

Program Advisory

End Report General Studies

2012-2013 Trimester 3



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 issues are experienced by the members of General Studies. Therefore, research started to see whether the opinions 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.

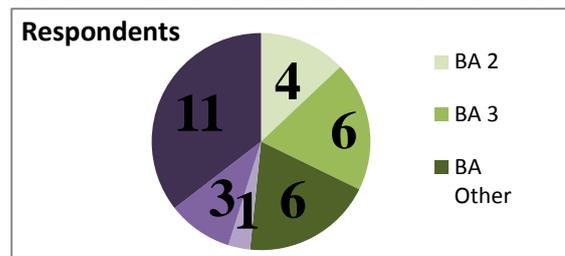
With kind regards,

Committee Members General Studies
Program Advisory

Methodology

For the FAQ we looked at the subjects we discussed this year in the general studies committee and used these topics as a starting point. We made questions and answers belonging to these topics and sent this to 23 students to ask for their opinion. Among these students there were 9 IBA and 14 BA students. Most of the topics were already seen and discussed with more students in trimester one and two (see Report trimester 1 and Report trimester 2). These 23 students gave their feedback to the questions and answers and came up with topics that could be added. After this feedback we finalized

the FAQ divided per year/study (see appendix 1). For the research about the readability of lecture slides, an online survey has been conducted (see appendix 2), using both open questions and closed questions with a 5-point Likert scale. In total 31 students responded, of which 48% is enrolled in IBA and 52% in BA.



The subject of the IBA welcome package has been studied during Trimester 3. Both quantitative and qualitative research has been conducted (see appendix 3). Prior to the survey design, we conducted in-person interviews with two IBA international ambassadors to find out the most frequently asked topics from new students. Moreover, we also inquired the IBA Program Manager, Ms. Shouhe Kuo, about the current content of the welcome package. In total, 62 IBA students have filled out our questionnaires (online or in hardcopy), among which 38 respondents are in their 1st year and 24 in their 2nd year. Furthermore, 31% of the respondents come from outside the EU. Several methods were used when conducting the research about the time limits of the lectures (see appendix 4). An online survey was created and gave in total 42 respondents. The majority were IBA first year students (63.41%), following by second year students (9.76%) and third year students (2.44%). BA students answered the survey as well, with a total percentage of 24.4%. Moreover, a focus group and several interviews were conducted in order to gain more insights into the topic. In order to study the image of RSM several steps were taken. Feedback forms were handed out to current RSM students (see appendix 5); 28 from IBA and 17 from BA. Moreover, possible future students who (might) join RSM the upcoming academic year filled in feedback forms as well; 11 BA and 8 IBA. To get more detailed response interviews were conducted with at least one student from each target group. To get a clear overview, the surveys were built around an image framework with the following characteristics; dedication, reliability, professionalism, quality of staff, accessibility and personal approach. Students could give their improvement with each of the image-indicators on a 5-point Likert scale. Furthermore, they could state whether or not they agreed with some specific statements and how their opinion changed before studying at RSM and whilst studying at RSM. This last topic needed more research and this is why additional interviews were conducted. For future students, a more compact version of the original feedback form was used.

Subject: FAQ

After the two first trimesters the program management and the general studies committee agreed upon making a Frequently Asked Questions section to add on the current-students webpage on the website of RSM. The FAQ has to answer the most common questions that students have, so they won't have to ask questions to either program management/study advisors or teachers. Some questions are easy to be answered but sometimes take longer time than needed from program management/study advisors because of emails going back and forth.

Feedback:

Because this is not a typical research subject, we took the following approach. We took a look at our previous reports and put all the questions and answers we could think of in a document. We sent this document to 20 people, both from Business Administration as well as from International Business Administration, to obtain their opinion about how the questions and answers were formulated, whether the answer satisfied them or not, and whether they were missing something or some subject on the list. We studied the feedback after receiving it and added this feedback to the FAQ. Hereafter, we sent the FAQ to the program management from which we also gained feedback. After adding this we came up with the final version of the FAQ. This can be found in **appendix 1**.

Solution according to PA:

We think it is really important to keep the FAQ up to date. This could be in charge of the Program Advisory committee. Adding this version and the new versions on the website should be in charge of the program management.

Checklist to improve the problem:

- Add the most recent FAQ on the current-students website;
- Ask student advisors if they have any remarks or addition to the list;
- If Program Advisory researches a topic in the upcoming years which could be interested for the FAQ, this is reported to the program management and added to the FAQ;
- Changes in subjects regarding FAQ topics should be updated, for example about compensation or BSA.

Subject: Readability of lecture slides

Lecture slides are an important tool for lecturers to convey their message to students. Some students, however, brought up to us the issue that sometimes they were not able to read the slides. While it is possible to change colours and fonts when sitting at home (though not ideal and quite a nuisance), this is not possible during the lectures. As slides are a central part in lectures, it is evident that this problem needs to be avoided as much as possible.

After talking with program management it turned out that there is a standard RSM slide format. Though teachers are encouraged to use it, it is not mandatory. Part of this research is also to find out students' opinion on these slides.

Feedback:

In the survey four categories of questions were asked: is this issue a problem? What do you think of standardized slides? What elements would you like to see on a lectures slide? And finally in which courses the students encountered problems with reading slides.

Students indicate that there is a problem, but slides at RSM in general are readable. It seems that it is more of an issue for BA than for IBA, though both indicate that slides are not readable at times. Students do not indicate a preference for standardised slides, but do not mind it either. They express a fairly positive opinion towards the standard RSM slide (a score of 3.6 out of 5), but it seems not all teachers use it. When asked whether they would prefer all teachers use the standard format, they generally neither agree nor disagree.

The attributes researched are pictures, colours, font, the RSM/Erasmus logo, slide numbers and background. All but the logo are important to students (logo still had a score of 2.3 out of 5). Slide numbers stand out as students find this very important (4.3 out of 5), and a white background seems to be appreciated as well by most students (3.8 out of 5). IBA thinks font is important (4.3 out of 5) and BA thinks the background is important (3.9 out of 5). It is unclear what the reason for this difference is, but it might be due to the sample size being fairly small.

Most students could not remember in which courses the issue of unreadable slides occurred. Three BA students mentioned 'ondernemingsrecht' to be a problem, and six of their IBA counterparts mentioned 'Introduction to International Business'. Two IBA students also mentioned that the Business Information Management slides were unclear at times.

Solution according to PA:

In general the lecture slides are readable and there is no issue with them. However, sometimes this is not the case. It seems hard to avoid this, as slides on the computer appear to be perfectly readable but it turns out they are not on a big screen. Ideally teachers receive a workshop (if feasible) or some kind of message at the beginning of the year that reminds them of this issue, and presents them some general guidelines of what

is readable and what is not (for instance, a background with a busy picture is never a good idea, whereas a white background is always safe).

If slides in certain courses do turn out to be hard to read, there is a task for SR representatives to inform teachers about this.

Checklist to improve on the problem:

- Students like the standard RSM format, so continue to encourage teachers to use this slide;
- (if feasible) Give a workshop or send out a message at the beginning of the year to present teachers with some general guidelines concerning slide readability.
- This message would say;
 - A white background and dark letters is always safe.
 - Don't use pictures as the background.
 - Don't use a dark background and light letters.
 - If possible; use the RSM standard slides as an example.

Subject: the IBA welcome package

Around June each year, the welcome packages are sent to students admitted to the IBA program by regular mail. Included in the welcome package is practical information such as orientation activities, introduction to the university and transportation information.

Feedback:

Feedback from IBA ambassadors

The IBA ambassadors interviewed were in charge of answering Skype calls from perspective and admitted students. During the interview they indicated that housing information was one of the most frequently asked topics by admitted students, especially by those who are from distant countries and could not afford flying to Rotterdam just to visit a room. This year there was an information lag on the new-built U-building: no information was available on this new residence until May, but many new students were looking for information as early as February when they received the admission.

Feedback from the survey

More than 80% of the respondents have received the welcome package, among which over 90% consider the package useful and timely. It can be seen that most of those who missed the welcome package were not residing in their home country by the time they were admitted to the program. As for the content of the package, around 95% of the respondents stated that they would have appreciated more information regarding the IBA program, including the program structure, courses available, alternative options et cetera. Roughly 70% of the respondents, most of which are international, agreed that more housing information would make the welcome package more useful. Furthermore, 60% of the respondents indicated their interest in detailed information on student associations at the university and in Rotterdam citywide. However, some students specified that they would not like to receive too many flyers from student associations in the welcome package. In addition, some feedback also called for including an introduction to the Dutch culture and customs for international students. About the way the packages are sent, the surveyed population showed equal preference between regular mail and email. Some suggested that both methods can be combined. In addition, more than half of the non-EU students expressed that information on visa application would be very useful to add to the welcome package.

Solutions according to PA:

Due to the large amount of information potentially needed by new students, it is necessary to extend the one-off 'welcome package' to a 'welcome series'. The most important documents should be sent in hardcopy (introduction to the university and the program, orientation activities), while other less important and possibly changing information could be conveyed by email updates on a biweekly or monthly basis. This will ensure the timely and accurate communication on certain issues. Frequent information updates will also reduce the uncertainty new students face, and therefore make them feel more secured. Such an approach could also create the emotional bond between the students and the university at the first place. Moreover, the welcome packages should be customized

according to the needs of different students. For instance, international students should receive extra information on the Dutch culture and non-EU students additional instruction on visa application.

Checklist to improve the problem:

- Include small passages about the Dutch culture and customs.
- Include student testimonies in the form of 'peer stories'.
- Compile a brief list of all student associations at Erasmus University and in Rotterdam citywide;
- Send a welcome email updates on a biweekly or monthly basis. The email updates could be worded in a more casual way than formal documents from the university.

Subject: Time limits of lectures

The topic refers to the time limits of lectures. Sometimes, the lectures take longer than the time mentioned on the students' schedule, as the professor did not finish with the explanation because of various reasons. It can be very inconvenient, especially when the students must go to another lecture in only 15 minutes, which takes place in a building located on the opposite side of the campus. Therefore, it can happen that students go out of the lecture hall before the professors finish their slides, which can indeed cause an unpleasant situation.

Feedback:

Surveys

The online survey conducted focused on the following main questions:

- How often did it happen to you to be kept longer than scheduled in the lecture hall?
- What was the reason for the professor to take more than the time allocated for the lecture?
- Did you come late for another lecture because of this situation?
- Did they let you participate at that lecture assuming you explained the reason why you were late?
- If you saw that the professor did not finish, did you leave the lecture hall?
- How do you feel about this situation?

In terms of frequency, students responded that on average this situation happens one or two times per week or one or two times a month, depending on the subjects from a certain trimester. Usually, the reason for the professor to keep students longer than the scheduled time was the fact that they did not cover all the slides and did not finish with the explanation. Other students suggested that the time allocated for the course was not enough to cover all the material.

In general, students showed understanding for this situation. Moreover, some of them said they are not bothered as long as the professors tell them something interesting or very important. However, some of the students answered that they are annoyed and irritated because they waste time and because they have other appointments, workshops or lectures they must attend. Other students explained that they do not mind if the professors take only 5 or 10 minutes more.

When answering the question: "Did you come late for another lecture because of this situation?", the majority answered No. However, there were some that answered with yes, but even in the case when they were late, they were allowed to come in and participate at the next class. Moreover, the majority of students said that even though the professors did not finish the slides, they did not leave the lecture hall.

Interviews

The purpose of conducting the interview was to find more about how students feel about this situation and if they think it is a significant issue. The feedback from the interviews is consistent with the feedback from the surveys. The students that were interviewed said

that usually professors do not finish the slides because they take too much time to explain some parts of the lecture. Another reason was that there is too much information that needs to be covered in only 90 minutes. Moreover, they said that sometimes professors come unprepared at the lectures. For instance, they spend a lot of time fixing the microphone or loading a video. The students were more bothered about the fact that professors tend to shorten the break and give a 5-10 minutes break instead of a 15 minutes break. However, they thought that the scheduling team should be more careful when scheduling the lectures because it is very uncomfortable to move from the T building to C building in only 15 minutes.

When talking with two of the professors, they admitted that a better planning from their part would help in avoiding this problem.

Focus group

The participants at the focus group showed that this issue does not bother them. However, they do not like when the professors do not finish the slides and therefore, do not cover important information. Also, during the focus group it was mentioned that the 15-minutes break is not enough, especially when students need to have a lunch. It was suggested that a better scheduling would solve many problems.

Solution according to PA:

After conducting this research, PA came with the following ideas that will help in solving the problem. It is important to encourage professors to use a timer during the lectures and advise them to plan better (try to plan the lectures as if it was 80 minutes and not 90 minutes). Probably the most efficient solution is to contact the student representatives whenever the situation occurs. In this way, the professor will better understand how he/she can improve in order to avoid time management issues.

Checklist to improve the problem:

In order to implement the solution proposed by PA, some steps need to be followed:

- Discuss with the student representatives and tell them the subjects where time limits of lectures are an issue;
- Propose to professors the usage of a timer or other tools that can help them;
- Monitoring is very important so that we observe if the professors improve or not.

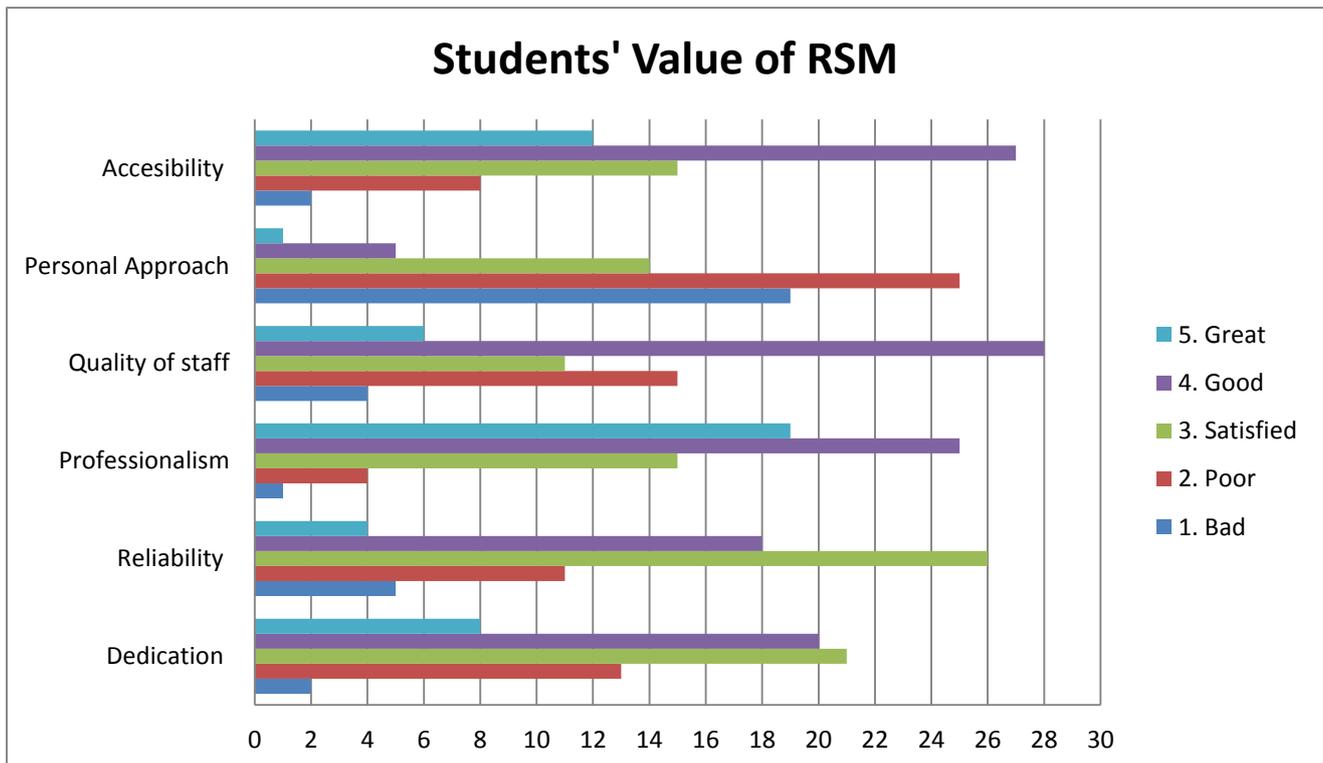
Subject: Image of RSM

In this paragraph, the topic of the feedback forms and interviews is the image of RSM. Program Management gave the General Studies committee the request to study the students' opinion upon the image of their university.

Feedback:

To get an overall impression of the image of RSM, current students stated whether they agreed or disagreed with several statements regarding the image of RSM. Current students are in general positive about the image of RSM. Moreover, the majority is proud to be part of RSM and values their Business Program (Business Administration as well as International Business Administration) as the best in the Netherlands. However, students are also critical about the image of their faculty. They declare that they feel no connection to RSM. Furthermore, they even state that the image that others have about RSM is sometimes overrated. Some first-years stated in an additional interview that "RSM has a great reputation but we do not think they can always live up to that."

More specific outcomes from students on the different dimensions of the image of RSM is represented in graph.



The specific outcomes are as follow:

- All means are above average, except for the item 'Personal Approach.'
- Moreover, RSM score highest on 'Professionalism' (3,89 out of 5).
- The scale for the total students' value was very reliable (Cronbach's Alpha 0,978)
- The total mean of all items on the students' value is 3,1797 out of 5, which is positive.

Report

	Dedication	Reliability	Professionalism	Quality of Staff	Personal Approach	Accessibility
Mean	3,27	3,06	3,89	3,23	2,13	3,50
N	64	64	64	64	64	64
Std. Deviation	1,012	,990	,961	1,080	,984	,926

Reliability Statistics

Cronbach's Alpha	N of Items
,978	6

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Total_Student_View	64	1,00	5,00	3,1797	,94202	,887
Valid N (listwise)	64					

Regarding dedication: students regard most of the professors at RSM as truly dedicated and passionate about teaching. A complaint that we heard in this area is that sometimes the university does not empathize with problems or struggles from students. This was especially the case with 1th year students, regarding the N=N rule related stress.

Regarding reliability: students are in general positive about the reliability of RSM. University rules are strict but fair and clear. A clear upward movement is to be seen here; the longer students study at RSM the more they describe the school as reliable.

Regarding professionalism: this appears to be one of the best scoring characteristics of RSM, students think about their university as very professional (the teaching staff as well as Program Management and additional staff). "They just know what they are doing" as it is simply put by a second year. RSM has a structured and business-like approach in handing issues and this is highly valued by students.

Regarding quality of staff: this is the second area in which RSM scores remarkably high. The majority of the participating students describe the RSM staff as above average. "The most professors are very helpful and know their stuff" states a first year. Program Advisory and Student Advisors are also regarded as qualified and valuable for students. The only critique comes from students that think too many workshops are given by student assistants and their quality differs a lot.

Regarding personal approach: in this area there is a lot that could be improved. Students complain that they do not feel a bond with the university, that the contact is too superficial and that they feel like a number. Remarkably a lot of Dutch first year students state that this was known to them before they came to RSM; they say that the image of the school in this area was negative before they even experienced it themselves. Students that study Business Administration are structurally more negative about the

personal approach than students from International Business Administration. This was also the characteristic that was filled in the most after the question 'Which one of the image measures would you like to see improved?'

Regarding accessibility: students are positive about the accessibility of RSM. In the conducted interviews students state to be happy with the online and on-campus facilities and the helpfulness and response rate of staff. Of course, the physical accessibility of the university is decreased with the construction work in and around the campus but students do not seem to experience a lot of trouble with this issue.

Comparison with other BA Programs in the Netherlands

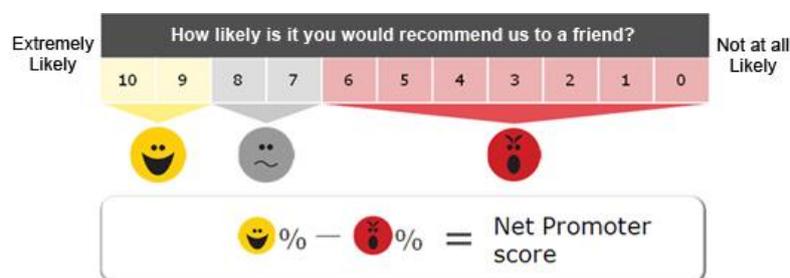
Not surprisingly, non-Dutch International Business Administration Students did not know any other Dutch studies, even the other IBA Program in Amsterdam was not named once. Business Administration students knew on average two other programs in the list and almost 50% of the participants thought about attending one of them.

Future RSM students

Possible future students of RSM filled in a shortened version of the feedback form. The outcome that was the most obvious was the fact that they did share the positive images of the university, mostly named were professionalism and quality of education. What they did not share however was the criticism; future students were a lot more superficial in their feedback. Only the impersonal image of RSM was clear in this category of respondents.

The net promotor score

The net promotor score indicates whether a customer (and in our case: a student) would recommend the organization (in our case: Rotterdam School of Management) to others, such as friends, family, and unknown people via for example the internet. In one word, it is about the 'loyalty'.



A score between a 0-6 means that the student won't recommend RSM, a score between 7-8 means that the student neither promote nor offend RSM, and a score between 9-10 means that the student will definitely promote RSM to friends.

Grade	# Students	% Students
10	0	0
9	2	3,125
8	12	18,75
7	24	37,5
6	13	20,3125
5	9	14,0625
4	4	6,25
<4	0	0
Total.	64	100%

The NPS of RSM is: -37,5%. However, 56,25% is quite content (grade of 7-8).

Solution according PA:

Program Advisory General Studies concludes after the previous gathered feedback that the image of RSM is strong and mostly positive. Improvements could be made in the area of personal approach to students. According to the students themselves, this could be done by implementing more workshops in the curriculum, thereby enlarging the personal contact between professor and student. Another solution was to have extra office hours when there are stressful and insecure times for students, for example now at the end of the academic year for first years. Further research is needed to implement more solutions to this problem.

Checklist to improve the problem:

- Communicate more directly that students are welcome to step by the study advisors, their mentors in their first years, and program management.
- Continue the buddy system that is newly developed. Our study emphasizes that students would like to have this personal approach.
- Moreover, the buddy system could increase the bonding of the students with RSM. The buddies could be alumni, but they could also be students from BA and IBA 3, for example.
- Keep up the good work regarding the RSM image. RSM Ambassadors have a role in the first contact with Dutch students.
- Implement more workshops within the current program in order to facilitate students with personal education. Make this for example 'on request' so that students who are willing to use this extra personal touch, have the chance to use these opportunities.

Conclusion

Students have a lot of questions which are mostly easy to answer. However, some take a lot of time from both program management and study advisors. Therefore SR made a FAQ to be put on the website for students to easily answer their own questions. SR, program management and study advisors will be in charge of updating this FAQ list frequently.

Unreadable lecture slides are inconvenient for both students and lecturers and hence it should be avoided as much as possible. It does not happen often, but when it does occur SR reps should inform the teachers about this quickly. It would be helpful if lecturers receive some sort of training or document in the beginning of the year concerning slide lay-outs.

The students are generally happy with the welcome package they receive and find it of great help. With some fine-tuning as suggested above, the welcome package system could serve the new students even better. Overall, students are not bothered when professors keep them longer inside the lecture hall as long as the material covered is very important. However, they seem to be bothered when the professors make the break shorter.

The image that (future) students have from RSM is positive; they think that the university is reliable, professional and accessible. RSM has the reputation of a quality business school and students feel that the name has a certain status. The majority think RSM is the best place in the Netherlands to study Business and they would advise the school to their relatives and friends. The main improvement could be made regarding personal approach, the image of RSM is that the university is impersonal and has only a superficial bond with her students. Students came up with some possible solutions, however further investigation is needed regarding this specific problem.

Appendix 1: FAQ

Frequently Asked Questions BA1

Q: Wanneer heb ik recht op compensatie?

A: Eerstejaars studenten kunnen een eerstejaars een afgeronde vijf, dus een cijfer van een 4,5 of hoger, compenseren indien a) alle andere eerstejaarsvakken zijn gehaald en b) dit gecompenseerd kan worden met twee afgeronde zevens of een afgeronde 8 in de eerstejaarsvakken. Er kan maar één onvoldoende gecompenseerd worden. Indien je meerdere vakken met een onvoldoende hebt afgesloten, is het dus niet mogelijk om al deze vakken te compenseren.

Q: Moet ik iets doen om de compensatie door te voeren?

A: Compensatie gaat bij eerstejaars studenten vanzelf. De examencommissie kijkt hiernaar. Dit zal automatisch in Osiris verwerkt worden.

Q: Ik heb een 5 voor mijn tentamen. Als ik voor mijn herkansing een lager cijfer haal, heb ik dan nog recht op compensatie?

A: Nee, het laatste cijfer telt. Alleen als je cijfer alsnog een afgeronde vijf is, dus een 4,5 of hoger, kun je compenseren, mits je twee zevens of één acht hebt in de eerstejaarsvakken.

Q: Ik heb een voldoende gehaald voor een vak, maar wil een hoger cijfer halen. Mag ik het tentamen herkansen?

A: Ja dit mag, maar houdt er wel rekening mee dat het laatste cijfer telt. Als het cijfer van je herkansing lager is, zal dit cijfer tellen. Ook is het zo dat je maximaal 4 herkansingen mag doen.

Q: Wat moet ik doen als ik denk dat ik de 60 ECTS niet in mijn eerste jaar kan halen?

A: Maak een afspraak met een studie adviseur om de mogelijkheden te bekijken en eventueel een leerplan of –schema op te stellen. Bekijk ook de mogelijkheden voor compensatie bij vraag 1.

Q: Hoeveel herkansingen mag ik maximaal doen in één jaar?

A: Eerstejaars studenten mogen maximaal 4 herkansingen doen.

Q: Waar kan ik informatie over de mogelijkheid voor internationale uitwisseling vinden?

A: Het International Office regelt alles omtrent de uitwisselingen. Kijk voor meer informatie op <http://www.rsm.nl/rsm-students-going-abroad/bachelor-exchange/>. Kijk voor veel gestelde vragen op de speciale FAQ pagina: <http://www.rsm.nl/rsm-students-going-abroad/bachelor-exchange/faq/>

Q: Waar kan ik een overzicht van printfaciliteiten op de campus vinden?

A: Dit kan gevonden worden op de RSM website in het hiervoor bestemde document.

Q: Waar kan ik een overzicht van alle studieplekken vinden?

<http://www.eur.nl/essc/voorzieningen/pcwerkplekken/>

Q: Waar kan ik terecht met feedback voor een vak?

A: Met je feedback kun je terecht bij de organisatie: Student Representation: www.rsmsr.nl

Frequently Asked Questions IBA1

Q: When am I allowed to compensate?

A: First year students can compensate a five, so a grade of a 4.5 or higher, when a) all other first year courses are completed and b) this five can be compensated with two sevens or one eight. Only one course can be compensated. If you have more than one grade lower than a 5.5, it's not allowed to compensate all these courses.

Q: Am I supposed to do something in order to compensate a grade?

A: Compensation for first year students goes automatically. This is automatically changed in Osiris.

Q: I have got a 5.0 for my exam. Can I still compensate my grade for the resit even this grade is lower?

A: No, the last grade counts. Only if the grade for your resit is still a five, so a 4.5 or higher, you can compensate if you have two sevens or one eight.

Q: I passed my course, but I would like to have a higher grade. Am I allowed to do a resit for this course?

A: Yes you are. But take into account that the last grade counts. If the grade for your resit is lower than your initial grade, the grade of your resit will appear in Osiris. You also have a maximum of four resits.

Q: What do I have to do if I think that I will not be able to get all 60 ECTS in one year?

A: Make an appointment with a student advisor to discuss the possibilities or to make a scheme for the upcoming weeks. Also take a look at the possibilities of compensation in question 1.

Q: How many resits am I allowed to do in one year?

A: First year students are allowed to do a maximum of four resits.

Q: Where can I find information for the international exchange?

A: The International Office regulates the international exchange. Check this page for more information: <http://www.rsm.nl/rsm-students-going-abroad/bachelor-exchange/>. Check for more frequently asked questions about this topic: <http://www.rsm.nl/rsm-students-going-abroad/bachelor-exchange/faq/>

Q: Where can I find a scheme of the printing possibilities on campus?

A: This can be found on the RSM website in the therefore created document.

Q: Where can I find a scheme of all study places??

A: http://www.eur.nl/english/essc/welcome/upon_arrival/computer/pcworkplaces/

Q: Where can I go to with feedback for a course?

A: You can leave your feedback at the organization Student Representation: www.rsmsr.nl

Frequently Asked Questions BA2

Q: Wanneer heb ik recht op compensatie?

A: Tweede- en derdejaars studenten kunnen het cijfer van een tweede of derdejaars vak van een 4,5 of hoger compenseren indien a) dit vak niet minor, stage of scriptie betreft en b) het gewogen gemiddelde een 7,0 is.

Q: Moet ik iets doen om de compensatie door te voeren?

A: Voor tweede- en derdejaars studenten geldt dat zij een verzoek bij de examencommissie in moeten dienen. Anders kan er niet gecompenseerd worden.

Q: Ik heb een 5 voor mijn tentamen. Als ik voor mijn herkansing een lager cijfer haal, heb ik dan nog recht op compensatie?

A: Nee, het laatste cijfer telt. Alleen als je cijfer alsnog een afgeronde 5 is, kun je compenseren, mits je gewogen gemiddelde een 7,0 is.

Q: Ik heb een voldoende gehaald voor een vak, maar wil een hoger cijfer halen. Mag ik het tentamen herkansen?

A: Ja het mag, maar houdt er wel rekening mee dat het laatste cijfer telt. Als het cijfer van je herkansing lager is, zal dit cijfer tellen.

Q: Hoeveel herkansingen mag ik maximaal doen in één jaar?

A: Er is geen maximum aantal herkansingen voor tweede- en derdejaars studenten.

Q: Wat zijn de mogelijkheden in het vrije eerste trimester van het derde jaar?

A: In het eerste trimester van het derde jaar (september tot en met december) zijn er drie mogelijkheden: Internationale uitwisseling, een stage of een minor. Ook zijn er alternatieven mogelijk, zoals een project bij een vereniging als STAR of MAEur en kan een minor ook aan een andere universiteit gevolgd worden. Zie hiervoor <http://www.rsm.nl/information-for/current-students/bachelor-ba/bachelor-3/minor/>. Een stage en minor dienen altijd gedaan te worden in combinatie met het Interim Project, bij een internationale uitwisseling is dit niet nodig. Meer informatie over de internationale uitwisseling staat bij de volgende vraag. Informatie voor een stage kan gevonden worden op <http://www.rsm.nl/information-for/current-students/bachelor-ba/bachelor-3/stage/>. Informatie over de minor kan gevonden worden op <http://www.rsm.nl/information-for/current-students/bachelor-ba/bachelor-3/minor/>.

Q: Ik wil volgend studiejaar op uitwisseling. Waar kan ik informatie vinden?

A: Het International Office regelt alles omtrent de uitwisselingen. Kijk voor meer informatie op <http://www.rsm.nl/rsm-students-going-abroad/bachelor-exchange/>. Kijk voor veel gestelde vragen op de speciale FAQ pagina: <http://www.rsm.nl/rsm-students-going-abroad/bachelor-exchange/faq/>.

Q: Waar kan ik een overzicht van printfaciliteiten op de campus vinden?

A: Dit kan gevonden worden op de RSM website in het hiervoor bestemde document.

Q: Waar kan ik een overzicht van alle studieplekken vinden?

<http://www.eur.nl/essc/voorzieningen/pcwerkplekken/>

Q: Waar kan ik terecht met feedback voor een vak?

A: Met je feedback kun je terecht bij de organisatie: Student Representation: www.rsmsr.nl

Frequently Asked Questions IBA2

Q: When am I allowed to compensate?

A: Second and third year student can compensate a second or third year course graded with a 4,5 or higher if a) this is not a minor, internship or bachelor thesis and b) if your average grade is at least a 7.0.

Q: Am I supposed to do something in order to compensate a grade?

A: Second and third year students have to request for compensation at the examination board. Otherwise you cannot compensate.

Q: I got a 5.0 for my exam. When I get a lower grade for my resit, can I still compensate this grade?

A: No, last grade counts. Only if the grade for your resit is still a 5.0, so a 4.5 or higher, you can compensate if your average grade is a 7.0.

Q: I passed my course, but I want to have a higher grade. Am I allowed to do a resit for this course?

A: Yes you are. But take into account that the last grade counts. If the grade for your resit is lower than your initial grade, the grade of your resit will appear in Osiris.

Q: How many resits am I allowed to do in one year?

A: For second and third year students there is no maximum number of resits.

Q: What are the elective options in the seventh trimester?

A: In the first trimester of the third year (from September till December) there are three options: international exchange, an internship or a minor. Check for all the options and possibilities: <http://www.rsm.nl/information-for/current-students/bachelor-iba/bachelor-3/elective-options/>

Q: Where can I find information for the international exchange?

A: The International Office regulates the international exchange. Check this page for more information: <http://www.rsm.nl/rsm-students-going-abroad/bachelor-exchange/>. Check for more Frequently asked Questions about this topic: <http://www.rsm.nl/rsm-students-going-abroad/bachelor-exchange/faq/>

Q: Where can I find a scheme of the printing possibilities on campus?

A: This can be found on the RSM website in the therefore created document.

Q: Where can I find a scheme of all study places??

A: http://www.eur.nl/english/essc/welcome/upon_arrival/computer/pcworkplaces/

Q: Where can I go to with feedback for a course?

A: You can leave your feedback at the organization Student Representation: www.rsmsr.nl

Frequently Asked Questions BA3

Q: Wanneer heb ik recht op compensatie?

A: Tweede- en derdejaars studenten kunnen het cijfer van een tweede of derdejaars vak van een 4,5 of hoger compenseren indien a) dit vak niet minor, stage of scriptie betreft en b) het gewogen gemiddelde een 7,0 is.

Q: Moet ik iets doen om de compensatie door te voeren?

A: Voor tweede- en derdejaars studenten geldt dat zij een verzoek bij de examencommissie in moeten dienen. Anders kan er niet gecompenseerd worden.

Q: Ik heb een 5 voor mijn tentamen. Als ik voor mijn herkansing een lager cijfer haal, heb ik dan nog recht op compensatie?

A: Nee, het laatste cijfer telt. Alleen als je cijfer alsnog een afgeronde 5 is, kun je compenseren, mits je gewogen gemiddelde een 7,0 is.

Q: Ik heb een voldoende gehaald voor een vak, maar wil een hoger cijfer halen. Mag ik het tentamen herkansen?

A: Ja het mag, maar houdt er wel rekening mee dat het laatste cijfer telt. Als het cijfer van je herkansing lager is, zal dit cijfer tellen.

Q: Hoeveel herkansingen mag ik maximaal doen in één jaar?

A: Tweede- en derdejaars studenten hebben geen maximum aantal herkansingen.

Q: Waar kan ik een overzicht van printfaciliteiten op de campus vinden?

A: Dit kan gevonden worden op de RSM website in het hiervoor bestemde document.

Q: Waar kan ik een overzicht van alle studieplekken vinden?

<http://www.eur.nl/essc/voorzieningen/pcwerkplekken/>

Q: Waar kan ik terecht met feedback voor een vak?

A: Met je feedback kun je terecht bij de organisatie: Student representation: www.rsmsr.nl

Frequently Asked Questions IBA3

Q: When am I allowed to compensate?

A: Second and third year student can compensate a second or third year course graded with a 4,5 or higher if a) this is not a minor, internship or bachelor thesis and b) if your average grade is at least a 7.0.

Q: Am I supposed to do something in order to compensate a grade?

A: Second and third year students have to request for compensation at the examination board. Otherwise you cannot compensate.

Q: I got a 5.0 for my exam. When I get a lower grade for my resit, can I still compensate this grade?

A: No, last grade counts. Only if the grade for your resit is still a 5.0, so a 4.5 or higher, you can compensate if your average grade is a 7.0.

Q: I passed my course, but I want to have a higher grade. Am I allowed to do a resit for my course?

A: Yes you are. But take into account that the last grade counts. If the grade for your resit is lower than your initial grade, the grade of your resit will appear in Osiris.

Q: How many resits am I allowed to do in one year?

A: For second and third year students there is no maximum number of resits.

Q: Where can I find a scheme of the printing possibilities on campus?

A: This can be found on the website RSM

Q: Where can I find a scheme of all study places??

A: http://www.eur.nl/english/essc/welcome/upon_arrival/computer/pcworkplaces/

Q: Where can I go to with feedback for a course?

A: You can leave your feedback at the organization Student Representation: www.rsmsr.nl

Frequently Asked Questions Premaster BA

Q: Heb ik recht op de compensatie regeling?

A: Nee, pre-master studenten hebben geen recht op de compensatie regeling.

Q: Hoeveel herkansingen mag ik maximaal doen in één jaar?

A: Er is geen maximum voor het aantal herkansingen.

Q: Als ik de Gmat niet haal voor 15 juli, kan ik dan toch op een manier mijn master beginnen?

A: Je kunt ervoor kiezen om de Gmat te halen in de periode van September t/m Januari van het jaar waarin je zou beginnen met de master. Je hoeft je dit halve jaar niet in te schrijven als student en betaalt dus geen collegegeld. Je kunt dan in Januari instromen in de master en doet hier dan 1,5 jaar over.

Q: Waar kan ik een overzicht van printfaciliteiten op de campus vinden?

A: Kan gevonden worden op de website als het document daar wordt geplaatst.

Q: Waar kan ik een overzicht van alle studieplekken vinden?

<http://www.eur.nl/essc/voorzieningen/pcwerkplekken/>

Q: Waar kan ik terecht met feedback voor een vak?

A: Met je feedback kun je terecht bij de organisatie: Student Representation: www.rsmsr.nl

Frequently Asked Questions Premaster IBA

Q: Am I allowed to use the compensation rule?

A: No, premaster students are not allowed to compensate.

Q: How many resits am I allowed to take?

A: There is no maximum number of resits.

Q: If I do not pass my GMAT before Juli 15th, is there still a way to start my Master?

A: You can choose to pass the GMAT in the period from September to January, when you actually should have started your Master. You do not have to be registered as a student in this period, so you also do not have to pay college fee. You can start your Master in January after passing the GMAT. Your Master study will last for 1.5 year.

Q: Where can I find a scheme of the printing possibilities on campus?

A: This can be found on the RSM website in the therefore created document.

Q: Where can I find a scheme of all study places??

A: http://www.eur.nl/english/essc/welcome/upon_arrival/computer/pcworkplaces/

Q: Where can I go to with feedback for a course?

A: You can leave your feedback at the organization Student Representation:
www.rsmsr.nl

Appendix 2: Survey readability of lecture slides

The purpose of this survey is to get RSM students' opinion on the format and background of lecture slides. The answers that you provide are anonymous and will be used confidentially. Results will only be used by Student Representatives' Program Advisory committee, which in turn helps program management to create a better study environment for students.

Please indicate to what extent you agree with the following statements (1= completely disagree; 5 = completely agree):

Lecture slides at RSM are always readable
All teachers use the same slide lay-out
I wish all teachers would use the same slide format
I do not care what the lecture slides look like

Below you see the standard RSM lecture slide format. Please indicate to what extent you agree with the following statements (1= completely disagree; 5= completely agree):



STANDARD RSM SLIDE

- Consider a two-tier supply chain
 - items shipped from manufacturing to primary warehouses
 - from there, shipped to secondary warehouses and finally to retail outlets
- How to optimally position inventory in the chain?
 - should every SKU be positioned both at the primary and secondary warehouses?
 - should some SKU be positioned only at the primary while others only at the secondary?

* Sample from Supply Chain Management (Bijvank 2012)



I like the standard format
Many teachers use this format
I would prefer all teachers use this format

Please indicate to what extent you believe the following attributes on lecture slides are important (1= not important at all; 5 = very important):

Pictures
Colours
Font
RSM/Erasmus logo
Slide numbers
Background
-> More specifically: a white background

Are there other attributes you consider to be important on lecture slides? If yes, which?

Have you ever experienced not being able to read the slides due to the format and/or background of the slides?

Yes / no

If yes, at which course(s) did this happen?

Which study are you currently enrolled?

BA / IBA

In what year are you in now?

1 / 2 / 3 / other

Thank you for your participation!

*When you were admitted to IBA, what kind of information were you most interested in?
(Multiple choices)*

- Program introduction (program structure, courses available, alternative choices etc.)
- Introduction of the university (history, faculties, ranking etc.)
- Introduction of Rotterdam
- Student associations at EUR/in Rotterdam
- Student testimonials/contact of ambassadors
- Orientation activities
- Housing information
- How to open bank/mobile phone accounts
- Instructions on visa application
- Other, please specify _____

What did you miss in your welcome package?

How would you like to receive your welcome package? (e.g. my post, by mail, hard-copy, soft-copy.) Please specify and explain.

Do you have any general comment on the welcome packages for international students?

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

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

Appendix 4: Survey time limits of lectures

With this form, you are giving feedback about the time limits of lectures. We are interested in both positive and negative feedback and suggestions. The answers that you provide are anonymous and will be treated confidentially.

Which study are you in?

- IBA1
- IBA2
- IBA3
- IBAPremaster
- BA1
- BA2
- BA3
- BAPremaster

Has it ever happened that you were kept longer in the lecture hall than your schedule stated (e.g. end time 10:45, in lecture hall till 10:55)?

- Yes
- No

How often did it happen?

- Every time
- 1-2 times a week
- 1-2 times a month
- 1-2 times a year
- Never

What was the reason for the professor to take more than the time allocated for the lecture?

How do you feel about this situation?

Did you come late for another lecture because of this situation?

- Yes
- No

If you were late, did they let you participate at the lecture, assuming that you explained the fact that the previous professor kept you longer?

- Never
- Sometimes
- Always

If you saw that the time ended but the professor did not finish explaining, did you leave the lecture?

- Yes
- No

Can you give examples of subjects where this situation happened?

Appendix 5: Survey image of RSM

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 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!

With this form, you are giving feedback about the Image of your BA/IBA program on the RSM. We are interested in both positive and negative feedback and suggestions.

Which study are you in?

BA IBA 1 / 2 / 3/Premaster

How would you describe the image of the BA/IBA programs of RSM in 1 word?

State how you would rate the following image measures regarding the (management) of BA/IBA programs of RSM:

Image measures	Bad	Poor	Satisfactory	Good	Great
Dedication	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Reliability	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Professionalism	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Quality of staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Personal approach	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Accessibility	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<u>Overall image</u>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Which image measures are important to you and would you liked to see improved?

State whether or not you agree with the following statements regarding the image of the BA/IBA programs of RSM

RSM is the best place in the Netherlands to study (I)BA	<input type="checkbox"/> YES	<input type="checkbox"/> NO
I am proud to be part of BA/IBA on RSM	<input type="checkbox"/> YES	<input type="checkbox"/> NO
When I tell people about RSM, stories are mostly positive	<input type="checkbox"/> YES	<input type="checkbox"/> NO
The image I had before I came to RSM does not match reality	<input type="checkbox"/> YES	<input type="checkbox"/> NO
The image of RSM is overrated	<input type="checkbox"/> YES	<input type="checkbox"/> NO
The BA/IBA program at RSM looks good on your CV	<input type="checkbox"/> YES	<input type="checkbox"/> NO
People are often impressed if I say that I study at RSM	<input type="checkbox"/> YES	<input type="checkbox"/> NO
I feel a connection to RSM	<input type="checkbox"/> YES	<input type="checkbox"/> NO
RSM could do more to upgrade their reputation	<input type="checkbox"/> YES	<input type="checkbox"/> NO

How likely is it that you would recommend the BA/IBA program of RSM to a friend or colleague? (rate from 1-10)

1 2 3 4 5 6 7 8 9 10

What were your thoughts about the BA/IBA program of RSM before you started your study?

What are your thoughts about the BA/IBA program of RSM now you are studying?

Do you know any of the other (I)BA bachelor studies in the Netherlands?

- | | |
|--|--|
| <input type="checkbox"/> IBA, Vrije Universiteit Amsterdam | <input type="checkbox"/> BA, Universiteit Twente |
| <input type="checkbox"/> BA, Radboud Universiteit Nijmegen | <input type="checkbox"/> BA, Rijksuniversiteit Groningen |

Have you considered going to any of the others instead of RSM? And why was RSM (still) the best choice?

Date: __/__/____

(dd, mm, yyyy)

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