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## SQELT Intellectual Output O20 (long version)

# QUESTIONNAIRES FOR STOCKTAKING AND CHANGE ANALYSIS of Quality Monitoring in Learning and Teaching and Learning Analytics

Usable for Structured Interviews, Focus Group Discussions, Online Surveys with Various Stakeholder Groups

### ERASMUS+ Project 2017-20

## SUSTAINABLE QUALITY ENHANCEMENT IN HIGHER EDUCATION LEARNING AND TEACHING. Integrative Core Dataset and Performance Data Analytics

Acronym: **SQELT**

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/b8a93e06-2000-4a82-9fac-90b3bcacadec>

<https://www.evalag.de/forschung/sqelt/the-project/>

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### EXPLANATORY NOTES TO THE QUESTIONNAIRES

#### Purpose, Goals and Structure

The main purpose of the below presented questionnaires is to serve for stocktaking and change analysis<sup>1</sup> of core data (CD), performance indicators (PIs) and performance capacity indicators (PCIs) and quality evaluation instruments (QEI) used for quality monitoring and improvement in learning and teaching (L&T) and Learning Analytics (LA) of the surveyed higher education institutions (HEIs). In general, the question-

<sup>1</sup> For example, change analysis can be based on repeated application of the questionnaires to carry out a before-after comparison impact evaluation (Leiber 2015; 2018).

naires can be used for structured interviews, focus group discussions and online surveys with various stakeholder groups (e.g. students, teaching staff (without explicit quality management obligations), quality management (QM) staff, HEI leadership members, e.g. deans, vice-rectors, rectors).

The questionnaires are utilized within the ERASMUS+ project SQELT ('Sustainable Quality Enhancement in Higher Education Learning and Teaching. Integrative Core Dataset and Performance Data Analytics'), i.e. the primary surveyed HEIs are Universidade de Aveiro, Birmingham City University, Universiteit Gent, Uniwersytet Jagiellonski Krakow, Universität für Weiterbildung Krems, Universiteit Leiden, Università degli Studi di Milano, and Universitetet i Oslo. The main goal of the SQELT project is to develop a comprehensive and integrative model of (digital) performance data management ((D)PDM) for L&T in HEIs. Comprehensive sets of core data, performance indicators and quality evaluation instruments for L&T and actionable Learning Analytics are core ingredients of such model.<sup>2</sup>

The below questionnaires rely on assumed sets of core data and/or performance indicators and/or quality evaluation instruments for L&T and/or additional quality features of Learning Analytics which all originate from a literature review including documents of comparable research projects (see list of references). In other words, in the present context these sets of core data, performance indicators and quality evaluation instruments serve as a (preliminary) benchmark which is used for the assessment and further exploration of (digital) performance data management models for L&T in HEIs, particularly the above-mentioned six sample HEIs of the SQELT project.

For ease of orientation, the sets of core data, performance indicators and quality evaluation instruments for L&T are subdivided into four main conceptual areas (L&T Environment; Teaching Competences and Processes; Learning Competences and Processes; Learning Outcomes and Learning Gain and their Assessment) which are further sub-divided into areas such as learning resources; quality of teaching staff; quality learning & student engagement; student success; etc. pp.<sup>3</sup>

According to the main goals of the questionnaires, their core questions are:

- Which core data in L&T are systematically collected by the surveyed HEI? (closed questions and open-ended questions)
- Which performance indicators are applied for quality monitoring and improvement in L&T by the surveyed HEI? (closed questions and open-ended questions)
- Which quality evaluation instruments are applied for quality monitoring and improvement in L&T by the surveyed HEI? (closed questions and open-ended questions)
- In which ways is Learning Analytics implemented in the surveyed HEI? What are the strengths, weaknesses, opportunities and threats of Learning Analytics?

To achieve meaningful survey results, these core questions, via the below questionnaires, are addressed to the selected stakeholder groups of students, teaching staff, QM staff and HEI leadership according to their assumed knowledge competences about and engagement in these rather specific issues on HEIs' performance data

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<sup>2</sup> See below for (pragmatic) definitions of core data, performance indicators, quality evaluation instruments and Learning Analytics.

<sup>3</sup> It should be noted that these divisions and subdivisions are just pragmatic conceptual differentiations to structure the comprehensive sets of core data, performance indicators and quality evaluation instruments. This includes the insight that, as a rule, the delimitations of the various conceptual areas are fuzzy, i.e. there are elements which can belong to more than one area to a certain extent (e.g. teaching quality items cannot always be sharply separated from learning quality items etc.).

management. Furthermore and again to secure the quality of the survey results, only selected representatives of the just mentioned stakeholder groups are approached. The main selection criteria are that it can be assumed that these stakeholders have a high engagement level and are well-informed about (digital) performance data management, core data, performance indicators, quality evaluation instruments and Learning Analytics (in their HEIs).

### **Some Working Definitions**

#### *Core Data*

Core data (CD) can be defined as quantitative measures, represented by numbers, characterizing quality performance in a performance area such as L&T in higher education. Examples of core data in L&T of HEIs are: number of book titles held in library, drop-out rates of students, ratio of student number to teaching staff number, number and duration of student interactions with course contents, etc. pp.

#### *Performance Indicators and Performance Capacity Indicators*

Performance indicators (PIs) and performance capacity indicators (PCIs) represent more complex and aggregated (i.e. conceptually constructed) magnitudes which can be quantitative or qualitative in nature and indicate levels of performance quality or performance capacity, or perspective components of these. Accordingly, PIs and PCIs can be used to monitor performance and performance capacity and aspects of these for comparative purposes, to facilitate the assessment of institutional operations, and to provide evidence for quality assurance and improvement. Examples of PIs/PCIs in L&T of HEIs are: student interactions with faculty, teaching staff methodological competences, teaching staff pedagogical knowledge and skills, student learning gain in higher-order learning, student learning gain in social competences, etc. pp. Of course core data can be subsumed under performance indicators (but not vice versa).

It should be noted that a clearer and, at the same time, widely agreed definition of PI and PCI is currently not available. However, this is not very bad, because definitions are not empirically true or false or more or less reliable, but merely fulfill pragmatic functions of conceptual clarity and facilitated communication.

#### *Learning Analytics*

According to a commonly used definition, 'Learning Analytics is the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimizing learning and the environment in which it occurs' (Siemens 2011a; HEC 2016, 4). Or, in a slightly different way Learning Analytics (LA) can be defined as the 'collection, analysis, use, and appropriate dissemination of HEI-generated, actionable data with the purpose of creating appropriate cognitive, administrative, and effective support for learners' (Slade & Prinsloo 2013, p. 1512). Thus, Learning Analytics includes the methods of 'gathering information on how learners are interacting with learning resources, each other, and their teachers' (Lockyer et al. 2013, 1439). It captures learner-generated data 'on specific, observable behaviour in real time' (Lockyer et al. 2013, 1440) and 'combines them with an analysis model to predict student progress and performance. The acquired information is used to adapt the e-learning environment [and learning environment in general] to support and improve individual learning' (Leder Müller & Fallmann 2017, 81).

## Some Practical Notes

The questionnaires contain mainly closed questions but also some open-ended (i.e. exploratory) ones. **In case certain (narrow) time limits and capacity limits prevail, the questionnaires may be shortened accordingly before using them in surveys** (online; telephone interview; face-to-face interview).

Complex conceptual constructs will be explained during the interviews, if necessary.

**Participation in surveys and interviews is always voluntary. Collected data and information are treated completely anonymously and in accordance with the applicable data and privacy protection regulations. Particularly, information and data collected will only be used for scientific purposes in anonymized form. Participating or interviewed persons are not related to their corresponding institutions; they are neither mentioned to any third parties nor in presentations and publications.**

## Used Abbreviations

CD – Core data

DPDM – Digital performance data management

HEI(s) – Higher education institution(s)

LA – Learning Analytics

LMS – Learning management system

L&T – Learning and teaching

PCI(s) – Performance capacity indicator(s)

PDM – Performance data management

PDRLA – Personalized data required for Learning Analytics

PI(s) – Performance indicator(s)

QEI – Quality evaluation instruments

QMS – Quality management system

SAS – Student admission system

SECT – Student evaluations of courses and teaching

SIS – Student information system

TBD – To be determined

TBD BE – To be determined by evaluation

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## Survey questionnaire primarily for QM staff & HEI leadership, including also students and teaching staff, if applicable<sup>4</sup>

Please name the institution you belong to: .....

Please indicate the stakeholder group you belong to

- Students
- Teaching staff (full professors, associate professors, lecturers, etc.)
- QM staff
- HEI leadership (rectors, vice-rectors, faculty deans, study deans, etc.)

**According to your knowledge, WHICH OF THE FEATURES APPLY to the listed DATA (“core data”) that can be collected for QUALITY MONITORING & IMPROVEMENT in L&T (e.g. including them in mandatory or non-obligatory quality reporting requirements, target agreements, rankings etc.)?**

		Indispensable	Useful	Useless	Do not know	Regularly collected in my HEI	Occasionally collected in my HEI	Not collected in my HEI	Do not know
<b>L&amp;T Environment</b>									
Learning resources	Number of book titles held in library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of periodical print subscriptions held in library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of periodical online subscriptions held in library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of student workplaces held in library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number & duration of student interactions with library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Average processing time of a library orders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching resources	Number of Bachelor programs offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of Bachelor programs that are offered in a foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of joint/dual degree Bachelor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of Master programs offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of Master programs that are offered in a foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of joint/dual degree Master programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Ratio of teaching staff number to student number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of female teaching staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of teaching staff with foreign citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of teaching staff with verified doctorate qualifications (PhD or equivalent)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of teaching staff with verified teaching qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of teaching staff participating in professional development activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of broad educational subject fields (ISCED97/2011) in which students have graduated in the latest year (disciplinary diversity) <sup>5</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of beds available for teaching in university hospital & affiliated hospitals per 100 students (medicine) <sup>6</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilities & equipment	Number of students allowed to enrol in a subject/subject field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Total institutional expenditure (per full-time stu-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>4</sup> Usually, the answers to these questions should also be cross-checked/corroborated by document analysis.

<sup>5</sup> Adopted from (U Multirank 2018).

<sup>6</sup> Adopted from (U Multirank 2018).



	dent) on ICT for L&T								
	Accessible internet bandwidth per student user	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Total institutional expenditure on laboratory resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Ratio of students to administrative staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial income & investment	Percentage of total institutional expenditure dedicated to L&T activities (core education expenditure)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Percentage of total institutional expenditure dedicated to the provision of student services (other than accommodation & student allowance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Percentage of total institutional expenditure dedicated to student accommodation & allowance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Amount of third party funding/extra funding income in L&T per student (e.g. funded research projects for the advancement of L&T)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student composition & special support	Number of Bachelor students enrolled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of Master students enrolled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of female (& male) Bachelor students enrolled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of female (& male) Master students enrolled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of female postgraduate students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of male postgraduate students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of full-time students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of part-time students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of international students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of international incoming exchange student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of international outgoing exchange students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of students in international joint degree programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of students with certain social origins [TBD <sup>7</sup> ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Supportive environment	Number of students who need special access offerings (e.g. because of physical handicaps, dyslexia, autism, visual deficits, ...) (personalized data required for Learning Analytics – PDRLA <sup>8</sup> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of students who need support for minorities (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of students who use official HEI network options that meet their social, cultural, study interests (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of students who use official HEI network options for linking to community/collaborating with the world of work (e.g. internships) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student interactions	Number & duration of student interactions with student admission system (SAS) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number & duration of student interactions with student information system (SIS) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number & duration of student interactions with students (e.g. via the HEI's learning management system - LMS) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of incoming students	Grades of student entrance score/secondary school grades (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Grades of university admission tests (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Grades of introductory courses/examinations (e.g. in mathematics) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attraction of master & doctorate students	Number of master students who graduated at another institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of doctorate students who graduated at another institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>7</sup> TBD = To be determined

<sup>8</sup> PDRLA = Personalized data required for Learning Analytics

Teaching Competences & Processes									
Quality of teaching staff	Number of teaching staff who participated in formal pedagogical training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of teaching staff who participated in support activities for their adaptation of technology-enhanced L&T	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of teaching staff who participated in peer support systems for teaching staff/teaching observation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of teaching staff who were awarded for their outstanding engagement in teaching based on a merit system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of refereed publications during a certain period of time [TBD] per full time equivalent members of teaching staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of papers or reports presented at academic conferences during a certain period of time [TBD] per full time equivalent members of teaching staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Competences & Processes									
Quality learning & student engagement	Number & duration of student interactions with course activities (e.g. solution of exercises, watching videos, listening to lecture, participation in working groups, etc.) (e.g. via the HEI's LMS) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number & duration of student interactions with course contents (e.g. via the HEI's LMS) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of repetitive visits to learning contents (e.g. during online learning) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Outcomes & Learning Gain & their Assessment									
Student success	Coursework marks (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of students who do not complete the program modules they had started (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of students who do not successfully complete the first year of study (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of students who do not successfully complete undergraduate programs (Bachelor graduation) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of students who do not successfully complete undergraduate programs within the planned program duration (Bachelor graduation on time) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of students who do not successfully complete graduate programs (Master graduation) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of students who do not successfully complete graduate programs within the planned program duration (Master graduation on time) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of students who do not successfully complete their long first degree (long first degree graduation) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of students who do not successfully complete their long first degree within the planned program duration (long first degree graduation on time) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of students who do not successfully complete postgraduate programs (postgraduate graduation) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of students who do not successfully complete postgraduate programs within the planned program duration (postgraduate graduation on time) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of students who exit HEI per year (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of students who exit HEI per year to change to another HEI (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assessment of learning outcomes	Percentage of examinations (e.g. in medical doctor training programmes) which use innovative forms of assessment (e.g. assessment of practical work by faculty & structured clinical cases) <sup>9</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Examination marks (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Grades of students' final examinations (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of Bachelor degrees awarded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of Master degrees awarded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of doctorate degrees (PhD or equivalent) awarded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of doctorate degrees that are awarded to international doctorate candidates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contact with work environment <sup>11</sup>	Percentage of credits given in service-learning activities (e.g. students in community service activities & social work), in relation to total number of credits <sup>10</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of Bachelor students actually doing an internship (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of Master students actually doing an internship (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of Bachelor teaching practitioners from outside the HEI departments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of Master teaching practitioners from outside the HEI departments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of Bachelor degree theses made in cooperation with industry/external organisations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender balance in the transition from students to doctorate graduates <sup>12</sup>	Number of Master degree theses made in cooperation with industry/external organisations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Ratio of female to male students who complete a doctorate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employability	Number of Bachelor graduates who within a period of time [TBD] after graduation are unemployed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of Bachelor graduates who found their first job (after graduation) in the region where the HEI is located	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of Bachelor graduates who within a period of time [TBD] after graduation are enrolled in further study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of Master graduates who within a period of time [TBD] after graduation are unemployed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of Master graduates who found their first job (after graduation) in the region where the HEI is located	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of Master graduates who within a period of time [TBD] after graduation are enrolled in further study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of Master graduates who within a period of time [TBD] after their long first degree graduation are unemployed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of Master graduates who within a period of time [TBD] after their long first degree graduation are enrolled in further study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of doctorate graduates who within a period of time [TBD] after doctorate are unemployed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>9</sup> Adopted from (U Multirank 2018).

<sup>10</sup> Adopted from (U Multirank 2018).

<sup>11</sup> Adopted from (U Multirank 2018).

<sup>12</sup> Adopted from (U Multirank 2018).

	Number of doctorate graduates who found their first job (after doctorate) in the region where the HEI is located	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Number of doctorate graduates who within a period of time [TBD] after doctorate are enrolled in further study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Space for additions and comments</b>									
	Other, namely .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other, namely .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other, namely .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other, namely .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other, namely .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Survey questionnaire for students, teaching staff, QM staff & HEI leadership<sup>13</sup>

Please name the institution you belong to: .....

Please indicate the stakeholder group you belong to

- Students
- Teaching staff (full professors, associate professors, lecturers, etc.)
- QM staff
- HEI leadership (rectors, vice-rectors, faculty deans, study deans, etc.)

**According to your knowledge, WHICH OF THE FEATURES APPLY to the listed PERFORMANCE ISSUES (among them “performance indicators”, “performance capacity indicators” and other complex quality performance-related structures, processes and activities) that can be reported for QUALITY MONITORING & IMPROVEMENT in L&T (e.g. including them in mandatory or non-obligatory reporting requirements, target agreements, rankings etc.)?**

		Indispensable	Useful	Useless	Do not know	Regularly monitored in my HEI	Occasionally monitored in my HEI	Not monitored in my HEI	Do not know
<b>L&amp;T Environment</b>									
Learning resources	Quality of library services (TBDBE <sup>14</sup> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Diversity of courses offered (with respect to topics, class options & sizes, time, place, lecturers, etc.) to guarantee that the study programs can be completed within the regular time period (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Quality organization of study programs (e.g. transparency of entrance requirements/admission regulations, access to classes, average class size, completeness of courses offered compared to the study guide, transparency of the examination system) <sup>15</sup> (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Learning diversity offered with respect to course structures to do justice to different learner types & learning processes (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Opportunity offers for studying abroad <sup>16</sup> (TBDBE) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching resources	Possibility of inclusion of Bachelor study periods abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Possibility of inclusion of Master study periods abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilities & equipment	Quality of lecture halls & seminar rooms (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Quality of IT services (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Quality of laboratory facilities (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supportive environment	Provision of student support to succeed academically (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Quality of learning support services (e.g. tutoring services, writing centre, student exchange centre, learning management system) (TBDBE) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Measures of encouraging contact among students from different backgrounds (social, ethnic, religious, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Provision of opportunities for students to be	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>13</sup> Usually, the answers to these questions should also be cross-checked/corroborated by document analysis.

<sup>14</sup> TBDBE = to be determined by evaluation. As a rule, information sources for the required evaluations may include data and document analysis, focus groups interviews and discussions, expert interviews and (satisfaction) surveys of relevant stakeholder groups etc..

<sup>15</sup> Adopted from (U Multirank 2018).

<sup>16</sup> Adopted from (U Multirank 2018).

	involved socially (TBDBE)								
	Provision of student support for managing non-academic responsibilities (e.g. work, family, etc.) (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Provision of student support for overall well-being (e.g. recreation, health care, sports, counselling, etc.) (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Quality offer of campus activities & events for students (e.g. performing arts, sports events, etc.) (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Quality offer for students to attend events that address important social, economic, sustainability, or political issues (TBDBE) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Equity student support (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Institutional recognition of teaching (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student interactions	Student interactions with students (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student interactions with academic advisors (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student interactions with faculty (e.g. communication, work) outside of class & coursework (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student interactions with student services staff (e.g. career services, student activities, housing, etc.) (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student interactions with other administrative staff & offices (e.g. registrar, financial aid, etc.) (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student experience in discussions with diverse others <sup>17</sup> (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Further education & lifelong learning	Compatibility of studies & work (e.g. flexible models for adapting study times to working hours) (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Recognition of non-academic achievements (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Mediation of motivation for lifelong learning (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stakeholder participation in L&T quality development & evaluation	Student participation in student evaluations of courses & teaching (SECT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student participation in decision-making related to student evaluations of courses & teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Teaching staff participation in student evaluations of courses & teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Teaching staff participation in decision-making related to student evaluations of courses & teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student participation in curriculum development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Employer participation in curriculum development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Teaching Competences &amp; Processes</b>									
Teaching staff workload	Teaching workload of teaching staff (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality teaching & teaching staff engagement	Teaching quality in general (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Teaching staff subject-matter competences (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Teaching staff methodological competences (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Quality organization of course sessions (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Teaching staff respect & interest for students (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Teaching staff encouraging students' autonomous thinking & acting (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Teaching staff pedagogical knowledge & skills (e.g. knowledge of teaching models & learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>17</sup> Adopted from (IUSE 2018).

	processes) (TBDBE)								
	Teaching staff sensitivity to class level & progress (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Teaching staff social competences (e.g. team, communication & leadership competences) (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Fostering sustainability values (social, ecological, economical) (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Teaching staff feedback to students (e.g. on work in progress, test, completed assignments) (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Bedside teaching (medicine) (e.g. concerning mentoring, suitability of rooms & variety of diagnostic techniques applied) <sup>18</sup> (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Integration of pre-clinical/theoretical & clinical courses (medicine) <sup>19</sup> (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Quality skills labs & training centers (e.g. maintenance, accessibility, technical facilities, mentoring) (medicine) (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Teaching staff satisfaction with teaching quality (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Learning Competences &amp; Processes</b>									
Quality learning & student engagement	Student workload (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Course quality (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Activity learning offers (e.g. problem-based learning; research-based learning; internships) (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Training offers to reflect upon student learning approaches (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student experience of learning quality in general (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Provision of training in study skills & self-regulated learning techniques (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Development of student competences of self-learning (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Teaching staff assistance in organising peer learning activities (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Integration of practical experience with patient contact into the study program (medicine) (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Quality flexible learning (flexibility in the requirements, time & location of study, teaching, assessment & certification) (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Quality mobile learning (learning across multiple contexts, through social & content interactions, using personal electronic devices) (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Quality personal (bespoke) learning (TBDBE) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student engagement in general (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Learning Outcomes &amp; Learning Gain &amp; their Assessment</b>									
Constructive alignment of programs/ courses	Clearly formulated intended learning outcomes (e.g. goals of study modules & courses) (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Teaching staff awareness of existing intended learning outcomes (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Design & adjustment of teaching & assessments/examinations to defined intended learning outcomes (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study experience satisfaction	Freshman satisfaction with study experience (TBDBE) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Undergraduate satisfaction with study experience (TBDBE) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Graduate satisfaction with study experience (TBDBE) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>18</sup> Adopted from (U Multirank 2018).

<sup>19</sup> Adopted from (U Multirank 2018).

	Postgraduate satisfaction with study experience (TBDBE) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Alumni satisfaction with study experience/student life cycle (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning gain	Student learning gain in subject-matter competences (TBDBE) (e.g. by comparison of knowledge & skills before & after learning phases) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student learning gain in methodological competences (TBDBE) (e.g. by comparison of knowledge & skills before & after learning phases) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student learning gain in higher-order learning <sup>20</sup> (TBDBE) (e.g. by comparison of knowledge & skills before & after learning phases) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student learning gain in reflective & integrative learning <sup>21</sup> (TBDBE) (e.g. by comparison of knowledge & skills before & after learning phases) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student learning gain in learning strategies <sup>22</sup> (TBDBE) (e.g. by comparison of knowledge & skills before & after learning phases) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student learning gain in quantitative reasoning <sup>23</sup> (TBDBE) (e.g. by comparison of knowledge & skills before & after learning phases) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student learning gain in collaborative learning <sup>24</sup> (TBDBE) (e.g. by comparison of knowledge & skills before & after learning phases) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student learning gain in interdisciplinarity (TBDBE) (e.g. by comparison of knowledge & skills before & after learning phases)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student learning gain in transdisciplinarity (TBDBE) (e.g. by comparison of knowledge & skills before & after learning phases)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student learning gain in social competences (e.g. team, communication & leadership competences; empathy; ability to cooperate; ability to solve conflicts) (TBDBE) (e.g. by comparison of knowledge & skills before & after learning phases) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student learning gain in self-competences (e.g. self-determination; capability of decision & learning; flexibility of action; ability to reflect; sovereignty) (TBDBE) (e.g. by comparison of knowledge & skills before & after learning phases) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Assessment quality	Fairness of assessments/examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timeliness of assessments/examinations		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of assessment/examination formats (TBDBE)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contact with work environment <sup>25</sup>	Possibility of inclusion of internships/ phases of practical experience or external projects in the Bachelor curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Possibility of inclusion of internships/ phases of practical experience or external projects in the Master curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employability	Possibility of inclusion of work experience & elements related to work practice <sup>26</sup> (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Academic & career counselling for students (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>20</sup> Adopted from (IUSE 2018).

<sup>21</sup> Adopted from (IUSE 2018).

<sup>22</sup> Adopted from (IUSE 2018).

<sup>23</sup> Adopted from (IUSE 2018).

<sup>24</sup> Adopted from (IUSE 2018).

<sup>25</sup> Adopted from (U Multirank 2018).

<sup>26</sup> Adopted from (U Multirank 2018).



	Employer satisfaction with graduates (TBDBE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Space for additions and comments</b>									
	Other, namely .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other, namely .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other, namely .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other, namely .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other, namely .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Survey questionnaire for students, teaching staff, QM staff & HEI leadership<sup>27</sup>

Please name the institution/organization you belong to: .....

Please indicate the stakeholder group you belong to

- Students
- Teaching staff (full professors, associate professors, lecturers, etc.)
- QM staff
- HEI leadership (rectors, vice-rectors, faculty deans, study deans, etc.)

According to your knowledge, WHICH OF THE FEATURES APPLY to the listed QUALITY EVALUATION INSTRUMENTS that can be used for QUALITY MONITORING & IMPROVEMENT in L&T?									
		Indispen- sable	Useful	Use- less	Do not know	Regu- larly ap- plied in my HEI	Occa- sional ly ap- plied in my HEI	Not ap- plied in my HEI	Do not know
<b>Teaching Competences &amp; Processes</b>									
Quality teaching & teaching staff engagement	Quality procedures of teaching staff recruitment (e.g. responsibilities; recruitment & selection process) for lecturers & associate professors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Quality procedures of teaching staff recruitment (e.g. responsibilities; recruitment & selection process) for full professors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Teaching staff peer review or participating observation of courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Learning Competences &amp; Processes</b>									
Quality learning & student engagement	Reports generated from Learning Analytics tools such as BlackBoard, Moodle, Desire2Learn (e.g. individual user tracking, course based) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Social network analysis generated from Learning Analytics tools such as SNAPP (Social Networks Adapting Pedagogical Practice) (e.g. visualization of student relationships established through participation in LMS discussions) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Individual & group monitoring generated from Learning Analytics tools such as GLASS (Gradient's Learning Analytics System) (e.g. visualization of student & group online event activity) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Discourse analysis generated from Learning Analytics tools such as COHERE (e.g. visualization of social & conceptual networks & connections) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student self-reports on their dispositions, values & attitudes towards learning, i.e. collection of learner data & pedagogical descriptors (e.g. students' ability in deactivating negative learning emotions, students' learning strategies) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Learning Outcomes &amp; Learning Gain &amp; their Assessment</b>									
Learning gain	Student dashboards & monitoring generated from Learning Analytics tools such as Student Activity Meter (e.g. visualization of student activity for promotion of self-regulated learning processes) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Learning content interaction generated from Learning Analytics tools such as LOCO-Analyst (e.g. providing insight into individual & group interactions with the learning content) (PDRLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>27</sup> Usually, the answers to these questions should also be cross-checked/corroborated by document analysis.

Assessment quality	Student evaluation of assessments/examinations (peer grading)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Peer review or participating observation of student assessments/examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Peer evaluation of assessment/examination protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prediction of student success	Predictive models for student performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Predictive models for student attrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accreditation	Accreditation (external) of study programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Institutional accreditation (external) of QMS in L&T (program accreditation carried out by HEIs themselves)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Space for additions and comments</b>									
	Other, namely .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other, namely .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other, namely .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other, namely .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other, namely .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **ADDITIONAL (PRELIMINARY) FOCUS ON LEARNING ANALYTICS**

### **Survey questionnaire for students, teaching staff, QM staff & HEI leadership<sup>28</sup>**

Please name the institution/organization you belong to: .....

Please indicate the stakeholder group you belong to

- Students
- Teaching staff (full professors, associate professors, lecturers, etc.)
- QM staff
- HEI leadership (rectors, vice-rectors, faculty deans, study deans, etc.)

According to a commonly used definition, '**Learning Analytics is the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimizing learning and the environment in which it occurs**' (Siemens 2011a; HEC 2016, 4).<sup>29</sup>

#### **Is Learning Analytics put into L&T practice at your HEI?**

- Yes
- No
- Cannot answer, because .....

#### **Only if "Yes", i.e. Learning Analytics is put into practice at your HEI, which of the following functions are realized?**

- Supporting concrete pedagogical decisions as actionable results, i.e. (please give some information/detail)  
.....  
.....  
.....
- Supporting the study of learning-related emotions such as enjoyment, curiosity, frustration, or anxiety, & their interactions, i.e. (please give some information/detail)  
.....  
.....  
.....
- Supporting the quality improvement of courses, i.e. (please give some information/detail)  
.....  
.....  
.....
- Supporting the improvement of course design, i.e. (please give some information/detail)  
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.....  
.....
- Supporting the verification of student workload, i.e. (please give some information/detail)  
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.....  
.....

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<sup>28</sup> Usually, the answers to these questions should also be cross-checked/corroborated by document analysis.

<sup>29</sup> Siemens, G. (2011a) Call for Papers of the 1<sup>st</sup> International Conference on Learning Analytics & Knowledge (LAK 2011). Available at: <https://tekri.athabascau.ca/analytics/> (access: 16 May 2018).  
HEC [Higher Education Commission] (2016) *From Bricks to Clicks. The Potential of Data and Analytics in Higher Education*. London: Policy Connect, p. 4.

.....  
 Supporting the monitoring of students learning progress (stages), i.e. (please give some information/detail)  
.....  
.....

Supporting the prediction of student learning effectiveness/success, i.e. (please give some information/detail)  
.....  
.....

Supporting the identification of students failures of study, i.e. (please give some information/detail)  
.....  
.....

Supporting the identification of deficits in learning support for students, i.e. (please give some information/detail)  
.....  
.....

Supporting the identification of deficits in environment support for students, i.e. (please give some information/detail)  
.....  
.....

Supporting the targeted counselling of individual students, i.e. (please give some information/detail)  
.....  
.....

Supporting the improvement of admission & recruitment practices, i.e. (please give some information/detail)  
.....  
.....

Other, namely .....

Other, namely .....

**Only if “Yes”, i.e. Learning Analytics is put into practice at your HEI, in which ways could/can you participate in its development?**  
.....  
.....  
.....

**Only if “Yes”, i.e. Learning Analytics is put into practice at your HEI, which ethical framework or policy for Learning Analytics is available at your HEI (e.g. referring to data privacy, data reliability, control of data access)?**  
.....

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.....  
.....

**Only if “Yes”, i.e. Learning Analytics is put into practice at your HEI, how are appropriate data access controls for different stakeholders ensured?**

.....  
.....  
.....

**What are, in your view, strengths, weaknesses, opportunities & threats of Learning Analytics?**

a) Strengths .....

.....  
.....

b) Weaknesses .....

.....  
.....

c) Opportunities .....

.....  
.....

d) Threats .....

.....  
.....

**What ideas do you have using the strengths to overcome the weaknesses, exploit the opportunities and avoid the threats?**

b) Overcome the weaknesses by/through .....

.....  
.....

c) Exploit the opportunities by/through .....

.....  
.....

d) Avoid the threats by/through .....

.....  
.....