

UCM Curriculum database example

UCM Data and Surveys: an overview

This annex provides an overview of all of the data that is currently available within UCM. It includes both pre-existing data and research as well as on-going and regular data collection that specifically concerns our courses and/or students. Beyond this, there is also data about finances, management, and other aspects of the College, but those fall outside of the scope of this document at the moment.

For each discussed dataset, a brief summary is provided about what information is covered, and how this is gathered. The Board has made an assessment of many of these data collection strategies, has assisted in the construction or amendment of some of them, and has looked at potential overlap or synergy between them where applicable. These evaluations are for the most part not included in this document, however, as this document is meant as a high level overview first and foremost.

The first table below outlines the data collected per relevant office. After that, the same information is structured around the different aspects we have information on (students, courses, etc.). Finally, we identify specific aspects that we currently may not have (sufficient) data on.

Office/source	Description	Approach	Frequency
International Relations Office (IRO)	A fairly extensive request for evaluation of semester abroad, grouped by partner universities, concentrations, etc. Filling this in is a mandatory requirement for all students going on semester abroad, which is also enforced.	Online surveys through Qualtrics (used to be SurveyMonkey). Responses are not anonymous at the point of data collection (though they are in reporting). The survey includes both closed questions, scale questions, and extensive open questions. Reporting is on summary data. Open question data is available, but not regularly reported on without request.	Twice per year (depending on when the student went abroad).
Academic Advising Survey (OAA)	A fairly brief questionnaire that asks students to evaluate the quality of their academic advising at UCM. It includes an assessment of the advisor, of OAA itself, and a reflection on the student's own approach to advising.	Anonymous paper survey with 21 scale questions (1-5) and one open question.	Once per year.

Office/source	Description	Approach	Frequency
Examination Committee (EC)	A fairly extensive evaluation of the learning objectives and examination types for each course offered at UCM, to be filled out by course coordinators. Filling this in is mandatory and enforced.	Online survey through Qualtrics (used to be on paper/email). Responses are not anonymous at the point of data collection due to personalized links per coordinator.	Once per year, and once for each course.
Office of Student Affairs (OSA)	OSA Survey – a short and straightforward assessment from students about the work done by OSA. If this proves to be useful data, this survey would need to be improved in terms of quality of the data collection.	Very short paper questionnaire with one closed scale question and two general open questions, all of which are reported on.	Only once so far (N=181); might not be repeated in the future or integrated into another data collection point.
Scheduling & course registration (OSA)	Registration numbers and possibly regular scheduling conflicts per course and/or across the entire curriculum.	The Board has not investigated this (potential) data yet, so as of yet it is unclear how much data is actually saved about this, and whether this would be worthwhile to pursue in the future. If useful, this would initially take the form of 'raw' data.	Continuous.
Switch/withdraw (OSA)	Number of requested course switches (technically withdrawals), and numbers per course (from/to) per period. Possibly an overview of reasons for requesting a switch.	The Board has not investigated this (potential) data yet, so as of yet it is unclear how much data is actually saved about this, and whether this would be worthwhile to pursue in the future. If useful, this would initially take the form of 'raw' data, though the recent move towards digital forms for this might make that easier.	Continuous.
Special requests	This may include information on requests for	The Board has not investigated this (potential) data yet, so as of yet it	Continuous.

Office/source	Description	Approach	Frequency
(OSA)	additional courses etc., especially the number of requests of a certain type, as well as the reasons for these requests (e.g. scheduling issues vs. shift in curriculum focus, etc.).	is unclear how much data is actually saved about this, and whether this would be worthwhile to pursue in the future. If useful, this would initially take the form of 'raw' data, though the recent move towards digital forms for this might make that easier.	
SAP	Any information stored on students in SAP.	The Board has not investigated this source of data yet, particularly because the priority has been to assess on-going data collections that we may want to adjust or advise on.	Continuous.
Admissions Office	Numbers of applications, interview scores and assessments, number of admissions, divided by country, prior education, etc.	Admissions data is stored <i>in</i> Excel files and SAP. The Excel files contain the ID nr, name, etc but SAP contains the legal documents. ROA will be working with this (and other) data in the near future, and we are looking into collaborating with that initiative.	Continuous / twice per year.
Student file	Per student: all relevant data we have on each individual student.	Largely digital files, with access through exam office on a per-student basis.	Continuous.
Capstone survey	A survey that graduates are asked to fill in.	Paper survey.	Twice per year.
Alumni Master Orientation Survey (OAA)	A survey conducted amongst alumni that focuses on their experiences in (applying to) master programmes. Used to populate the Master Orientation Tool.	Online survey that is not anonymous, with voluntary participation. There are about 35 open and closed questions. Used SurveyMonkey in the past, but should now move over to Qualtrics for practical and legal reasons. This will be resumed over Summer 2016.	Once per year.

Office/source	Description	Approach	Frequency
Freshmen survey	A survey conducted amongst Freshmen students focusing on why they chose UCM.	An anonymous (students may volunteer their name if they wish to be approached) paper survey with around 10 closed and open questions.	Twice per year.
Course evaluations	Course evaluations conducted at the end of every course taught at UCM.	Anonymous, paper evaluation forms with mostly closed scale questions and two open questions. Both types are reported on. Summary data for the closed questions, and a list of all responses for the open questions without further analysis.	After every course; continuous.
MSLQ, AMS, SEQ	An on-going research project focusing on psychological traits of students in relation to their studies.	Online survey, not anonymous.	Twice per year.

Data that might be considered for collection

As the table below shows, we already collect a lot of data on the programme and our students. A challenge ahead is to integrate these fairly disjointed points of data collection more closely to prevent overlap as well as to make use of possible synergy between data collection points so that we can make more use of the data we already collect. However, beyond that, there are some key aspects of the programme that may benefit from more specific attention when it comes to data collection on those domains. The ones we would currently consider are listed below.

- Curriculum – how students assess the curriculum as a whole (and its constitutive parts), both in terms of courses on offer, coherence (and diversity), overall quality of courses (per field?), and possibilities for effective course planning may be somewhat lacking. This is assessed to some degree in the Capstone Survey (which focuses more on the core of the programme), but it may be worthwhile to see whether this needs to be expanded.
- Workload – students have complained about a high workload at UCM in the past. Empirical evidence for this would be beneficial to that discussion.
- General periodical evaluations (a kind of UCM barometer) – both points above as well as several of the data collection points that are currently on-going might be merged into a broader data collection amongst students (and staff?) at UCM. This could also include aspects relevant for accreditation that we do not currently assess (such as the quality of the

building, rooms, etc., course load, coherence of the programme, overall quality of the staff (academic and support), etc.

- Effectiveness of admissions procedure in terms of student performance during the programme – this may be achieved by better linking both types of data instead of added data collection points. As mentioned above, ROA will be working on this data in the near future, and we would like to maintain close ties to their research.
- Incoming exchange students evaluations, though to some degree this is covered by course evaluations already. It is also not essential for things like accreditation.
- Alumni data – these are available on a more central university/faculty level, and on an ad-hoc basis through Luminous. Beyond that, it may be worthwhile to see whether we want to approach this more systematically.

Data about	Gathered amongst	Collected in	Involved office(s)	Types of data
Students	Students; office/admin data	SAP; Capstone survey; Freshmen survey; OAA survey	Admissions; OSA; OAA	Administrative data; Surveys (paper; not mandatory; partly anonymous).
Courses	Students; coordinators; Office/admin data	EC survey; Course evaluations; office data	EC; OSA; BoSaR	Evaluation forms (paper; mostly closed scale questions; anonymous and voluntary response); Survey amongst coordinators (Qualtrics; open & closed questions; mandatory response); performance per course of students (grades, success rates, etc.).
Semester abroad	Semester abroad students; Exam Office	IRO survey; conversion table	IRO; BoSaR; Exam Office	Survey (Qualtrics; open & various types of closed questions; mandatory response); Exam office admin data.
Teaching	Coordinators	EC survey	EC; BoSaR	Survey (Qualtrics; open & closed questions); mandatory response.

Data about	Gathered amongst	Collected in	Involved office(s)	Types of data
Advising	Students	OAA survey	OAA	Survey (paper; mostly scale; not mandatory).
Alumni	Alumni	Alumni master orientation survey	OAA	Survey (online; open & closed questions).
Admissions	Office data	Admissions Office data	Admissions Office	Office administrative data stored in separate Excel files; no unified/cumulative dataset yet.
Scheduling & procedures	Office data; students	OSA survey; office data; scheduling data; switch/withdraw forms; special request forms; SAP	OSA	Short paper questionnaire (1 closed 2 open questions); office data