

6.6. ABCD-Dashboard

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| Working Title | ABCD- Dashboard |
| OCW Theme (basic quality) | OCW 3 Study Success Consecutive review panels advised to enhance management information that reflect key data on quality assurance and -enhancement, as well as output and outcome of all enhancement and innovation programmes. Main goal would be to further enhance strategic and constructive alignment on a program level and further enhancement of the student experience. |
| EUR Theme (innovation) | Quality Culture and Quality Assurance (theme 7) |
| Synopsis (short description) | Vice Deans and Academic Leads of programmes have taken the advice to heart to enhance transparency in output and outcome of quality and innovation programmes. The current detailed reporting on output of innovation programmes (2019-2021) will be replaced by a dashboard that focuses on data on student & study success, as well as key data on the implementation of the educational vision. To this end, an Ambition Baseline Canvas will help to explicate concrete actions in a given timeline and will give insight in the outcome for the student & teacher experience as well as the learning environment (see *** below) |
| KPI phase 1 (output, directed towards: number of courses, students, teachers, etc.) | An ABC-Dashboard will present data on quality and innovation measures. Main categories will be study success (course and program), as well as data on the outcome on key themes of the educational vision (e.g., effects of skills programmes, internationalization, diversity and inclusion). |
| KPI phase 2 (outcome, directed towards: value for students, teachers, etc. in an embedded measurement) | In short term, the quality and innovation dashboard provides insight in implementation measures related to educational vision and strategic and constructive alignment on a programme level. In the middle and long term, the quality and innovation dashboard (ABCD) provides information as to: does skills education help students to transfer knowledge in their study performance and/or the first step in their professional careers? The ABCD will provide information to support dialogues of shared leadership (vice deans of education) as well as community of practice and members of participation, review panels, and outside stakeholders (UNL, OCW, NVAO). |
| New programme/part of existing programme | This project is part of a new theme: Quality Assurance and Quality Culture. |
| Project owner | The programme is directed by the department of Quality Assurance, Academic Affairs. The design and implementation are co-owned by quality assurance officers of all faculties. |
| Governance | Assembly of Vice Deans of Education; Director of Academic Affairs; Director of Business Intelligence and Data Analytics |
| Budget | K€ 100 |
| Project details | Timeline: August 2023 – August 2025 |
| | Resources: A business intelligence developer (2 yrs.) dedicated to build a dashboard on innovation& quality assurance and -enhancement data. The developer will work closely with the data competence hub and all quality assurance departments of schools. |
| | KPI <ul style="list-style-type: none"> - An overview of stakeholder demands, both direct (schools, participatory bodies) and indirect (OCW, nvaov) - A shared understanding of definitions, related to the main outcomes on student&study success. |

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| | <ul style="list-style-type: none"> - A calibration of administrative processes to enhance reliability, recognition and acceptance of data. - A data model that supports a dynamic dashboard with deep dives for specific target groups (internal/external) - A design that invites users to reflect and that supports dialogues relevant to stakeholders. |
| Risks | <p>The ABCD is directly related to public accountability in 2025 (institutional audit). Risks would be:</p> <p>Usability</p> <ul style="list-style-type: none"> - A Quality and Innovation Dashboard is different from a management information and/or strategic and/or operational dashboard. Unclear of the role and function of an Innovation and Quality and Assurance Dashboard <p>Reliability</p> <ul style="list-style-type: none"> - Unclear definitions - Unfit recording of data (trash in – trash out) - Data are not recognized nor accepted. - Overviews are static and not matching the needs of a diverse stakeholder group. <p>Validity</p> <ul style="list-style-type: none"> - Calibration of data with respect to the added value/intended outcomes |

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Phase 1 Inventory of Stakeholder Demands

Interviews with schools, participation, quality assurance, business support, hr and programmes. Inventory of accountability frameworks on a programme- and institutional level. Output: An overview of stakeholder demands, both direct (schools, participatory bodies) and indirect (OCW, nvaov). Output: identification of KPI.

Phase 2 Calibration

Data analysis on the key processes that collect data on the KPI and calibration of definitions, administrative processes. Output: A shared understanding of definitions, related to the main outcomes on student&study success; A calibration of administrative processes to enhance reliability, recognition and acceptance of data.

Phase 3 A concept data model & mockup.

A data model that supports a dynamic dashboard with deep dives for specific target groups (internal/external). An inventory on usability. The design should invite users to reflect and that supports dialogues relevant to stakeholders.

Phase 4 Risk analysis

Since data on education have a key role in public accountability, data should be valid and reliable and should represent key concerns of outside stakeholders, more specifically: frameworks of institutional and programme requirements.

Phase 5 Design

The final design will be part of the project of the Data Competence Hub of Erasmus University.