Explanation Course evaluations

1. The questionnaire used

The questionnaire used in this course for the most part consists of questions with five possible answers. Students can indicate for these questions the extent to which they "agree" or "disagree" with a statement. For example: "agree" or "disagree" with the statement "I learned a lot in this course". The most unfavourable choice (-- = disagree completely/very poor) has been allocated the coding 1, and the most favourable alternative (++ = agree completely/very good) the coding 5; the other options lie in-between.

Each respondent has the opportunity to write comments or further explain his/her answers at the end of the questionnaire.

2. Results display

The results of the questionnaire are displayed in three ways:

- The <u>reference table</u> displays the average score for all the 5-point questions;
  Moreover, the table includes the following information for comparison:
  - The average of the VU University Amsterdam, based on previous answers to the questionnaire.
  - The 67% interval: this interval corresponds to the average of the VU plus and minus one standard deviation. Approximately 67% of the average scores of earlier questionnaires are in this area.
  - The average of the faculty.

- The <u>figure</u> shows the same data in a graph.

- The <u>frequencytables</u> show the standard deviation per question in addition to the average, as well as the number of respondents, and the frequency distribution of the alternative answers.
  The scores for the individual teachers and results of additional questions (if applicable) are also shown in frequency tables.

- The comments made by the students have been included as at the end of this report.

3. Interpretation of the results

When assessing whether a particular average score should be regarded as (very) low, average or (very) high, in general the following limits were set regarding the 5-point question type referred to above:

$<2\frac{1}{2}$: very low
$2\frac{1}{2}$ - 3 : low
3 - $3\frac{1}{2}$: fairly low to reasonable
$3\frac{1}{2}$ - 4 : reasonable to fairly high
> 4 : (very) high

Absolute assessments

The application of the rule of thumb referred to above leads to more or less absolute assessments. These assessments are only valid when the questions are correctly formulated (a not too modest, positively phrased statement), if there are a reasonable number of respondents (N > 15) and the standard deviation is not too high (SD < 1.0).
If one of these conditions is not met, caution must be used in applying the rule of thumb:

Small or deviating N

If the number of respondents who have answered a question is (considerably) smaller than the total number of respondents, as a rule this means that the question does not apply to everyone and/or that the subject of the question does not or hardly plays a role. Furthermore, the averages for a small N are more sensitive to outliers so that their illustration in the table and graph may be misleading. It is important to refer to the frequency distribution to determine whether or not this is the case.

High standard deviation

A relatively high standard deviation demands caution when interpreting average scores. For example, an average rating of 3.5 for the quality of course material is not properly characterised as "reasonable" if this average is the result of a high number of negative scores and a high number of positive scores while ratings in the middle seldom occur.
The frequency distribution can clarify whether or not the usual interpretation ("reasonable" for an average of 3.5, for example) is correct.

Comparative assessments

The comparison with VU and faculty averages (reference scores) can supplement and qualify an interpretation based on the rule of thumb referred to above. For example, an average rating of 3.5 has a different meaning depending on how high the faculty or VU average is, especially if these averages are to be viewed as a norm.

Comparison with the 67% interval

The 67% interval indicates the limits for the average within which the outcomes can still be considered "normal" (usual). A score below the 67% interval means that approximately 83% of the VU's courses were given a higher score for that particular question in the past, and a score above the 67% interval means that the score for the course for the evaluated component of the programme is in the top 17% of VU courses.
Finally, the interpretations based solely on numbers referred to above, can be further qualified by the written comments of the students.
For more information regarding the interpretation of course evaluation results, see VUnet: (www.vu.nl/vunet/evaluaties), or contact the evaluation coordinator of your faculty or the department of Teaching and Quality (Student and Educational affairs).

Evaluation Report Course Strat Man from a Practice Persp (E_IBK3_SMPP)

Faculty :   SBE

Programme :

Course :   Strat Man from a Practice Persp

Lecturer(s) :   Guest Lecture Björn Kijl (Kingfisher)
                         Guest Lecture Ewald Breunesse (Shell)
                         Guest Lecture Nico Perdaan (Jan Accountants)
                         Guest Lecture Reinout Woittiez (Ministry of Justice and Safety)
   Guest Lecture Ursula van Zandvliet Rozemeijer (MeerBusiness Amsterdam)

Acad. period and year :	150 - 2017	Start evaluation:	5/29/18
Response :	N = 20	End evaluation:	6/12/18

Course content	VU-ref.	VU-sd	-	VU+sd	SBE-ref.	mean*
1 It was an interesting course.	4.09	3.58	-	4.60	4.05	4.05
2 The learning objectives were clear to me.	3.83	3.33	-	4.33	3.84	3.45
3 The relevance of this course to the programme was clear to me.	4.12	3.66	-	4.58	4.15	3.61
4 I learned a lot from this course.	3.98	3.47	-	4.48	3.92	3.80
5 The study materials (books, readers, etc.) were clear and informative.	3.69	3.16	-	4.22	3.66	3.20
6 Overall rating of the quality of the content of this course.	3.87	3.38	-	4.36	3.84	3.75

Course organisation	VU-ref.	VU-sd	-	VU+sd	SBE-ref.	mean*
9 The course information was clear and up to date.	3.99	3.51	-	4.46	3.98	3.40
10 This course was well-organised (if you disagree, please explain at the open questions at the end of the survey).	3.84	3.27	-	4.41	3.84	3.30

Student commitment	VU-ref.	VU-sd	-	VU+sd	SBE-ref.	mean*
13 I was able to keep up with the material well during the course.	3.74	3.28	-	4.19	3.74	4.11

Lecture teacher total	VU-ref.	VU-sd	-	VU+sd	SBE-ref.	mean*
14 The teacher explained the material clearly during the lectures.	3.99	3.50	-	4.48	3.96	3.78
15 The teacher encouraged students to think about the material.	3.99	3.51	-	4.47	3.98	3.82
16 The teacher made a clear distinction between main points and side issues.	3.74	3.26	-	4.23	3.71	3.61
65 The lecturer's command of English was adequate	4.29	3.78	-	4.80	4.28	3.68
17 Overall rating of the teaching qualities of the teacher	4.01	3.53	-	4.48	3.98	3.77

Exam	VU-ref.	VU-sd		VU+sd	SBE-ref.	mean*
18 I knew clearly in advance what to expect in the exam (via exercises, practice tests, study instructions, etc.)	3.54	2.91	-	4.16	3.51	3.63
19 The exam was a good indicator of what I had learned in this course (if you disagree, please explain at the open questions at the end of the survey).	3.57	2.99	-	4.15	3.51	3.74
984 The type of assessment used was appropriate to the knowledge and skills acquired	3.75	3.22	-	4.27	3.71	3.63
20 The exam questions were clear.	3.65	3.11	-	4.19	3.62	3.79
22 The time allowed to take the exam was sufficient	4.01	3.30	-	4.73	3.80	4.68
23 Overall rating of the exam	3.52	3.00	-	4.05	3.43	3.58

Evaluation Course: Strat Man from a Practice Persp

SBE; N=20
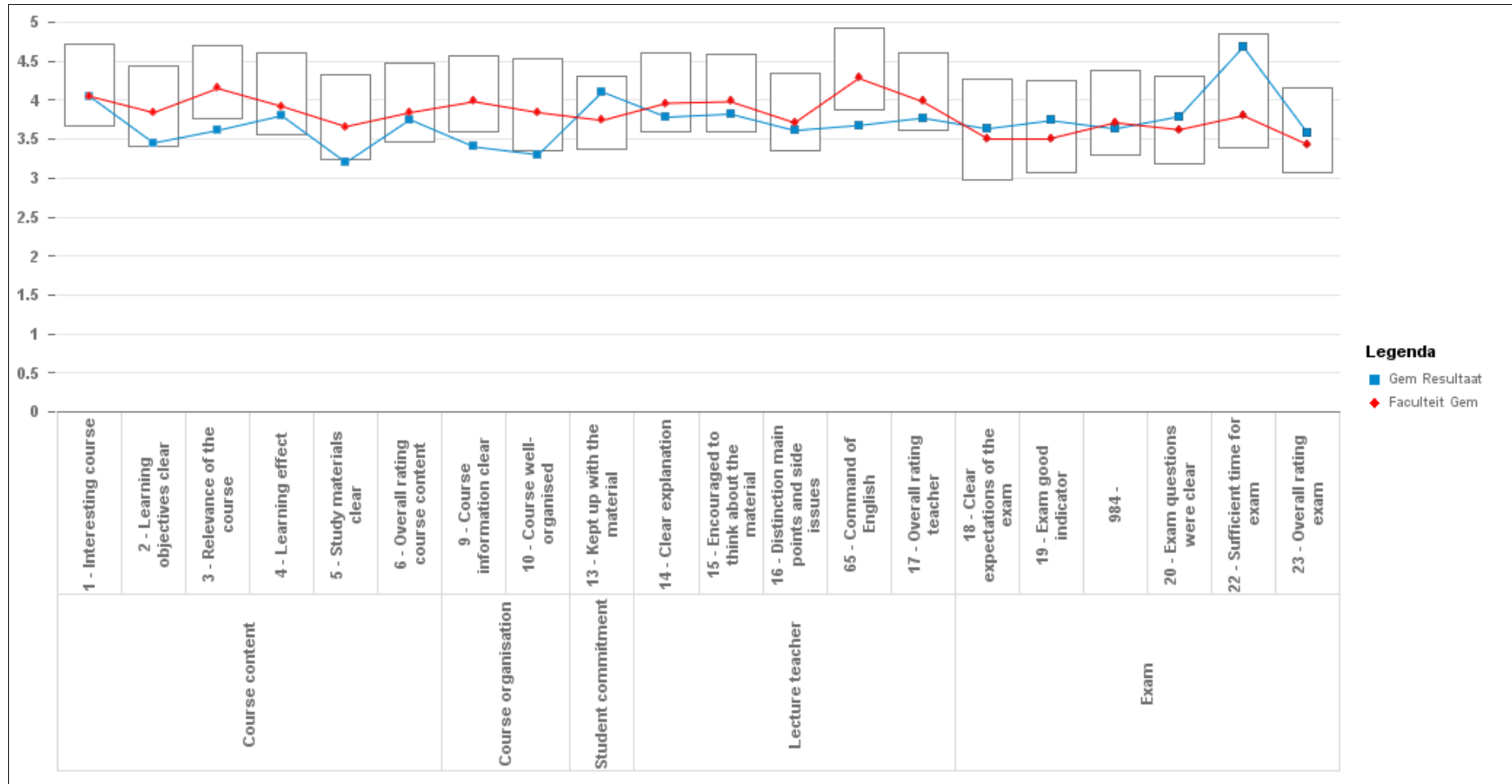
The figure above is a graphic representation of the data from the table. The mean score of each question of this particular course is represented by a blue square. The mean scores of this faculty are represented by red diamonds. The VU mean is based on courses from various faculties evaluated since 2004-2005. For each question, the rectangles within the figure mark the 67%-interval, the area in which two third of those mean scores lie. The VU mean lies precisely in the middle of the rectangle. The figure can be used to compare this course's performance with the performance of all evaluated courses at VU university (VU mean), and with other courses within the faculty. Besides, it becomes clear if potential differences (positive or negative) are unusually great: above or below the 67% interval. Any additional questions are not shown in this figure.

Frequency tables Strat Man from a Practice Persp (E_IBK3_SMPP)

Faculty :   SBE

Programme :

Course :   Strat Man from a Practice Persp

Lecturer(s) :   Guest Lecture Björn Kijl (Kingfisher)
                Guest Lecture Ewald Breunesse (Shell)
                Guest Lecture Nico Perdaan (Jan Accountants)
                Guest Lecture Reinout Woittiez (Ministry of Justice and Safety)
                Guest Lecture Ursula van Zandvliet Rozemeijer (MeerBusiness Amsterdam)

Acad. period and year :   150 - 2017

Response :   N = 20

Course content	--	-	+/-	+	++	N	mean	sd
1 It was an interesting course.	0	1	4	8	7	20	4.05	0.89
2 The learning objectives were clear to me.	0	4	4	11	1	20	3.45	0.89
3 The relevance of this course to the programme was clear to me.	0	3	4	8	3	18	3.61	0.98
4 I learned a lot from this course.	0	2	4	10	4	20	3.80	0.89
5 The study materials (books, readers, etc.) were clear and informative.	0	6	6	6	2	20	3.20	1.01
6 Overall rating of the quality of the content of this course.	0	2	5	9	4	20	3.75	0.91

Course organisation	--	-	+/-	+	++	N	mean	sd
9 The course information was clear and up to date.	1	4	4	8	3	20	3.40	1.14
10 This course was well-organised (if you disagree, please explain at the open questions at the end of the survey).	0	6	5	6	3	20	3.30	1.08

Student commitment	--	-	+/-	+	++	N	mean	sd
13 I was able to keep up with the material well during the course.	0	1	2	10	6	19	4.11	0.81

Lecture teacher total	--	-	+/-	+	++	N	mean	sd
14 The teacher explained the material clearly during the lectures.	1	8	15	37	17	78	3.78	0.95
15 The teacher encouraged students to think about the material.	1	9	13	35	20	78	3.82	0.99
16 The teacher made a clear distinction between main points and side issues.	1	13	18	28	17	77	3.61	1.05
65 The lecturer's command of English was adequate	5	10	8	36	18	77	3.68	1.16
17 Overall rating of the teaching qualities of the teacher	1	9	13	39	16	78	3.77	0.95

Exam	--	-	+/-	+	++	N	mean	sd
18 I knew clearly in advance what to expect in the exam (via exercises, practice tests, study instructions, etc.)	1	2	4	8	4	19	3.63	1.12
19 The exam was a good indicator of what I had learned in this course (if you disagree, please explain at the open questions at the end of the survey).	1	1	5	7	5	19	3.74	1.10
984 The type of assessment used was appropriate to the knowledge and skills acquired	1	2	4	8	4	19	3.63	1.12
20 The exam questions were clear.	0	2	4	9	4	19	3.79	0.92
22 The time allowed to take the exam was sufficient	0	0	1	4	14	19	4.68	0.58
23 Overall rating of the exam	0	1	8	8	2	19	3.58	0.77

Course content

For me, the level of this course was	n	%
too low	2	10%
just right	18	90%
too high	0	0%
Total:	20	

The total study load of this course was in proportion to the number of credits (EC)	n	%
too low	1	5%
just right	17	85%
too high	2	10%
Total:	20	

Student commitment

Percentage of classes attended	n	%
0-32%	0	0%
33-66%	2	10%
67-100%	18	90%
Total:	20	

Estimated time spent in hours on out-of-class study per week (i.e. excluding face-to-face instruction)	n	%
0-4	2	10%
4-8	12	60%
8-12	4	20%
12-16	1	5%
> 16 hours	1	5%
Total:	20	

Exam

In my opinion, the level of the exam was	n	%
too low	4	21%
just right	15	79%
too high	0	0%
Total:	19	

Evaluation Report Course Strat Man from a Practice Persp (E_IBK3_SMPP)

Lecture teacher

Lecture teacher Guest Lecture Björn Kijl (Kingfisher)		--	-	+/-	+	++	N	mean	sd
14	The teacher explained the material clearly during the lectures.	0	1	3	7	5	16	4.00	0.89
15	The teacher encouraged students to think about the material.	0	1	5	6	4	16	3.81	0.91
16	The teacher made a clear distinction between main points and side issues.	0	1	4	7	4	16	3.88	0.89
65	The lecturer's command of English was adequate	0	1	2	8	4	15	4.00	0.85
17	Overall rating of the teaching qualities of the teacher	0	1	3	8	4	16	3.94	0.85

Lecture teacher Guest Lecture Ewald Breunesse (Shell)		--	-	+/-	+	++	N	mean	sd
14	The teacher explained the material clearly during the lectures.	0	1	2	9	3	15	3.93	0.80
15	The teacher encouraged students to think about the material.	0	1	2	7	5	15	4.07	0.88
16	The teacher made a clear distinction between main points and side issues.	0	2	4	5	3	14	3.64	1.01
65	The lecturer's command of English was adequate	0	2	0	8	5	15	4.07	0.96
17	Overall rating of the teaching qualities of the teacher	0	1	1	9	4	15	4.07	0.80

Lecture teacher Guest Lecture Nico Perdaan (Jan Accountants)		--	-	+/-	+	++	N	mean	sd
14	The teacher explained the material clearly during the lectures.	0	1	2	8	5	16	4.06	0.85
15	The teacher encouraged students to think about the material.	0	1	2	8	5	16	4.06	0.85
16	The teacher made a clear distinction between main points and side issues.	0	2	3	7	4	16	3.81	0.98
65	The lecturer's command of English was adequate	0	1	2	9	4	16	4.00	0.82
17	Overall rating of the teaching qualities of the teacher	0	1	2	9	4	16	4.00	0.82

Lecture teacher Guest Lecture Reinout Woittiez (Ministry of Justice and Safety)		--	-	+/-	+	++	N	mean	sd
14	The teacher explained the material clearly during the lectures.	0	2	1	8	3	14	3.86	0.95
15	The teacher encouraged students to think about the material.	0	2	1	7	4	14	3.93	1.00
16	The teacher made a clear distinction between main points and side issues.	0	2	2	6	4	14	3.86	1.03
65	The lecturer's command of English was adequate	1	2	1	7	3	14	3.64	1.22
17	Overall rating of the teaching qualities of the teacher	0	2	1	8	3	14	3.86	0.95

Lecture teacher Guest Lecture Ursula van Zandvliet Rozemeijer (MeerBusiness Amsterdam)		--	-	+/-	+	++	N	mean	sd
14	The teacher explained the material clearly during the lectures.	1	3	7	5	1	17	3.12	0.99
15	The teacher encouraged students to think about the material.	1	4	3	7	2	17	3.29	1.16
16	The teacher made a clear distinction between main points and side issues.	1	6	5	3	2	17	2.94	1.14
65	The lecturer's command of English was adequate	4	4	3	4	2	17	2.76	1.39
17	Overall rating of the teaching qualities of the teacher	1	4	6	5	1	17	3.06	1.03

Door de cursuscoördinator toegevoegde extra vragen

Student comments Strat Man from a Practice Persp (E_IBK3_SMPP)

All comments made by the students are shown below. No selection took place nor have changes been made to formulations and the like.

What do you think was good about this course?

I am very positive about this course. I learned a lot (as econometrician)

Idea of thinking out of the box
Steps for meditation
Hypnosis practice

I have learned a lot

Ik vond het een erg boeiende cursus, waarop ik op veel verschillende vlakken dingen heb geleerd. Ik vond de gastcolleges -misschien op die van Bjorn Kijl na- heel erg interessant en een toevoeging op de lesstof. Ik denk dat je er veel van kunt leren en ik zag vooral heel overeenkomsten tussen de gastdocenten onderling. Ik zag vooral dat ze zich kwetsbaar op durfden te stellen en altijd gegaan zijn waarvoor ze wilden gaan. Dat vond ik erg inspirerend.

De gewone colleges vond ik over het algemeen interessant. Hetgeen ik lastig vond was om de structuur van de cursus te zien. Dat vond ik wel een verbeterpuntje.

Ik vond het enthousiasme van Dhr. Rietdijk erg leuk en ook de hypnose sessie tijdens het laatste college.

Het was fijn dat alle slides vanaf het begin af aan online stonden en dat alle artikelen die we moesten kennen werden besproken tijdens de colleges.

It was a different view on strategic management and therefore different than other courses

It was an interesting course, especially due to the variety of guest lectures and tutorials.

It was nice to learn more about the practical side of business instead of a lot of theories.

Lecturer was animated and fun

Nice point about scenario planning. Some new topics about behavior management which I liked.

Nice practical assignments

very good practical course where I learned a lot about being a CEO. I really enjoyed the guest lectures to know more than theory and see what is happening in practice. The tutorials were also very interesting to practice. I really enjoyed the fact of being able to prepare the presentations during the tutorials and to be able to ask questions.

What suggestions for improvement can you make?

Did not like the guest lecture of Ursela. She did not really make a point and it was a bit vague. That's a pity, because I believe she could tell a interesting story.

Ik zou de presentaties anders aanpakken voor volgend jaar. Het waren te veel duo's en daarbij was er veel te weinig tijd. Ook is het niet altijd even leuk om naar zo veel presentaties te luisteren. Ik vond het goed dat de werkgroep op een gegeven moment in tweeën was opgedeeld.

Ik zou ook strenger optreden tegen mensen die te laat komen. Ook al is er geen aanwezigheidsplicht en komt iedereen vrijwillig, het is storend als continu (dezelfde!) mensen te laat komen. Maak de afspraak dat als je wil komen, dat je op tijd komt en anders in de pauze binnenkomt.

More clearly organized course manual and canvas

Slides could be organised better to ensure understanding of the course

Structuur

Ik vond het tentamen niet zo heel sterk. Door zulke open vragen te stellen kun je wel goed zien in hoeverre kennis in zijn volledigheid beheerst wordt (al hoefden we het niet écht toe te passen, casus waarop we de ABC-formule konden toepassen had misschien beter geweest), maar ik vond een vraag waarin zoveel mogelijk Buffet-regels gevraagd werden niet echt 3e-jaars waardig. Ik wist dat hij ging komen, dus ik had er een stuk of 20 uit mijn hoofd geleerd, maar nu ben ik minstens de helft al kwijt.

The overall course was very nice and well organized. The only advise I would have would be to have a bit more explanations about the articles during the lectures. Especially the articles related to investment were pretty difficult to understand.

The report could be a bigger share of the overall grade (more than 20%)

The slides were almost never clear, moreover it was not clear what was expected from you in the presentations and the report
The presentations take a lot of time and are not interesting at all for other students as we dont have any knowledge about these companies and here the same thing over and over again. The time during these workgroups could be better used if we would do some case examples or in class activities
Also the lectures were boring and not clear at all

The workgroups were in too big groups, so nobody could stay focused and concentrated. I would split the group already in smaller group before the course starts next year.

To add a little bit more structure to have a clear view on what to expect.

Further comments

Sometimes it was a bit vague what to expect. You could see this in the presentations for example, in which people did completely different things than others (and not because they were being creative).
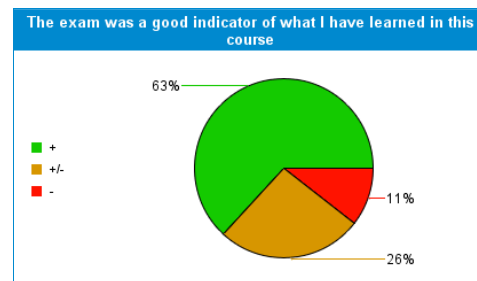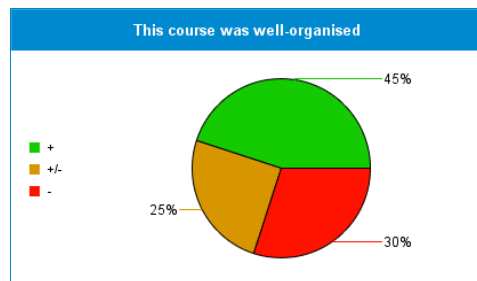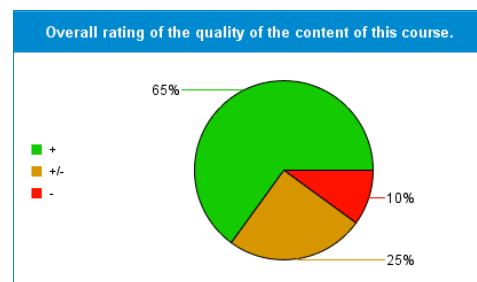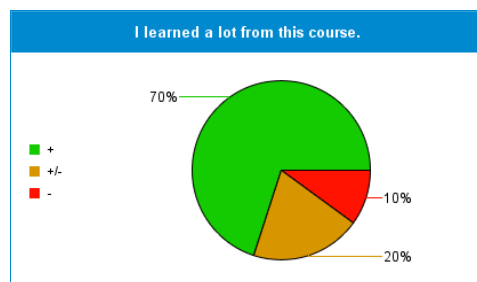
Thank you for the informative course, enjoy the summer!

OUTCOMES COURSE EVALUATION: Strat Man from a Practice Persp

Course :   Strat Man from a Practice Persp

Faculty :   SBE

College year :   2017 - 2018

20 students filled in the course evaluation of Strat Man from a Practice Persp. A graphical representation of some of the results is shown. The charts depict for each subject the percentage of respondents that gave a (very) positive (+ or ++), a neutral (+/-) or a (very) negative (- or --) evaluation of the subject.

Response by course coordinator :

I learned a lot from this course.

70%
+
+/-
-
10%
20%

Overall rating of the quality of the content of this course.

65%
+
+/-
-
10%
25%

This course was well-organised

45%
+
+/-
-
25%
30%

The exam was a good indicator of what I have learned in this course

63%
+
+/-
-
11%
26%

AVERAGE RESULTS	I learned a lot from this course.	Overall rating of the quality of the content of this course.	This course was well-organised	The exam was a good indicator of what I have learned in this course
Strat Man from a Practice Persp	**3.80**	**3.75**	**3.30**	**3.74**
SBE-mean	3.92	3.84	3.84	3.51
VU-mean	3.98	3.87	3.84	3.57