Infographic

Target audience:

institutions leaders, policy advisors

Link policy data use to existing policy / mission

- Connect to the institution's

    vision and goals

- Consider how intervention will complement, work alongside, or replace existing structures

- Chose what data to collect and how to translate this into interventions

Communicate policy & processes to staff and students

- Consult and collaborate with stakeholders, e.g. faculty leaders, tutors and other support staff

- Involve end-users in process to cater needs

- Involve support staff in identification
  - Allow staff to validate alerts

Link to existing policy/mission
- Link to policy for support
- Policy must justify the use of data
- Departmental level if no overall policy exists

Define target students
- Can be different subgroups with different goals
- Data direct used in case work
- Aggregated data for research / managerial purposes.

Communicate policy & process
Staff: decide about communication to students, aware of policy, determine fvalidity alerts
Stakeholders: Involve

Faculty understand data & has advising / supporting skills
- Data literacy
- Skills for advising/tutoring
- Knowing the referral process

Be transparent and make processes public
- Justify processes &make public
- Set rules data use
- Aware of data limitations
- GDPR requirements

Use static data accompanied with dynamic data
Static: demographics, previous performance, credit load
Dynamic: recent, behavioural & actionable

Include post data processes
- Describe decisions made & outcomes
- Rules record keeping
- Correcting incorrect data/notes.

Policy shaped by capacity of technology
- Involve ICT personnel in development
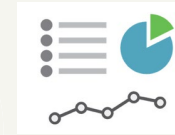- Technical opportunities versus restrictions

Transparancy in data use and processes

- Processes need to justified and made public

- Protocols should contain decision making rules (particularly if automated)

- Legal (GDPR) requirements taken into account
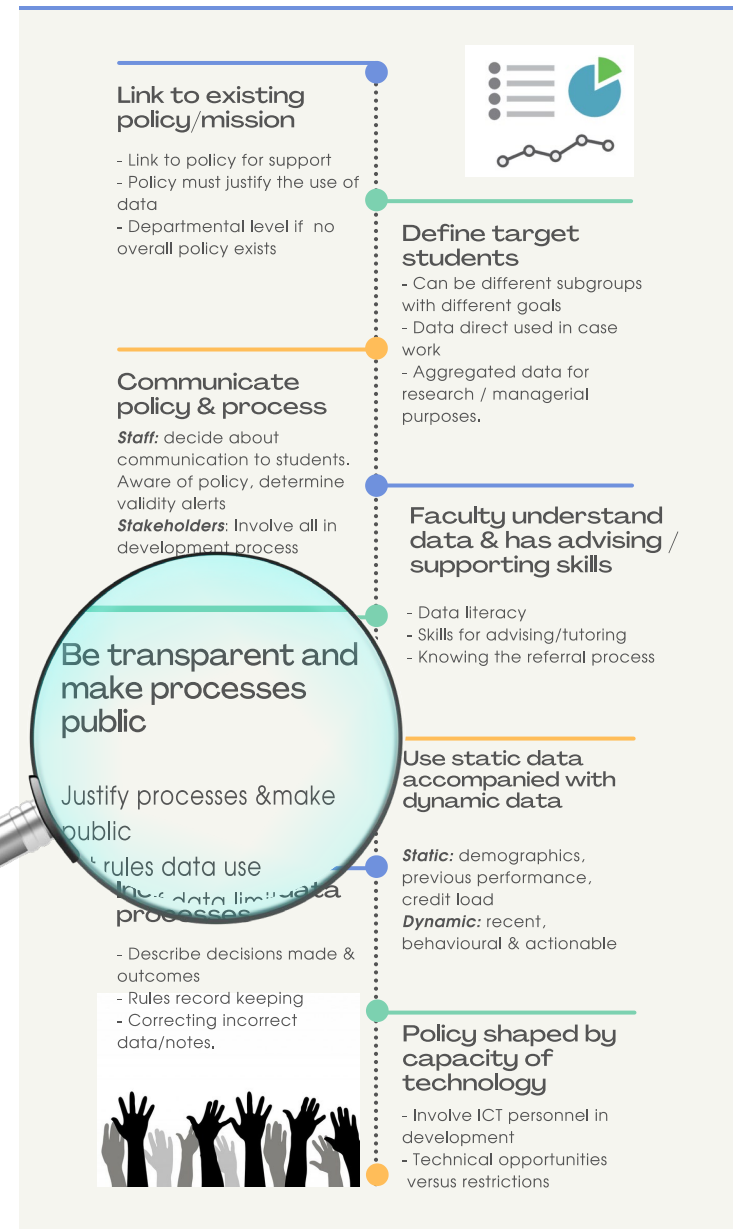
Include post data process in policy

- Rules for record keeping
  - Who is allowed to see the data
  - Which (key)users allowed to adapt
          i.e. correcting incorrect notes
  - Students choice to opt-out

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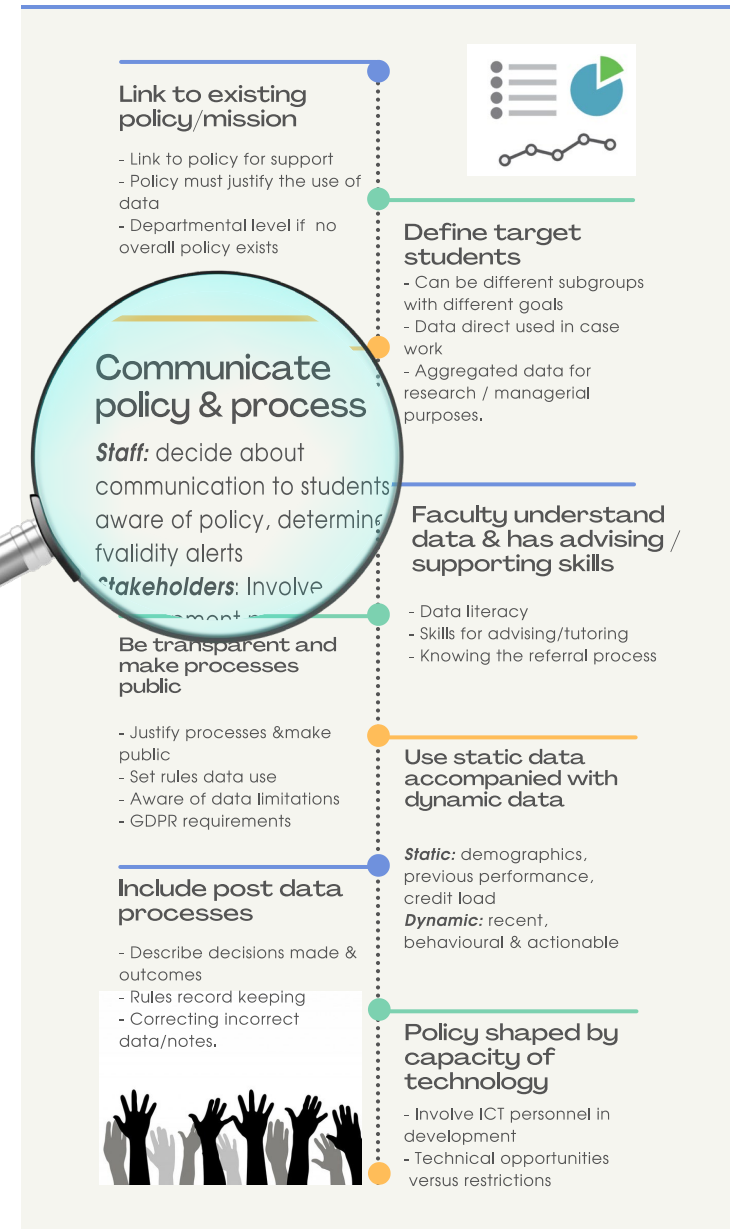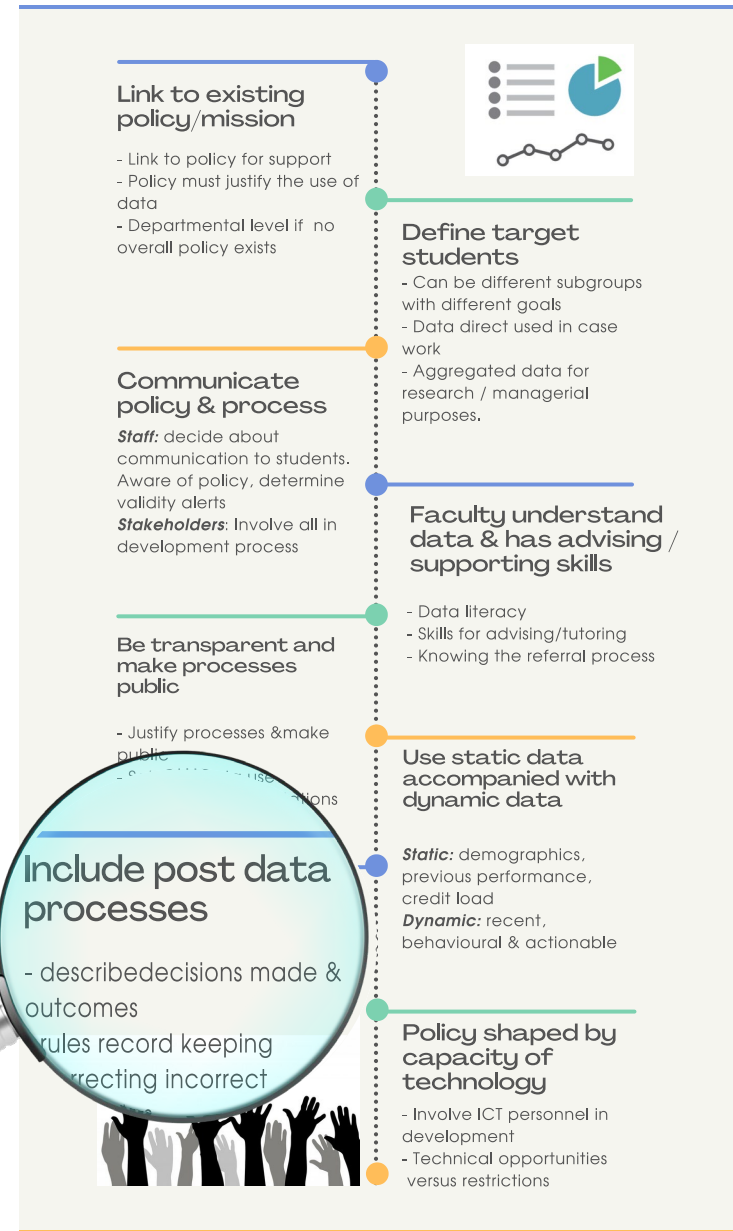*Dynamic:* recent, behavioural & actionable

Policy shaped by capacity of technology

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Define (different subgroups) of target students

- Justify the identification of target groups
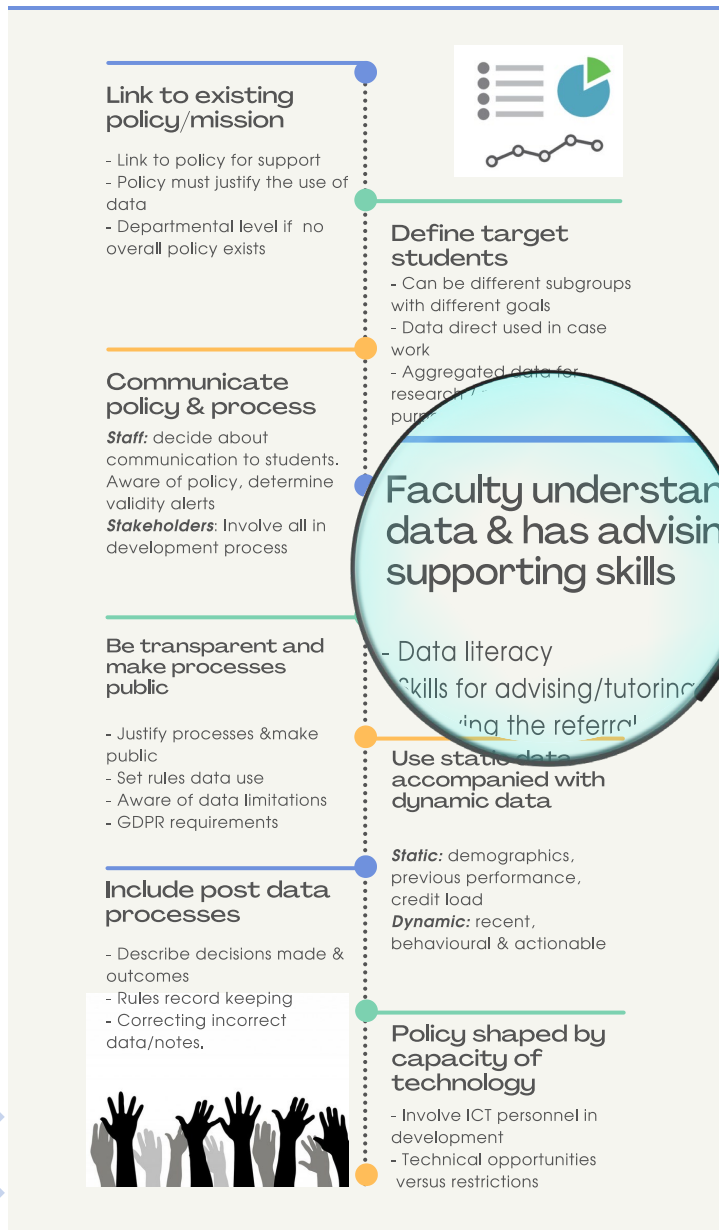
  (Have a clear goal)

- Individual case work i.e. students at risk for withdrawal, or students having a disability

- Aggregated data for research / managerial processes (e.g. exam results especially 1st semester/ provisional study advice after 6 month).

Faculty have ability to interpret data, and tutoring / advising skills

- Improve data literacy for success
- Data insights can be used to generate and support conversations

- Staff having coaching/ listening skills is beneficial (to encourage and engage students)
 - Knowing the support and referral process
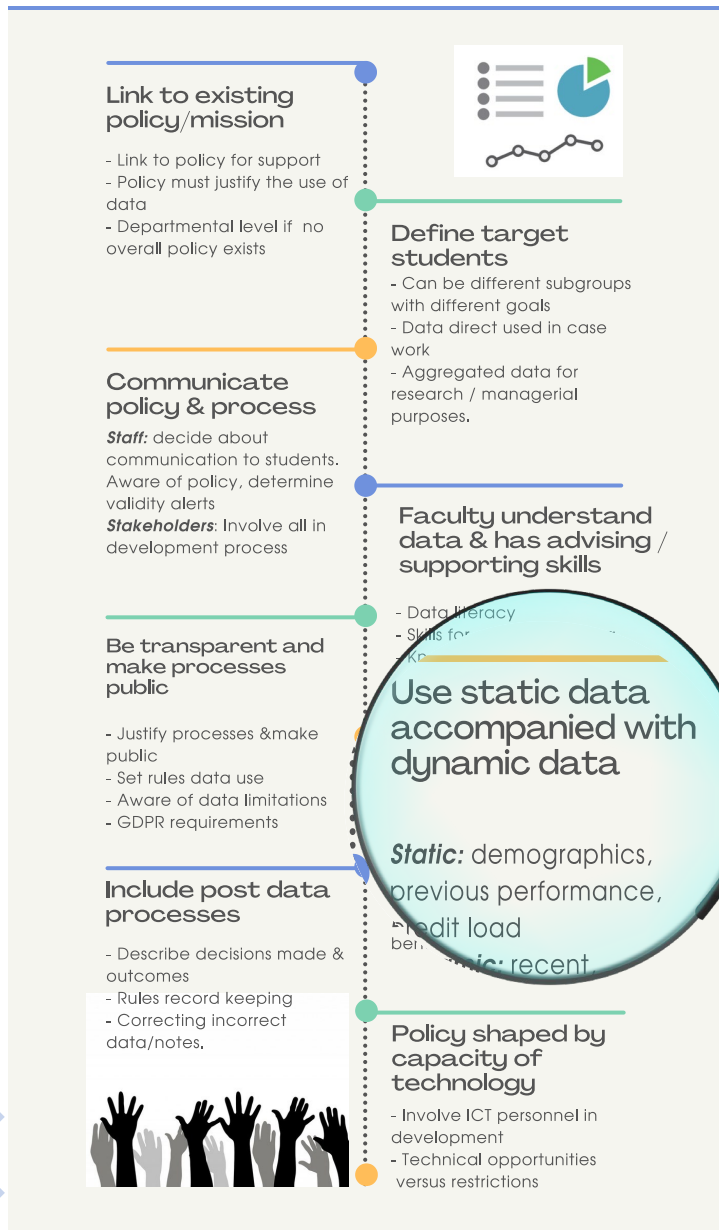
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- Static data e.g. demographics, previous performance and credit attempted and completed

- Dynamic data e.g. behaviour, online activities (next presentation)

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Policy shaped by capacity of technology

- Involve ICT personnel in development
- Technical opportunities versus restrictions

Policy shaped by capacity of technology

- Technological opportunities and challenges shape the use of data
  - Involve IT teams to make process and monitoring efficient
  - Short term (excel) vs robust system for access and sharing data across institutions
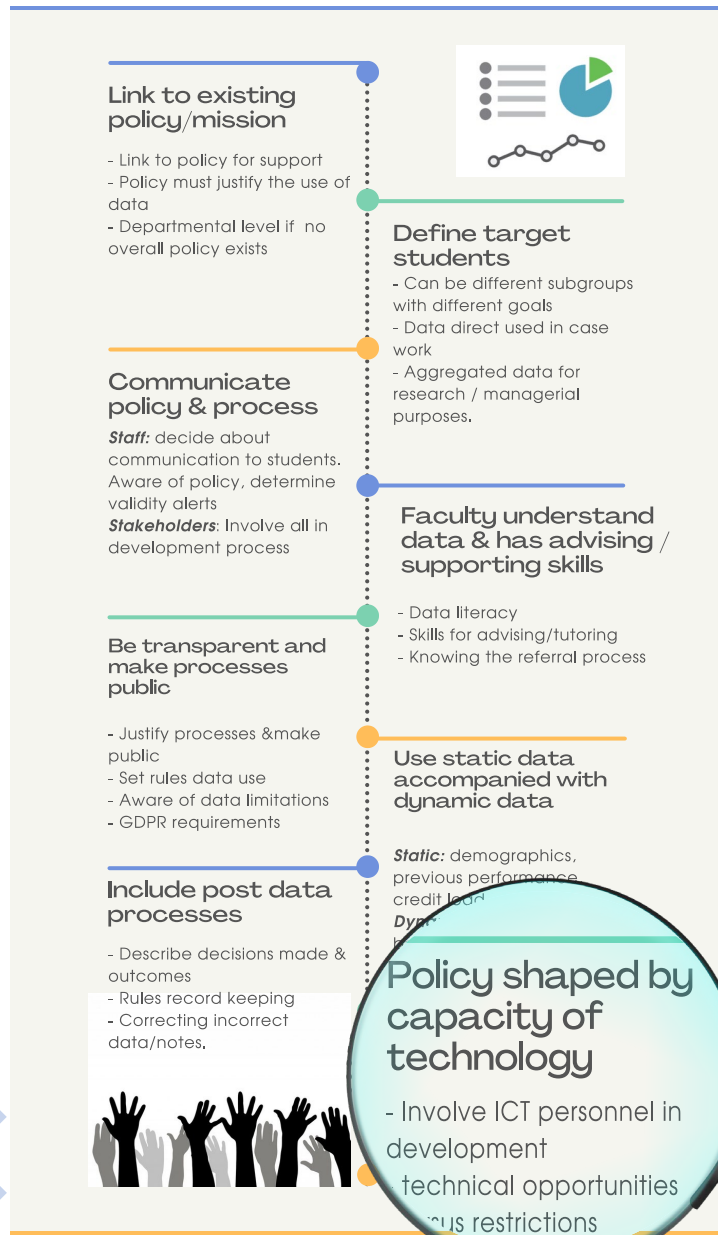
The Project Team - acknowledgements