

Student Services & Social Networks

Chance or threat?



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**Explorative research about the opportunities of social network use by
Student Services in their communication with Tilburg University students.**

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Michael Doove (@mike_f_d), augustus 2011

SUMMARY

Student Services (StS), as an umbrella department of Tilburg University, consists of nine different services. Since the 12.678 Tilburg University students are the most important customers, this group is the main focus when looking at communication between StS and its clients. Key communication reasons are sharing important information, marketing intentions, and questions from students. The channels used vary and partly depend on the underlying service, but email, folders, and the website are used most. Since students expect a quick reaction, they mainly call, mail or visit the campus when they are looking for contact with Student Services.

Until now, social networks, described as “online platforms where people can connect and interact with others and can share all kinds of information” (Von der Furh, 2010), are barely used by StS. However the use of these social networks has risen significantly over the past years (Kaplan & Haenlein, 2010), and they can be used by organization in an attempt to create better relations with customers, better customer service, and higher sales (Holsheimer, as cited in Von der Fuhr, 2010). These benefits fit with the intention and goals of StS, and it is thus questioned if the service should start using social networks.

The largest social networks in the Netherlands are Hyves, Facebook, Twitter, and LinkedIn, and they each provide opportunities for communicating with students. Which networks are preferred mainly depend on the students use, wants and needs. Most students used Facebook, followed by Hyves, LinkedIn, and Twitter, and almost two-third of the social network users follow or had followed organizations (Twitter has the highest number here). However, the potential number of students reached varies among the four networks.

The average visiting duration was less than ten minutes in most cases. Furthermore, since students prefer weekly or monthly updates, social networks are less usable. Visiting group pages is done for finding information, entertainment, and communication, but the page features are barely used.

In sum, social networks offer opportunities for StS. Students, on the other hand, are moderately interested in communicating with StS via one or more social networks. They, however, can be used as an extra communication channel besides the already used social networks. A better idea might even be a combination of the currently used channels and the social networks. In this case, Facebook offers the best opportunities, probably in combination with Twitter. Hyves and LinkedIn are least usable for the communication objectives of StS. Future research should find out what exactly the students’ attitudes and the following opportunities of social networks are.

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1. INTRODUCTION

Tilburg University is a relatively small university, providing college to 13.000 students. In an attempt to improve contact between Student Services and the students, new ways of communication should be considered. The explosive growth of so-called social networks might be a great opportunity for an organization like Student Services. However, it is not yet clear what the communication possibilities of social networks for Student Services are, and what the wants of students towards communication with Tilburg University via social networks are.

In this chapter, this subject will be introduced in more detail. The problem indication is followed by the problem statement, which is the central question in this thesis. In order to find an answer to the problem statement, several research questions and survey questions are set up. The last section briefly describes the structure of the remaining chapters in this thesis.

1.1 PROBLEM INDICATION

It is not an easy job to communicate in an organization which employs 2.223 staff-members divided over five faculties and six services (Tilburg University, 2009). It becomes even harder if you provide college to almost 13.000 students. This is one of the challenges Tilburg University faces these days. 12.678 students are being updated by different departments, and they all try to get a part of the student's attention. In an attempt to get this attention, the services and faculties need to start considering alternative ways of communicating with their main (potential) customer, the student.

For organizations, social media (and social networks in particular) have become a new communication channel with customers in recent years. Today, many organizations have the concept of social media on top of their agenda (Kaplan & Haenlein, 2010). General Electrics and Procter & Gamble, for example, have successfully implemented social networks in their promotion mix (Mangold & Faulds, 2009). Besides commercial organizations, also universities implemented social networks as a communication channel. The library service at Georgia Tech started using Facebook for answering questions (Matthews, 2006), and more than half of the universities investigated by Reuben (2008) were using Facebook. One third of the respondents had an official Twitter account, which was used for communicating with current students in half of the cases. At the University of Iowa, the best Twitter essay was worth a scholarship of \$37.000 (Kerr-Dineen & DiBlasio, 2011).

On the other hand, according to Nobiles, the Dutch universities are still barely using social networks, and the communication is mainly one-sided (Nobiles, 2010). Utrecht University and Delft University of Technology both have more than 3.600 followers at Twitter, but their accounts are mainly used for sharing information without thereby creating interaction (Univers, 2011). The English and Dutch Twitter accounts of Tilburg University together have 3.000 followers, and have sent a little less than 300 messages (Twitter, 2011). Although it indeed is still in its infancy, Dutch universities have started using social media.

This small but apparent move towards social media is a consequence of the fact that consumers want more control over their media consumption, which made them turn away from traditional sources (like magazines and newspapers) and move towards social media (Vollmer & Precourt, 2008). Furthermore, consumers judge information found on social media about products and services as more trustworthy (Foux, in Mangold & Faulds, 2009). For this reason, organizations that implement social media in their promotion mix have better relations with customers and higher sales (Kim, Jeong & Lee, 2010). As Holsheimer (2009) concluded, social media used in customer relationships lead to higher sales, better customer service, and increased brand loyalty. Organizations recognized this tendency, and as a consequence, Koster and Van Gaalen (2010) concluded that in the last year, almost one-third of the organizations had more than one year of experience with using social media.

As mentioned before, Tilburg University has started moving towards new communication channels in the last years too. The Library and IT-Services, for example, started using narrow casting screens, email, and pop-up screens (Appels, personal communication, March 17, 2011). In addition, even several social networks such as Twitter are used nowadays. Nevertheless, the 'old channels' like the website, newsletters, flyers, and word-of-mouth are still the main communication tools for this service.

Despite the fact that social networks are not yet consequently used by Tilburg University, the university admits that social media are an integral part of students' daily life nowadays (Appels, personal communication, March 17, 2011). Forrester (in Kaplan & Haenlein, 2010) confirms this by mentioning that 75% of the internet users actively used social media in 2008. Social networks have "emerged as a mainstream communication and interaction modality with ever-increasing significance in the information society" (Cheung & Lee, 2010). However, it remains unclear what the communication possibilities for Student Services are, and if the students want to communicate with the university through these mainstream social networks. This is also one of the questions Student Services faces.

1.2 PROBLEM STATEMENT

Arising from the problem indication, it has become clear that Tilburg University as a whole as well as Student Services in particular barely use social networks in their communication with students. Furthermore, it is still unclear what forms of communication the students of Tilburg University prefer, and which social networks might be used for communicating with Student Services. Leading from this problem indication, the following problem statement is set up;

“To what extent do social networks offer opportunities for Student Services in their communication with Tilburg University students, hereby taking into account the social network possibilities and the students’ needs and wants?”

1.3 RESEARCH AND SURVEY QUESTIONS

In order to find an answer to the problem statement, several research questions are set up. First, it is important to find out what exactly Student Services is, and what the communication needs and wants are. What are the subjects talked about, what are the current media used, and what does Student Services expect from social network use? This leads to the first research question;

RQ1: How can Student Services and their communication with Tilburg University students be described, and what are their needs regarding communication via social networks?

After having answered the first research question, the needs of Student Services need to be compared to the possibilities the social networks used in the Netherlands offer. This is formulated as follows;

RQ2: Which social networks are most popular among the Dutch (student) population, and how do their communication possibilities fit with the needs of Student Services?

Next, the social networks and their communication possibilities that form the outcome of the second research question need to be compared by the use of the students at Tilburg University. The data that provides an answer to this will be collected with the help of a survey, and this first survey question is formulated as follows;

SQ1: Which social networks and communication possibilities (leading from the theoretical background) are used by the Tilburg University students?

At last, it should become clear about what subjects the Tilburg University students want to be informed, and if they are willing to start using social networks in their communication with Student Services. Therefore, a second survey is formulated;

SQ2: What are the Tilburg University students' wants and attitudes regarding communication with Student Services in general and via social networks in particular?

A graphical overview of the problem statement, research questions, and survey questions can be found in Figure 1.

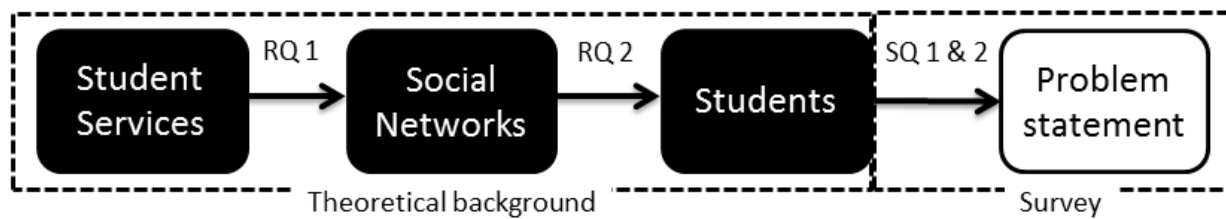


FIGURE 1 GRAPHICAL OVERVIEW OF THE THESIS

1.4 STRUCTURE OF THE THESIS

In chapter two, the theoretical background will be given. Based on the information found, RQ1 and RQ2 will be answered in this chapter. The answers will give rise to specific set of possibly useful social networks, its features, and usage reasons. Furthermore, communication subjects and usage possibilities for Student Services will be given here. Chapter three introduces the research method used in this thesis in and attempt to answer SQ1 and SQ2. Chapter four gives the outcomes of the research done, and in chapter five these outcomes will be used by answering the problem statement. Finally, chapter six gives rise to comments and recommendations.

2. THEORETICAL BACKGROUND

This chapter gives theoretical background, so several key concepts will be introduced here. In the first paragraphs, Tilburg University, its students, and Student Services are introduced. After that, the characteristics and needs of Student Services regarding communication with students will be considered (RQ1). In the following part, the concept of social networks will be introduced. Based on the answer to RQ1, a set of possibly useful social networks, features, and usage reasons will be given, thereby looking at the communication between Student Services and the students of Tilburg University (RQ2).

2.1 STUDENT SERVICES

2.1.1 TILBURG UNIVERSITY

Tilburg University is a relatively small university, including five faculties (Tilburg University, 2011). The Tilburg School of Economics and Management, School of Social and Behavioral Sciences, School of Humanities, School of Theology, and Tilburg Law School together include 24 bachelors, from which four are in English. Furthermore, there are 51 masters, and more than half of them (32) are given in English. In 2009, 3.839 students graduated, of which 1.373 bachelors and 1.868 masters (Tilburg University, 2010).

In the academic year 2009-2010, the departments together housed 12.678 students, of which 3.522 were registered for the first year. 6.941 students followed a bachelor, and 4.521 students were in their master phase. The other group followed a premaster (1.190) or doctoral program (26). The vast majority (8.276) was between twenty and 25 years old, and the second group (2.357) students was younger than twenty years.

Besides the regular programs at the university provided by the faculties, the university organization also includes six departments since 1 January 2011: Corporate Staff (CS), General Services (GS), Library and IT-Services (LIS), Student Services (StS), and Faculty Services (FS) (Tilburg University, 2011). Univers, the independent magazine of Tilburg University, is a separate service within the university organization. In this thesis, Student Services is taken into account. Therefore, in the next section Student Services is introduced in more detail, together with the communicative backgrounds and the wants and needs of communication channels.

2.1.2 STUDENT SERVICES

Student Services (StS) is an umbrella department with nine different services within it. The service communicates about various subjects with the nearly 13.000 students. Since 1 January 2011, the following services are part of Student Services;

- Center for Knowledge and Transfer
- Center for Sciences and Values
- International Office
- Language Center
- Sports Center
- Student Desk (as of 1 April 2011, this will be the new name for the merged Student Service Center and the Central Student Desk)
- Student Administration
- Student Advisory Office
- Studium Generale

The Student Services' mission (Dienst Studentenzaken, n.d.) is (1) to contribute to the education of students and to the support of the educational process, (2) to flesh out the relationship between the university and its environment, and (3) to color the university community and the campus life. This mission might be interpreted by the departments in different ways, but one of the overall aspects used in order to reach this mission is communication. Therefore, we will take a closer look on the communication goals of the service in the next paragraph.

2.1.3 STUDENT SERVICES' COMMUNICATION

Half of the Student Services' budget is funded from demand, which means that the budget available rises as soon as the number of clients rises (Dienst Studentenzaken, n.d.). In order to successfully execute the mission, it is therefore important to reach the target group by investing in (marketing) communication. The main focus of the service is the student of the university, since this group is the most important customer (Dienst Studentenzaken, n.d.). StS sets itself as a goal to communicate in an effective way with students, thereby taking into account the student's needs and world of experience. This communication can be split up in three communicative intentions can be recognized; (1) to share important information (regarding exams, for example), (2) marketing intentions (like subscription for workshops or language courses), and (3) questions from students. Here, it becomes clear that that the

initiative might come from both parties, thus from StS (pro-active) as well as from the students themselves (where StS has a reactive function).

Since StS is an umbrella department including nine services, various subjects are being dealt with (Table 1). Partly these subjects are related to studying, and partly they are not directly related to a student's study. The first category mainly includes important information (the first communicative intention). The non-study subjects generally apply to the second intention, marketing. The last communicative intention, questions from students, can be both related to someone's study or non-study related.

TABLE 1 STUDY AND NON-STUDY SUBJECTS OF STUDENT SERVICES

Study-related	Non study-related
Administration	Career and job market
Cancellations	Cultural courses
Contact information	Cultural performances
Help with writing	Debates
Internships	Language café
Opening hours	Language courses
Study advice	Non-study help
Subscription data	Own business
	Part-time jobs
	Sport courses
	Sport tournaments
	Study abroad / in Tilburg
	Symposiums
	Working assignments
	Workshops

As mentioned before, communication from StS can, depending on the intention, be reactive or pro-active, and study-related or non-study related. In each situation, different media can be used. At this moment, the different departments included in StS partly use the same communication channels when sending pro-active messages. Furthermore, some departments have chosen to use other channels besides. The most important communication channel, however, is email. The Student Desk uses direct mail (to all the students, in which the Student Advisory Office, Language Center, and Sports Center are also included. In addition, the Language Center uses direct mails twice a year, when the subscription periods for the language courses start. The Sports Center and Studium Generale also use direct mails, but in order to receive these mailings, students need to subscribe first. Other general media channels

are Blackboard, website notifications, folders or flyers, lunch meetings, information on television screens in buildings, and a talk before college starts (Appels, personal communication, March 17, 2011). Besides, Studium Generale has a Twitter-account (@SGTilburg) and uses flyers. Finally, the International Office makes use of Facebook in their communication with exchange students.

When the students undertake action in the form of approaching Student Services, in most of the cases it happens via mail, telephone, web forms, or just walking in (especially in the case of the Student Desk). Students normally expect to get a quick reaction (Appels, personal communication, March 17, 2011), and these communication channels offer this possibility.

2.1.4 NEEDS AND EXPECTATIONS REGARDING SOCIAL NETWORKS

The opinion of StS is, however, that the currently used media channels do not reach enough students. Therefore, other channels intensely used by this target group might create a new opportunity. The expectation of StS is that social networks are an example of intensely used media. StS has a couple of reasons for considering social networks. First, students can act like an ambassador for the university and its services. Furthermore, the service does not want to fall behind in their communication, so new communication channels should be considered. Another reason is the possibility to replace current communication channels, which might make the communication cheaper, faster, and more direct (Dienst Studentenzaken, n.d.).

Of course, one of the main questions StS asks is whether or not students are interested in new ways of communicating with StS. However, at first the social networks taken into consideration should fit with the Student Services' goal and communicative intentions. In short, StS wants to know if social networks do offer opportunities for the organization. In order to find an answer, the concept of social networks will be introduced in the next part. Afterwards, the most popular social networks in the Netherlands will be introduced. Here, they will be checked for fitness with the goal of StS; communicate in an effective way with students, thereby taking into account the student's needs and world of experience (Dienst Studentenzaken, n.d.). From the perspective of the service, a medium is effective when it is useful for (1) sharing important information, (2) sending marketing intentions, and (3) answering questions from students. The second part of the goal, the student's needs and world of experience, forms the basis for a survey as introduced in chapter three.

2.2 SOCIAL NETWORKS

There is not yet much research done on social networks. Since it is a relatively new phenomenon, there is a lot of disagreement on what social networks are. Nevertheless, some descriptions can be found in the literature. Lentink (2010) mentions that the concepts of Web 2.0, social media, and social networks are often mixed up. Therefore, it is important to shortly introduce all concepts. O'Reilly, gave a clear definition of Web 2.0;

"[It] is the network as platform [...]; Web 2.0 applications are those that make the most of the intrinsic advantages of that platform: delivering software as a continually-updated service that gets better the more people use it, consuming and remixing data from multiple sources, including individual users, while providing their own data and services in a form that allows remixing by others, creating network effects through an 'architecture of participation'" (O'Reilly, 2005).

Miller (2005) reacted on this definition and said that this principle of Web 2.0 includes, among others, a freeing of data, participation, sharing, and communication in a community. Furthermore, Miller mentioned that it is the 'power' of the user that is most important in Web 2.0. This is in line with the trend that the web user becomes producer instead of consumer (Steyaert & De Haan, 2007). Djajadiningrat and Kyffin (in Pfeil, Arjan & Zaphiris, 2008) confirmed this statement and said that users create content, share this, and react on it more and more.

Social media are a part of Web 2.0. There is, however, no unambiguous definition. Solomon (2011), for example, refers to social media as "the set of technologies that enable users to create content and share it with a large number of others". Kaplan and Haenlein (2010) added that the used application should be internet-based, and furthermore be built on the technology of Web 2.0. This makes social media a part of the more global Web 2.0. By combining these characteristics, Von der Fuhr (2010) came up with the following definition: "Social media are online platforms where people can connect and interact with others and can share all kinds of information, e.g. instant messages, photos, and movies".

The use of social media has risen significantly over the past years. Research by Forrester (in Kaplan & Haenlein, 2010) in 2008 showed that 75 percent of the internet users actively use social media. Partly because of the developments in the smartphone-market, a further dimension can be added to social media nowadays, namely that the use of it is even more real-time and independent of a person's location (Martens, 2010). This means that most people do know what social media are and also use these media on a regular basis. However, since the definition is very broad, Kaplan & Haenlein (2010)

came up with a definition using the concepts of self-presentation / self-disclosure (giving personal information) and social presence / media richness (social influence) (Table 2).

TABLE 2 CLASSIFICATION OF SOCIAL MEDIA BY KAPLAN & HAENLEIN (2010)

Self-presentation / self-disclosure	Social presence / media richness			
	Low		Medium	High
	High	Blogs	Social networking sites	Virtual social worlds
	Low	Collaborative projects	Content communities	Virtual game worlds

In this figure, the distinction between social media and social networks becomes clear. According to Fischer and Reuber (2011), social networks form a part of social media, just like social bookmarking, video-sharing, and weblogs. These social networks are useful for sharing information; there is a mutual exchange of information between users (Chua & Goh, 2010).

Kim, Jeong, and Lee (2010) came up with a list of nine usage reasons of social websites (Table 3). According to the mission and communication intentions given in chapter 2.1.3, these uses are all more or less relevant for communication between StS and the students. In the next part, the four most popular social networks in the Netherlands will be shortly introduced with the help of the communication intentions given by StS.

TABLE 3 USES OF SOCIAL NETWORKS AND RELEVANCE TO STS

User	Uses	Relevant to StS mission and goal
Individuals (students)	Means of communication	V
	Source of knowledge	V
	Participating in online special interest groups	V
	New source of entertainment	X
	New venue for self-expression	X
	Online directories of people	X
	Miscellaneous	X
Businesses (Student Services)	Sharing information	V
	Sending marketing intentions	V
	Answering questions (Customer relationship management)	V

2.2.1 SOCIAL NETWORKS IN THE NETHERLANDS

There is little agreement about what the most popular social network in the Netherlands is. In Table 4, the outcomes of five different sources are shown, with the combined results shown in Table 5. It should be noted that there is disagreement about whether Twitter should be seen as a social network or a (micro)blogging medium. Some literature suggests that Twitter seems to be a combination of both. Because of this, and because of the (growing) popularity of this medium in the Netherlands, Twitter will be included in this research.

TABLE 4 THE MOSTLY VISITED SOCIAL NETWORKS IN THE NETHERLANDS. SOURCES: GOOGLE (2011), ALEXA (2011), STIR (2011), COMSCORE (2011) & MULTISCOPE (2010).

	Google		Alexa		STIR		Multiscope		comScore	
	Top 100, January 2011		Top 100, March 2011		Top 100, 2010		Top 20, 2010		Top 20, December 2010	
	General	Rel.	General	Rel.	General	Rel.	General	Rel.	General	Rel.
Facebook	4	2	3	1	8	2	10	2	6	2
Hyves	3	1	6	2	3	1	3	1	3	1
LinkedIn	18	4	8	3	40	4	-	-	-	-
Twitter	17	3	9	4	30	3	-	-	-	-

TABLE 5 AVERAGE RANKING OF SOCIAL NETWORKS IN THE NETHERLANDS

	Total rankings	average
	General	Relative
Facebook	6.2	2 (1.8)
Hyves	3.6	1 (1.2)
LinkedIn	22	4 (3.7)
Twitter	18.7	3 (3.3)

It can be concluded that Hyves is currently the most popular social medium in The Netherlands, followed by respectively Facebook, Twitter, and at last LinkedIn. However, this ranking is based on the whole population of the Netherlands, and this might not be representative for the students at Tilburg University. Besides that, some of the popular networks might be more or less useful for the communicative goals of StS. Therefore, it is important to first give some essential features of the social networks, and after that compare these media with the help of these features and other demographic data.

2.3 STUDENT SERVICES & SOCIAL NETWORKS

External sources of information are very important and useful for companies (Cohen & Levinthal, as cited in Von der Fuhr, 2010). Social networks are one of these external sources nowadays. These media provide information and knowledge about *and* for companies. Therefore, social media in general and social networks in particular are among the most important agenda items in organizations (Kaplan & Haenlein, 2010). Besides finding information about organizations generated by consumers, social networks also offer organizations the opportunity to engage in a one-on-one or one-to-many dialog with users (Kim, Jeong & Lee, 2010). In short, social networks can be used to market products and services (share information), and to manage customer relationships (gather information from customers, and share information). As a result, organizations that use social networks show better relations with customers, better customer service, and higher sales (Holsheimer, as cited in Von der Fuhr, 2010).

The four social networks introduced in the previous paragraphs show opportunities for organizations. In the following paragraphs, the opportunities for StS will be considered for each medium, thereby taking into account the communication intentions from the service.

2.3.1 FACEBOOK

Facebook is a social network site launched in February 2004. Nowadays, it has more than 500 million active users who have returned to the site in within thirty days (Facebook, 2011). Facebook has known a huge growth in visitors from the Netherlands. According to Google (2011), 4.1 million unique visitors (of which 3.835.840 registered users (Socialbakers, n.d.)) come to Facebook, thereby creating a reach of 31.9 percent. More than two million unique visitors visited the website on a daily basis in February 2011, where this was only about one million in July 2010.

For StS as an organization, Facebook offers a group page for schools and universities. A better alternative is a Facebook Page for organizations. The difference between a group and a page is that pages are intended to help an entity (like StS) communicate publicly. At a Facebook page, it is possible to give information, add events, communicate, and post photos and videos in an official, public manner. Content in these groups is free for all users, but only members of a group can post content. The group can be joined without asking permission. At the group page, users can find the category in which the group is placed, a description, a wall, discussions, photos, and videos. Content posted in the group page can be deleted by the group owner if wanted.

SHARING IMPORTANT INFORMATION When looking at the communication intentions, Facebook offers several chances for sharing important information. Important information can be shared on walls of group pages or users. Important events can be added, links to information elsewhere can be shown, and (audio) visual content can be shared at the group page too. In the case of private information, private messages or instant messaging (Facebook chat) can be used.

SENDING MARKETING INTENTIONS The communication possibilities used for sharing important information can also be used for marketing intentions. Especially the (audio) visual potentials broaden the marketing opportunities on Facebook. Besides, Facebook knows very extensive profile pages including nine subjects. Interesting profile information for StS are hometown, spoken languages, friends, education, philosophical interests, arts and entertainment, sport, activities and interests, and contact information. All this information might be used by one or more StS departments in finding or defining a more specific target group. Examples might be language courses, sports tournaments, or symposia. However, the privacy settings Facebook offers regarding all those subjects might, depending on the student, make it hard to find this information.

QUESTIONS FROM STUDENTS Besides pro-active messaging, StS can also react on messages or questions from students. These messages should, however, be posted on the group page's wall, sent to the account of StS, or written in a direct message conversation. This means that the students first have to join the group, which could be seen as a limitation.

2.3.2 HYVES

Hyves is a social network site launched in September 2004. The medium is especially popular in the Netherlands. In January 2011, the medium passed the 11 million members (Hyped, 2011), and these users post almost 2.2 million messages (*scraps*) daily. Almost all the members (9.3 million) are Dutch (Hyves, 2011). However, most of the accounts seem not to be actively used, since Google (2011) only counts 4.6 million unique visitors worldwide per month, of which 4.2 million are Dutch.

StS can create a group as a college. At the group page, posts can be created by everybody, members, or moderators only. The content is visible for everybody, or only for members. Users can find general information, the members, photos and videos, polls, agenda, a forum, blogs, and scraps (posts). They can also post scraps (texts), links, events, forum posts, gadgets, blogs, polls, photos or videos, or private messages.

SHARING IMPORTANT INFORMATION Important information can best be shared via the group page wall, students' walls, and private (group) messages. For messages on the group page wall, students have to visit the specific page. This also counts for the photos and videos, and the agenda. Private messages and content posted on the students' own walls will be easier to notice.

SENDING MARKETING INTENTIONS The social network offers users the possibility to share general information (including schools, languages, living, sport, and religion), interests and brands, and interesting places. All this information can be used by StS in order to find students and send specific messages to them. This is especially interesting for marketing messages. However, it should be noted that privacy settings include the possibility to make information visible for everyone, users, friends, friends of friends, or nobody. Communication facilities interesting for marketing messages include blogs, polls, events, WhoWhatWheres, private (group) messages, photos, and videos. However, apart from private messages, this content will not be seen unless the group page is being visited.

QUESTIONS FROM STUDENTS Questions can be asked via the group page scrabs, the forum, chat or private messages. Here, the page should be visited first. Public questions and answers can be found back, but the Hyves search engine does not offer extensive opportunities for browsing this content.

2.3.3 LINKEDIN

LinkedIn is a social network site launched in 2003. The medium itself says it is the world's largest professional network, with over 100 million members worldwide in March 2011. 2.2 million of them are living in the Netherlands (LinkedIn, 2011). LinkedIn seems to be most popular among people above 35 years; only four percent of the users is aged between 18 and 25, and sixteen percent of the members is between 24 and 35 years old (Speekenbrink, 2010). Note, however, that this distribution is based on US-statistics.

At LinkedIn, organizations can create their own company page. In the Netherlands, more than 87.000 companies can be found on LinkedIn. The company pages do not offer a lot of possibilities, but the group pages do. These pages can be used for communicating about several subjects, with the help of polls, discussion topics, and forums. Content at group pages is open or for members only, and users can become member of a group after having sent a request, or without requiring an approval. On group pages, users can find the category in which the group is placed, a description, discussions, promotions, jobs, polls, and events. This information, however, can only be found on user-made group pages, and not on company- and educational pages. StS can find and invite students by using the search function or by browsing connections, groups and companies.

SHARING IMPORTANT INFORMATION Important information can be spread around with the help of group mails, private messages, polls, discussions or events. Polls, discussions and events can be found at the group page, and members might receive update mails about ongoing discussions or activities, depending on their settings.

SENDING MARKETING INTENTIONS Most of the profile information is based on profession and education. The basic information relevant for StS includes the user's name, skills, languages, and interests. The public profile might be (partly) visible to no one or everyone. This limited profile information makes marketing messages less personal, but it is still possible to use the communication possibilities also used for sharing important information. On the other hand, users might share updates or link their Twitter-account to their LinkedIn-page. In this way, StS has the possibility to combine the two social networks and thus create a greater reach.

QUESTIONS FROM STUDENTS Students can ask questions with the help of the question and discussion possibilities. Questions answered before can be easily found with the extensive LinkedIn search. The search includes people, jobs, updates, companies, answers, inbox and groups. In all these categories, advanced search methods based on several variables are included.

2.3.4 TWITTER

Twitter is a microblog service where members can share messages with a length of 140 characters, so-called *tweets*. According to Twitter (Twitter, n.d.), the medium counts more than 175 million registered users, all sending more than 140 million tweets daily (Twitter, 2011). 572.000 new accounts are created on a daily basis. Twitter seems to be used by people among all ages, but youngsters (18-24 years old) appear to be the best represented group (Competence in Martens, 2010). Research by Twirus (in Schoonderwoerd, 2011) confirms this, and further says that on February 22 2011, there were 418.621 active Dutch Twitter-users with a public account.

The number of business-related accounts seems to be growing. Dell, for example, successfully hired hundreds of people who communicate with customers using Twitter (Miller, 2009). Twitter gives the possibility to communicate with customers in real-time. The Dutch railway company NS (@ns_online) and T-Mobile (@tmobile_webcare), among others, are using Twitter for quickly sharing information, building relationships and directly communicating with customers. However, it is not possible to create an extensive group page. StS can only send 140 characters long tweets, with the possibility to tag others (by including the '@'). In order to put more information in only one message, people make use of URLs to redirect to other webpages or images on the web.

SHARING IMPORTANT INFORMATION Depending on the setting of the Student Services' account, tweets sent are publicly visible. Furthermore, with the help of so-called hashtags (starting with #, which makes it easier to search for specific subjects), users can easily find back information. For example, the hashtag used among Tilburg University students is #uvt. By clicking on this hashtag, you can get an overview of all the posted tweets mentioning this hashtag.

SENDING MARKETING INTENTIONS Twitter does not offer a lot of profile possibilities, so it is hard to find specific target groups. Users can give information regarding their name, location, website, and a short biography (of at last 140 characters). Regarding a person's privacy, it is possible to protect Tweets. If done so, only allowed followers are able to view tweets. Messages sent by StS are publicly visible, and messages can be retweeted (forwarded) by other users if they find the content interesting.

QUESTIONS FROM STUDENTS communicating directly with other users can be done with the help of the '@'-sign. Besides that, it is possible to send private messages to other users. Sending tweets without a user mentioned in it, leads to a normal status update. The search is not extensive, which makes it almost impossible find back messages (answers) sent before.

2.3.5 THE SOCIAL NETWORKS COMPARED

Though they are all social networks, the four networks introduced do have differences. When looking at these differences, Fischer and Reuber (2011) state that Twitter, compared to Facebook, is more dynamic and at the same time more time-consuming. Facebook would require more involvement than Twitter, and the communication is less widespread. This is also true for Hyves and LinkedIn, where the communication will only be visible at the group pages. In contrast, however, Facebook is more oriented towards entrepreneurs. LinkedIn is focused especially on professional networks, where Hyves is mainly used for informal communication.

When focusing on the users, it becomes clear that Hyves knows the most members, followed by Facebook, Twitter, and LinkedIn. The last years, Facebook, LinkedIn, and Twitter started expanding their reach in the Netherlands. Research by Multiscope (2010) estimates that the use of Hyves will start to decline in the near future and De Media Maatschap (n.d.) confirms that the reach and pages per visit are indeed declining. The other social networks, however, face a growing use of their medium. An overview including demographic data can be found in Table 6. It should be noted that the educational levels are based on data coming from the United States, and the same counts for the age participation levels at LinkedIn. Still, these numbers give a good overview of the demographic differences between the various social media.

TABLE 6 OVERVIEW OF THE (NUMBER OF) USERS FOR EVERY SOCIAL NETWORK (SOURCES: BREKEL (2010), SCHOONDERWOERD (N.D.), SPEEKENBRINK (2010), AND SOCIALMEDIA.NL (2010)).

	Unique visitors monthly	Estimated unique visitors daily	Reach	Average time on site	Age participation		Estimated Dutch accounts	Educational level	
					15-24	25-34		High school	Some college
Facebook	4.100.000	2.100.000	31.8%	18:20	34%	29%	3.835.840	14%	40%
Hyves	4.200.000	2.500.000	32.3%	18:20	35%	22.5%	8.000.000	-	
LinkedIn	1.500.000	550.000	11.3%	10:00	33%	46%	2.200.000	10%	34%
Twitter	1.600.000	500.000	12.5%	10:40	37.5%	29.5%	418.621	10%	49%

In general, the four social networks introduced above show both similarities as well as differences. Looking at the features offered by Kim, Jeong, and Lee, an overview can be found in Table 7, where the media features are ranked from most extensive (1) up to most limited (4). The rankings, however, say nothing about the success of the media.

TABLE 7 RANKING OF THE SOCIAL NETWORK FEATURES BY RELEVANCE FOR STUDENT SERVICES

User	Uses	Facebook	Hyves	LinkedIn	Twitter
Individuals (students)	Means of communication	1	1	3	4
	Source of knowledge	1	1	1	1
	Participating in online special interest groups	1	2	2	4
Businesses (Student Services)	Sharing information	3	3	1	1
	Sending marketing intentions	1	3	3	1
	Answering questions (CRM)	2	4	1	2

3. METHODOLOGY

In order to find out how students use social networks, and what the wants and attitudes regarding communication with StS via social networks are, a survey is set up. In this chapter, the methodological background will be given. In the first section, the method used will be introduced. The following sections introduce respectively the participants, the variables needed, and the survey procedure.

3.1 METHOD

In order to find a usable solution to the problem statement, it was important to find information regarding the students' needs and wants, used social networks, and interests and attitudes regarding communication with StS through social networks. This research in the context of social science was done best with the help of a survey. Goal of the survey was to find an answer to the two Survey Questions;

SQ1: Which social networks and communication possibilities (leading from the theoretical background) are used by the Tilburg University students?

SQ2: What are the Tilburg University students' wants and attitudes regarding communication with Student Services in general and via social networks in particular?

Several forms of surveys exist, but in this thesis the computer-assisted web interviewing (CAWI) method was used. Computer-assisted web interviewing is a special form of a self-administered survey and is completed with the help of a website, on which a questionnaire is found. Reasons for using this method are the fast analyzability and implementation of the answers, the relatively small chance on errors, the low costs, and the fact that there is no pollster needed at the moment the survey is being completed.

The online survey was made with the help of LimeSurvey, a software tool which makes it possible to create a survey and host it on your own website. Furthermore, it is possible to change the layout of the survey, thus optimize it. In this way, the page on which a survey was filled in, had a professional lay-out, and therefore looked trustworthy (an example page is shown in Appendix 2).

3.2 PARTICIPANTS

The operational population in this research consisted of the individual students of Tilburg University. Differences among the students, besides age and gender, occurred when looking at the different faculties they studied at, the program they followed (bachelor, premaster, or master), and their use of

different social networks. In an attempt to represent all the subgroups, the number of participants was to be as large as possible.

3.2.1 PARTICIPANT RECRUITMENT

The response rates regarding web surveys are generally very low, because of the absence of the researcher. Therefore, participants needed to be motivated or triggered to fill in the survey. In this survey, respondents who left their email address had a chance to win a Pathé Filmdiner voucher, including a free dinner and a cinema ticket.

Students were being informed about this survey through the digital StS newsletter, which was sent to all the university students (Appendix 8.3.3). Unfortunately, the URL to the survey was taken over incorrectly, which meant there was no response from this email. However, the same notification was placed on the Dutch and English websites of the Student Desk and the Sports Center (Appendix 8.3.4). Furthermore, visitors of the Scriptorium were also being informed about the survey (Appendix 8.3.2). Besides this, Facebook, Hyves, LinkedIn, and Twitter were used for reaching the students and motivating them to fill in the questionnaire. The existing Tilburg University group pages were a great chance to reach students. Additionally, Blackboard group mailings were sent to the first-year students of Economics participating in the complementary courses Writing Skills and Presentation Skill. Moreover, some students from the author's networks were being asked to fill in the questionnaire (Appendix 8.3.1). Finally, the students who filled in the survey were asked to tell others about the survey.

3.2.2 PARTICIPANT RESPONSES

In total, 234 persons started the survey. Three of them were not student (anymore) at Tilburg University and thus were excluded from the results, and 39 surveys were not completed. However, the incomplete surveys (16.9%) were partly used in the data-analysis, namely for the question whether students had an active account at one of the social media. These questions were found on the first page of the survey and thus were answered by all the respondents.

3.3 DEFINING VARIABLES

The information needed consisted of three main subjects, namely the personal characteristics, the social network use of Tilburg University students (SQ1), and the wants and attitudes regarding communication with Student Services (SQ2). The complete questionnaire can be found in Appendix 1. The subjects of the survey will be defined in more detail in the following paragraphs.

3.3.1 SQ1: WHICH SOCIAL NETWORKS ARE USED BY THE TILBURG UNIVERSITY STUDENTS?

The use of the networks in general was measured with having an active account (on which the student had logged within the last three months), the visiting frequency, the duration of a visit, and usage reasons. The visiting frequency was relevant for discovering whether or not the social network was used on an incidental basis. By only giving a limited number of answer options, respondents were less likely to get confused. Therefore, a multiple choice question containing four answer possibilities was used. The duration of a visit gave insight in the depth of the visit. The options of the multiple choice questions were based on data as presented in chapter 2 and showed an interval of five minutes. The usage reasons (based on the list of Kim, Jeong, and Lee) were asked in order to find out whether or not the social networks might be visited for reasons regarding StS.

Besides, it was relevant to ask if students followed any organizations with a yes/no question. If students did not follow any organizations, StS would not reach the target group. In the case that the students (had) followed organizations or groups, they had to fill in the number of followed groups, which made it possible to judge if they actively made use of the group-following possibilities. This was an open question, since there was no relevant data available for creating categories at forehand. In the question, a link to the specific website giving the answer was shown, which made the answer more accurate. The visiting frequency of an organization's page was relevant for discovering if group pages were used on a regular basis. In addition, the usage reasons as also questioned for general networks use were asked for group pages too. In this way, it was possible to find out if visiting reasons did fit with the usage reasons of StS.

The next question implied the use of specific features at regarding organizations or group pages. Here, respondents that followed organizations were asked if they used the specific options on a regular basis, incidental, or never. To avoid incorrect response data, it was also possible to say 'I don't know'. Furthermore, a screenshot with corresponding numbers was added to the question to make the features clearer. The options given could be divided in pro-active, reactive, or pro-active/reactive, which made it possible to see if students take the initiative at group pages. Since the options differed per social network, different questions were asked (Table 8).

TABLE 8 PRO-ACTIVE AND REACTIVE FEATURES OFFERED AT THE SOCIAL NETWORKS

	Facebook	Hyves	LinkedIn	Twitter
Pro-active	Post a text	Post a scrab	Start a discussion	Send a tweet
	Post a link	Add an event	Post a promotion	Add an organization to a list
	Post a photo	Post a WhoWhatWhere	Post a job	
	Add an event	Start a discussion at the forum	Add contacts to the group	
	Start a forum discussion	Post a gadget		
	Start a group chat	Post a blog		
	Add friends to the group	Post a poll		
		Post a photo or video		
		Add friends to the group		
Pro-active or reactive		Communicate via pm.	Communicate via pm.	Communicate via hashtag
		Communicate via chat		Communicate via pm
Reactive	Look at/react on discussion	Look at/react on scrab	Look at or react on a discussion	Retweet a message
	Look at/react on video	Look at/react on gadget	Look at or react on a promotion	Look at or react on a tweet by an organization
	Look at/react on photo	Look at or react on forum message	Look at or react on a job	Look at or react on a tweet to an organization
	Look at/react on link	Look at or react on poll		
	Look at/react on posted text	Look at or react on photo or video		
	Look at/react on event	Look at or react on an event		
	Look at/participate in a group chat	Look at or react on WhoWhatWhere		
		Look at or react on blog		

3.3.2 SQ2: NEEDS AND WANTS REGARDING COMMUNICATION WITH STUDENT SERVICES?

The second part of the survey started with a list of subjects communicated by StS, as presented in chapter 2.1.3. Respondents had to select the subjects they found interesting, making it possible to trace the specific interests of students. The subjects were presented in a random and varying order, and could be categorized by study or non-study. Since social networks demand regular updates, it was interesting

to discover the preferred update frequency regarding messages from StS. This was formulated by a multiple choice question containing five answers, varying from ‘several times a day’ to ‘less than once a month’. In addition, organizations’ social network activities could be communicated on behalf of the organization, a part of the organization, or an employee. The respondents were asked to give their preferred sender. Besides, social networks are better suited for individual messages rather than various subjects in one message. The students’ preferences were therefore asked, with four answer options; per separate message, in a department overview, in a StS overview, or else (including an explanation).

Next, students were asked for their preferred communication channels. If students showed no interest in communicating with StS via social networks at all, the service might need to consider other media. Two questions were created, asking to make a ranking of the media given; the first question involved the student as a receiver, and the second one as a sender. The list of possibilities, as given by StS (Table 9) were presented to the students in a random and varying order, making the social networks appear randomly between the currently used channels.

TABLE 9 CHANNELS FOR COMMUNICATION BETWEEN STUDENTS AND STUDENT SERVICES

StS to student	Student to StS
E-mail	E-mail
Website Notification	Telephone
Blackboard	Paper mail
Digital newsletter	Visit on campus
Folder (campus)	Website forms
Folder (paper mail)	Facebook
Talk before class	Hyves
Facebook	LinkedIn
Hyves	Twitter
LinkedIn	
Twitter	

After this, it was interesting to trace the students’ attitudes towards going to follow StS at the four social networks. If a student did not have an active account, they were asked if they intended to create an account. The answers to eight questions, of which only four were asked (create an account, or start following StS) were formulated as a five-point Likert-scale, varying from ‘certainly’ to ‘certainly not’.

At the last page, students were asked to fill in personal data. This made it possible to verify the representativeness of the respondents. The questions discovered the students’ age (open question), sex

(closed question with two answer options), study phase (bachelor, master, premaster, or research master / PhD), faculty, and exact study. In order to make this last question easier to answer, a drop-down menu with answer options was shown, depending on the answers given regarding study phase and faculty. Besides, students were able to fill in whether they were interested in winning the Pathé Filmdiner and in the results of the survey. If one or both questions were answered positively, the participants were asked to fill in their email-address.

Finally, students were asked if they had any questions or remarks. According to De Leeuw, Hox, and Dillman (2008), this makes it possible for understand the respondents' problem, and furthermore lets the participants express their opinions. This makes respondents feel more involved and positive about cooperating.

3.3.3 RESULT ANALYSIS

The results of the survey were entered in a database in the statistical program SPSS, where several analyzing tools were used. Most important were the descriptive statistical possibilities, including calculating the frequencies, deviations, means and standard deviations. Furthermore, the one-way ANOVA, crosstabs (χ^2), and post-hoc multiple comparisons (Tukey) were used in an attempt to find significant differences among groups. This might have been interesting for StS when trying to define specific target groups based on study phase, faculty, or interest in subjects for example. However, since this research was mainly explorative, general data were more interesting and significant differences were not used in all cases.

3.4 PROCEDURE

3.4.1 TESTING THE SURVEY

Before the final version of the survey was launched, previous versions were checked by personnel from StS and fifteen testing participants. Any remarks made were changed in the survey before the final version went online.

3.4.2 PLACE AND TIME

The survey was to be found on <http://www.risus.nl>, where the participants had to choose their preferred language. After they had chosen for the English or Dutch survey and had read the introduction, the questionnaire started. The website was open to all visitors, which means that Tilburg University students were not required to fill it in while being at the University.

The questionnaire went online on April 25, and went offline again on June 3. This means that students had six weeks to fill in the questionnaire. Calls and reminders to fill in the survey were sent to the students regularly.

4. RESULTS

In this chapter, the results of the survey regarding the research questions will be presented. In the first section, the overall characteristics of the participants are presented. In the section 4.2, results regarding SQ1 are shown, and the last section gives the results regarding SQ2.

4.1 PARTICIPANT CHARACTERISTICS

The respondents that completed the survey (83.1%, N=192) consisted of 84 males (43.8%) and 108 females (56.3%). In total, 231 students started the survey, but the 39 incomplete surveys (16.9%) will only be used for the questions regarding social media accounts. 203 surveys started in Dutch (87.9%) against 28 surveys in English (12.1%), though this does not say anything about whether or not someone is an exchange student. The largest group of students was 21 years old (15.6%), but the respondents between the age of 18 and 25 counted for 83.3% of the total group (N=192, M=23.06, SD=5.28).

Most students were following a bachelor study (54.2%, N=192), and the rest of the students were master (32.8%), premaster (9.9%), or research master / PhD (3.1%) student. The School of Economics and Management was represented by 62.5 percent of the students, followed by respectively Tilburg Law School and the School of Humanities (both 13.0%), the School of Social and Behavioral Sciences (10.9%), and the School of Theology (0.5%).

Since the respondents that were currently in their research master or PhD phase (six respondents) or that study at the School of Theology (one respondent) are not representative for the population, they are not taken into account in the results.

4.2 SQ1: WHICH SOCIAL NETWORKS ARE USED BY THE TILBURG UNIVERSITY STUDENTS?

The first research question tried to discover general use of social networks by students. The questions asked in the survey were related to general use of the social network and group pages, visiting frequency and duration, visiting reasons, and the use of specific communication possibilities regarding organizations.

4.2.1 SOCIAL NETWORK USE

Facebook was used most by Tilburg University students (84%, N=231), followed by Hyves, LinkedIn, and Twitter (47.2%, 33.3%, and 31.2% respectively, Table 10). Significantly more males had an account at

Twitter ($\chi^2(1) = 4.488$, $p=.034$). Furthermore, having an account at Hyves was related to the study phase ($\chi^2(3) = 11.069$, $p=.011$), and the same counted for LinkedIn ($\chi^2(3) = 37.439$, $p<.001$). Significantly less bachelor students had a LinkedIn account compared to both masters ($F(3,188)= 15.180$, $p<.001$) and premasters ($F(3,188)= 15.180$, $p=.025$). When taking the different schools into account, it was shown that the use of Twitter was related to the faculty of studying ($\chi^2(4) = 16.425$, $p=.002$). Significantly more students at the School of Humanities used Twitter compared to the School of Economics and Management ($F(3,188)= 5.669$, $p<.01$), the Law School ($F(3,188)= 5.669$, $p<.001$), and the School of Social and Behavioral Sciences ($F(3,188)= 5.669$, $p=.025$).

TABLE 10 USE OF SOCIAL NETWORKS

	% of total population (N)	Facebook	Hyves	LinkedIn	Twitter
Total	100.0 (231)	84.0	47.2	33.3	31.2
Gender					
- Male	43.8 (84)	79.8	50.0	33.3	39.3
- Female	56.3 (108)	88.0	50.9	27.8	25.0
Study Phase					
- Bachelor	54.2 (104)	83.7	58.7	12.5	28.8
- Master	32.8 (63)	87.3	41.3	50.8	34.9
- Premaster	9.9 (19)	89.5	52.6	42.1	42.1
- Research master / PhD	3.1 (6)	-	-	-	-
Schools					
- Economics & Management	62.5 (120)	85.0	56.7	25.8	29.2
- Law	13.0 (25)	80.0	36.0	36.0	16.0
- Social & Behavioral Sciences	10.9 (21)	85.7	42.9	42.9	23.8
- Humanities	13.0 (25)	88.0	44.0	36.0	64.0
- Theology	.5 (1)	-	-	-	-

Most students visited their Facebook page several times a day ($N=162$, 70.4%, Table 11). At Hyves, students went online less frequent; 41.2 percent of the respondents logged in less than once a week ($N=97$), and for LinkedIn this was 53.4 percent ($N=58$). At Twitter, more than half of the users visited the website several times a day ($N=60$, 56.7%). Facebook was visited with the highest frequency, followed by respectively Twitter, Hyves, and LinkedIn.

Most visits took less than five minutes at Twitter and LinkedIn (53.3% and 50.5%, respectively), and at Hyves this was about the same (49.5%). At Facebook, the largest part of the respondents stayed online up to ten minutes. Only at Facebook and LinkedIn, there were users that stayed online for more than thirty minutes (6.2% and 5.0%).

TABLE 11 VISITING FREQUENCY AND DURATION

	Facebook	Hyves	LinkedIn	Twitter
N=	162	97	58	60
Visits				
- Several times a day	70.4	17.5	0.0	56.7
- 5-7 times a week	16.7	17.5	15.5	11.7
- 1-4 times a week	11.1	23.7	31.0	11.7
- Less than once a week	1.9	41.2	53.4	20.0
Duration				
- Less than 5 minutes	32.1	49.5	50.0	53.3
- 5-10 minutes	34.0	36.1	36.2	30.0
- 10-15 minutes	20.4	8.2	10.3	10.0
- 15-20 minutes	6.2	5.2	3.4	1.7
- 20-25 minutes	0.6	0.0	0.0	0.0
- 25-30 minutes	0.6	1.0	0.0	0.0
- More than 30 minutes	6.2	0.0	0.0	5.0

When looking at the visiting reasons, communicating, entertainment, and self-expression were the most important reasons for both Facebook, and Hyves (Table 12). However, at LinkedIn and Twitter finding information was the most important usage reason. Entertainment was of little interest for LinkedIn (3.4%), and creating lists of people was of more importance here than for the other social networks. Entertainment as a reasons for visiting Facebook was significantly related to the study phase of the student ($\chi^2(3) = 11.901$, $p < .01$) and to the faculty of studying ($\chi^2(3) = 7.924$, $p < .05$, Appendix 8.4.2). In addition, people used LinkedIn for creating lists of known people significantly differed among the schools ($\chi^2(3) = 8.126$, $p < .05$).

TABLE 12 VISITING REASONS AT SOCIAL NETWORKS

	Facebook	Hyves	LinkedIn	Twitter
N=	162	97	58	60
Reason				
- Communicating	88.9	60.8	34.5	66.7
- Finding information	37.7	34.0	67.2	73.3
- Participating in groups	13.6	6.2	19.0	13.3
- Entertainment	76.5	53.6	3.4	65.0
- Expressing yourself	48.8	24.7	56.9	50.0
- Creating lists of people	26.5	23.7	36.2	15.0
- Other	5.6	7.2	20.7	8.3

4.2.2 USE OF GROUP PAGES

Of the respondents who had a Twitter account, 79.2 percent followed one or more organizations (Table 13). For LinkedIn, Facebook, and Hyves, this number was slightly lower. Significantly more males followed organizations at LinkedIn than females did ($\chi^2(1) = 4.392$, $p=.036$, Appendix 8.4.3), and also differences regarding the study phase were seen among all social networks. These were largest between masters and premasters at Facebook (70.9% and 52.9%), bachelors and both masters and premasters at Hyves (59% against 73.1% and 70.0%), masters and premasters at LinkedIn (62.5% and 75%), and between masters and premasters at Twitter (81.8% and 62.5%). Nevertheless, these differences were not significant, and the same counts for the relation between following organizations and the faculty of studying.

On average, students followed the highest number of organizations at Twitter, followed by Hyves, Facebook, and LinkedIn. However, when looking at the standard deviations, it turns out that there were large differences among students.

TABLE 13 STUDENTS THAT FOLLOW(ED) ORGANIZATION(S) (AS A PERCENTAGE OF THE POPULATION WITH A CORRESPONDING ACCOUNT)

	Facebook	Hyves	LinkedIn	Twitter
Mean	$\bar{x}=8.43$	$\bar{x}=10.9$	$\bar{x}=6.65$	$\bar{x}=13.3$
Standard deviation	$\sigma=21.55$	$\sigma=20.61$	$\sigma=8.87$	$\sigma=17.07$
Total	63.9	63.6	70.1	79.2
Gender				
- Male	68.7	59.5	82.1	75.8
- Female	62.1	67.3	56.7	74.1
Study Phase				
- Bachelor	64.4	59.0	69.2	73.3
- Master	70.9	73.1	62.5	81.8
- Premaster	52.9	70.0	75.0	62.5
- Research master / PhD	-	-	-	-
Schools				
- Economics & Management	63.7	63.2	74.2	74.3
- Law	65.0	77.8	66.7	50.0
- Social & Behavioral Sciences	55.6	66.7	55.6	80.0
- Humanities	77.3	54.4	66.7	81.3
- Theology	-	-	-	-

On average, organizations' pages at Twitter were visited with the highest frequency, followed by respectively Facebook, LinkedIn, and Hyves (Table 14). Only group pages at Twitter were visited more than once a week by more than half of the people that followed groups.

TABLE 14 NETWORK (LEFT) AND GROUP (RIGHT) VISITING FREQUENCY

	Facebook		Hyves		LinkedIn		Twitter	
N=	162	105	97	62	58	40	60	45
Visits								
- Several times a day	70.4	3.8	17.5	1.6	0.0	0.0	56.7	15.6
- 5-7 times a week	16.7	8.6	17.5	1.6	15.5	2.5	11.7	8.9
- 1-4 times a week	11.1	27.6	23.7	14.5	31.0	25.0	11.7	28.9
- Less than once a week	1.9	60.0	41.2	82.3	53.4	72.5	20.0	46.7

The most important reason to visit a group page was finding information at all social networks, followed by communicating, participating in groups, and entertainment (Table 15). However, none of the

respondents used LinkedIn group pages for entertainment reasons, but instead used it for self-expression. Visiting a group page on Facebook for creating lists was significantly related to the study phase of the students ($\chi^2(3) = 14.812$, $p=.002$), and the same reason at LinkedIn was significantly related to the school of studying ($\chi^2(3) = 8.5834$, $p=.035$, Appendix, 8.4.4).

TABLE 15 VISITING REASONS AT GROUP PAGES

	Facebook	Hyves	LinkedIn	Twitter
N=	105	62	40	45
Reason				
- Communicating	54.3	32.3	40.0	40.0
- Finding information	54.3	58.1	82.5	84.4
- Participating in groups	35.2	24.2	37.5	17.8
- Entertainment	30.5	30.6	0.0	37.8
- Expressing yourself	17.1	12.9	30.0	11.1
- Creating lists of people	6.7	4.8	22.5	4.4
- Other	6.7	1.6	10.0	2.2

The social networks offered several communication features on group pages. On Facebook, most users seemed to use group pages reactive, especially for reacting on a posted text (51.4%), a photo (41%), or an event (39%, Table 16). Users actively posted a text on group pages (38.1%) or posted a photo or link (21% and 20%), but this was clearly much less than the reactive use of group pages.

TABLE 16 USE OF GROUP FEATURES AT FACEBOOK

		Yes, more than once	Yes, once	No, never	I don't know
Pro-active	Post a text	38.1	30.5	30.5	1.0
	Post a link	20.0	19.0	60.0	1.0
	Post a photo	21.0	24.8	52.4	1.9
	Post a video	4.8	16.2	78.1	1.0
	Post an event	10.5	20.5	67.6	1.9
	Start a discussion	3.8	9.5	84.8	1.9
	Start a group chat	1.9	9.5	85.7	2.9
	Add a friend	13.3	33.3	50.5	2.9
Reactive	Look at or react on a discussion	37.1	37.1	23.8	1.9
	Look at or react on a video	25.7	44.8	28.6	1.0
	Look at or react on a photo	41.0	44.8	13.3	1.0
	Look at or react on a link	32.4	41.9	24.8	1.0
	Look at or react on a posted text	51.4	38.1	9.5	1.0
	Look at or react on an event	39.0	38.1	21.9	1.0
	Look at or react on a group chat	10.5	19.0	67.6	2.9
Average pro-active		14.2	20.4	63.7	1.8
Average reactive		33.9	37.7	27.1	1.4
Overall average		23.4	28.5	46.6	1.6

The communication possibilities on group pages at Hyves were not used extensively by Tilburg University students; only posting scrabs and looking at or reacting on scrabs, photos or videos was done several times by more than one third of the students (38.7%, 39%, and 35.5%, respectively, Table 17). When looking at the differences between pro-actively or reactively using group pages, the differences were smaller on Hyves than on Facebook.

Significant relations were found between the study phase and the use of gadgets ($\chi^2(6) = 13.443$, $p=.037$), photo or video posting ($\chi^2(4) = 17.594$, $p=.001$), reacting on scrabs ($\chi^2(4) = 11.037$, $p<.03$), reacting on events ($\chi^2(4) = 11.239$, $p<.025$), and reacting on WhoWhatWhere's ($\chi^2(6) = 20.911$, $p=.002$). The details can be found in Appendix 8.4.5.

TABLE 17 USE OF GROUP FEATURES AT HYVES

		Yes, more than once	Yes, once	No, never	I don't know
Pro-active	Post a scrab	38.7	21.0	38.7	1.6
	Add an event	1.6	19.4	79.0	-
	Post a WhoWhatWhere	19.4	24.2	56.5	-
	Start a discussion at the forum	1.6	14.5	83.9	-
	Post a gadget	9.7	17.7	71.0	1.6
	Post a blog	-	9.7	88.7	1.6
	Post a poll	-	16.1	80.6	3.2
	Post a photo or video	29.0	27.4	43.5	-
	Add friends to the group	8.1	29.0	59.7	3.2
Pro-active or reactive	Communicate via pm.	11.3	24.2	64.5	-
	Communicate via chat	6.5	14.5	77.4	1.6
Reactive	Look at or react on a scrab	39.0	46.8	24.2	-
	Look at or react on a gadget	14.5	24.2	59.7	1.6
	Look at or react on a forum message	16.1	30.6	53.2	-
	Look at or react on a poll	14.5	50.0	35.5	-
	Look at or react on a photo or video	35.5	38.7	25.8	-
	Look at or react on an event	11.3	30.6	58.1	-
	Look at or react on a WhoWhatWhere	22.6	30.6	43.5	3.2
	Look at or react on a blog	8.1	33.9	54.8	3.2
Average pro-active		12.0	19.9	66.8	1.2
Average reactive		20.2	35.7	44.4	1
Overall average		15.1	26.5	57.8	1.1

On average, the communication possibilities provided on LinkedIn group pages were never used in 66.9 percent of the cases (Table 18). Looking at or reacting on a discussion was done more than once by 22.5 percent of the students, followed by communicating via personal messages (15%) and looking at or reacting on a job (10%). On average, students were reactive rather than pro-active at group pages on LinkedIn.

TABLE 18 USE OF GROUP FEATURES AT LINKEDIN

		Yes, more than once	Yes, once	No, never	I don't know
Pro-active	Start a discussion	7.5	12.5	80.0	-
	Post a promotion	5.0	10.0	85.0	-
	Post a job	5.0	5.0	87.5	2.5
	Add contacts to the group	5.0	12.5	80.0	2.5
Pro-active or reactive	Communicate via pm.	15.0	30.0	55.0	-
Reactive	Look at or react on a discussion	22.5	50.0	27.5	-
	Look at or react on a promotion	7.5	35.0	57.5	-
	Look at or react on a job	10.0	27.5	62.5	-
Average pro-active		5.6	10.0	83.1	1.3
Average reactive		13.3	37.5	49.2	0.0
Overall average		9.7	22.8	66.9	0.6

Regarding communication with groups at Twitter, users were reactive rather than pro-active (Table 19). However, 87.8% of the users made use of hashtags in their communication with groups, and 48.9 percent of them looked at or reacted on tweets sent by an organization more than once. Messages were retweeted once or more by 73.3 percent of the users. Only the use of hashtags was significantly related to the school of studying ($\chi^2(6) = 14.256$, $p < .03$, Appendix 8.4.5)

TABLE 19 USE OF GROUP FEATURES AT TWITTER

		Yes, more than once	Yes, once	No, never	I don't know
Pro-active	Send a tweet	26.7	40.0	33.3	-
	Add an organization to a list	17.8	28.9	51.1	2.2
Pro-active or reactive	Communicate via hashtag	51.1	26.7	22.2	-
	Communicate via pm	8.9	20.0	68.9	-
Reactive	Retweet a message	33.3	37.8	26.7	2.2
	Look at or react on a tweet by an organization	48.9	31.1	20.0	-
	Look at or react on a tweet to an organization	37.8	31.1	31.1	-
Average pro-active		22.3	34.5	42.2	2.2
Average reactive		40.0	33.3	25.9	2.2
Overall average		32.1	30.8	36.2	2.2

4.3 SQ2: NEEDS AND WANTS REGARDING COMMUNICATION WITH STUDENT SERVICES?

The second research question tried to identify the needs and wants of students regarding communication with StS. First, they were asked what subjects they were interested in, followed by questions about communication frequency and sender, their preferred communication channels, and the intention to start following StS at social networks.

4.3.1 INTEREST IN SUBJECTS

Of the 23 subjects organized by or regarding StS. Students were most interested in subscription data, administrative information, internships, opening hours, study advice, and part-time jobs (N=192, Table 20). When categorizing the subjects into directly study-related subjects and not-directly study-related subject, it turned out that the five most popular subjects were all study-related, and that seven out of eight subjects regarding study were found in the top ten.

When looking at different interests among students, it turned out that female students were significantly more interested in internships ($\chi^2(1) = 6.857$, $p < .001$), study advice ($\chi^2(1) = 6.857$, $p < .01$), workshops ($\chi^2(1) = 9.163$, $p = .002$), and the language café ($\chi^2(1) = 5.117$, $p < .025$), where male students showed more interest in information about starting your own business ($\chi^2(1) = 10.565$, $p = .001$).

Furthermore, the interest in several subjects was related to the study phase of the students. This counted for interest in study advice ($\chi^2(3) = 10.479$, $p = .015$), sport tournaments ($\chi^2(3) = 9.040$, $p < .03$), the career and job market ($\chi^2(3) = 8.844$, $p = .031$), help with writing ($\chi^2(3) = 7.841$, $p < .05$), and cultural performances ($\chi^2(3) = 9.168$, $p < .03$). Significantly more master students than bachelors were interested in information about help with writing ($F(3,188) = 2.668$, $p < .05$), and more premasters were interested in careers and the job market ($F(3,188) = 3.026$, $p < .05$).

Further analysis showed that interest in subjects was significantly related to the school of studying for internships ($\chi^2(4) = 10.929$, $p < .03$), symposiums ($\chi^2(4) = 26.073$, $p < .001$), cultural performances ($\chi^2(4) = 40.991$, $p < .001$), cultural courses ($\chi^2(4) = 25.112$, $p < .001$), and opening hours ($\chi^2(4) = 9.627$, $p < .05$). Students at Humanities were more interested in cultural courses than were Law students ($F(4,187) = 7.035$, $p < .001$), Social and Behavioral students ($F(4,187) = 7.035$, $p = .001$), and Economics and Management students ($F(4,187) = 7.035$, $p < .001$). The same counted for cultural performances at Humanities and Law ($F(4,187) = 12.690$, $p < .001$), Social and Behavioral ($F(4,187) = 12.690$, $p < .001$), and Economics and Management ($F(4,187) = 12.690$, $p < .001$). Students at the School of Economics and

Management were more interested in internships than at the School of Humanities ($F(4,187)=2.822$, $P<.015$). Finally, students at Humanities showed more interest in symposium than students at Law ($F(4,187)=7.346$, $P<.001$), Social and Behavioral Sciences ($F(4,187)=7.346$, $P<.015$), and Economics and Management ($F(4,187)=7.346$, $P<.001$). All details can be found in Appendix 8.4.6.

TABLE 20 STUDENTS' INTEREST IN SUBJECTS PROVIDED BY STUDENT SERVICES

Subject	Category	Interest in subject
Subscription data	Study-related	66.1
Administration	Study-related	56.3
Internships	Study-related	50.0
Opening hours	Study-related	50.0
Study advice	Study-related	50.0
Part-time jobs	Non-study	49.0
Career and job market	Non-study	44.3
Language courses	Non-study	40.6
Help with writing	Study-related	37.5
Cancellations	Study-related	37.0
Sport courses	Non-study	35.9
Study abroad / in Tilburg	Non-study	31.8
Workshops	Non-study	31.8
Contact information	Study-related	24.5
Sport tournaments	Non-study	24.5
Symposiums	Non-study	23.4
Cultural performances	Non-study	20.3
Cultural courses	Non-study	19.3
Own business	Non-study	19.3
Non-study help	Non-study	16.1
Working assignments	Non-study	10.9
Language café	Non-study	10.4
Debates	Non-study	8.9

4.3.2 COMMUNICATION FREQUENCY AND SENDER

Most students were interested in communication with StS on a monthly basis (45.3%), where 38.5 percent preferred a weekly update (Table 21). Another 11.5 percent of the students wanted to get updated less than once a month, and 4.7 percent of the respondents favored daily news updates. No significant differences or relations were found when looking at gender, study phase or school (Appendix 8.4.7).

TABLE 21 PREFERRED UPDATE FREQUENCY OF INFORMATION FROM STUDENT SERVICES

	% of total population (N)	Daily	Weekly	Monthly	Less than once a month
Total	100.0 (192)	4.7	38.5	45.3	11.5
Gender					
- male	43.8 (84)	6.0	29.8	47.6	16.7
- female	56.3 (108)	3.7	45.4	43.5	7.4
Study Phase					
- Bachelor	54.2 (104)	3.8	40.4	45.2	10.6
- Master	32.8 (63)	7.9	31.7	49.2	11.1
- Premaster	9.9 (19)	0.0	52.6	26.8	10.5
- Research master / PhD	3.1 (6)	-	-	-	-
Schools					
- Economics & Management	62.5 (120)	2.5	38.3	47.5	11.7
- Law	13.0 (25)	8.0	32.0	52.0	8.0
- Social & Behavioral Sciences	10.9 (21)	9.5	33.3	42.9	14.3
- Humanities	13.0 (25)	8.0	48.0	32.0	12.0
- Theology	.5 (1)	-	-	-	-

58.3 percent of the participants preferred to receive information from one central sender (StS, for example), where 39.1 percent preferred a specific service as the sender, and 2.1 percent wanted to have a person as sender (Table 22). When looking at the message, an overview per service seemed to be preferred most (46.9%), before a StS overview (38%), and separated messages (15.1%, Table 23). For both questions, no significant differences or relations were found between the genders, study phases, or school.

TABLE 22 PREFERRED STUDENT SERVICES SENDER

	% of total population (N)	One central sender	One central service	One person	Other
Total	100.0 (192)	58.3	39.1	2.1	0.5
Gender					
- Male	43.8 (84)	59.5	34.5	4.8	1.2
- Female	56.3 (108)	57.4	42.6	0.0	0.0
Study Phase					
- Bachelor	54.2 (104)	56.7	41.3	1.9	0.0
- Master	32.8 (63)	60.3	36.5	1.6	1.6
- Premaster	9.9 (19)	63.2	31.6	5.3	0.0
- Research master / PhD	3.1 (6)	-	-	-	-
Schools					
- Economics & Management	62.5 (120)	60.0	35.8	3.3	0.8
- Law	13.0 (25)	60.0	40.0	0.0	0.0
- Social & Behavioral Sciences	10.9 (21)	61.9	38.1	0.0	0.0
- Humanities	13.0 (25)	44.0	56.0	0.0	0.0
- Theology	.5 (1)	-	-	-	-

TABLE 23 PREFERRED MESSAGE FORM

	% of total population (N)	Per message	Service overview	Student Service overview
Total	100.0 (192)	15.1	46.9	38.0
Study Phase				
- Male	43.8 (84)	19.0	45.2	35.7
- Female	56.3 (108)	12.0	48.1	39.8
Study Phase				
- Bachelor	54.2 (104)	10.6	54.8	34.6
- Master	32.8 (63)	19.0	41.3	39.7
- Premaster	9.9 (19)	26.3	31.6	42.1
- Research master / PhD	3.1 (6)	-	-	-
Schools				
- Economics & Management	62.5 (120)	17.5	45.0	37.5
- Law	13.0 (25)	12.0	52.0	36.0
- Social & Behavioral Sciences	10.9 (21)	14.3	47.6	38.1
- Humanities	13.0 (25)	4.0	52.0	44.0
- Theology	.5 (1)	-	-	-

4.3.3 COMMUNICATION CHANNELS

The questions regarding the medium of preference were answered by 192 respondents. Overall, e-mail was the most favorable communication channel when messages were sent by StS (44.8%), followed by Blackboard, online newsletters, and website notifications (Table 25 and Table 26). Among the least preferred channels were all the social networks. The social network with the highest position was Facebook (6.6 out of 11), followed by Twitter (8.6), Hyves (8.8), and LinkedIn (9.1, Table 24). When selecting on students that made use of one of the networks, the corresponding grade became higher. Still, the highest position was 5.3 out of 11 for Facebook, which was in the middle-group.

TABLE 24 SOCIAL NETWORK POSITION RANKING FOR COMMUNICATION FROM STUDENT SERVICES TO STUDENTS

	Facebook	Hyves	LinkedIn	Twitter
Overall	6.6	8.8	9.1	8.6
Account				
- Facebook	6.2	9.0	9.2	8.5
- Hyves	6.9	8.1	9.6	7.4
- LinkedIn	6.2	9.2	8.0	8.3
- Twitter	5.0	9.5	9.5	6.3

TABLE 25 MEDIUM RANKING: COLORED BY POSITION

Medium / Position	1	2	3	4	5	6	7	8	9	10	11
E-mail	44.8	21.9	14.1	4.7	6.3	3.6	2.1	1.0	0.5	1.0	0.0
Website Notification	5.7	5.7	15.1	27.1	16.7	8.9	10.4	7.3	1.6	1.0	0.5
Blackboard	21.4	27.6	17.7	16.1	8.3	4.7	3.1	0.5	0.5	0.0	0.0
Digital newsletter	15.1	22.9	18.8	15.6	9.4	4.7	5.7	2.6	2.6	1.6	1.0
Folder (campus)	0.5	3.1	4.2	8.9	13.5	26.6	16.1	7.3	8.9	6.8	5.7
Folder (paper mail)	1.6	3.6	7.8	7.3	15.6	17.7	14.6	12.0	5.7	6.3	8.3
Talk before class	2.6	7.3	12.0	9.4	12.5	10.4	17.7	10.4	6.3	4.2	7.3
Facebook	3.6	6.8	5.2	4.7	9.4	10.4	14.1	18.8	13.5	9.4	3.1
Hyves	0.0	0.0	2.6	0.5	2.6	7.3	7.8	12.0	21.9	24.0	21.4
LinkedIn	0.0	0.0	1.0	2.1	3.6	3.6	3.6	15.1	29.3	22.9	28.6
Twitter	4.7	1.0	1.6	3.6	2.1	2.1	4.7	13.0	20.3	22.9	24.0

TABLE 26 MEDIUM RANKING: COLORED BY MEDIUM

Medium / Position	1	2	3	4	5	6	7	8	9	10	11
E-mail	44.8	21.9	14.1	4.7	6.3	3.6	2.1	1.0	0.5	1.0	0.0
Website Notification	5.7	5.7	15.1	27.1	16.7	8.9	10.4	7.3	1.6	1.0	0.5
Blackboard	21.4	27.6	17.7	16.1	8.3	4.7	3.1	0.5	0.5	0.0	0.0
Digital newsletter	15.1	22.9	18.8	15.6	9.4	4.7	5.7	2.6	2.6	1.6	1.0
Folder (campus)	0.5	3.1	4.2	8.9	13.5	26.6	16.1	7.3	8.9	6.8	5.7
Folder (paper mail)	1.6	3.6	7.8	7.3	15.6	17.7	14.6	12.0	5.7	6.3	8.3
Talk before class	2.6	7.3	12.0	9.4	12.5	10.4	17.7	10.4	6.3	4.2	7.3
Facebook	3.6	6.8	5.2	4.7	9.4	10.4	14.1	18.8	13.5	9.4	3.1
Hyves	0.0	0.0	2.6	0.5	2.6	7.3	7.8	12.0	21.9	24.0	21.4
LinkedIn	0.0	0.0	1.0	2.1	3.6	3.6	3.6	15.1	29.3	22.9	28.6
Twitter	4.7	1.0	1.6	3.6	2.1	2.1	4.7	13.0	20.3	22.9	24.0

Students preferably approached StS by email (48.4%), a visit on campus, via website forms, or by telephone (Table 28 and Table 29). Here, the social networks were found at the lowest positions too. Among the least popular networks were LinkedIn (position 7.4 out of 9), Hyves (7.1), and Twitter (7.2), where Facebook is slightly more preferred (5.7, Table 27). If only the users with the corresponding networks were selected, the average ranked position was slightly higher, especially for LinkedIn (0.9) and Twitter (1.6).

TABLE 27 SOCIAL NETWORK POSITION RANKING FOR COMMUNICATION FROM STUDENTS TO STUDENT SERVICES

	Facebook	Hyves	LinkedIn	Twitter
Overall	5.7	7.1	7.4	7.2
Account				
- Facebook	5.3	7.2	7.5	7.1
- Hyves	5.8	6.4	7.7	7.2
- LinkedIn	5.7	7.5	6.5	6.9
- Twitter	5.6	7.5	7.7	5.6

TABLE 28 MEDIUM RANKING: COLORED BY POSITION

Medium / Position	1	2	3	4	5	6	7	8	9
E-mail	48.4	30.2	13.0	5.2	1.0	1.0	1.0	0.0	0.0
Telephone	5.7	20.3	22.4	29.2	10.9	3.6	2.6	2.1	3.6
Paper mail	1.6	3.1	6.8	9.4	29.2	17.7	10.4	8.9	12.5
Visit on campus	27.8	13.5	27.6	18.2	4.7	4.2	1.6	1.6	1.0
Website forms	12.0	24.0	22.4	24.5	7.3	6.3	2.1	0.5	1.0
Facebook	2.1	5.2	5.2	6.3	25.5	25.5	15.6	9.4	5.7
Hyves	0.0	0.5	1.0	1.6	9.9	18.8	24.0	21.9	21.9
LinkedIn	0.0	1.0	0.5	2.1	6.3	13.5	21.4	27.1	28.1
Twitter	2.6	2.1	1.0	3.6	5.2	9.4	21.4	28.6	26.0

TABLE 29 MEDIUM RANKING: COLORED BY MEDIUM

Medium / Position	1	2	3	4	5	6	7	8	9
E-mail	48.4	30.2	13.0	5.2	1.0	1.0	1.0	0.0	0.0
Telephone	5.7	20.3	22.4	29.2	10.9	3.6	2.6	2.1	3.6
Paper mail	1.6	3.1	6.8	9.4	29.2	17.7	10.4	8.9	12.5
Visit on campus	27.8	13.5	27.6	18.2	4.7	4.2	1.6	1.6	1.0
Website forms	12.0	24.0	22.4	24.5	7.3	6.3	2.1	0.5	1.0
Facebook	2.1	5.2	5.2	6.3	25.5	25.5	15.6	9.4	5.7
Hyves	0.0	0.5	1.0	1.6	9.9	18.8	24.0	21.9	21.9
LinkedIn	0.0	1.0	0.5	2.1	6.3	13.5	21.4	27.1	28.1
Twitter	2.6	2.1	1.0	3.6	5.2	9.4	21.4	28.6	26.0

4.3.4 FOLLOW/CREATE ACCOUNT

12.3 percent of the Facebook users was absolutely going to follow StS if a Facebook account was created (n=162, Table 30). Another 30.2 percent would probably have started following the university, 25.3 percent is not sure yet, and the rest of the students is not going to follow StS on Facebook (32.1%). The intention of going to follow StS was significantly related to gender ($\chi^2(4) = 12.449$, $p < .015$, Appendix 8.4.8. and Appendix 8.4.9). Almost half of the respondents without a Facebook account was very sure they were not going to create an account (46.7%, n=30, Table 31). Another 33.3 percent was probably not going to create an account, and no-one surely was going to create an account. No significant relations regarding gender, study phase or school was found.

When looking at Hyves, 4.1 percent of the Hyvers was absolutely going to follow StS (n=97), and 12.4 percent probably did so. 19.6 percent was not sure, and the rest was probably not or absolutely not going to follow the service (33.0% and 30.9%, respectively). The respondents without an account were absolutely not going to create an account in 77.9 percent of the cases (n=95). Another 14.7 percent was

probably not going to create an account, and 3.2 percent said they would consider creating one. For both the intention of going to follow and the intention of going to create an account, no relationship with gender, study phase, or gender was found.

Users of LinkedIn answered that they were surely going to follow StS in 5.2 percent of the cases, and in 29.3 percent of the cases they were probably going to start looking for the service (n=58). About one-third of the network users was not sure yet (29.3%), and 36.2 percent was (absolutely) not going to follow StS at LinkedIn. Almost eighty percent of the users without an account was not going to create an account at LinkedIn (32.1% and 47.8%, n=134). 14.9 percent was not sure yet, and 5.2 percent was (absolutely) going to create an account. Here, too, there was no significant relation between the intention of creating a LinkedIn account or start following StS and gender, study phase, or faculty.

In 26.7 percent of the cases, users of Twitter were absolutely going to follow StS if the organization created a Twitter account (n=60). 30 percent of the respondents probably started follow Student Services, and 16.7 percent was not sure yet. 26.7 percent was (more or less) sure they were not going to follow the organization. 50.8 percent of the respondents without Twitter was absolutely not going to create an account, and another 31.1 was probably not going to create an account. The other 18.2 percent did think about creating an account. The intention of creating an account was significantly related to the study phase of the student ($\chi^2(12) = 30.659, p=.002$).

TABLE 30 STUDENTS THAT ARE GOING TO FOLLOW STUDENT SERVICES AT SOCIAL MEDIA

	Facebook	Hyves	LinkedIn	Twitter
Absolutely	12.3	4.1	5.2	26.7
Probably	30.2	12.4	29.3	30.0
Not sure (yet)	25.3	19.6	29.3	16.7
Probably not	24.1	33.0	19.0	21.7
Absolutely not	8.0	30.9	17.2	5.0

TABLE 31 STUDENTS THAT ARE GOING TO CREATE A SOCIAL MEDIA ACCOUNT IF STUDENT SERVICES STARTS USING THAT NETWORK

	Facebook	Hyves	LinkedIn	Twitter
Absolutely	-	-	0.7	-
Probably	10.0	3.2	4.5	6.8
Not sure (yet)	10.0	4.2	12.9	11.4
Probably not	33.3	14.7	32.1	31.1
Absolutely not	46.7	77.9	47.8	50.8

5. CONCLUSION

This chapter gives a conclusion to the results coming from both the theoretical background and the survey results. With the help of these outcomes, the following problem statement will be answered;

“To what extent do social networks offer opportunities for Student Services in their communication with Tilburg University students, hereby taking into account the social network possibilities and the students’ needs and wants?”

Student Services is an umbrella department at Tilburg University with nine different services within it. StS has three communicative intentions for interaction with their target group, the students, namely sharing important information, marketing intentions, and questions from students. Social networks are especially useful in interactional contexts, which will be mainly seen in the third intention. The features of Twitter and LinkedIn are especially useful for sharing important information, where Twitter and Facebook can be easily used for marketing purposes. Furthermore, both LinkedIn, Facebook and Twitter have proper features for answering questions. Only Hyves seems to be focused on informal communication, which makes it less useful for StS. Furthermore, where Facebook, LinkedIn, and Twitter have started growing in the Netherlands, the use of Hyves will start to decline in the near future. The four social networks, however, can all be used for the three communication intentions, since the various social network features all provide opportunities for communicating with students. Therefore, differences in social networks rather depend on the students’ use of the networks and their needs and wants regarding communication with StS via social networks.

When looking at the 231 survey respondents that represent the students of Tilburg University, 84 percent of them have an account on Facebook, followed by Hyves (47.2%), LinkedIn (33.3%), and Twitter (31.2%). LinkedIn is more popular among master students, and more males and students at the School of Humanities students use Twitter. At all networks, more than 63 percent of the social networks users follow or followed organizations. The highest number of organizations followed is at Twitter, and those pages are visited on a daily basis by 15.6 percent of these students. In sum, this means that the potential number of students reached will be considerably high at Facebook, but less than half of the students can be reached via the other media.

However, even though most users visited Facebook and Twitter on at least a daily basis, the average duration was less than ten minutes for all networks for more than 66 percent of the students. This means that attention for organizations like StS and messages sent by them is limited. Twitter has an

advantage here, since messages of accounts followed (StS, for example) will appear on the home page, where this will not occur at the other social networks. In addition, most students prefer to be updated weekly or monthly, and want to get all information in one overview instead of per message. This makes social networks less usable, since they mainly give opportunities for daily updates and short, individual messages.

Most important visiting reasons are communicating (at Facebook and Hyves), finding information (especially for LinkedIn and Twitter), entertainment (Facebook, Twitter, and Hyves), and self-expression (LinkedIn, Twitter, and Facebook). For group pages, visiting reasons are finding information, entertainment, and communicating, but the pages are barely visited, and the features are scarcely used. If they are visited and used at all, this is reactive rather than pro-active. Only at Twitter users tend to be more pro-active, and communication with organizations occurred more than once a week here for more than half of the students. Finding information fits with the subjects in whom students are interested, namely subscription data, administration, internships, opening hours, study advice, jobs, and the career market, and these subjects allow a rather reactive attitude.

Students are moderately interested in communicating with StS via one or more social networks. They prefer to be approached by e-mail, Blackboard, digital newsletters, or website notifications. In approaching StS, students prefer e-mail, a visit at the campus, or website forms. Here, too, social networks are less popular. Thus, students are rather negative about the use of these social networks in their communication with StS. On the other hand, relatively much students say they will (probably) start following the service. Users of Twitter are most likely to start following StS, followed by Facebook and LinkedIn users. Hyvers were least likely to start following the organization. Furthermore, people without a specific network account generally do not intent to create an account if StS starts using the network.

In sum, social networks do offer several opportunities for StS. Students, on the other hand, are generally reticent about communicating with StS via social networks. They, however, can be used as an extra communication channel besides the already used media. A better idea might even be a combination of the currently used channels and the social networks. In this case, Facebook and Twitter offer the best opportunities, probably in combination with each other. Hyves and LinkedIn are least usable for the communication objectives of Student Services.

6. DISCUSSION

The outcomes of this thesis might give rise to some points of discussions. Furthermore, the outcomes might give some recommendations for future research. This chapter both discusses the outcomes and gives some directions for future research.

Due to the fast-changing use of social networks, the results in this thesis are only valid for a relatively short period of time. Furthermore, the research in this paper was mainly explorative, which means that only a general overview of the students' interests and social network use was found. Specific opinions and attitudes of students are not traced. In addition, the number of respondents for several characteristics was considerably low (Tilburg School of Theology and research master / PhD students), which means they were not representative for the whole university student population. Besides, several characteristics of students have not been taken into account in this research. For example, possible differences between Dutch and international (exchange) students have not been considered in this survey.

In general, it can be said that students are not yet convinced that social media can be used by them for communicating with Student Services. This may be a result of the fact that some communication channels are seen as strictly private. As one of the respondents mentioned, she 'simply does not want to be approached by StS via some channels, because these media are only used for private purposes'. Even if a student starts using a social network for interaction with StS, this network might be less useful for some private information. In addition, students as well as StS might lose track of all the communication flows when more media are used.

Besides, students may be negative about communication with StS in general. So, the answers given in the survey might reflect the current opinion of students regarding StS, and not regarding social networks. Proper and innovative use of social networks might give rise to a more positive evaluation of StS. Especially when different forms of communication are taken into consideration (videos, blogs, polls, et cetera), the evaluations of students may change.

Another point of discussion is regarding specifying target groups. There are substantial differences in interest in subjects between genders, study phases, and schools. This gives rise to the question whether StS should communicate as one organization, or maybe should define specific target groups and only communicate with them. Interested students are free to join groups at the social networks, and students interested in a specific subject (help with writing offered by the Scriptorium, or cultural courses

and performances by Studium Generale) probably start participating in a one-subject group earlier than they do in a broad Student Services group.

In addition, the restrained reaction of students towards communication via social networks might be the result of a lack of habituation. More students at the School of Humanities, for example, use Twitter and mention they are going to follow StS at the medium. This might be a result of the complementary use of this social network for several courses. So, in order to create a more positive tendency towards communication via social networks, university-wide use of social networks could be considered.

From the perspective of StS, using social networks might seem to be easier said than done. Students are approached via mailings generally without giving permission. When using social networks, however, students first have to approach StS, and this might be a bridge too far for most students. They might not be as involved with the university as the service might think. In addition, free services like the social networks considered in this thesis might seem as a relatively cheap means of communication. Nevertheless, one of the requirements is that users should stay interested by sending them regular updates, original information, and personally relevant content. This might give rise to another full-time job. Furthermore, since students expect a quick reaction, they want StS to have employees checking the social networks continuously. This means that costs will probably start rising soon after having implemented it.

Any future researcher should bear in mind that the results of this thesis are highly time-dependent, and thus might not be (completely) valid anymore at that time. What might be interesting in further research are the opinions and attitudes of students. This paper gives a clear view of the overall tendency, but no specific reasons are given. Qualitative instead of quantitative research, including interviews and group discussions, might be good when deepening the research subject. Furthermore, by broadening the subject, other opportunities might be found too. As one respondent commented, text messaging-services (SMS) is a good option, but is not taken into account in this research. Additionally, other characteristics like the country of origin (so, Dutch or an international student) could be taken into account, and a larger number of respondents would make future research more reliable.

Finally, experimental research is a good option too. Students are not yet convinced of the use of social networks, and they are not completely sure whether or not they are going to follow Student Services online. However, the current media channels used might be barely used successfully too. Applied research can exclude which channels have the best reach and response rates.

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8. APPENDICES

8.1 APPENDIX I: THE SURVEY

The survey as is was presented to Tilburg University students can be found here. The survey was created in both Dutch and English, but only the Dutch version is presented in this appendix.

Student Services & Social Networks



For English, click [here](#)

Gratis uit eten en daarna met een gevulde maag naar de film?

Een avond plezier in ruil voor tien minuten?

Help mij door het invullen van deze enquête, en maak kans op een Pathé Filmdiner ter waarde van 24 euro (kijk voor meer informatie [hier](#)).

Deelnemen kost je hooguit tien minuten, en in ruil hiervoor maak je kans op een verzorgde avond!

Klinkt goed? Vul dan aan het eind van de enquête jouw e-mailadres in.

Alvast bedankt voor jouw deelname!

Michael Doove

Let op! Je kunt alleen deelnemen als je op dit moment student bent aan Tilburg University

Deel 1: Social Networks

Hartelijk dank voor jouw deelname!

De enquête bestaat uit twee delen, namelijk een deel met vragen over social networks en een deel met vragen over Student Services.

Allereerst wil ik graag wat informatie krijgen over jouw gebruik van social networks.

Let er op dat je de vragen **goed** leest, zodat je weet over welk social network de vraag gaat!

Heel veel succes!

1. Bij welke van de onderstaande social networks heb je een actieve account (waarop je de afgelopen maand hebt ingelogd)?

- ☐ Facebook
- ☐ Hyves
- ☐ LinkedIn
- ☐ Twitter
- ☐ Ik heb geen actieve accounts bij (een van de) bovenstaande social networks

2. Volg je op **Facebook** groepen, of heb je die in het verleden gevolgd? Klik hier om bij je Facebook-account te zien hoeveel groep je nu volgt.

- ☐ Ja
- ☐ Nee

Een groep kan bijvoorbeeld een (commercieel) bedrijf zijn, maar ook een non-profit organisatie, een vriendengroep, of een themagroep.

3. Volg je op **Hyves** netwerken, of heb je die in het verleden gevolgd? Klik [hier](#) om bij je Hyves-account onder de kopjes algemeen, spots, en bovenaan de pagina onder netwerken-Hyves te zien hoeveel netwerken je nu volgt.

- ☐ Ja
- ☐ Nee

Een netwerk kan een Hyve, spot, school, universiteit, bedrijf of vereniging zijn.

4. Volg je op **LinkedIn** groups, of heb je die in het verleden gevolgd? Klik [hier](#) om bij je LinkedIn-account te zien hoeveel groups je nu volgt.

- ☐ Ja
- ☐ Nee

Een groep kan bijvoorbeeld een (commercieel) bedrijf zijn, maar ook een non-profit organisatie, een vriendengroep, of een themagroep.

5. Volg je op Twitter organisaties of groepen, of heb je die in het verleden gevolgd? Dit zijn dus accounts die niet namens een persoon spreken, maar namens een organisatie of groep (denk bijvoorbeeld aan de NS of nieuwspagina's).

☐ Ja

☐ Nee

Een organisatie of groep kan een (commercieel) bedrijf zijn, maar ook een non-profit organisatie of een thema-groep.

De vragen op deze pagina gaan over jouw gebruik van Facebook.

6. Hoe vaak kom je op Facebook?

- ☐ Meerdere keren per dag
- ☐ 5 tot 7 keer per week
- ☐ 1 tot 4 keer per week
- ☐ Minder dan 1 keer per week

7. Hoelang duurt jouw gemiddelde bezoek aan Facebook?

- ☐ Minder dan 5 minuten
- ☐ 5 tot 10 minuten
- ☐ 10 tot 15 minuten
- ☐ 15 tot 20 minuten
- ☐ 20 tot 25 minuten
- ☐ 25 tot 30 minuten
- ☐ meer dan 30 minuten

8. Waarom gebruik je Facebook? Je mag meerdere alternatieven selecteren.

- ☐ Om te communiceren
- ☐ Om informatie te vinden
- ☐ Om mee te kunnen doen in groepen
- ☐ Om me te vermaken
- ☐ Om dingen over mijzelf aan anderen te kunnen vertellen of laten zien
- ☐ Om alle mensen die ik ken in een overzicht te hebben
- ☐ Anders, namelijk:

9. Hoeveel groepen volg je op dit moment op Facebook? Je kunt het aantal groepen [hier](#) vinden. Als je op dit moment geen groepen volgt, vul dan een 0 in.

10. Hoe vaak kom (kwam) je op een groepspagina van Facebook?

- ☐ Meerdere keren per dag
- ☐ 5 tot 7 keer per week
- ☐ 1 tot 4 keer per week
- ☐ Minder dan 1 keer per week

11. Waarom volg(de) je groepen op Facebook? Je mag meerdere alternatieven selecteren.

- ☐ Om te communiceren
- ☐ Om informatie te vinden
- ☐ Om mee te kunnen doen in groepen
- ☐ Om me te vermaken
- ☐ Om dingen over mijzelf aan anderen te kunnen vertellen of laten zien
- ☐ Om alle mensen die ik ken in een overzicht te hebben
- ☐ Anders, namelijk:

12. Hieronder volgen 15 mogelijke acties op een groepspagina op Facebook. Geef voor elke mogelijkheid aan of je deze vaker, een enkele keer, of nog nooit hebt gebruikt, of dat je dit niet weet. De nummers voor de acties corresponderen met de nummers op de afbeelding die je onder de lijst met acties vindt. Let op: het gaat om jouw acties op groepspagina's, dus niet om jouw persoonlijke prikbord of een pagina van een vriend(in) van je.

	Ja, meer dan eens	Ja, een enkele keer	Nee, nooit	Weet niet
1. Zelf tekst posten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Zelf een link posten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Zelf een foto posten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Zelf een video posten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Zelf een evenement aanmaken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Zelf een discussie starten op het forum (een document aanmaken in nieuwe groepen)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Een groeps-chat starten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Vrienden toevoegen aan de groep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Kijken naar of reageren op een discussie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Kijken naar of reageren op een video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Kijken naar of reageren op een foto	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Kijken naar of reageren op een link	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Kijken naar of reageren op een geposte tekst	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Kijken naar of reageren op een evenement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Kijken naar of deelnemen aan een groeps- chat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mocht je niet weten wat er precies bedoeld wordt, kijk dan op de afbeelding hieronder. De nummers in de afbeelding komen overeen met de nummers voor de mogelijkheden.

De vragen op deze pagina gaan over jouw gebruik van Hyves.

13. Hoe vaak kom je op Hyves?

- ☐ Meerdere keren per dag
- ☐ 5 tot 7 keer per week
- ☐ 1 tot 4 keer per week
- ☐ Minder dan 1 keer per week

14. Hoelang duurt jouw gemiddelde bezoek aan Hyves?

- ☐ Minder dan 5 minuten
- ☐ 5 tot 10 minuten
- ☐ 10 tot 15 minuten
- ☐ 15 tot 20 minuten
- ☐ 20 tot 25 minuten
- ☐ 25 tot 30 minuten
- ☐ meer dan 30 minuten

15. Waarom gebruik je Hyves? Je mag meerdere alternatieven selecteren.

- ☐ Om te communiceren
- ☐ Om informatie te vinden
- ☐ Om mee te kunnen doen in groepen
- ☐ Om me te vermaken
- ☐ Om dingen over mijzelf aan anderen te kunnen vertellen of laten zien
- ☐ Om alle mensen die ik ken in een overzicht te hebben
- ☐ Anders, namelijk:

16. Hoeveel groepen volg je op dit moment op Hyves? Je kunt het aantal netwerken [hier](#) onder de kopjes algemeen, spots, en bovenaan de pagina onder netwerken-Hyves vinden. Als je op dit moment geen groepen volgt, vul dan een 0 in.

17. Hoe vaak kom (kwam) je op een groepspagina van Hyves?

- ☐ Meerdere keren per dag
- ☐ 5 tot 7 keer per week
- ☐ 1 tot 4 keer per week
- ☐ Minder dan 1 keer per week

18. Waarom volg(de) je groepen op Hyves? Je mag meerdere alternatieven selecteren.

- ☐ Om te communiceren
- ☐ Om informatie te vinden
- ☐ Om mee te kunnen doen in groepen
- ☐ Om me te vermaken
- ☐ Om dingen over mijzelf aan anderen te kunnen vertellen of laten zien
- ☐ Om alle mensen die ik ken in een overzicht te hebben
- ☐ Anders, namelijk:

19. Hieronder volgen 19 mogelijke actie op een groepspagina op Hyves. Geef voor elke mogelijkheid aan of je deze vaker, een enkele keer, of nog nooit hebt gebruikt, of dat je dit niet weet. De nummers voor de acties corresponderen met de nummers op de afbeelding die je onder de lijst met acties vindt.

Let op: het gaat om jouw acties op netwerkpagina's, dus niet om jouw persoonlijke profielpagina of die van een vriend(in) van je.

	Ja, meer dan eens	Ja, een enkele keer	Nee, nooit	Weet niet
1. Zelf een krabbel posten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Zelf een event aanmaken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Zelf een WieWatWaar posten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Zelf een onderwerp op het forum starten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Zelf een gadget posten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Zelf een blog posten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Zelf een poll starten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Zelf een foto of video posten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Vrienden toevoegen aan de groep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Communiceren met een groepslid via privéberichten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Communiceren met een groepslid via Hyves chat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Kijken naar of reageren op een geposte tekst	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Kijken naar of reageren op een gadget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Kijken naar of reageren op een onderwerp op het forum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Kijken naar of reageren op een poll	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Kijken naar of reageren op een foto of video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 17. Kijken naar of reageren op een agenda-item | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. Kijken naar op reageren op een WieWatWaar | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. Kijken naar of reageren op een blog | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Mocht je niet weten wat er precies bedoeld wordt, kijk dan op de afbeelding hieronder. De nummers in de afbeelding komen overeen met de nummers voor de mogelijkheden.

Hyves
always in touch with your friends

Thema - | Online - | Mijn menu - | Inbox (2)

Home | Mijn profiel | Vrienden | Netwerken | Agenda | Vraag & Aanbod | TV | Games | Meer... | Beilen & smen

Tilburg University - Student Services (Hyve)

Over | Foto's | Berichten | Meer

Pimp mijn hyve

Over Tilburg University - Student Services

Beheerder
Categorie Scholen

Wijzig foto

Vrienden uitnodigen

Dit is niet OK

Updates

Meer informatie >

Leden (1)

Bekijk alle leden

Agenda

Event toevoegen Overzicht

vandaag

Event
19:00 - Tilburg University - Student Services door
Nodig een aantal vrienden uit!

Meer

WieWatWaar

Voeg toe

WieWatWaar gepost @ Tilburg University - Student Services

vandaag, Reageer

Meer...

Buzz

Vandaag:

- blog: Blog gepost
- gadget: Gadget gepost
- groepsdiscussie: Forum bericht gepost
- poll: Poll toegevoegd
- WieWatWaar gepost @ Tilburg University - Student Services
- Services
- vandaag, Reageer

Bekijk alle buzz

Foto's & video's

Foto's & video's plaatsen

irc • Unw

Meer albums: > Alle albums

Polls

Poll toegevoegd vandaag 0

Forum

Bericht toevoegen

Onderwerp	Gestart door	Reacties	Laatste
Forum bericht gepost		0	vandaag, :

Gadgets

Gadget toevoegen

Gadget gepost

Alle Hyves gadgets

> 0 reactie(s)

Krabbels

vandaag,

Krabbel gepost

Reageren:

Stuur eens een kaartje per post! [klik hier](#)

Bold *Italic* [Link](#) ~~Strike~~

Smileys Foto's Gadgets

Verstuur

Blog

Plaats nieuwe blog

Blog gepost

vandaag,

Dit is een blog

Lees verder

De vragen op deze pagina gaan over jouw gebruik van LinkedIn.

20. Hoe vaak kom je op LinkedIn?

- ☐ Meerdere keren per dag
- ☐ 5 tot 7 keer per week
- ☐ 1 tot 4 keer per week
- ☐ Minder dan 1 keer per week

21. Hoelang duurt jouw gemiddelde bezoek aan LinkedIn?

- ☐ Minder dan 5 minuten
- ☐ 5 tot 10 minuten
- ☐ 10 tot 15 minuten
- ☐ 15 tot 20 minuten
- ☐ 20 tot 25 minuten
- ☐ 25 tot 30 minuten
- ☐ meer dan 30 minuten

22. Waarom gebruik je LinkedIn? Je mag meerdere alternatieven selecteren.

- ☐ Om te communiceren
- ☐ Om informatie te vinden
- ☐ Om mee te kunnen doen in groepen
- ☐ Om me te vermaken
- ☐ Om dingen over mijzelf aan anderen te kunnen vertellen of laten zien
- ☐ Om alle mensen die ik ken in een overzicht te hebben
- ☐ Anders, namelijk:

23. Hoeveel groepen volg je op dit moment op LinkedIn? Je kunt het aantal groepen [hier](#) vinden. Als je op dit moment geen groepen volgt, vul dan een 0 in.

24. Hoe vaak kom (kwam) je op een groepspagina van LinkedIn?

- ☐ Meerdere keren per dag
- ☐ 5 tot 7 keer per week
- ☐ 1 tot 4 keer per week
- ☐ Minder dan 1 keer per week

25. Waarom volg(de) je groepen op LinkedIn? Je mag meerdere alternatieven selecteren.

- ☐ Om te communiceren
- ☐ Om informatie te vinden
- ☐ Om mee te kunnen doen in groepen
- ☐ Om me te vermaken
- ☐ Om dingen over mijzelf aan anderen te kunnen vertellen of laten zien
- ☐ Om alle mensen die ik ken in een overzicht te hebben
- ☐ Anders, namelijk:

26. Hieronder volgen 8 mogelijke acties op een groepspagina op LinkedIn. Geef voor elke mogelijkheid aan of je deze vaker, een enkele keer, of nog nooit hebt gebruikt, of dat je dit niet weet. De nummers voor de acties corresponderen met de nummers op de afbeelding die je onder de lijst met acties vindt. Let op: het gaat om jouw acties op groepspagina's, dus niet om jouw persoonlijke profielpagina of die van een connectie van je.

	Ja, meer dan eens	Ja, een enkele keer	Nee, nooit	Weet niet
1. Zelf een discussie starten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Zelf een promotie plaatsen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Zelf een job plaatsen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Contacten toevoegen aan de groep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Communiceren met een groepslid via privéberichten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Kijken naar of reageren op een discussie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Kijken naar of reageren op een promotie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Kijken naar of reageren op een job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mocht je niet weten wat er precies bedoeld wordt, kijk dan op de afbeelding hieronder. De nummers in de afbeelding komen overeen met de nummers voor de mogelijkheden.

LinkedIn Account Type: Basic

Home Profile Contacts Groups Jobs Inbox Companies More

Tilburg University - Stud

Discussions Members Promotions Jobs Search Manage More... Invite others

Start a discussion or share something with the group...
Maximum length is 200 characters.
Attach a link

My Activity

Latest Discussions

Discussion started • minutes ago
This is a discussion

Like Comment Flag More

Help Center | About | Blog | Careers | Advertising | Recruiting Solutions | Tools | Mobile | Developers | Publishers | Language | Upgrade My Account

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De vragen op deze pagina gaan over jouw gebruik van Twitter.

27. Hoe vaak kom je op Twitter?

- ☐ Meerdere keren per dag
- ☐ 5 tot 7 keer per week
- ☐ 1 tot 4 keer per week
- ☐ Minder dan 1 keer per week

28. Hoelang duurt jouw gemiddelde bezoek aan Twitter?

- ☐ Minder dan 5 minuten
- ☐ 5 tot 10 minuten
- ☐ 10 tot 15 minuten
- ☐ 15 tot 20 minuten
- ☐ 20 tot 25 minuten
- ☐ 25 tot 30 minuten
- ☐ meer dan 30 minuten

29. Waarom gebruik je Twitter? Je mag meerdere alternatieven selecteren.

- ☐ Om te communiceren
- ☐ Om informatie te vinden
- ☐ Om mee te kunnen doen in groepen
- ☐ Om me te vermaken
- ☐ Om dingen over mijzelf aan anderen te kunnen vertellen of laten zien
- ☐ Om alle mensen die ik ken in een overzicht te hebben
- ☐ Anders, namelijk:

30. Hoeveel groepen volg je op dit moment op Twitter? Je mag een schatting geven. Als je op dit moment geen groepen volgt, vul dan een 0 in.

31. Hoe vaak kom (kwam) je op een groepspagina van Twitter?

- ☐ Meerdere keren per dag
- ☐ 5 tot 7 keer per week
- ☐ 1 tot 4 keer per week
- ☐ Minder dan 1 keer per week

32. Waarom volg(de) je groepen op Twitter? Je mag meerdere alternatieven selecteren.

- ☐ Om te communiceren
- ☐ Om informatie te vinden
- ☐ Om mee te kunnen doen in groepen
- ☐ Om me te vermaken
- ☐ Om dingen over mijzelf aan anderen te kunnen vertellen of laten zien
- ☐ Om alle mensen die ik ken in een overzicht te hebben
- ☐ Anders, namelijk:

33. Hieronder volgen 7 mogelijke acties op een Twitterpagina van een groep of organisatie. Geef voor elke mogelijkheid aan of je deze vaker, een enkele keer, of nog nooit hebt gebruikt, of dat je dit niet weet. De nummers voor de acties corresponderen met de nummers op de afbeelding die je onder de lijst met acties vindt.

Let op: het gaat om acties met betrekking tot groepen of organisaties, en niet om communicatie met andere individuele volgers.

	Ja, meer dan eens	Ja, een enkele keer	Nee, nooit	Weet niet
Zelf een bericht sturen naar een organisatie (door middel van @...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communiceren met meerdere personen (door middel van een hashtag zoals #uvt)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1. Communiceren met een organisatie via privéberichten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Toevoegen van een organisatie aan een lijst	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Doorsturen van een bericht van een organisatie (retweet)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Kijken naar of reageren op berichten van een organisatie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Kijken naar of reageren op berichten van anderen aan een organisatie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mocht je niet weten wat er precies bedoeld wordt, kijk dan op de afbeelding hieronder. De nummers in de afbeelding komen overeen met de nummers voor de mogelijkheden.

twitter Home Profile Messages Who To Follow



Tilburg Uni - STS

@TilbU_STS Tilburg
<http://tilburguniversity.edu>

[Follow](#) [Message](#) [Settings](#)

[Timeline](#) [Favorites](#) [Following](#) [Followers](#) [Lists](#)

 **TilbU_STS** Tilburg Uni - STS
Dit is een tweet
minutes ago [Favorite](#) [Retweet](#) [Reply](#)

About @TilbU_STS

1	3	0	0
Tweets	Following	Followers	Listed

Following 3

[About](#) · [Help](#) · [Blog](#) · [Mobile](#) · [Status](#) · [Jobs](#) · [Terms](#) · [Privacy](#) · [Shortcuts](#)
[Advertisers](#) · [Businesses](#) · [Media](#) · [Developers](#) · [Resources](#) · © 2011 Twitter

1: Profile picture
2: Message button
3: Favorite button
4: Retweet button
5: Reply button

Deel 2: Student Services

Het eerste gedeelte zit erop. De volgende twee pagina's gaan over Student Services.

Student Services is een overkoepelende dienst van Tilburg University en omvat het Language Center, Sports Center, Student Desk (Student Service Center en de Studentenbalie), Studium Generale, Center for Knowledge and Transfer, Center for Sciences and values, International Office, Student Administration en Student Advisory Office.

**34. In welke van de onderstaande onderwerpen ben je geïnteresseerd?
Je mag meerdere opties selecteren.**

- ☐ Inschrijfdata voor tentamens, vakken en cursussen
- ☐ Administratieve zaken (zoals inschrijvingen, collegegeld, cijfers en diploma's)
- ☐ Taalcursussen
- ☐ Hulp bij het schrijven
- ☐ Language Café
- ☐ Sportcursussen
- ☐ Sporttoernooien
- ☐ Cultuurcursussen
- ☐ Culturele optredens
- ☐ Stage- of afstudeeropdrachten
- ☐ Werkopdrachten
- ☐ (Bij)banen
- ☐ Starten van een eigen onderneming
- ☐ Studeren in het buitenland
- ☐ Studieadvies (zoals over studievoortgang en -keuze)
- ☐ Loopbaan en arbeidsmarkt
- ☐ Hulp buiten het studeren om
- ☐ Openingstijden (balies en universiteit)
- ☐ Symposia
- ☐ Afgelasting cursussen/lessen
- ☐ Workshops
- ☐ Debatten
- ☐ Contactgegevens

35. Hoe vaak ontvang je het liefst informatie van Student Services over de onderwerpen die je bij de vorige vraag hebt geselecteerd?

- ☐ Meer dan één keer per dag
- ☐ Dagelijks
- ☐ Wekelijks
- ☐ Maandelijks
- ☐ Minder dan één keer per maand

36. Van wie of wat ontvang je het liefst informatie over onderwerpen die je bij de eerste vraag op deze pagina hebt geselecteerd?

- ☐ Van één centrale afzender.
- ☐ Van één specifieke dienst, zoals het Sports Center, Studium Generale, of het Language Center.
- ☐ Van één persoon.
- ☐ Anders, namelijk...

37. In welke vorm ontvang je het liefst informatie over onderwerpen die je bij de eerste vraag op deze pagina hebt geselecteerd?

- ☐ Elk bericht afzonderlijk.
- ☐ In een overzicht per specifieke dienst, zoals het Sports Center, Studium Generale, of het Language Center.
- ☐ In een overzicht van heel Student Services.
- ☐ Anders, namelijk...

38. Via welke kanalen word je het liefst benaderd door Student Services? Maak een ranking, met op 1 jouw voorkeursmedium, en op 11 het medium dat je het minst graag gebruikt voor dit doel. Je kiest een medium door er op te klikken.

Sociale netwerken die je niet gebruikt, mag je onderaan plaatsen.

- E-mail
- Berichten op de website
- Blackboard
- Folders (op de campus)
- Folders (via de post)
- Praatje voor het college
- Facebook
- Hyves
- LinkedIn
- Twitter
- Digitale nieuwsbrief

39. Via welke kanalen benader je Student Services het liefst? Maak een ranking, met op 1 jouw voorkeursmedium, en op 8 het medium dat je het minst graag gebruikt voor dit doel. Je kiest een medium door er op te klikken.

Sociale netwerken die je niet gebruikt, mag je onderaan plaatsen.

- E-mail
- Telefoon
- Post
- Binnenlopen
- Facebook
- Hyves
- LinkedIn
- Twitter
- Formulieren op de website

De vragen op deze pagina gaan over Student Services en Social Networks.

40. Als Student Services actief gebruik gaat maken van Facebook, ga je de dienst dan volgen?

- ☐ Zeker wel
- ☐ Waarschijnlijk wel
- ☐ Weet ik (nog) niet
- ☐ Waarschijnlijk niet
- ☐ Zeker niet

41. Als Student Services actief gebruik gaat maken van Hyves, ga je de dienst dan volgen?

- ☐ Zeker wel
- ☐ Waarschijnlijk wel
- ☐ Weet ik (nog) niet
- ☐ Waarschijnlijk niet
- ☐ Zeker niet

42. Als Student Services actief gebruik gaat maken van LinkedIn, ga je de dienst dan volgen?

- ☐ Zeker wel
- ☐ Waarschijnlijk wel
- ☐ Weet ik (nog) niet
- ☐ Waarschijnlijk niet
- ☐ Zeker niet

43. Als Student Services actief gebruik gaat maken van Twitter, ga je de dienst dan volgen?

- ☐ Zeker wel
- ☐ Waarschijnlijk wel
- ☐ Weet ik (nog) niet
- ☐ Waarschijnlijk niet
- ☐ Zeker niet

44. Als Student Services actief gebruik gaat maken van Facebook, ga je dan een Facebook-account aanmaken?

- ☐ Zeker wel
- ☐ Waarschijnlijk wel
- ☐ Weet ik (nog) niet
- ☐ Waarschijnlijk niet
- ☐ Zeker niet

45. Als Student Services actief gebruik gaat maken van Hyves, ga je dan een Hyves-account aanmaken?

- ☐ Zeker wel
- ☐ Waarschijnlijk wel
- ☐ Weet ik (nog) niet
- ☐ Waarschijnlijk niet
- ☐ Zeker niet

46. Als Student Services actief gebruik gaat maken van LinkedIn, ga je dan een LinkedIn-account aanmaken?

- ☐ Zeker wel
- ☐ Waarschijnlijk wel
- ☐ Weet ik (nog) niet
- ☐ Waarschijnlijk niet
- ☐ Zeker niet

47. Als Student Services actief gebruik gaat maken van Twitter, ga je dan een Twitter-account aanmaken?

- ☐ Zeker wel
- ☐ Waarschijnlijk wel
- ☐ Weet ik (nog) niet
- ☐ Waarschijnlijk niet
- ☐ Zeker niet

Persoonlijke gegevens

Dit is de laatste pagina, dus je bent bijna klaar!

Om een goed beeld te krijgen van de respondenten, ben ik nog benieuwd naar een aantal persoonlijke gegevens.

48. Wat is jouw leeftijd?

49. Wat is jouw geslacht?

- ☐ Vrouwelijk
- ☐ Mannelijk

50. In welke studiefase bevind je je momenteel?

- ☐ Bachelor
- ☐ Master
- ☐ Premaster
- ☐ Onderzoeksmaster of PhD-programma

Als je voor meerdere opleidingen staat ingeschreven, maak dan een keuze.

51. Aan welke faculteit studeer je momenteel?

- ☐ School of Economics & Management
- ☐ Law School
- ☐ School of Social and Behavioral Sciences
- ☐ School of Humanities
- ☐ School of Theology

52. Welke bacheloropleiding volg je momenteel?

- ☐ Bedrijfseconomie
- ☐ Econometrie en Operationele Research
- ☐ Economics
- ☐ Economie en Bedrijfseconomie
- ☐ Economie en Informatica
- ☐ Fiscale Economie
- ☐ International Business Administration
- ☐ Anders

53. Welke bacheloropleiding volg je momenteel?

- ☐ Bestuurskunde
- ☐ Fiscaal Recht
- ☐ Internationaal en Europees Recht
- ☐ Recht en Management
- ☐ Rechtsgeleerdheid
- ☐ Anders

54. Welke bacheloropleiding volg je momenteel?

- ☐ Organisatiewetenschappen
- ☐ Personeelwetenschappen
- ☐ Psychologie
- ☐ Sociologie
- ☐ Anders

55. Welke bacheloropleiding volg je momenteel?

- ☐ Algemene cultuurwetenschappen
- ☐ (CIW) Bedrijfscommunicatie en Digitale Media
- ☐ (CIW) Human Aspects of Information Technology
- ☐ (CIW) Interculturele Communicatie
- ☐ (CIW) Tekst en Communicatie
- ☐ Filosofie
- ☐ Liberal Arts and Sciences
- ☐ Religie in Samenleving en Cultuur (Religiewetenschappen)
- ☐ Anders

56. Welke masteropleiding volg je momenteel?

- ☐ Accounting
- ☐ Econometrics and Mathematical Economics
- ☐ Economics
- ☐ Economics and Finance of Aging
- ☐ Finance
- ☐ Fiscale Economie
- ☐ Information Management
- ☐ International Management
- ☐ Marketing Management
- ☐ Marketing Research
- ☐ Operations Research and Management Science
- ☐ Quantitative Finance and Actuarial Science
- ☐ Strategic Management
- ☐ Supply Chain Management
- ☐ Anders

57. Welke masteropleiding volg je momenteel?

- ☐ Bestuurskunde
- ☐ European and International Taxation
- ☐ Fiscaal Recht
- ☐ International Business Law
- ☐ International and European Labour Law
- ☐ International and European Public Law
- ☐ Law and Technology
- ☐ Recht en Management
- ☐ Rechtsgeleerdheid
- ☐ Sociaal Recht en Sociale Politiek
- ☐ Anders

58. Welke masteropleiding volg je momenteel?

- ☐ Human Resource Studies
- ☐ Leisure Studies
- ☐ Medische Psychologie
- ☐ Organization Studies
- ☐ Psychologie en Geestelijke Gezondheid
- ☐ Social Psychology
- ☐ Sociology
- ☐ Anders

59. Welke masteropleiding volg je momenteel?

- ☐ Algemene Cultuurwetenschappen: Kunsten, Publiek en Samenleving
- ☐ Bedrijfscommunicatie en Digitale Media
- ☐ Communicatie Design
- ☐ Filosofie: Autonomie van het subject en zijn begrenzingen
- ☐ Filosofie: Mens in Economie en Psychologie
- ☐ Human Aspects of Information Technology
- ☐ Interculturele Communicatie
- ☐ Religie in Samenleving en Cultuur (Religiestudies)
- ☐ Zorg, Ethiek en Beleid
- ☐ Anders

60. Welke masteropleiding volg je momenteel?

- ☐ Theologie
- ☐ Christianity and Society
- ☐ Anders

61. Welke premaster volg je momenteel?

- ☐ Algemene Cultuurwetenschappen: Kunsten, Publiek en Samenleving
- ☐ Communicatie- en Bedrijfscommunicatie en Digitale Media
- ☐ Communicatie-design
- ☐ Filosofie
- ☐ Human Aspects of Information Technology
- ☐ Informatiewetenschappen
- ☐ Interculturele Communicatie
- ☐ Religie in Samenleving en Cultuur
- ☐ Zorg, Ethiek en Beleid
- ☐ Anders

62. Welke premaster volg je momenteel?

- ☐ Accounting
- ☐ Finance
- ☐ Fiscale Economie
- ☐ Information Management
- ☐ International Management
- ☐ Marketing Management
- ☐ Marketing Research
- ☐ Strategic Management
- ☐ Supply Chain Management
- ☐ Anders

63. Welke premaster volg je momenteel?

- ☐ Human Resource Studies
- ☐ Leisure Studies
- ☐ Organization Studies
- ☐ Sociology
- ☐ Anders

64. Welke premaster volg je momenteel?

- ☐ Theologie
- ☐ Christianity and Society
- ☐ Anders

65. Welke premaster volg je momenteel?

- ☐ Bestuurskunde
- ☐ Fiscaal Recht
- ☐ Law and Technology
- ☐ Rechtsgeleerdheid
- ☐ Recht en Management
- ☐ Sociaal Recht en Sociale Politiek
- ☐ Anders

66. Ben je geïnteresseerd in de resultaten, of wil je kans maken op het Pathé Filmdiner?

- ☐ Ja, ik heb interesse in de uitkomsten van het onderzoek.
- ☐ Ja, ik wil kans maken op het Pathé Filmdiner.

67. Op welk e-mailadres ben je te bereiken?

68. Heb je nog vragen of opmerkingen? Dan vraag ik je vriendelijk die in de ruimte hieronder in te vullen.

Dit is het einde van de enquête.

Ik wil je namens mijzelf én namens Student Services hartelijk danken voor jouw deelname.

In juli worden de resultaten bekend gemaakt.

De winnaar van het Pathé Filmdiner krijgt in juli bericht.

Michael Doove

8.2 APPENDIX II: EXAMPLE PAGES SURVEY

8.2.1 START PAGE



TILBURG
UNIVERSITY

Understanding
Society

Student Services & Social Networks



[For English, click here](#)

Gratis uit eten en daarna met een gevulde maag naar de film?

Een avond plezier in ruil voor tien minuten?

Help mij door het invullen van deze enquête, en maak kans op een Pathé Filmdiner ter waarde van 24 euro (kijk voor meer informatie [hier](#)).

Deelnemen kost je hooguit tien minuten, en in ruil hiervoor maak je kans op een verzorgde avond!

Klinkt goed? Vul dan aan het eind van de enquête jouw e-mailadres in.

Alvast bedankt voor jouw deelname!

Michael Doove

Let op! Je kunt alleen deelnemen als je op dit moment student bent aan Tilburg University

Een opmerking over je privacy
Deze vragenlijst is anoniem.
De bewaarde gegevens bevatten geen identiteitsgegevens tenzij je deze bij een vraag hebt ingevuld. Indien je met een toegangscode deelneemt kunnen wij je verzekeren dat deze niet wordt bewaard in combinatie met je antwoorden maar wel is opgeslagen in een aparte tabel. De tabel met toegangsnummers wordt gebruikt om na te kijken of een vragenlijst reeds voor de betreffende toegangscode is ingevuld. Er is geen enkele manier om de codes te koppelen aan de antwoorden.

Afbreken en antwoorden verwijderen

Laad onvoltooide vragenlijst

Volgende >>



[Klik voor Nederlands hier.](#)

Free dinner and a movie afterwards?

A night full of fun in return for ten minutes?

Help me by filling in this survey, and win a Pathé Filmdiner worth 24 euros (more information in Dutch can be found [here](#)).

Participating will cost you at last ten minutes, and in return you can win a free night out!

Sounds good? Fill in you email address at the end of the survey.

Thank you for your participation in advance!

Michael Doove

Beware! You can only participate if you currently are a student at Tilburg University

A note on privacy

This survey is anonymous.


The record kept of your survey responses does not contain any identifying information about you unless a specific question in the survey has asked for this. If you have responded to a survey that used an identifying token to allow you to access the survey, you can rest assured that the identifying token is not kept with your responses. It is managed in a separate database, and will only be updated to indicate that you have (or haven't) completed this survey. There is no way of matching identification tokens with survey responses in this survey.

[Exit and clear survey](#)

[Load unfinished survey](#)

[Next >>](#)

8.2.2 SURVEY PAGE



Understanding Society

Student Services & Social Networks

Deel 1: Social Networks

Hartelijk dank voor jouw deelname!

De enquête bestaat uit twee delen, namelijk een deel met vragen over social networks en een deel met vragen over Student Services.

Allereerst wil ik graag wat informatie krijgen over jouw gebruik van social networks.

Let er op dat je de vragen goed leest, zodat je weet over welk social network de vraag gaat!

Heel veel succes!

* Bij welke van de onderstaande social networks heb je een actieve account (waarop je de afgelopen maand hebt ingelogd)?

☒ Facebook

☒ Hyves

☐ LinkedIn

☐ Twitter

☐ Ik heb geen actieve accounts bij (een van de) bovenstaande social networks

* Volg je op Facebook groepen, of heb je die in het verleden gevolgd?

Klik [hier](#) om bij je Facebook-account te zien hoeveel groep je nu volgt.

☐ Ja ☒ Nee

? Een groep kan bijvoorbeeld een (commercieel) bedrijf zijn, maar ook een non-profit organisatie, een vriendengroep, of een themagroep.

* Volg je op Hyves netwerken, of heb je die in het verleden gevolgd?

Klik [hier](#) om bij je Hyves-account onder de kopjes algemeen, spots, en bovenaan de pagina onder netwerken-Hyves te zien hoeveel netwerken je nu volgt.

☐ Ja ☐ Nee

? Een netwerk kan een Hyve, spot, school, universiteit, bedrijf of vereniging zijn.

Afbreken en antwoorden verwijderen

Hervat later

<< Vorige

Volgende >>

Part 1: Social networks

Thank you very much for your help!

This survey consists of two parts, namely a part about social networks and a part about Student Services.

First of all, I would like to get some information about your use of social networks.

Please read the questions carefully, so that you know what social network the question is about!

Good luck!

* At which of the following social networks do you have an active account (on which you have logged in the past month)?

- ☒ Facebook
- ☒ Hyves
- ☐ LinkedIn
- ☐ Twitter
- ☐ I have no active accounts at (one of) the social networks mentioned

* Do you follow groups on Facebook, or have you followed groups in the past?

Click [here](#) to check if you currently follow any groups.

☐ Yes ☒ No

? A group could, among others, be a (commercial) company, but also a non-profit organization, a friend group, or a theme group.

* Do you follow networks on Hyves, or have you followed networks in the past?

Click [here](#) to check under general and hangouts, and on top of the page under networks-Hyves, to see if you currently follow any networks.

☐ Yes ☐ No

? A network could a Hyve, hangout, school, college, company, or club.

Exit and clear survey

Resume later

<< Previous

Next >>

8.3 APPENDIX III: CONTACT WITH TILBURG UNIVERSITY STUDENTS

8.3.1 STANDARD MAIL

Title: Maximaal tien minuten een enquête invullen en vervolgens gratis uit eten en naar de film?

Beste [...],

Klinkt als slechte reclame, niet? Eigenlijk is het ook niets anders. Voor mijn scriptie heb ik jou als student aan Tilburg University nodig voor het invullen van een enquête over social media en de universiteit! In ruil voor maximaal tien minuten van jouw tijd, maak je kans op een Pathé Filmdiner ter waarde van 24 euro. Dus, hooguit tien minuten, en daarna een verzorgde avond! En natuurlijk beter communicatie tussen de universiteit en jou als student ;-).

De vragenlijst kun je op www.risus.nl.

Alvast bedankt voor je hulp!

Met vriendelijke groet,

Michael Doove

| Student Communicatie- en Informatiewetenschappen | Schrijftutor Scriptorium | Blogger Univers |

Ps. In een poging zo veel mogelijk studenten te bereiken ben ik mijn netwerk ingedoken. Ik hoop dat je dit geen probleem vindt. Mocht je mij overigens nóg meer willen helpen, dan wil ik je vragen zo veel mogelijk medestudenten ook richting mijn enquête te sturen. Hartelijk bedankt!

8.3.2 MAIL TO SCRIPTORIUM STUDENTS

Title: Na hulp van het Scriptorium, nu een vraag terug! / After help from the Scriptorium, I now ask you something in return!

For English, please scroll below.

**

Beste student,

In de afgelopen maanden heb je bij het Scriptorium een afspraak gehad. Ik hoop dat je hiermee geholpen bent bij het schrijven van je scriptie of opdracht!

Als schrijftutoren moeten wij natuurlijk ook een scriptie maken, en daarvoor heb ik nu jouw hulp nodig! In ruil voor de maximaal tien minuten die ik van je vraag voor het invullen van een enquête, maak je kans op een Pathé Filmdiner ter waarde van 24 euro!

De vragenlijst kun je starten op www.risus.nl.

Alvast bedankt voor je hulp!

Met vriendelijke groet,

Michael Doove

Schrijftutor Scriptorium

Student Communicatie- en Informatiewetenschappen

Dear student,

In the last couple of months, you have had an appointment at the Scriptorium. I hope it helped you by writing your thesis or assignment!

As writing tutors, we off course have to write a thesis too, and therefore I need your help! Participating will cost you at last ten minutes, and in return you can win a Pathé Filmdiner worth 24 euros, that means a free diner in Tilburg and a movie afterwards!

You can start the questionnaire in English at www.risus.nl.

I would like to thank you in advance for your participation!

Kind regards,


Michael Doove


Writing tutor Scriptorium | Student Communication- and Information Sciences

STUDENT SERVICES & SOCIAL NETWORKS


89 | Page

8.3.4 ANNOUNCEMENTS ON WEBSITES





Medewerkers | Studenten | Contact | Werken bij  Global / English

ONDERWIJS | ONDERZOEK | NIEUWS EN AGENDA | SAMENWERKEN | OVER TILBURG UNIVERSITY | ALUMNI



Sports Center

Een breed sportaanbod, uitgebreide accommodatie, dichtbij de campus, ruime openingstijden en veel gezelligheid.

Tilburg University

Over Tilburg University

Kunst, cultuur en sport

Sports Center

→ Over het Sportcentrum

→ Sportkaart kopen


→ Sportaanbod en -faciliteiten

→ Personeelssport

→ Sportverenigingen

→ Verhuur

→ Actueel

→ Sportrooster 

Sports Center

News [Nieuw tentamenfitness](#)

In de tentamenperiode is de fitnessruimte van het Sports Center al vanaf 7.30 uur geopend, zodat je nog even lekker kunt sporten voordat je aan je tentamen moet beginnen. Kijk voor een overzicht van de vroege tentamenopeningsdagen op onze openingstijdenpagina. Let op: tijdens deze vroege openingstijden worden de fitnessruimtes schoongemaakt, dus kan het zijn dat een apparaat niet beschikbaar is.

Vernieuwing → fitnessruimtes






Enquête social media Student Services, waar het Sports Center onderdeel van uitmaakt, is aan het kijken naar nieuwe manieren om met jou als student te communiceren. Zie jij communicatie met Tilburg University via social media wel of juist niet zitten? Vul de enquête van maximaal tien minuten in op www.risus.nl en maak kans op een Pathé Filmdiner (gratis uit eten en naar de film) ter waarde van 24 euro!

Openingstijden [Klik hier](#)

Contactgegevens
Sportcentrum
Universiteit van Tilburg

Academielaan 5
5037 ET Tilburg

013 - 466 3010
sportcentrum@uvt.nl

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Understanding Society



Sports Centre

A wide variety of sports, extensive accommodation, close to the campus, wide opening hours, and a lot of fun



Opening hours →



Contact →

↓ About Tilburg University

↓ Art, culture and sports

Sports Center

→ About the Sports Center

→ The sports pass

→ Sports programme and facilities

→ Staff sport

→ Sports Associations

→ Rentals and room hire

→ News

→ Sports schedule [L2](#)

Sports Center

News

[New: Exam Fitness](#)

In the exam period the fitness room of the Sports Center will be open from 7.30 in the morning, so you can do a nice quick workout before starting your exam. In order for your exam period to go smoothly it is important for your body to be in top physical condition at the start of your exams. Exercise boosts your night's sleep and keeps your body in shape which helps increase your resistance. However, you should not exercise right before bed. Investing time in exercising will pay off greatly: your learning efficiency will highly improve. You are able to study more in less time and you have a better knowledge of the matter you have studied. If possible try to do some gym exercises before your exam starts, so you will feel good about yourself. For an overview of the early opening hours during exam period days, please see our opening hours page.

Replacement fitness →

Survey social media
Student Services is looking for new ways to communicate with you as a student. Do you like communicating with Tilburg University via social media, or do you prefer the current means of communication? Fill in the survey at www.dsus.nl which takes at last ten minutes, and with a Pathé Filmdiner (free diner and cinema) worth 24 Euros!

Opening hours
[Click here](#)

Contact information
Tilburg University
Sports Center

Academielaan 5
5037 ET Tilburg

013 - 466 3010
sportscenter@tilburguniversity.edu

- ☐ Home
- ☐ Students
- ☒ Student Desk
 - Ask Student Desk

Student Desk

Student Desk is the name of the new Tilburg University desk where you, amongst other things, can go for:

- Administration regarding your university registration, tuition fees, your study progress, problems with late exam registration, the Tilburg University card, graduation, diplomas and lists of grades.
- Workshops and courses in the field of study skills, choice of study programmes or courses, career opportunities, and the job market.
- Workshops for student organizations.
- Language courses.
- An appointment with a student counselor, a career counselor, a student psychologist, or the top spots adviser.

The **Student Desk** is a combination of the [Student Service Center](#) and the [Central Student Desk](#).

If you have a question, there are two more places you can go to, besides the Student Desk. You can go to one of the [education offices](#) if you have a question regarding to the content of your studies, or to the [LIS Service Desk](#) if you have a question regarding library or IT matters.



Contact

Academia building, A 301 (route 14)
[Campus map](#)

Postal address
PO Box 90153
5000 LE Tilburg

Visiting address
Professor Cobbenhagenlaan 205
5037 DB Tilburg

Phone: (+31) 13 – 466 8000 *

Please note: if you have a question, [fill out this form](#).

The Student Desk can be reached by phone between 10:00 - 12:00 and 13:30 - 15:30 hrs.

Do you have a question?

[Please click here!](#)

Opening hours desk

Monday to Friday
from 10:00 to 16:00hrs

Survey social media

Student Services is looking for new ways to communicate with you as a student. Do you like communicating with Tilburg University via social media, or do you prefer the current means of communication? Fill in the survey at www.risus.nl which takes at last ten minutes, and with a Pathé Fildiner (free diner and cinema) worth 24 Euros!

Home

Google Aangegeven zoeken

Home ▶ Studenten ▶ Student Desk

Studenten

- ☐ Home
- ☐ Studenten
- ☒ Student Desk
 - Ask Student Desk
 - Stel hier direct je vraag

Student Desk

For information in English, [please click here](#).

Student Desk is de naam van de nieuwe balie waar je bij Tilburg University terecht kunt voor onder andere:

- [Administratieve zaken](#) met betrekking tot inschrijving, collegegeld, studievoortgang, te laat aanmelden voor schriftelijke tentamens, de Tilburg University kaart, afstuderen, diploma's en cijferlijsten.
- [Workshops en trainingen](#) op het gebied van studievaardigheden, studiekeuze, loopbaan en arbeidsmarkt.
- [Workshops voor studieverenigingen](#).
- [Taalcursussen](#).
- Een afspraak bij de [studentendecaan](#), [loopbaanadviseur](#), [studentenpsycholoog](#) of de [adviseur topsport](#).

De Student Desk is een samenvoeging van het [Studenten Service Centrum](#) en de [Centrale Studentenbalie](#). Je kunt er terecht met bijna al je vragen.

Behalve de Student Desk kun je op deze universiteit met een vraag terecht bij een van de [onderwijsbaliën](#) van de faculteiten als je een inhoudelijke vraag hebt over een opleiding, of bij de [LIS Service Desk](#) met AV-, IT- en bibliotheekvragen.



Contactgegevens

Academia gebouw, A 301 (route 14)
[Plattegrond van de campus](#)

Postadres
Postbus 90153
5000 LE Tilburg

Bezoekadres
Professor Cobbenhagenlaan 205
5037 DB Tilburg

Telefoonnummer: 013 - 466 8000 *

Let op: heb je een vraag, [kijk dan eerst hier](#) voor een antwoord.

* De Student Desk is telefonisch bereikbaar tussen 10.00 - 12.00 en 13.30 - 15.30 uur.

Stel hier direct je vraag



Openingstijden balie

Maandag tot en met vrijdag
van 10.00 tot 16.00u
Let op: niet meer open in de avonden

Enquête social media

Student Services, waar de Student Desk onderdeel van uitmaakt, is aan het kijken naar nieuwe manieren om met jou als student te communiceren. Zie jij communicatie met Tilburg University via social media wel of juist niet zitten? Vul de enquête van maximaal tien minuten in op [www.risus.nl](#) en maak kans op een Pathé Film diner (gratis uit eten en naar de film) ter waarde van 24 euro!

8.4 APPENDIX IV: SURVEY RESULTS

In this section, all the relevant survey results not presented in the chapters 4 and 5 (results and conclusion) are shown here. Other data not used in these chapters are not included in this appendix

8.4.1 PARTICIPANT CHARACTERISTICS

Completed		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	192	83.1	83.1	83.1
	No	39	16.9	16.9	100.0
	Total	231	100.0	100.0	

Language		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dutch	203	87.9	87.9	87.9
	English	28	12.1	12.1	100.0
	Total	231	100.0	100.0	

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	84	36.4	43.8	43.8
	Female	108	46.8	56.3	100.0
	Total	192	83.1	100.0	
Missing	Total	39	16.9		
Total		231	100.0		

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18	13	5.6	6.8	6.8
	19	27	11.7	14.1	20.8
	20	10	4.3	5.2	26.0
	21	30	13.0	15.6	41.7
	22	21	9.1	10.9	52.6
	23	26	11.3	13.5	66.1
	24	16	6.9	8.3	74.5
	25	17	7.4	8.9	83.3
	26	9	3.9	4.7	88.0
	27	7	3.0	3.6	91.7

	28	4	1.7	2.1	93.8
	29	6	2.6	3.1	96.9
	33	1	.4	.5	97.4
	36	1	.4	.5	97.9
	41	2	.9	1.0	99.0
	58	1	.4	.5	99.5
	63	1	.4	.5	100.0
	Total	192	83.1	100.0	
Missing	Total	39	16.9		
Total		231	100.0		

Age		
N	Valid	192
	Missing	39
Mean		23.06
Std. Deviation		5.279

Study phase					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor	104	45.0	54.2	54.2
	Master	63	27.3	32.8	87.0
	Premaster	19	8.2	9.9	96.9
	Research master / PhD	6	2.6	3.1	100.0
	Total	192	83.1	100.0	
Missing	Total	39	16.9		
Total		231	100.0		

Faculty					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	School of Economics and Management	120	51.9	62.5	62.5
	Law School	25	10.8	13.0	75.5
	School of Social and Behavioral Sciences	21	9.1	10.9	86.5
	School of Humanities	25	10.8	13.0	99.5
	School of Theology	1	.4	.5	100.0
	Total	192	83.1	100.0	
Missing	Total	39	16.9		
Total		231	100.0		

8.4.2 SOCIAL NETWORK USE

	% of total population (N)	Facebook	Hyves	LinkedIn	Twitter
Total	100.0 (231)	84.0	47.2	33.3	31.2
Gender					
- Male	43.8 (84)	79.8	50.0	33.3	39.3
- Female	56.3 (108)	88.0	50.9	27.8	25.0
df		1	1	1	1
χ^2		.121	.899	.406	.034

	% of total population (N)	Facebook	Hyves	LinkedIn	Twitter
Total	100.0 (231)	84.0	47.2	33.3	31.2
Study Phase					
- Bachelor	54.2 (104)	83.7	58.7	12.5	28.8
- Master	32.8 (63)	87.3	41.3	50.8	34.9
- Premaster	9.9 (19)	89.5	52.6	42.1	42.1
- Research master / PhD	3.1 (6)	-	-	-	-
df		3	3	3	3
χ^2		.102	.011	.000	.217

	% of total population (N)	Facebook	Hyves	LinkedIn	Twitter
Total	100.0 (231)	84.0	47.2	33.3	31.2
Schools					
- Economics & Management	62.5 (120)	85.0	56.7	25.8	29.2
- Law	13.0 (25)	80.0	36.0	36.0	16.0
- Social & Behavioral Sciences	10.9 (21)	85.7	42.9	42.9	23.8
- Humanities	13.0 (25)	88.0	44.0	36.0	64.0
- Theology	.5 (1)	-	-	-	-
df		4	4	4	4
χ^2		.194	.210	.418	.002

			Facebook reason entertainment		Total
			Yes	No	
Study phase	Bachelor	Count	69	18	87
		% within Study phase	79.3%	20.7%	100.0%
		% within Fac_reason_ent	55.6%	47.4%	53.7%
		% of Total	42.6%	11.1%	53.7%
	Master	Count	40	15	55
		% within Study phase	72.7%	27.3%	100.0%
		% within Fac_reason_ent	32.3%	39.5%	34.0%
		% of Total	24.7%	9.3%	34.0%
	Premaster	Count	15	2	17
		% within Study phase	88.2%	11.8%	100.0%
		% within Fac_reason_ent	12.1%	5.3%	10.5%
		% of Total	9.3%	1.2%	10.5%
	Research master / Phd	Count	0	3	3
		% within Study phase	.0%	100.0%	100.0%
		% within Fac_reason_ent	.0%	7.9%	1.9%
		% of Total	.0%	1.9%	1.9%
Total		Count	124	38	162
		% within Study phase	76.5%	23.5%	100.0%
		% within Fac_reason_ent	100.0%	100.0%	100.0%
		% of Total	76.5%	23.5%	100.0%

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.901 ^a	3	.008
Likelihood Ratio	11.017	3	.012
Linear-by-Linear Association	1.533	1	.216
N of Valid Cases	162		

			Facebook reason entertainment		Total
			Yes	No	
Faculty	School of Economics and Management	Count	82	20	102
		% within Faculty	80.4%	19.6%	100.0%
		% within Fac_reason_ent	66.1%	52.6%	63.0%
		% of Total	50.6%	12.3%	63.0%
	Law School	Count	13	7	20
		% within Faculty	65.0%	35.0%	100.0%
		% within Fac_reason_ent	10.5%	18.4%	12.3%
		% of Total	8.0%	4.3%	12.3%
	School of Social and Behavioral Sciences	Count	10	8	18
		% within Faculty	55.6%	44.4%	100.0%
		% within Fac_reason_ent	8.1%	21.1%	11.1%
		% of Total	6.2%	4.9%	11.1%
	School of Humanities	Count	19	3	22
		% within Faculty	86.4%	13.6%	100.0%
		% within Fac_reason_ent	15.3%	7.9%	13.6%
		% of Total	11.7%	1.9%	13.6%
Total		Count	124	38	162
		% within Faculty	76.5%	23.5%	100.0%
		% within Fac_reason_ent	100.0%	100.0%	100.0%
		% of Total	76.5%	23.5%	100.0%

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.924 ^a	3	.048
Likelihood Ratio	7.378	3	.061
Linear-by-Linear Association	.320	1	.572
N of Valid Cases	162		

			Lin reason listing		Total
			Yes	No	
Faculty	School of Economics and Management	Count	15	16	31
		% within Faculty	48.4%	51.6%	100.0%
		% within Lin_reason_lis	71.4%	43.2%	53.4%
		% of Total	25.9%	27.6%	53.4%
	Law School	Count	2	7	9
		% within Faculty	22.2%	77.8%	100.0%
		% within Lin_reason_lis	9.5%	18.9%	15.5%
		% of Total	3.4%	12.1%	15.5%
	School of Social and Behavioral Sciences	Count	0	9	9
		% within Faculty	.0%	100.0%	100.0%
		% within Lin_reason_lis	.0%	24.3%	15.5%
		% of Total	.0%	15.5%	15.5%
	School of Humanities	Count	4	5	9
		% within Faculty	44.4%	55.6%	100.0%
		% within Lin_reason_lis	19.0%	13.5%	15.5%
		% of Total	6.9%	8.6%	15.5%
Total		Count	21	37	58
		% within Faculty	36.2%	63.8%	100.0%
		% within Lin_reason_lis	100.0%	100.0%	100.0%
		% of Total	36.2%	63.8%	100.0%

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.126 ^a	3	.043
Likelihood Ratio	11.091	3	.011
Linear-by-Linear Association	1.732	1	.188
N of Valid Cases	58		

8.4.3 USE OF GROUP PAGES

	Facebook	Hyves	LinkedIn	Twitter
Mean	$\bar{x}=8.43$	$\bar{x}=10.9$	$\bar{x}=6.65$	$\bar{x}=13.3$
Standard deviation	$\sigma=21.55$	$\sigma=20.61$	$\sigma=8.87$	$\sigma=17.07$
Total	63.9	63.6	70.1	79.2
Gender				
- Male	68.7	59.5	82.1	75.8
- Female	62.1	67.3	56.7	74.1
df	1	1	1	1
χ^2	.390	.431	.036	.881

	Facebook	Hyves	LinkedIn	Twitter
Mean	$\bar{x}=8.43$	$\bar{x}=10.9$	$\bar{x}=6.65$	$\bar{x}=13.3$
Standard deviation	$\sigma=21.55$	$\sigma=20.61$	$\sigma=8.87$	$\sigma=17.07$
Total	63.9	63.6	70.1	79.2
Study Phase				
- Bachelor	64.4	59.0	69.2	73.3
- Master	70.9	73.1	62.5	81.8
- Premaster	52.9	70.0	75.0	62.5
- Research master / PhD	-	-	-	-
df	3	2	3	2
χ^2	.354	.419	.390	.534

	Facebook	Hyves	LinkedIn	Twitter
Mean	$\bar{x}=8.43$	$\bar{x}=10.9$	$\bar{x}=6.65$	$\bar{x}=13.3$
Standard deviation	$\sigma=21.55$	$\sigma=20.61$	$\sigma=8.87$	$\sigma=17.07$
Total	63.9	63.6	70.1	79.2
Schools				
- Economics & Management	63.7	63.2	74.2	74.3
- Law	65.0	77.8	66.7	50.0
- Social & Behavioral Sciences	55.6	66.7	55.6	80.0
- Humanities	77.3	54.4	66.7	81.3
- Theology	-	-	-	-
df	3	3	3	3
χ^2	.527	.750	.754	.627

8.4.4 SOCIAL NETWORK GROUP VISITING REASON

			Facebook group reason listing		Total
			Yes	No	
Study phase	Bachelor	Count	4	52	56
		% within Study phase	7.1%	92.9%	100.0%
		% within Fac_group_reason_lis	57.1%	53.1%	53.3%
		% of Total	3.8%	49.5%	53.3%
	Master	Count	2	37	39
		% within Study phase	5.1%	94.9%	100.0%
		% within Fac_group_reason_lis	28.6%	37.8%	37.1%
		% of Total	1.9%	35.2%	37.1%
	Premaster	Count	0	9	9
		% within Study phase	.0%	100.0%	100.0%
		% within Fac_group_reason_lis	.0%	9.2%	8.6%
		% of Total	.0%	8.6%	8.6%
	Research master / Phd	Count	1	0	1
		% within Study phase	100.0%	.0%	100.0%
		% within Fac_group_reason_lis	14.3%	.0%	1.0%
		% of Total	1.0%	.0%	1.0%
Total		Count	7	98	105
		% within Study phase	6.7%	93.3%	100.0%
		% within Fac_group_reason_lis	100.0%	100.0%	100.0%
		% of Total	6.7%	93.3%	100.0%

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.812 ^a	3	.002
Likelihood Ratio	6.838	3	.077
Linear-by-Linear Association	.320	1	.571
N of Valid Cases	105		

			LinkedIn group reason listing		Total
			Yes	No	
Faculty	School of Economics and Management	Count	9	14	23
		% within Faculty	39.1%	60.9%	100.0%
		% within Lin_group_reason_lis	100.0%	45.2%	57.5%
		% of Total	22.5%	35.0%	57.5%
	Law School	Count	0	6	6
		% within Faculty	.0%	100.0%	100.0%
		% within Lin_group_reason_lis	.0%	19.4%	15.0%
		% of Total	.0%	15.0%	15.0%
	School of Social and Behavioral Sciences	Count	0	5	5
		% within Faculty	.0%	100.0%	100.0%
		% within Lin_group_reason_lis	.0%	16.1%	12.5%
		% of Total	.0%	12.5%	12.5%
	School of Humanities	Count	0	6	6
		% within Faculty	.0%	100.0%	100.0%
		% within Lin_group_reason_lis	.0%	19.4%	15.0%
		% of Total	.0%	15.0%	15.0%
Total		Count	9	31	40
		% within Faculty	22.5%	77.5%	100.0%
		% within Lin_group_reason_lis	100.0%	100.0%	100.0%
		% of Total	22.5%	77.5%	100.0%

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.583 ^a	3	.035
Likelihood Ratio	11.864	3	.008
Linear-by-Linear Association	6.404	1	.011
N of Valid Cases	40		

8.4.5 USE OF GROUP PAGE FEATURES

			Hyves group use gadget				Total
			Yes, more than once	Yes, occasionally	No, never	I don't know	
Study phase	Bachelor	Count	6	5	25	0	36
		% within Study phase	16.7%	13.9%	69.4%	.0%	100.0%
		% within Hyv_group_use_gadget	100.0%	45.5%	56.8%	.0%	58.1%
		% of Total	9.7%	8.1%	40.3%	.0%	58.1%
	Master	Count	0	4	15	0	19
		% within Study phase	.0%	21.1%	78.9%	.0%	100.0%
		% within Hyv_group_use_gadget	.0%	36.4%	34.1%	.0%	30.6%
		% of Total	.0%	6.5%	24.2%	.0%	30.6%
	Premaster	Count	0	2	4	1	7
		% within Study phase	.0%	28.6%	57.1%	14.3%	100.0%
		% within Hyv_group_use_gadget	.0%	18.2%	9.1%	100.0%	11.3%
		% of Total	.0%	3.2%	6.5%	1.6%	11.3%
Total		Count	6	11	44	1	62
		% within Study phase	9.7%	17.7%	71.0%	1.6%	100.0%
		% within Hyv_group_use_gadget	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	9.7%	17.7%	71.0%	1.6%	100.0%

Chi-Square Tests				
	Value	df	Asymp. Sig. (2-sided)	
Pearson Chi-Square	13.443 ^a	6	.037	
Likelihood Ratio	12.090	6	.060	
Linear-by-Linear Association	2.396	1	.122	
N of Valid Cases	62			

			Hyves group use photo/video			Total
			Yes, more than once	Yes, occasionally	No, never	
Study phase	Bachelor	Count	15	5	16	36
		% within Study phase	41.7%	13.9%	44.4%	100.0%
		% within Hyv_group_use_photovideo	83.3%	29.4%	59.3%	58.1%
		% of Total	24.2%	8.1%	25.8%	58.1%
	Master	Count	1	7	11	19
		% within Study phase	5.3%	36.8%	57.9%	100.0%
		% within Hyv_group_use_photovideo	5.6%	41.2%	40.7%	30.6%
		% of Total	1.6%	11.3%	17.7%	30.6%
	Premaster	Count	2	5	0	7
		% within Study phase	28.6%	71.4%	.0%	100.0%
		% within Hyv_group_use_photovideo	11.1%	29.4%	.0%	11.3%
		% of Total	3.2%	8.1%	.0%	11.3%
Total		Count	18	17	27	62
		% within Study phase	29.0%	27.4%	43.5%	100.0%
		% within Hyv_group_use_photovideo	100.0%	100.0%	100.0%	100.0%
		% of Total	29.0%	27.4%	43.5%	100.0%

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.594 ^a	4	.001
Likelihood Ratio	21.184	4	.000
Linear-by-Linear Association	.069	1	.792
N of Valid Cases	62		

			Hyves group use react on scrab			Total
			Yes, more than once	Yes, occasionally	No, never	
Study phase	Bachelor	Count	15	13	8	36
		% within Study phase	41.7%	36.1%	22.2%	100.0%
		% within Hyv_group_use_reactsc rab	83.3%	44.8%	53.3%	58.1%
		% of Total	24.2%	21.0%	12.9%	58.1%
	Master	Count	2	10	7	19
		% within Study phase	10.5%	52.6%	36.8%	100.0%
		% within Hyv_group_use_reactsc rab	11.1%	34.5%	46.7%	30.6%
		% of Total	3.2%	16.1%	11.3%	30.6%
	Premaster	Count	1	6	0	7
		% within Study phase	14.3%	85.7%	.0%	100.0%
		% within Hyv_group_use_reactsc rab	5.6%	20.7%	.0%	11.3%
		% of Total	1.6%	9.7%	.0%	11.3%
Total		Count	18	29	15	62
		% within Study phase	29.0%	46.8%	24.2%	100.0%
		% within Hyv_group_use_reactsc rab	100.0%	100.0%	100.0%	100.0%
		% of Total	29.0%	46.8%	24.2%	100.0%

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.037 ^a	4	.026
Likelihood Ratio	12.791	4	.012
Linear-by-Linear Association	1.333	1	.248
N of Valid Cases	62		

			Hyves group use react on event			Total
			Yes, more than once	Yes, occasionally	No, never	
Study phase	Bachelor	Count	6	7	23	36
		% within Study phase	16.7%	19.4%	63.9%	100.0%
		% within Hyv_group_use_reactevent	85.7%	36.8%	63.9%	58.1%
		% of Total	9.7%	11.3%	37.1%	58.1%
	Master	Count	0	7	12	19
		% within Study phase	.0%	36.8%	63.2%	100.0%
		% within Hyv_group_use_reactevent	.0%	36.8%	33.3%	30.6%
		% of Total	.0%	11.3%	19.4%	30.6%
	Premaster	Count	1	5	1	7
		% within Study phase	14.3%	71.4%	14.3%	100.0%
		% within Hyv_group_use_reactevent	14.3%	26.3%	2.8%	11.3%
		% of Total	1.6%	8.1%	1.6%	11.3%
Total		Count	7	19	36	62
		% within Study phase	11.3%	30.6%	58.1%	100.0%
		% within Hyv_group_use_reactevent	100.0%	100.0%	100.0%	100.0%
		% of Total	11.3%	30.6%	58.1%	100.0%

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.239 ^a	4	.024
Likelihood Ratio	13.427	4	.009
Linear-by-Linear Association	.831	1	.362
N of Valid Cases	62		

			Hyves group use react on WhoWhatWhere				Total
			Yes, more than once	Yes, occasionally	No, never	I don't know	
Study phase	Bachelor	Count	11	10	15	0	36
		% within Study phase	30.6%	27.8%	41.7%	.0%	100.0%
		% within Hyv_group_use_reactwhowhatwhere	78.6%	52.6%	55.6%	.0%	58.1%
		% of Total	17.7%	16.1%	24.2%	.0%	58.1%
	Master	Count	2	6	11	0	19
		% within Study phase	10.5%	31.6%	57.9%	.0%	100.0%
		% within Hyv_group_use_reactwhowhatwhere	14.3%	31.6%	40.7%	.0%	30.6%
		% of Total	3.2%	9.7%	17.7%	.0%	30.6%
	Premaster	Count	1	3	1	2	7
		% within Study phase	14.3%	42.9%	14.3%	28.6%	100.0%
		% within Hyv_group_use_reactwhowhatwhere	7.1%	15.8%	3.7%	100.0%	11.3%
		% of Total	1.6%	4.8%	1.6%	3.2%	11.3%
Total		Count	14	19	27	2	62
		% within Study phase	22.6%	30.6%	43.5%	3.2%	100.0%
		% within Hyv_group_use_reactwhowhatwhere	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	22.6%	30.6%	43.5%	3.2%	100.0%

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.911 ^a	6	.002
Likelihood Ratio	14.528	6	.024
Linear-by-Linear Association	2.955	1	.086
N of Valid Cases	62		

			Twitter group use hashtag			Total
			Yes, more than once	Yes, occasionally	No, never	
Faculty	School of Economics and Management	Count	10	10	6	26
		% within Faculty	38.5%	38.5%	23.1%	100.0%
		% within Twi_group_use_hashtag	43.5%	83.3%	60.0%	57.8%
		% of Total	22.2%	22.2%	13.3%	57.8%
	Law School	Count	0	0	2	2
		% within Faculty	.0%	.0%	100.0%	100.0%
		% within Twi_group_use_hashtag	.0%	.0%	20.0%	4.4%
		% of Total	.0%	.0%	4.4%	4.4%
	School of Social and Behavioral Sciences	Count	3	0	1	4
		% within Faculty	75.0%	.0%	25.0%	100.0%
		% within Twi_group_use_hashtag	13.0%	.0%	10.0%	8.9%
		% of Total	6.7%	.0%	2.2%	8.9%
	School of Humanities	Count	10	2	1	13
		% within Faculty	76.9%	15.4%	7.7%	100.0%
		% within Twi_group_use_hashtag	43.5%	16.7%	10.0%	28.9%
		% of Total	22.2%	4.4%	2.2%	28.9%
Total		Count	23	12	10	45
		% within Faculty	51.1%	26.7%	22.2%	100.0%
		% within Twi_group_use_hashtag	100.0%	100.0%	100.0%	100.0%
		% of Total	51.1%	26.7%	22.2%	100.0%

Chi-Square Tests				
	Value	df	Asymp. (2-sided)	Sig.
Pearson Chi-Square	14.256 ^a	6	.027	
Likelihood Ratio	14.498	6	.025	
Linear-by-Linear Association	4.061	1	.044	
N of Valid Cases	45			

8.4.6 INTEREST IN SUBJECTS

	Interest in subject	Male	Female	df	χ^2
Subscription data	66.1	60.7	70.4	1	.161
Administration	56.3	48.8	62.0	1	.067
Internships	50.0	39.3	58.3	1	.009
Opening hours	50.0	46.4	52.8	1	.383
Study advice	50.0	39.3	58.3	1	.009
Part-time jobs	49.0	41.7	54.6	1	.075
Career and job market	44.3	42.9	45.4	1	.728
Language courses	40.6	33.3	46.3	1	.070
Help with writing	37.5	32.1	41.7	1	.176
Cancellations	37.0	31.0	41.7	1	.127
Sport courses	35.9	28.6	41.7	1	.061
Study abroad / in Tilburg	31.8	28.6	34.3	1	.401
Workshops	31.8	20.2	40.7	1	.002
Contact information	24.5	26.2	23.1	1	.627
Sport tournaments	24.5	27.4	22.2	1	.410
Symposiums	23.4	20.2	25.9	1	.356
Cultural performances	20.3	14.3	25.0	1	.067
Cultural courses	19.3	16.7	21.3	1	.420
Own business	19.3	29.8	11.1	1	.001
Non-study help	16.1	14.3	17.6	1	.537
Working assignments	10.9	6.0	14.8	1	.051
Language café	10.4	4.8	14.8	1	.024
Debates	8.9	9.5	8.3	1	.773

	Interest in subject	Bachelor	Master	Premaster	Research / PhD	Df	χ^2
Subscription data	66.1	72.1	58.7	63.2	50.0	3	.264
Administration	56.3	52.9	65.1	42.1	66.7	3	.232
Internships	50.0	50.0	50.8	52.6	33.3	3	.865
Opening hours	50.0	52.9	47.6	42.1	50.0	3	.810
Study advice	50.0	56.7	49.2	31.6	0.0	3	.015
Part-time jobs	49.0	51.9	47.6	36.8	50.0	3	.675
Career and job market	44.3	35.6	50.8	68.4	50.0	3	.031
Language courses	40.6	40.4	46.0	26.3	33.3	3	.473
Help with writing	37.5	28.8	49.2	47.4	33.3	3	.049
Cancellations	37.0	41.3	27.0	42.1	50.0	3	.240
Sport courses	35.9	33.7	46.0	15.8	33.3	3	.094
Study abroad / in Tilburg	31.8	36.5	27.0	31.6	0.0	3	.208
Workshops	31.8	33.7	30.2	31.6	16.7	3	.831
Contact information	24.5	28.8	20.6	15.8	16.7	3	.466
Sport tournaments	24.5	32.7	15.9	15.8	0.0	3	.029
Symposiums	23.4	23.1	20.6	26.3	50.0	3	.435
Cultural performances	20.3	19.2	20.6	10.5	66.7	3	.027
Cultural courses	19.3	19.2	17.5	15.8	50.0	3	.270
Own business	19.3	21.2	17.5	21.1	0.0	3	.606
Non-study help	16.1	14.4	19.0	21.1	0.0	3	.549
Working assignments	10.9	11.5	12.7	5.3	0.0	3	.658
Language café	10.4	9.6	11.1	5.3	33.3	3	.259
Debates	8.9	6.7	14.3	0.0	16.7	3	.159

	Interest in subject	SEM	LAW	SBS	HUM	THE	df	χ^2
Subscription data	66.1	64.2	68.0	61.9	76.0	100.0	4	.733
Administration	56.3	51.7	48.0	66.7	76.0	100.0	4	.117
Internships	50.0	42.5	52.0	57.1	76.0	100.0	4	.027
Opening hours	50.0	41.7	60.0	66.7	64.0	100.0	4	.047
Study advice	50.0	49.2	44.0	66.7	44.0	110.0	4	.394
Part-time jobs	49.0	44.2	52.0	52.4	68.0	0.0	4	.208
Career and job market	44.3	45.0	52.0	38.1	40.0	0.0	4	.748
Language courses	40.6	36.7	44.0	42.9	56.0	0.0	4	.369
Help with writing	37.5	35.0	48.0	57.1	24.0	0.0	4	.112
Cancellations	37.0	33.3	44.0	23.8	56.0	100.0	4	.079
Sport courses	35.9	30.0	36.0	52.4	52.0	0.0	4	.105
Study abroad / in Tilburg	31.8	30.8	28.0	33.3	40.0	0.0	4	.830
Workshops	31.8	27.5	24.0	42.9	48.0	100.0	4	.089
Contact information	24.5	18.3	32.0	33.3	40.0	0.0	4	.104
Sport tournaments	24.5	24.2	28.0	19.0	28.0	0.0	4	.910
Symposiums	23.4	17.5	12.0	23.8	60.0	100.0	4	.000
Cultural performances	20.3	14.2	8.0	14.3	68.0	0.0	4	.000
Cultural courses	19.3	14.2	12.0	14.3	56.0	0.0	4	.000
Own business	19.3	21.7	20.0	9.5	16.0	0.0	4	.709
Non-study help	16.1	13.3	20.0	19.0	24.0	0.0	4	.656
Working assignments	10.9	9.2	16.0	19.0	8.0	0.0	4	.591
Language café	10.4	8.3	4.0	14.3	24.0	0.0	4	.133
Debates	8.9	8.3	4.0	9.5	16.0	0.0	4	.652

8.4.7 COMMUNICATION FREQUENCY AND SENDER

	% of total population (N)	One central sender	One central service	One person	Other
Total	100.0 (192)	58.3	39.1	2.1	0.5
Gender					
- Male	43.8 (84)	59.5	34.5	4.8	1.2
- Female	56.3 (108)	57.4	42.6	0.0	0.0
df	3				
χ^2	.064				

	% of total population (N)	One central sender	One central service	One person	Other
Total	100.0 (192)	58.3	39.1	2.1	0.5
Study Phase					
- Bachelor	54.2 (104)	56.7	41.3	1.9	0.0
- Master	32.8 (63)	60.3	36.5	1.6	1.6
- Premaster	9.9 (19)	63.2	31.6	5.3	0.0
- Research master / PhD	3.1 (6)	-	-	-	-
df	9				
χ^2	.903				

	% of total population (N)	One central sender	One central service	One person	Other
Total	100.0 (192)	58.3	39.1	2.1	0.5
Schools					
- Economics & Management	62.5 (120)	60.0	35.8	3.3	0.8
- Law	13.0 (25)	60.0	40.0	0.0	0.0
- Social & Behavioral Sciences	10.9 (21)	61.9	38.1	0.0	0.0
- Humanities	13.0 (25)	44.0	56.0	0.0	0.0
- Theology	.5 (1)	-	-	-	-
df	12				
χ^2	.869				

	% of total population (N)	Per message	Service overview	Student Service overview
Total	100.0 (192)	15.1	46.9	38.0
Study Phase				
- Male	43.8 (84)	19.0	45.2	35.7
- Female	56.3 (108)	12.0	48.1	39.8
df	2			
χ^2	.400			

	% of total population (N)	Per message	Service overview	Student Service overview
Total	100.0 (192)	15.1	46.9	38.0
Study Phase				
- Bachelor	54.2 (104)	10.6	54.8	34.6
- Master	32.8 (63)	19.0	41.3	39.7
- Premaster	9.9 (19)	26.3	31.6	42.1
- Research master / PhD	3.1 (6)	-	-	-
df	6			
χ^2	.156			

	% of total population (N)	Per message	Service overview	Student Service overview
Total	100.0 (192)	15.1	46.9	38.0
Schools				
- Economics & Management	62.5 (120)	17.5	45.0	37.5
- Law	13.0 (25)	12.0	52.0	36.0
- Social & Behavioral Sciences	10.9 (21)	14.3	47.6	38.1
- Humanities	13.0 (25)	4.0	52.0	44.0
- Theology	.5 (1)	-	-	-
df	8			
χ^2	.348			

8.4.8 INTENTION TO FOLLOW STUDENT SERVICES

	Absolutely	Probably	Not sure (yet)	Probably not	Absolutely not
Total	12.3	30.2	25.3	24.1	8.0
Gender					
- Male	14.9	20.9	20.9	28.4	14.9
- Female	10.5	36.8	28.4	21.1	3.2
df	4				
χ^2	.014				

Hyves	Absolutely	Probably	Not sure (yet)	Probably not	Absolutely not
Total	4.1	12.4	19.6	33.0	30.9
Gender					
- Male	7.1	14.3	16.7	33.3	28.6
- Female	1.8	10.9	21.8	32.7	32.7
df	4				
χ^2	.678				

LinkedIn	Absolutely	Probably	Not sure (yet)	Probably not	Absolutely not
Total	5.2	29.3	29.3	19.0	17.2
Gender					
- Male	10.7	25.0	35.7	10.7	17.9
- Female	-	33.3	23.3	26.7	16.7
df	4				
χ^2	.180				

Twitter	Absolutely	Probably	Not sure (yet)	Probably not	Absolutely not
Total	26.7	30.0	16.7	21.7	5.0
Gender					
- Male	18.2	33.3	15.2	24.2	9.1
- Female	37.0	25.9	18.5	18.5	0.0
df	4				
χ^2	.284				

Facebook	Absolutely	Probably	Not sure (yet)	Probably not	Absolutely not
Total	12.3	30.2	25.3	24.1	8.0
Study Phase					
- Bachelor	12.6	33.3	25.3	23.0	5.7
- Master	12.7	27.3	25.5	21.8	12.7
- Premaster	11.8	29.4	23.5	35.3	0.0
- Research master / PhD	-	-	-	-	-

df	12
χ^2	.718

Hyves	Absolutely	Probably	Not sure (yet)	Probably not	Absolutely not
Total	4.1	12.4	19.6	33.0	30.9
Study Phase					
- Bachelor	4.9	13.1	19.7	29.5	32.8
- Master	3.8	11.5	23.1	38.5	23.1
- Premaster	-	10.0	10.0	40.0	40.0
- Research master / PhD	-	-	-	-	-
df	8				
χ^2	.952				

LinkedIn	Absolutely	Probably	Not sure (yet)	Probably not	Absolutely not
Total	5.2	29.3	29.3	19.0	17.2
Study Phase					
- Bachelor	15.4	23.1	23.1	23.1	15.4
- Master	3.1	28.1	28.1	15.6	25.0
- Premaster	-	37.5	37.5	25.0	-
- Research master / PhD	-	40.0	40.0	20.0	-
df	12				
χ^2	.743				

Twitter	Absolutely	Probably	Not sure (yet)	Probably not	Absolutely not
Total	26.7	30.0	16.7	21.7	5.0
Study Phase					
- Bachelor	36.7	23.3	20.0	16.7	3.3
- Master	22.7	31.8	13.6	22.7	9.1
- Premaster	-	50.0	12.5	37.5	-
- Research master / PhD	-	-	-	-	-
df	8				
χ^2	.442				

Facebook	Absolutely	Probably	Not sure (yet)	Probably not	Absolutely not
Total	12.3	30.2	25.3	24.1	8.0
Schools					
- Economics & Management	8.8	31.4	27.5	22.5	9.8
- Law	15.0	25.0	35.0	20.0	5.0
- Social & Behavioral Sciences	5.6	44.4	11.1	33.3	5.6
- Humanities	31.8	18.2	18.2	27.3	4.5

- Theology	-	-	-	-	-
df	12				
χ^2	.195				

Hyves	Absolutely	Probably	Not sure (yet)	Probably not	Absolutely not
Total	4.1	12.4	19.6	33.0	30.9
Schools					
- Economics & Management	4.4	13.2	23.5	33.8	25.0
- Law	11.1	-	33.3	33.3	22.2
- Social & Behavioral Sciences	-	22.2	-	44.4	33.3
- Humanities	-	9.1	-	18.2	72.7
- Theology	-	-	-	-	-
df	12				
χ^2	.131				

LinkedIn	Absolutely	Probably	Not sure (yet)	Probably not	Absolutely not
Total	5.2	29.3	29.3	19.0	17.2
Schools					
- Economics & Management	6.5	29.0	32.3	12.9	19.4
- Law	-	11.1	44.4	33.3	11.1
- Social & Behavioral Sciences	-	44.4	11.1	22.2	22.2
- Humanities	11.1	33.3	22.2	22.2	11.1
- Theology	-	-	-	-	-
df	12				
χ^2	.811				

Twitter	Absolutely	Probably	Not sure (yet)	Probably not	Absolutely not
Total	26.7	30.0	16.7	21.7	5.0
Schools					
- Economics & Management	17.1	34.3	17.1	25.7	5.7
- Law	25.0	-	25.0	50.0	-
- Social & Behavioral Sciences	20.0	60.0	-	20.0	-
- Humanities	50.0	18.8	18.8	6.3	6.3
- Theology	-	-	-	-	-
df	12				
χ^2	.353				

8.4.9 INTENTION TO CREATE AN ACCOUNT

Facebook	Absolutely	Probably	Not sure (yet)	Probably not	Absolutely not
Total	-	10.0	10.0	33.3	46.7
Gender					
- Male	-	17.6	0.0	41.2	41.2
- Female	-	-	23.1	23.1	53.8
df	3				
χ^2	.066				

Hyves	Absolutely	Probably	Not sure (yet)	Probably not	Absolutely not
Total	-	3.2	4.2	14.7	77.9
Gender					
- Male	-	4.8	2.4	11.9	81.0
- Female	-	1.9	5.7	17.0	75.5
df	3				
χ^2	.634				

LinkedIn	Absolutely	Probably	Not sure (yet)	Probably not	Absolutely not
Total	0.7	4.5	14.9	32.1	47.8
Gender					
- Male	1.8	3.6	5.4	32.1	57.1
- Female	-	5.1	21.8	32.1	41.0
df	4				
χ^2	.055				

Twitter	Absolutely	Probably	Not sure (yet)	Probably not	Absolutely not
Total	6.8	11.4	30.3	50.8	0.8
Gender					
- Male	9.8	7.8	25.5	54.9	2.0
- Female	4.9	13.6	33.3	48.1	-
df	4				
χ^2	.343				

Facebook	Absolutely	Probably	Not sure (yet)	Probably not	Absolutely not
Total	-	10.0	10.0	33.3	46.7
Study Phase					
- Bachelor	-	-	17.6	47.1	35.3
- Master	-	37.5	-	-	62.5
- Premaster	-	-	-	50.0	50.0
- Research master / PhD	-	-	-	33.3	66.7

df	9
χ^2	.078

Hyves	Absolutely	Probably	Not sure (yet)	Probably not	Absolutely not
Total	-	3.2	4.2	14.7	77.9
Study Phase					
- Bachelor	-	-	2.3	18.6	79.1
- Master	-	8.1	8.1	10.8	73.0
- Premaster	-	-	-	11.1	88.9
- Research master / PhD	-	-	-	16.7	83.3
df	9				
χ^2	.511				

LinkedIn	Absolutely	Probably	Not sure (yet)	Probably not	Absolutely not
Total	0.7	4.5	14.9	32.1	47.8
Study Phase					
- Bachelor	-	1.1	16.5	34.1	48.4
- Master	3.2	16.1	9.7	29.0	41.9
- Premaster	-	-	18.2	27.3	54.5
- Research master / PhD	-	-	-	-	100.0
df	12				
χ^2	.115				

Twitter	Absolutely	Probably	Not sure (yet)	Probably not	Absolutely not
Total	6.8	11.4	30.0	50.8	0.8
Study Phase					
- Bachelor	5.4	9.5	36.5	48.6	-
- Master	12.2	12.2	24.4	51.2	-
- Premaster	-	9.1	27.3	63.6	-
- Research master / PhD	-	33.3	-	50.0	16.7
df	12				
χ^2	.002				

Facebook	Absolutely	Probably	Not sure (yet)	Probably not	Absolutely not
Total	-	10.0	10.0	33.3	46.7
Schools					
- Economics & Management	-	11.1	11.1	38.9	38.9
- Law	-	-	-	-	100.0
- Social & Behavioral Sciences	-	33.3	33.3	33.3	-
- Humanities	-	-	-	33.3	66.7

- Theology	-	-	-	100.0	-
df	12				
χ^2	.321				

Hyves	Absolutely	Probably	Not sure (yet)	Probably not	Absolutely not
Total	-				
Schools					
- Economics & Management	-	3.8	5.8	15.4	75.0
- Law	-	6.3	-	18.8	75.0
- Social & Behavioral Sciences	-	-	8.3	8.3	83.3
- Humanities	-	-	-	7.1	92.9
- Theology	-	-	-	100.0	-
df	12				
χ^2	.545				

LinkedIn	Absolutely	Probably	Not sure (yet)	Probably not	Absolutely not
Total	0.7	4.5	14.9	32.1	47.8
Schools					
- Economics & Management	1.1	3.4	15.7	34.8	44.9
- Law	-	6.3	6.3	31.3	56.3
- Social & Behavioral Sciences	-	16.7	25.0	8.3	50.0
- Humanities	-	-	6.3	37.5	56.3
- Theology	-	-	100.0	-	-
df	16				
χ^2	.397				

Twitter	Absolutely	Probably	Not sure (yet)	Probably not	Absolutely not
Total	-	6.8	12.2	30.3	50.8
Schools					
- Economics & Management	-	7.1	13.0	32.9	47.1
- Law	-	4.8	14.3	19.0	61.9
- Social & Behavioral Sciences	-	6.3	6.3	37.5	50.0
- Humanities	-	11.1	11.1	11.1	66.7
- Theology	-	-	-	100.0	-
df	16				
χ^2	.965				