	5,2	0,313
d) Evaluation methodologies	**Q6.** I have been informed of the evaluation criteria	5,5	0,323
	Q7. The proposed evaluation criteria were respected	5,5	0,271
	Q8. Throughout the semester I was informed about my progress	4,9	0,588
e) Global Satisfaction	**Q9.** Globally, this curricular unit satisfied me	5,2	0,250

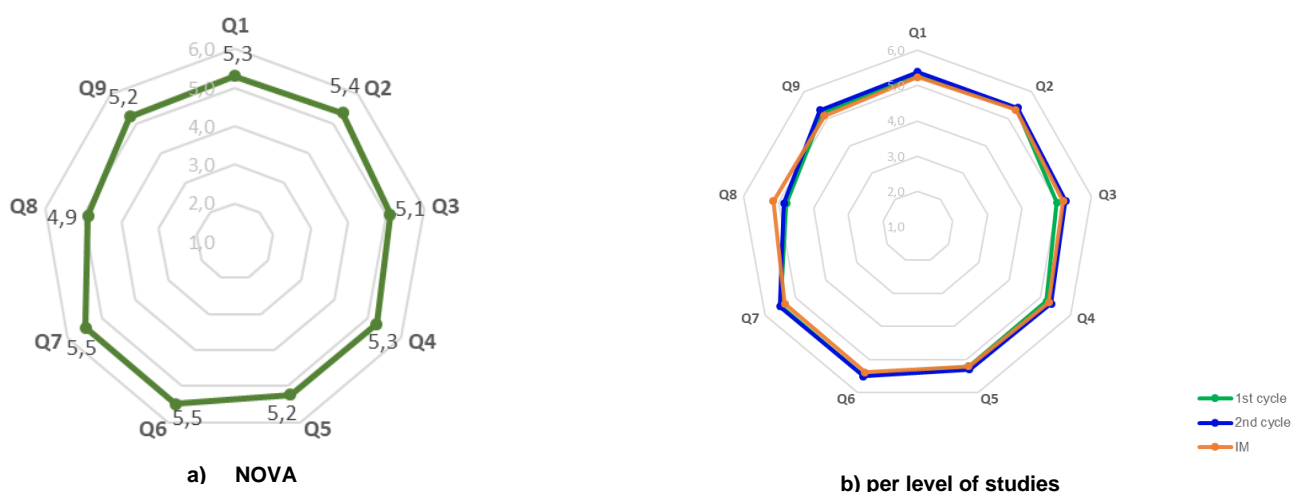Figure 13 presents global results (a) as well as per level of studies (b).

Figure 13.Average of the answers to questions (Q1-Q9), when Q9 ≥ 5

Figure 14 illustrates the averages for 1st and 2nd semesters. There is no significant variation among semesters.

Variation from 1st to 2nd semester when Q9≥5	1st S	2nd S	
Q1	5,3	5,4	▲
Q2	5,3	5,4	▲
Q3	5,1	5,2	▲
Q4	5,3	5,3	▬
Q5	5,2	5,3	▲
Q6	5,5	5,5	▬
Q7	5,4	5,5	▲
Q8	4,8	4,9	▲
Q9	5,2	5,3	▲

Figure 14. Average of the answers per semester to questions (Q1-Q9), when Q9 ≥ 5