

Besluit

Besluit strekkende tot het verlenen van accreditatie aan de opleiding wo-bachelor International Business Administration van de Erasmus Universiteit Rotterdam en het bijzonder kenmerk internationalisering

Gegevens

datum	Naam instelling	: Erasmus Universiteit Rotterdam
19 december 2013	Naam opleiding	: wo-bachelor international Business Administration (180 ECTS)
onderwerp		
Besluit	Datum aanvraag	: 13 december 2013
accreditatie wo-bachelor	Variant opleiding	: voltijd
International Business	Locatie opleiding	: Rotterdam
Administration van de Erasmus	Datum goedkeuren panels	: 2 oktober 2012 (AACSB panel), 3 juni 2013 (Certiked panel voor aanvullende beoordeling), 26 augustus 2013 (panel bijzonder kenmerk internationalisering)
Universiteit Rotterdam		
(001191)	Datum locatiebezoek AACSB	: 16, 17, 18 september 2012
ons kenmerk	Datum locatiebezoek Panel	
NVAO/20134066/LL	Bijzonder Kenmerk	
bijlage		
3	Internationalisering	: 17 en 18 september 2013
	Datum visitatierapporten	: AACSB Team Report: september 2013 Certiked rapport aanvullende beoordeling: 2 oktober 2013 Rapport bijzonder kenmerk internationalisering: 18 oktober 2013
	Instellingstoets kwaliteitszorg	: ja, positief besluit van 17 oktober 2013

Beoordelingskaders

- Leidraad Beoordelingen Nederlandse Opleidingen door AACSB. Een aanvullende beoordeling van het gerealiseerd niveau is gemaakt door een Certiked panel. Op deze wijze is het toetsingskader voor de beperkte opleidingsbeoordeling (Stcrt. 2010, nr 21532) genoegzaam afgedekt.
- Frameworks for the Assessment of Internationalisation, 14 november 2011.

Bevindingen

De NVAO stelt vast dat in de visitatierapporten deugdelijk en kenbaar is gemotiveerd op welke gronden de panels de kwaliteit van de opleiding voldoende hebben bevonden. Het AACSB visitatierapport geeft de bevindingen en overwegingen weer van het panel over het gehele cluster Bedrijfskunde van de Erasmus Universiteit Rotterdam. Het panel heeft meer opleidingen gezamenlijk beoordeeld.

Bevindingen van het AACSB Peer Review Team

Assurance of Learning

The School has adopted a matrix approach to Assurance of Learning which maps the program-level learning outcomes across the educational goals embedded in the constituent courses. The result is a clear identification of where learning outcomes are taught and where they are assessed. Hence, learning outcomes are now clearly aligned to study and assessment methods. The various committees actively monitor the attainment of the learning objectives and intervene to revise learning objectives and assessment as required. As such there is clear evidence that the school has closed the loop on the Assurance of Learning process. This approach is documented for each program.

To be clear, the Peer Review Team did not find any deficiency in relation to Assurance of Learning but rather suggests that some minor tweaks be made to the system to further improve the effectiveness of the system. The commentary below should be read in this context.

The Rotterdam School of Management (RSM) has an Examination Board which comprises members of the faculty appointed by the Dean. The Examination Board's responsibility is specified under Dutch legislation and its powers are wide-ranging and include assurance associated with the quality of assessment. Hence, there is overlap between the Examination Board's responsibilities and the Assurance of Learning process. The internal champions of the Assurance of Learning process at RSM are the program directors and program managers. The School also operates an overarching Programs Committee. While the system generally works in a collegiate setting, the effectiveness of Assurance of Learning rests largely on the interaction between the program administrators and teaching staff. Given the relatively large number of programs at RSM, there is the potential for some patchiness across the spectrum of programs in relation to the effectiveness of Assurance of Learning.

The School employs a variety of structures at the program level that review Assurance of Learning outcomes. For some programs, the use of an advisory board with both internal and external stakeholder representation is clear. However, for other programs, it is less clear to identify the peak structure that integrates all stakeholder feedback. Notwithstanding, the School is able to point to some exemplars of Assurance of Learning effectiveness and resultant curriculum change for specific programs.

Rest assured that the School has taken its approach to Assurance of Learning seriously. There is substantial documentation, formalised processes and measures.

NVAO standards

The level and/or orientation of the learning outcomes fit within the (inter)national qualification frameworks and have been concretised into subject- or program-specific performance levels. These are given a specific interpretation based on the program's explicit views.

Therefore the Peer Review Team assesses the degree in which the intended learning outcomes of the program BSc International Business Administration meets the NVAO standard 1 as good.

Pagina 3 van 9 The aggregate of curriculum, staff, services and facilities constitutes a challenging learning environment. The program has developed a program-wide, transparant and coherent assessment policy, which is pursued by all parties involved.

Therefore The Peer Review Team Team assesses the degree in which the teaching-learning environment of the program BSc International Business Administration meets the NVAO standard 2 as good.

Bevindingen en conclusie van het Certiked panel met betrekking tot het gerealiseerd niveau

The panel assesses the level of the theses to be at a bachelor level and to demonstrate a bachelor level of complexity.

The panel has verified that the theses of the program address relevant subjects. The subjects of the theses reflect the learning objectives and the subject matter of the program.

The panel regards the research in the theses to be well structured. The structure and the reasoning are adequate but could have been more systematic in one of the theses. The theoretical development in the theses is satisfactory but could have been further improved in some of the theses. The empirical analyses are well executed and are very good in some of the theses. The conclusions which the students arrived at are discussed appropriately, although in some of the theses the discussion could have been more elaborate.

The literature review in the theses is conducted appropriately.

The panel considers the majority of the theses to be well written and to have observed the rules of spelling and style. In some of the theses some errors in the English language and some typographical errors were detected by the panel.

The grades given for the most of the theses by the examiners of the program are appropriate. For a few of the theses the panel would have given a somewhat higher grade but the differences between the grading by the examiners of the program and the panel are only marginal.

Assessment

These findings and considerations have led the assessment panel to assess the quality of the theses of the BSc International Business Administration program to be satisfactory.

Aanbevelingen

De NVAO onderschrijft de aanbevelingen van beide panels.

Ten aanzien van het bijzonder kenmerk internationalisering komt het panel tot de volgende bevindingen en overwegingen:

As the programme's vision on internationalisation is good but somewhat implicit, the panel encourages to make this vision more specific. Although the programme management discusses the internationalisation vision with a number of stakeholder groups, the panel advises to bring internationalisation issues forward more strongly in the Programme Committee and to organise the input from the business community more systematically. The programme's objectives are perfect operationalisations of the internationalisation vision. The panel finds the benchmark comparison with other programmes in the world relevant, but advises to elaborate this comparison. The programme management monitors the quality of the international and intercultural features of the programme quite systematically. This may be derived from the measures the programme management has listed, following up on the recommendations by the NVAO-panel in 2010. As most of the improvements are still in the planning phase, the panel advises to implement these measures. Also, the panel recommends to critically evaluate the merger of the Programme Committee of this programme with the Programme Committee of the Dutch-spoken Bachelor in Business Administration programme, to determine whether the international and intercultural aspects of this programme are given sufficient attention.

The intended learning outcomes reflect the internationalisation vision. The panel is impressed about the model which has been drafted to relate the intended learning outcomes to the course contents. Any changes in the courses are, carefully, monitored to ensure the course contents remaining in line with the programme's learning outcomes. The assessment methods for the international and intercultural learning goals are good. This applies to the written examinations for the assessment of the, mostly, knowledge-oriented international learning goals and the assignments and self-reflection reports for the assessment of the, mostly, skills-oriented intercultural learning goals. As a further improvement, the programme management is doing research to find an assessment tool to measure the intercultural learning effect more accurately. The targets which have been set, to measure the extent to which the graduates have achieved the intended international and intercultural learning outcomes, are relevant and ambitious. Although information about the careers of the graduates is available, the panel welcomes the plans of the programme management to conduct a survey among the alumni.

The curriculum comprises a fair number of courses addressing international and intercultural contents. As a further improvement, the panel recommends to look once again into the requirements for the thesis, including the reflection on the international and intercultural component of the research. The students are given the opportunity to spend a substantial part of the third year of the programme abroad, either in an international internship or in an international exchange programme. This greatly contributes to the students' international and intercultural knowledge and skills. The teaching methods selected for the courses match the courses' international and intercultural learning goals. Although the number of students in the programme is relatively large, the students often meet in small groups, allowing them to discuss international topics in detail, to work on international assignments and to be effectively trained in intercultural skills.

The panel recommends to maintain teaching in small groups. In order to maintain the international and intercultural balance of the programme, the panel advises to prevent the

Pagina 5 van 9 student body from increasing substantially, to keep the proportion of Dutch students at a maximum of 40% and continue the policy to avoid dominant student groups of one particular nationality of entering the programme. The teaching staff, clearly, provide an international and intercultural perspective for the students. In the mentor programme, the students are guided in groups, composed of students with different backgrounds and from different countries.

The teaching staff composition meets the international and intercultural features of the programme, as different nationalities are present and the proportion of non-Dutch lecturers (42%) is substantial. The selection criteria for the staff ensure the lecturers to meet the international and intercultural requirements. Most of the lecturers have relevant international experience in teaching and their command of the English language is good. Although the staff-to-student ratio is rather unfavourable, this does not really prevent the lecturers from teaching the international and intercultural aspects effectively. The services offered to the lecturers are up to standard.

The students gain international and intercultural experience, as is evident from the course contents, the topics addressed in the classes and the skills the students are trained in. Nevertheless, the panel advises to make mandatory for the students to gain substantial international experience abroad, preferably in an international internship or an international exchange. The entry requirements for the programme are effective, allowing only the students in who have a fair chance to complete the programme. The international composition of the student population is very balanced. As has been indicated above, the panel recommends to maintain a strict admission procedure, to keep the proportion of Dutch students at the current level and to prevent the influx of students of increasing. Also, the panel recommends to enhance the efforts to increase the number of students from Africa and the Middle East. In the opinion of the panel, these measures are required to safeguard the present outstanding international and intercultural character of the programme. The services for the students are excellent, including the assistance for students coming from abroad and the study guidance, especially the first-year mentor programme. The panel recommends to facilitate and encourage the students to take more extra-curricular language courses than the present scheduled 5 EC course, including a stronger focus on Dutch language training for international students.

The panel advises NVAO to award the distinctive quality feature Internationalisation to the Bachelor in International Business Administration programme of Rotterdam School of Management, Erasmus University Rotterdam, assessing this programme to be excellent with regard to the NVAO-requirements. As a consequence, the panel advises NVAO to propose to the European Consortium of Accreditation in higher education (ECA) to award this programme the corresponding European Certificate of Internationalisation.

Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO het college van bestuur van de Erasmus Universiteit Rotterdam te Rotterdam in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 2 december 2013 naar voren te brengen. Bij e-mail van 17 december 2013 heeft de instelling van de gelegenheid gebruik gemaakt om te reageren. Dit heeft geleid tot enkele tekstuele aanpassingen.

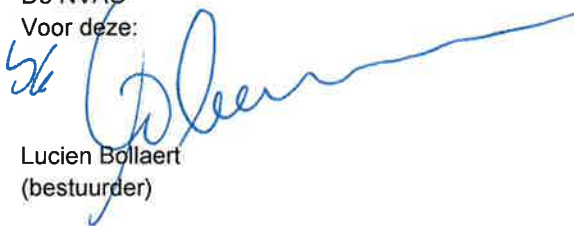
De NVAO besluit accreditatie te verlenen aan de wo-bachelor International Business Administration (180 ECTS; variant: voltijd; locatie: Rotterdam) van de Erasmus Universiteit Rotterdam te Rotterdam. De NVAO beoordeelt de kwaliteit van de opleiding als voldoende.

De NVAO besluit aan de opleiding het bijzonder kenmerk Internationalisering toe te kennen. De NVAO is van mening dat het panel genoegzaam heeft gemotiveerd dat toekenning van het bijzonder kenmerk internationalisering op haar plaats is. Wel is de NVAO van oordeel dat de excellente beoordelingen niet steeds voldoende zijn onderbouwd.

Dit besluit treedt in werking op 1 januari 2014 en is van kracht tot en met 31 december 2019.

Den Haag, 19 december 2013

De NVAO
Voor deze:



Lucien Bollaert
(bestuurder)

Tegen dit besluit kan op grond van het bepaalde in de Algemene wet bestuursrecht door een belanghebbende bezwaar worden gemaakt bij de NVAO. De termijn voor het indienen van bezwaar bedraagt zes weken.

Onderwerp	Standaard	Beoordeling door het panel
		<i>voltijd</i>
1. Beoogde eindkwalificaties	De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen	G
2. Onderwijsleeromgeving	Het programma, het personeel en de opleidings specifieke voorzieningen maken het voor de instromende studenten mogelijk de beoogde eindkwalificaties te realiseren	G
3. Toetsing en gerealiseerde eindkwalificaties	De opleiding beschikt over een adequaat systeem van toetsing en toont aan dat de beoogde eindkwalificaties worden gerealiseerd	V
Eindoordeel		V

De standaarden krijgen het oordeel onvoldoende (O), voldoende (V), goed (G) of excellent (E).
Het eindoordeel over de opleiding als geheel wordt op dezelfde schaal gegeven.

Bijzonder kenmerk internationalisering

Onderwerp	Standaard	Beoordeling door VBI
		Voltijd
Bijzonder kenmerk internationalisering	1 Vision on internationalisation	G
	2 Learning outcomes	G
	3 Teaching and learning	E
	4 Staff	E
	5 Students	E
Beoordeling BK	Eindoordeel	E

De standaarden krijgen het oordeel unsatisfactory (U), satisfactory (S), good (G) of excellent (E).

Tabel 1: Uitval na 1, 2, en 3 jaar.

Cohort	2006	2007	2008	2009	2010	2011
Uitval na 1jr	15%	14%	17%	14%	9%	11%
Uitval na 2jr	19%	19%	18%	17%	14%	
Uitval na 3jr	22%	19%	20%	19%		

Tabel 2: Rendement (vwo-instroom).

Cohort	2006	2007	2008	2009
Rendement na 3 jaar	36%	44%	49%	50%
Rendement na 4 jaar	72%	77%	84%	
Rendement na 5 jaar	89%	88%		
Rendement na 6 ⁽⁺⁾ jaar	92%			

Tabel 3: Rendement (totale instroom).

Cohort	2006	2007	2008	2009
Rendement na 3 jaar	35%	43%	54%	53%
Rendement na 4 jaar	64%	69%	74%	
Rendement na 5 jaar	76%	77%		
Rendement na 6 ⁽⁺⁾ jaar	78%			

Tabel 4: Docentkwaliteit.

Graad	Ma	PhD	BKO
Percentage	1%	99%	73%

Tabel 5: Student-docentratio.

Ratio	45:1
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Tabel 6: Contacturen.

Studiejaar	1	2	3
Contacturen	14,5	11,0	10,0

Het AACSB panel dat standaarden 1 en 2 heeft beoordeeld, kende de volgende samenstelling:

- Prof. dr. Tim Brailsford (chair), President – Bond University, Australia;
- Prof. Robert Mantha, Immediate Past Dean – Université Laval, Canada;
- Prof. Nicolas Mottis, Former Dean – ESSEC Business School, France.

Het Certiked panel dat het gerealiseerd niveau heeft beoordeeld, kende de volgende samenstelling:

- Prof. J.W. Foppen (chair), professor in Economics with a focus on Strategic Leadership at Maastricht University School of Business & Economics and a senior lecturer in Employability at Zuyd University of Applied Sciences;
- Prof. R.T. Frambach, full professor of Marketing and head of Department of Marketing at the Faculty of Economics and Business Administration of VU University Amsterdam;
- Prof. M. Deloof, full professor and head of Department of Accounting and Finance of University of Antwerp;
- Prof. P. Semal, full professor at Louvain School of Management of Université Catholique de Louvain.

Het Certiked panel werd ondersteund door W.J.J.C. Vercouteren MSc. RC, secretaris (gecertificeerd).

Het Certiked panel dat het bijzonder kenmerk Internationalisering heeft beoordeeld, kende de volgende samenstelling:

- Prof. J.W.M. de Wit PhD (chair), director of the Centre for Higher Education Internationalisation at Università Cattolica Sacro Cuore in Milan, Italy and professor of Internationalisation of Higher Education at the School of Economics and Management of Hogeschool of Amsterdam;
- Prof. S.I. Björkman PhD, dean of Aalto University School of Business;
- R. Heusser, MD, MPH, chairman of the European Consortium of Accreditation, ECA;
- J. Waas (student member), former student of the bachelor programme International Business Administration of VU University Amsterdam.

Het Certiked panel werd ondersteund door W.J.J.C. Vercouteren MSc. RC, secretaris (gecertificeerd).