

Principles for processing evaluation data

In 2014, the faculty management team decided to establish a joint evaluation system for the degree programmes at Aarhus BSS. The purpose of this memo is to describe the circumstances under which access may be granted to data and/or special data analyses.

The primary purpose

Aarhus BSS wishes to have an evaluation system that:

- is an efficient pedagogical development tool for teaching staff and teaching teams,
- makes evaluation data available to the teaching staff, the directors of studies and the board of studies, and does this in a cost-effective manner, and
- provides the opportunity for carrying out further analyses and providing information for the management.

The above-mentioned purposes are considered to be relevant criteria when ordering special reports or in other ways requesting access to analyses.

Data ownership

- a) The faculty management team is the formal owner of the data that is collected through the use of the evaluation system for courses at Aarhus BSS.
- b) The evaluation team at the Centre for Teaching and Learning (CTL) collects, administers and analyses raw data. Raw data is stored at CTL and raw data remains at CTL (though see the section on *Access for researchers*).
- c) At CTL the only persons with access to raw data are those who are involved in (i) the maintenance and operation of the system, (ii) the ongoing development of digital course evaluations at Aarhus BSS, including the system and question bank for questionnaires, and (iii) standard and special analyses. (Approximately 3-4 people).
- d) The faculty management team, board of studies, directors of studies, department heads, course coordinators and the Centre for Teaching and Learning have access to carry out special reports from the raw data (see more under *Special analyses*).

Types of analyses, including standard analyses

Three types of analyses can be carried out on the basis of evaluation data.

- a) Standard analyses are the analyses that are automatically carried out. That is to say:
 - a. Course reports for each course evaluation (lectures, seminars, classroom instruction, supervision).
 - b. Aggregated reports with key figures for the director of studies and board of studies.
- b) Special reports are analyses carried out by CTL that go beyond the scope of the standard analyses. An example could be an aggregated report on evaluations over time or a breakdown of data based on gender or similar accessible background data. (See *Special analyses*)

- c) Analyses for research purposes (see *Access for researchers*).

Finally, the following should be noted: A report is automatically generated following each course evaluation (i.e. a standard analysis). The automatic recipient of the report can be seen in the procedure.

Special analyses (special reports)

Special reports are the analyses that go beyond the standard analyses (as these are described above). These analyses are ordered from the evaluation team at the Centre for Teaching and Learning (CTL) (kursusevaluering.bss@au.dk), who also carry out the analyses.

As a rule, the faculty management team, board of studies, department heads and course coordinators etc. have unlimited access to order relevant special reports. Analyses are carried out in so far as they are relevant in relation to the area of responsibility in question. Table 1 contains an overview of the persons who can request special reports and the respective level. For example, a member of teaching staff will have access to order special analyses for the evaluation data that concerns his/her course, but not a colleague's course. This does not preclude teaching staff from exchanging course evaluations. This section only concerns the question of who has access to *order* special reports. Another example is a director of studies who has access to special reports for all courses within his/her area of responsibility, but who does not have access to order special reports outside of his or her own area of responsibility. But again, this does not preclude that the person in question receives access to special reports for other areas; it only excludes the person in question from *ordering* such special reports.

		Aggregated figures at degree programme level	Aggregated figures for courses	Individual course
Faculty management team	Data at <i>degree programme level</i> which concerns the faculty management team's area of responsibility. Ordering of analyses takes place via the vice-dean for education.	X		
The School Board of Studies	Data on <i>degree programme level</i> which concerns the school board of studies' area of responsibility. Analyses are ordered via the vice-dean for education or chairman of the board of studies.	X		
Vice-dean for Education	Data relating to the vice-dean for education's area of responsibility.	X	X	X
Department Head	Data concerning courses held at the department in question.	X	X	X
Director of Studies	Data concerning courses under the director of studies' area of responsibility.	X	X	X
Programme board of	Data relating to the board of studies' area of responsibility.	X	X	X



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studies	Analyses are ordered via the chair of the board of studies.			
Centre for Teaching and Learning	Data that has relevance for developing the quality of teaching at Aarhus BSS.	X	X	
Course Coordinator	Data relating to courses under his/her area of responsibility		X	X
Members of teaching staff	Data relating to own course evaluations.			X ^a
Students with a seat on the programme board of studies	As a general rule, these students only have access to figures which are discussed in the programme board of studies			(X)
Students	As a general rule, students only have access to the figures that a member of teaching staff and/or board of studies chooses to publish.			(X)
External parties	May apply for access via the above.			

a) A standard report is automatically generated and received by the lecturer in question receives.

Access for researchers

Upon application access may be given to raw data for applicants who wish to use the data in relevant research

- a) Access is granted after an application that describes the following: (i) research questions, (ii) intended analyses and (iii) specification of the intended scientific journal for publication of the research.
- b) A special committee considers research applications. The committee has three members: The vice-dean for education, the chair of the School Board of Studies and the centre director at The Centre for Teaching and Learning. The committee itself determines the specific criteria for approval of projects. Data may only be used for the approved project.
- c) Researchers can only be given access to raw data in which information on the names of members of teaching staff and students is anonymised. The researcher will be subject to a duty of confidentiality.