

Program Advisory

End Report General Studies

2012-2013 Trimester 1



RSM
**Student
Representation**

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Introduction

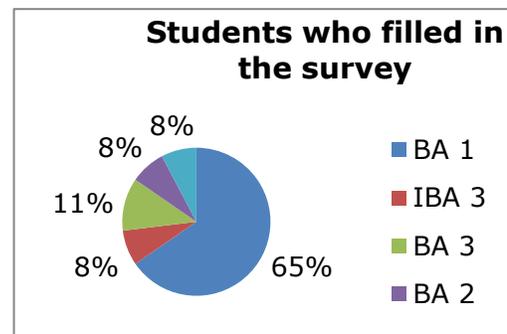
"Provide the best educational environment for our students on the RSM!"

Everyone sees things during the lectures and during the time spending on the university which they have an opinion about. All these general issues are important when students form their overall opinion about the Rotterdam School of Management (RSM). By overcoming the issues, we will make sure that RSM maintains a good qualified educational environment for the students. Some of the issues that are coped with in this report are old subjects that were researched last year by the SR. If there was an overall opinion among the members of the General Studies commission that the subject could use more research we chose to research them more and more in-depth. Some issues are discussed in one of the first meetings of General Studies, these are problems that the members of General Studies experienced and that is why there was research done for it. To see whether the opinion of the members are also the opinion of the population of students of the RSM. There are also topics that seem to be a problem but after desk research turned out not to be a problem for every student or that the problem was solved already. On behalf of the General Studies commission I would like to say that we hope the outcomes are valuable for the Program Management and we hope that the Program Management is able to do something with the improvement points.

Methodology

The feedback for the subjects: "Study places on campus" and "Power plugs in canteens" is based on a research conducted among 26 students, by means of filling out a survey (see appendix 1). Of these students 19 were first-year BA students, five were third-year IBA students and two were third-year BA students. International students received an English survey. However, Dutch students received a Dutch survey as a means to reduce language barriers. For the issues: "Canteen opening hours" and "disabled students" there was no field research necessary so there is only desk research used. General Studies conducted the field research for the subject: "RSM website" by handing out surveys (see appendix 2). All student groups were evaluated: first, second and third BA and IBA students, pre-master students and master students. 25 surveys of 25 students were useful for the study of that subject.

- 12 first year students
- 5 second year students
- 4 third year students
- 2 pre-master students
- 2 master students



For the subjects: "bachelor thesis" and "students don't bind with university" interviews with students were held during desk research. For the issues "passing of a relative or good friend" and "company contact for group assignments" field research was necessary to get to know the ideas of the students on these topics. In order to get feedback from students for these issues, feedback forms were made and handed out (see appendix 3). Twenty-seven feedback forms were returned. Seventeen of them were filled in by first year Business Administration students. Furthermore two forms by third year International Business Administration students, three forms by third year Business Administration students, two forms by second year Business Administration students and three forms by second year International Business Administration students. For the subjects "not using the topic index" and "extracurricular activities and mandatory classes" didn't need field research, because the desk research was enough to come up with ideas and solutions. For the subjects: "Assignment uploading via blackboard", "File Management on blackboard", "webcast" Based on investigations and findings from previous years, several issues related to general studies have been identified, namely regarding Blackboard and webcast. Desk research has been conducted in the first place, followed by a field study with the purpose of finding out different individuals' perspectives. In the field research, a sample of 33 students has been collected from the International Business Administration program, with 2 respondents from the first year, 24 from the second year, 2 from the third year and 5 from pre-master (see appendix 4). In addition, qualitative research results gathered from the focus group have also been included.

Subject: Study places on campus

In last year's PA report the problem of a lack of spaces to study on campus was raised. As a follow-up, the viewpoint of current students was researched.

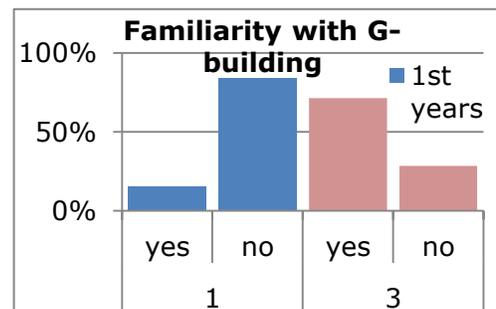
Feedback:

From the survey we conducted we found that most students in our sample have at least once studied at campus. Only five students said they don't study at campus. Of the 21 that do study at campus, 11 indicated having problems sometimes with a lack of available study places.

The places they usually use fluctuate a lot, so there is not one specific location that tends to be full more than others. The frequency with which they claimed they encountered this problem fluctuated much as well, from one time per trimester to once a week. It was mentioned a few times though, that unavailable places usually occur right before, and during exam periods. For meeting rooms there was mentioned by some students that the RSM has not enough. There are meeting rooms at T3, T5 and in the G building. There has to be made a reservation for a room in the T or G building one day before, before 12AM. There are a lot of rooms but you have to be early to make the reservation. Ten students were asked and none of them thought it was a problem to reserve a meeting room.

Solution according to PA:

As stated in last year's report too, there is no easy solution for this problem. The new C-hall did already provide some new study places this year. The G-building might provide a solution, which we examined next.



Feedback G-building:

In the old SR report it was mentioned that there are many study spaces at the G building. However, students simply do not know about these places. In the current research it turned out that only three of the first-year students knew about the places, but five out of the seven third-year students were familiar with these spaces. Out of all students, only three students had actually studied there. One of them stated that it was never quiet there, and therefore does not study there anymore. Another respondent said he or she actually did like to study there.

Solution according to PA

Inform first year-students about the study facilities in the G-building. This could be done, for example, in mentor class.

Checklist to improve the problem

- Pick a map of the campus that show the study facilities in the G-building
- Hand them out to first year students

Subject: Powerplugs in the canteens

An issue raised last year was a lack of power plugs in the canteens and study spaces. Power plugs are important as students use electronic devices such as laptops and Ipads, while studying and during group meetings.

Feedback:

In our research, out of all 26 students 19 use a laptop in the canteens, of which more than 50% use it at least once a week. More than half of them (14) encountered a situation in which they needed a power plug, but it was unavailable. For the multitude this happens at least once per trimester. This evidence suggests that it is a problem, and it seems even more so since some students filled out 'too often' when asked how many times they encountered the issue.

Solution according to PA:

It would be ideal if new power plugs could be installed. This has already been done in the C-hall. However, a more suitable solution would be placing multiple sockets in central places such as the canteens.

Checklist to improve the problem:

- Acquire multiple sockets and place them in the canteens
- Make sure they are assembled in such a way that it is not possible to move them out of the canteens

Subject: Canteen opening hours

One of the issues raised last year was that the canteens opening hours are not ideal.

Feedback:

From our research the following became evident: nearly 50% (8/19 first-years, 4/7 third-years) replied positively to the question whether the opening hours should change.

All of them would like the canteens to be open somewhat longer. A few (4) also wanted the canteens to open earlier (at 9.00) or would like the canteens to always be open. Some students stated that primarily the T4 cafeteria should be open longer, preferably until 16.00 or 17.00. At the moment, this specific cafeteria is only open from 11.00 to 14.00.

Solution according to PA:

The main focus here is on the T4 cafeteria. It would be ideal if opening hours would go from 11h-14h to 9h-17h. As there are many classrooms in T, there will be students in the cafeteria after 14h. Some students said they would like to have dinner at university, which is possible, but not in T at the moment.

Checklist to improve the problem:

- Talk to Albron to see if it is possible for them to stay open from 9.00 to 17.00 in the T-building

Subject: Disabled students

Since this subject is very diverse and involves only a small number of students, the approach was slightly different here from the others. Instead of a survey, an interview was held with the study advisor currently responsible for working with disabled students.

Experiences from previous years showed that (not just in RSM, but campus-wide) there were some problems for disabled students. One of the biggest problems was a lack of laptops for exams and the procedure to get these laptops. Other problems included the admission for new students and the execution of specific requests.

Feedback:

In the interview, however, it turned out that since this academic year many of these problems are being, or already have been addressed. Study advisors now have access to a database which contains the admissions of disabled students. Instead of one person coping with all these admissions for all faculties, the study advisors now personally approach these students, and sit down with them and try to facilitate them.

The problem with laptops also has been resolved, as the procedure to request one is much simpler, and exams can now be done in a computer room. First-hand experience shows that this works perfectly and significantly reduces effort and stress levels besides the usual exam efforts.

Checklist to improve the problem:

One point of improvement would be to inform the supervisors more as to how to keep in contact with the main exam room (for questions and mistakes in exams) and how the handing-in procedure works after the exam has been finished. It happened once that a student plugged in the USB to save her work and found that someone else's exam was still on there. The supervisor did not really know how to cope with the situation. Hence, they could be informed a bit more about these special exam arrangements.

Subject: New RSM website

The RSM website is new and the Program Management wonders if students think that the website is working well and that the website is clear. On first notice the site is clear and working well. There is a search option and the subjects are divided for Bachelor, Master, MBA, PHD e.g.. The website can be used for looking at the schedule, finding information about different studies and masters for students both of RSM and non RSM.

Feedback during the field research:

Awareness of the RSM website:

All of the twenty-five students knew that the website exists. However, only 16% uses the website very often (1-2 times per week). Furthermore, 40% of the students only use the website once per two months for course manuals and 44% of the students never use the website.

Usage of the RSM website:

Students that use the website, use them for:

- Information about the study;
- The course manuals;
- Bachelor exchange and master.

Information on the RSM website:

The students were divided on how easy the information can be found. 48% said it was easy to be found, mostly because of the "search" block on the website. There are no reports of failures of the website or errors. The overall opinion about the website is:

- *Its layout is clear but you have to take many roads to get where you want to go!*

When the question: "Can you explain to me how you can find your schedule on the website?" appeared there was only 1 student who could actually do that. This is because most students use sin-online for their schedule.

Good subjects about the website that were mentioned:

- The layout improved in comparison to the old website.
- There are companies on the website.
- The layout is beautiful.
- The website is up to date.

Points that were mentioned to improve the RSM website:

- The long road you have to take to get to the information you would like to have. 80% of the students said this is an issue.
- Students would like an overall calendar with: free days and the beginning of the academic year 2013.
- Students would like to see the concept schedule be replaced by the final schedule.

Feedback during the focus group:

During the Focus Group that was held on January 10 three groups of 6 students discussed several topics. For the RSM website the students discussed the following statement:

- *The RSM website is improved with reference to the old website.*
 - *Discuss: update information, awareness, usability, improvement points, current students page*

The overall outcome of the Focus Group was the following (see appendix 5):

Students are very happy with the new website! There are only a few small issues that are discussed later.

Good things:

- The current students site is really clear. It is a page that shows everything that you might need.
- Everything was good to find.
- A clear overview.
- The design is nice.

Things that could be better:

- Inform students that were on exchange, they have no idea of the new website.
- Downloads are very hard to find.
- It's hard to find exchange forms and information.
- Master exchange destination was vague on the website.
- More quickly with uploading of information.
- The search engine does not work properly.

Solution according to PA:

The overall idea of the website is that it is a great improvement to the old website and students were pleased to see that something was done to improve the website. The things that can be improved have mostly to do with information/communication. Students would really like to know everything as soon as possible and also as good as possible because they want to do everything right. So the solution for most of the problems can be solved by better communication.

Checklist to improve the RSM website:

- Shorten the roads to information.
- Make a separate download page.
- Add an overall calendar.
- Concept schedule replaced by final schedule.
- Better information of the new website.
- Improve the search engine.

Subject: Bachelor thesis

The bachelor thesis is a research project for third year and premaster students. For the bachelor thesis students cannot choose their own topics. This is a problem because students would like to have a topic that attracts them and is near their interests. Students have to range around fifteen topics. If the top five of a student is already taken the student get's another topic that is not in their top five. This is a problem for some students because they get a topic they do not like.

Feedback:

To find out what students think about this, five interviews were held among third year and premaster students of both international business administration and business administration. All five students told that they heard stories around the university that some students got the subject they ranged at the 13th or 15th place. One student told me that indeed she got her 11th subject, which is why she was very upset. The four other students that were interviewed all got the subject that was in their top five. Everyone of the five students agreed that it would be better if they could come up with their own subject so that they always get a topic they like. Especially for the students who get the subject they ranged very low, the five interviewed students agreed that there must be an option of applying a subject of your own.

Solutions according to PA:

There should be less problems if students know that the dividing of the subject would be fair. There is no reason to think that the dividing of the subjects is not fair but maybe students feel that way. For the solution that maybe could be added the First come – First serve rule. So that students who applied at the first day with their top 20 don't get their 11th subject. Another thing is that students can apply with their own subject in case they do that in time (for example two weeks before the applying of the regular subjects).

Checkpoints to improve the problem:

- Make sure the student know that the dividing of the subjects is done fair.
- Think about the possibility of first come – first serve.
- Allow students to apply their own subject.

Subject: Students do not bind with university

A lot of students do not bind with university. They only go to the campus for classes and after that they leave immediately to their houses.

Feedback:

Of the 10 students that were interviewed only 30 percent stays at the RSM after class. Two of them stay because they are in a committee and one of them stays after class stays because he studies at the library. Of the students that do not stay at the RSM after class, they do not stay because they have other things to do besides their study and they prefer studying at home. They mentioned it would not matter whether there are more drink and food facilities at the campus. The students say there are enough facilities because there are sports facilities, eat and drink facilities and hang out facilities. So this issue cannot be improved by actions of the RSM program management.

Subject: Passing of relative or good friend

Sometimes it happens that students fail to hand in an assignment or make an exam which is crucial for passing their year/continuing their studies due to the passing of a relative or good friend. On the new RSM website it is not clear who students have to inform of where they should go to when this happens. In this case, students often do not know what their rights are.

Feedback:

A survey was held in which students were asked if they know what to do when you are in this situation and who they would inform. None of the students who filled in the survey have been in this situation.

67% of the students do not exactly know where to go when they are in a situation like this. But they would go to study advisors, program management, professor of the course, student help desk or exam commission. 33% does know what to do. These students would go to program management or study advisor.

Solution according to PA:

Such a big group of students doesn't have a clear view of what to do. It should be clearer, especially because in this situation, students have something else on their minds but to look for information about how to inform RSM. It doesn't have to be elaborate, just make clear who exactly to inform.

Checklist to improve the problem:

- Make sure that it is clear on the website (for example at the subject BSA) what students have to do when they are in a certain situation.

Subject: Company contact for group assignments

Sometimes students have a hard time finding a company that wants to collaborate with them in assignments like Strategic Business Plan or Organization Theory and Dynamics. Since the recession started, it is thinkable that companies do not want to 'waste time' on a student project.

Feedback:

A survey was spread in which students were asked whether they had trouble in the past with finding a company, if they think that they do have enough time to find a company and in which ways they search for companies.

63% of the students have not yet experienced difficulties with finding a company. All students but one think they get enough time to find a company. 65% of them used their network to find a company, 35% used family or friends. But 33% thinks to experience problems in finding companies for future assignments. 75% of the students that did not experience problems would still think that help from career services is an extra safety in case finding a company is difficult.

37% of the students have experienced difficulties with finding a company to collaborate with them on their assignments. These students tried finding a company through friend and family or randomly calling companies found on the internet. All these students think they have too little time to find a company. They would all like to have the opportunity to get help from RSM if they experience problems, and they all think that it would be an improvement if they could use career services.

Solution according to PA:

Solutions on this problem can be found in different directions. First of all, announce the group assignment as early as possible. Most of the time, students have to find a company at the beginning of a trimester. Before that, they are studying for exams. So if it's announced earlier, they can already try finding a company and the company has also some time to think about it or prepare.

Secondly there could be a workshop or small presentation by career services in how to approach a company or how to use your network, family or friends to find a company. Most students don't have experience in searching for companies to collaborate with them and they don't know how to handle that.

In the third place, it might be an idea to think about collaboration between career services and the courses in which students have to find a company. If career service has contact with a company, for example because they want to add an internship or job opportunity to the website, they could ask if that company wants to be contacted for a group assignment.

However, this should be a last option for students: only students who can prove to have contacted several companies and really don't have much time left, can use this extra service.

Checklist to improve the problem:

- Make a list of all deadlines according to assignments in which companies are involved, like the deadline for finding a company or the deadline of the first assignment. Try to announce this list as early as possible on the RSM website or SIN online.
- Have a meeting with career services to discuss the workshop/presentation opportunity, this might even be done by a student assistant
- Also have a meeting about the list of companies. Check whether career services would like to collaborate. It might also be a great task for a student assistant to keep the list up to date and to bring students in contact with certain companies.

Subject: Not using the topic index anymore

The topic index was used until last year to post timetables, course manuals etcetera on. From this year on, all these documents can be found on the new website. But the old documents from 2011-2012 are still in the topic index section. Students who want to find information and are not aware of the new website yet, might look for information in the topic index and find the old documents. This can be confusing.

Solution according to PA:

The solution could be very simple: Remove all the old documents from the topic index if they are not used anymore. Make sure that only current documents can be found in the topic index.

Checklist to improve the problem:

- Check which documents in the topic index are still up to date
- Remove the documents which are not up to date anymore

Subject: Extracurricular activities and mandatory classes

The problem addressed last year was that some students would also like to be freed from mandatory sessions to attend interesting guest lectures, workshops etcetera, which they consider more interesting and helpful for their future career preparation. According this year's PA committee, it is not a real problem that should be solved. Both International Business Administration as well as Business Administration are studies with few mandatory classes and the program management or professor of the courses have good reasons to make classes mandatory.

Solution according to PA:

The only thing that could be improved in this case could be that a list is made to inform students on time about which classes are mandatory. For some courses, this is already announced through SIN online.

Checklist to improve the problem:

- Make a list at the beginning of the year with all mandatory classes/days that students need to be at RSM
- Post this on the new RSM website and adjust it if new dates are set.
- Post a message on SIN online when the list is adjusted

Subject: Assignment-uploading via Blackboard

Generally there are only a handful of courses that require uploading assignments via Blackboard. However, the upload channels on Blackboard appear to be rather unstable and unreliable. Firstly, students do not receive any confirmation message after uploading. Moreover, when returning to the uploading page students sometimes find an error notification. To cope with this, some course instructors have asked students to send the assignments by email. However, this should not be a long-term solution, as it freed the assignments from the plagiarism check embedded in Blackboard. Currently for some courses students are required to submit their assignments via the network provided by the Law School (<http://www.lawweb.nl>). But the law school uploading system is partially in Dutch, which might not be very user-friendly to international students.

Feedback:

As for the students' opinions, among the 27 respondents who had experience with uploading assignments via Blackboard (the rest six have never uploaded any assignment), a majority of 96% indicated that it is convenient to upload assignments via Blackboard. Details can be found in the chart on the right. 6 students claimed that technical failures of the Blackboard system have caused delay of their assignment submission, but all of them were able to cope with it by alternative measures such as emailing the assignment to the tutor. Breakdown of Blackboard has been mentioned for several times since the downtime has caused much inconvenience. Moreover, some students mentioned that some professors refuse to recognize technical failures of Blackboard as valid reasons for missing the deadline.

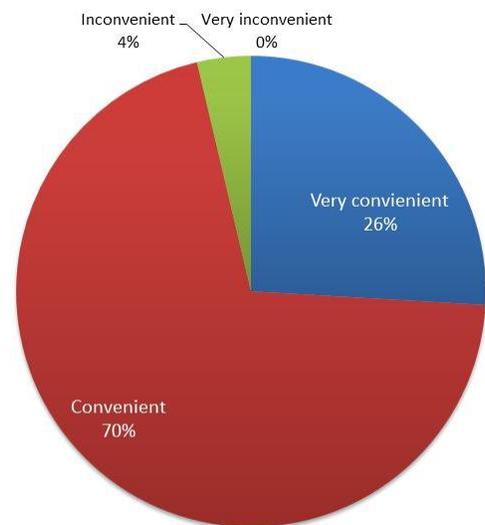


Figure 1 How convenient is it to upload assignments via BB?

Solutions according to PA:

To cope with technical failures of Blackboard, it is recommended that alternative measures for assignment-uploading be specified prior to the course.

Checklist to improve the problem:

- Inform students of the fact that Blackboard occasionally fails, especially first year students who are new to the university's electronic system.
- Provide a detailed how-to-use instruction if assignments are to be uploaded via alternative platform such as the lawweb.

Subject: File management on Blackboard

File management is a left-over issue from last year. The files on Blackboard were poorly-managed due to inconsistency in the format of (1) file names, (2) folder names on the left panel. At present, the left-panel folder names are not identical in each course, but most of them follow the categories of "Information, Content, Assignments, Discussions & several other course-specific folders". However, files of same properties are sometimes categorized into different folders, which make it difficult for students to locate the files quickly. Besides, there are also no significantly different file names, except for courses taught by many professors such as Introduction to Business.

Feedback:

When asked how well-organized the files are on Blackboard, roughly three quarters of the respondents showed satisfaction while the rest see it as disorganized or very disorganized (Figure 2). In addition, around one fifth of the students find it not easy to find what they are looking for on Blackboard (Figure 3). No complaints on different file names have been received while inconsistency of folder names on the left panel still remains according the respondents.

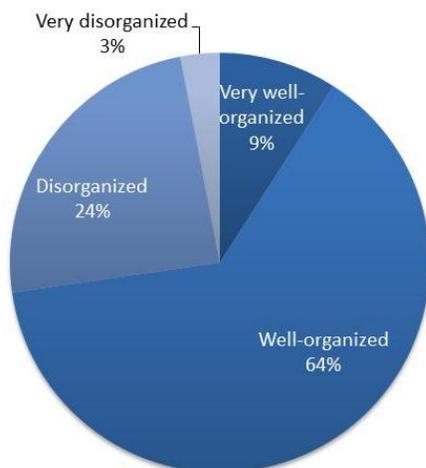


Figure 2 How well-organized are the files on BB?

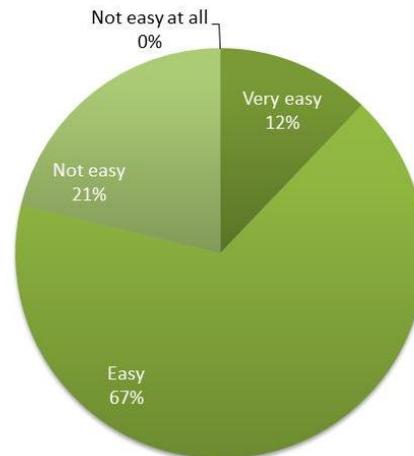


Figure 3 How easy is it to find what you are looking for on BB?

Solutions according to PA:

It is recommended to implement a uniformed format of the left panel for all courses. Besides, the discussion board is also recommended to be used more frequently in order to implement interaction between the students and the teaching staff.

Checklist to improve the problem:

- Standardize the left panel of all courses into categories of Information, Content, Assignment and Discussion.
- Place the staff information, course manual and other introductory materials to the course in the Information folder.
- Place materials related to lectures, workshops and other seminars in the Content folder, which might further contain several subfolders.
- Place any information regarding the assignments in the Assignment folder.

Subject: Webcast

Most of the Webcasts were recorded before 2009. There are some records with poor sound quality. Also, sometimes the lectures posted on Webcast have slightly different contents with what is being taught at present due to course update and change of teaching staff.

Feedback:

According to the field research, the use of Webcast is not widespread yet as only one third of the respondents claimed to have ever used Webcast during their studies at RSM. The majority of those who used Webcast find it helpful to their studies (Figure 4), whereas the complaints mainly centered on the sound quality of the Webcast. Moreover, some respondents have asked for more frequent updates as the Webcast contents have not been renewed since 2009 and changes in teaching agenda have caused some mismatch between the Webcast contents and the actual lectures. The course Operations Management has been named for its interactive Webcast.

Solutions according to PA:

Measures should be taken to increase the students' awareness of Webcast. And the contents of the Webcast needed to be updated if possible. And the new Webcast should be as interactive as possible.

Checklist to improve the problem:

- Promote Webcast by Sin-online messages.
- Advise the teaching staff to mention Webcast more frequently during lectures and include the links to Webcast in more noticeable places on Blackboard.

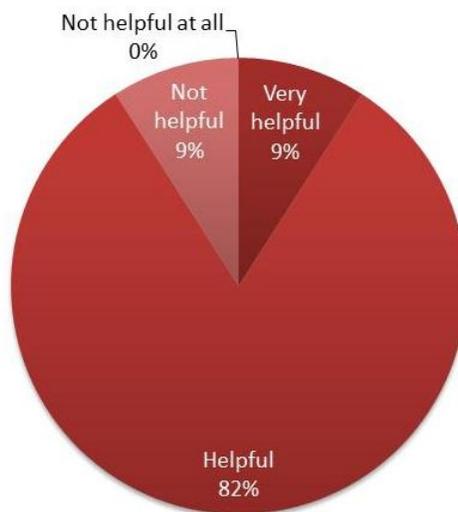


Figure 4 How helpful is the Webcast to your studies at RSM?

Conclusion

Especially during exam periods there is a lack of study space. Increasing awareness of alternatives, such as the G-building, would aid in reaching a solution. There appear to be a lack of power plugs in certain locations and placing multiple sockets would be a quick and appropriate solution. The opening hours of the canteen are not a big problem, but students prefer opening hours between 9h and 17h, especially in the T-building. The new procedure for helping disabled students is a great addition to the service of RSM. The RSM website is a great improvement in compare to the old website. The design is good and the current students site is easy to use and has a great overview. There are several small things that can be improved such as download site and quicker communication. The dividing of the bachelor thesis subjects could be done by first come – first serve. When students are in a situation that a relative or good friend dies, it's already really difficult for them. Make it as easy as possible for them to know what to do by providing more and clear information. Don't make it too easy for students to get help with finding a company, but in some cases students really can't find a company and need a platform to provide help or tips. Remove old documents from the topic index, so students don't get confused. Make students aware of all mandatory classes as soon as possible. As the online linking-pin between the students and the university, the functionality of Blackboard is crucial to the students' everyday study. As several problems have occurred and still exist, measures should be taken to resolve these issues in order to provide the students with convenient and enjoyable learning experience. Webcast is an innovative approach of teaching and has brought positive influences so far. However, some fine-tuning regarding the quality of the Webcast content is still needed.

Appendix:

Appendix 1: Survey study places at campus and Canteen Student Representation: **Program Advisory**

The Student Representation is an independent organization that represents students of the BA and IBA program. The Program Advisory provides the Programme Management with advice based on feedback they have gathered from their fellow students during the trimester. By filling in this form you can help Student Representation to improve the quality of your education!

SPEAK YOUR MIND!

With this form, you are giving feedback about **General Study Issues.**
We are interested in both positive and negative feedback and suggestions.

Which study are you in?

BA IBA Year: _____

Study places at campus

Have you ever studied for exams at university?

YES NO

How often do you generally study at university?

Where do you usually study at campus?

Did it ever happen to you that you could not study at campus because there was no space available?

YES NO

If yes, how often does this occur on average per trimester?

Are you aware of the study places in the G-building? If yes, how often do you study there and have you ever encountered a lack of space there?

Canteen

Do you ever use a laptop in the canteens?

YES

NO

How often do you use a laptop in the canteens?

Did you ever need a power plug, but could not find one that was available? If yes, how often does this occur to you on average, per trimester?

Do you feel that there is a problem with opening hours? If yes, what opening hours would you prefer?

General feedback (any feedback that you would like to give, which has not been mentioned before):

Date: __/__/____ (dd, mm, yyyy)

Thank you for your feedback. We process your feedback with the greatest discretion and ensure anonymity.

Appendix 2: Survey RSM website

StudentRepresentation: Program Advisory

The Student Representation is an independent organization that represents students of BA and IBA program. The Program Advisory provides the Program Management with advice based on feedback they have gathered from their fellow students during the trimester. By filling in this form you can help the Student Representation to improve the quality of your education!

SPEAK YOUR MIND!

With this form, you are giving feedback about the **new RSM Website (www.rsm.nl)**. We are interested in both positive and negative feedback and suggestions.

Which study are you in? What year are you in?

BA

IBA

Do you know www.rsm.nl exists?

YES

NO

How often do you use the RSM website?

What is the purpose of the RSM website according to you?

For who do you think the RSM website is meant?

To what extend does the RSM website fits this target group and why?

Can you easily find what you are looking for on the RSM website?

How quickly can you find the information you are looking for on the RSM website?

Are there things on the RSM website unclear to you? If yes, what?

Can you describe how you can find your schedule on the RSM website? What do you of this?

What do you think about the lay-out and overall-look of the RSM website?

To what extend is the information valid and up to date?

To what extend is the information complete? What information is still missing?

Which aspects are improved and which aspects are deteriorated compared to the old RSM website?

General feedback (any feedback that you would like to give, which has not been mentioned before):

Date: __/__/____
(dd, mm, yyyy)

Thank you for your feedback. We will take care of your privacy.

Appendix 3: Survey Passing of a relative and Finding companies StudentRepresentation: Program Advisory

The Student Representation is an independent organization that represents students of the BA and IBA program. The Program Advisory provides the Programme Management with advice based on feedback they have gathered from their fellow students during the trimester. By filling in this form you can help Student Representation to improve the quality of your education!

SPEAK YOUR MIND!

With this form, you are giving feedback about **General Issues**.

We are interested in both positive and negative feedback and suggestions.

Which study are you in?

BA IBA Year: ____

Passing of a relative or good friend

Has it ever happened to you that you couldn't make an exam due to passing of a good friend or relative which had consequences for continuing you study?

YES NO

If yes, do you think it was clear who you had to inform at RSM?

YES NO

After experiencing this, do you think improvement is necessary at any point?

If you haven't experienced it, do you know what to do and who to inform when you're in a certain situation?

YES NO

Which part of RSM would you go to first and why?

Finding a company for assignments

Have you ever experienced problems finding a company that is willing to collaborate?

YES NO

Do you think you get enough time to search for a company until you have to hand in (the first part of) the assignment? In which courses you did and in which courses you didn't?

In which ways did you find companies to join your project and which way was the most effective? (E.g. family, connections, random calling companies etc.)

Do you think that you need help from RSM to find a company for future assignments? Why (not)?

Do you think that it is an improvement if you could ask e.g. Career Services for help?

YES NO

Did you ever go to the professor if you couldn't find a company?

YES NO

If yes, did he/she help you in an adequate way and/or gave you useful advice?

YES NO

Date: __/__/____ (dd, mm, yyyy)

Thank you for your feedback. We process your feedback with the greatest discretion and ensure anonymity.

Appendix 4: Survey Blackboard and webcast StudentRepresentation: Program Advisory

The Student Representation is an independent organization that represents students of BA and IBA program. The Program Advisory provides the Programme Management with advice based on feedback gathered from their fellow students. By filling in this form you can help the Student Representation to improve the quality of your education!

SPEAK YOUR MIND!

In this questionnaire, you are giving feedback on **Blackboard and Webcast**. *We are interested in both positive and negative feedback and suggestions. Your feedback will be greatly appreciated!*

Which study are you in?

- BA ___ Year
- IBA ___ Year
- Exchange

Have you uploaded any assignment via Blackboard during your studies at RSM?

- YES
- NO

If yes, please indicate how convenient it is to upload assignments via Blackboard and your reasons if applicable.

- Very convenient
- Convenient
- Not convenient
- Not convenient at all

Reasons: _____

Has it happened that technical failures on Blackboard caused a delay of submitting your assignment? If so, how did you cope with that?

- YES
 - NO
- _____

Please indicate how well-organized the files on Blackboard are and your reasons if applicable.

- Very well-organized
- Well-organized
- Disorganized
- Very disorganized

Reasons: _____

How easy is it for you to find what you are looking for on Blackboard?

- Very easy
- Easy
- Not easy
- Not easy at all

Any general comment or suggestion on Blackboard?

Have you used Webcast during your studies at RSM?

- YES
- NO

If yes, please indicate how helpful Webcast is to your studies.

- Very helpful
- Helpful
- Not helpful
- Not helpful at all

What do you think of the quality of the Webcast and why?

- Very high
- High
- Low
- Very low

Any general comment or suggestion on Webcast?

What do you think of the sound devices in the lecture halls (microphone of lecturers, audio player etc.)?

- Very well-functioned
- Well-functioned
- Not well-functioned
- Not well-functioned at all

Has it happened that technical failures of sound devices lowered the quality of the lectures according to your experience? If so, please specify what happened.

- YES
 - NO
-
-

Date: __/__/____(dd, mm, yyyy)

Thank you very much for your feedback! All feedback will be treated with utmost confidentiality.

Appendix 5: Minutes of the Focus Group for RSM website

The RSM website is improved with reference to the old website.

Minutes Table 1:

Send an e-mail to students instead of just posting a message on SINonline once to make students aware of the new website. Students who were on exchange don't log in to SINonline very often and miss the message.

Students have difficulties when they want to find documents to download. If they wanted to download files, they had to check every tab on the website. They would rather have a separate tab 'downloads' where they can find everything, like internship and exchange regulations. Because everyone was quite happy with the new website, the students started talking about BlackBoard.

Minutes Table 2:

Communication is not clear. (Course manual was not mentioned on SIN-online → topic index). Everything was good to find (except for exchange application link), clear overview. However, the website was not advertised enough.

Master exchange destination information was vague on the website. Given lists do not seem to match with one another. Sometimes, information given is very minimal.

Minutes Table 3:

The site is good renewed. Everything is clear. There is not too much information. The updates were different for IBA and BA because for IBA the course manual was earlier than for BA. The students of BA thought that the updates could be there a little quicker.

The RSM website provides a good overview and is very well structured and the design is nice. The overview of courses is highly valued. The search engine does not work properly, however (e.g. when you search for Bachelor Program, not the actual program shows up, but names of professors). The course manual/booklists could be provided earlier.