



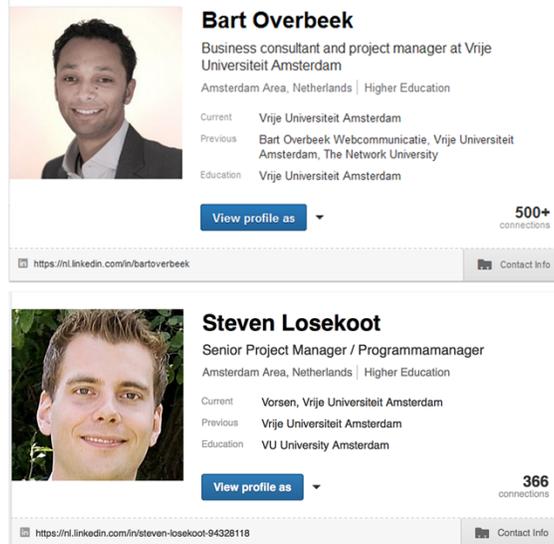
We will present a solution allowing program management in education to actively take control of their data

CONTENTS

- 1) Introduction
- 2) Context of the project
- 3) Approach
- 4) Previous method of data collection
- 5) Our solution: Academic Structure & Content Modelling Environment (ASCME)
- 6) Experiences & challenges
- 7) Future development

We'll first introduce ourselves; then we'll briefly describe the context of the project to develop and implement our application and how we went about. We'll finish with some thoughts on our experiences up until now and the challenges we face

INTRODUCTION BART & STEVEN



The image shows two LinkedIn profile cards. The top card is for Bart Overbeek, a business consultant and project manager at Vrije Universiteit Amsterdam, with 500+ connections. The bottom card is for Steven Losekoot, a Senior Project Manager / Programmamanager at Vrije Universiteit Amsterdam, with 366 connections. Both profiles list their current and previous roles and education at Vrije Universiteit Amsterdam.

Bart Overbeek
Business consultant and project manager at Vrije Universiteit Amsterdam
Amsterdam Area, Netherlands | Higher Education
Current: Vrije Universiteit Amsterdam
Previous: Bart Overbeek Webcommunicatie, Vrije Universiteit Amsterdam, The Network University
Education: Vrije Universiteit Amsterdam
500+ connections
<https://nl.linkedin.com/in/bartoverbeek> Contact Info

Steven Losekoot
Senior Project Manager / Programmamanager
Amsterdam Area, Netherlands | Higher Education
Current: Vorse, Vrije Universiteit Amsterdam
Previous: Vrije Universiteit Amsterdam
Education: VU University Amsterdam
366 connections
<https://nl.linkedin.com/in/steven-losekoot-94328118> Contact Info

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ENABLING MANAGEMENT IN EDUCATION TO TAKE OWNERSHIP OF THEIR OWN DATA

Student & Educational Affairs

My name is Bart Overbeek; I work as a business consultant in the central student and educational affairs department, with a focus on educational logistics, course enrolment and timetabling.

INTRODUCTION

HISTORY VRIJE UNIVERSITEIT AMSTERDAM

Vrije Universiteit Amsterdam

Founded as a private university on October 20, 1880



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ENABLING MANAGEMENT IN EDUCATION TO TAKE OWNERSHIP OF THEIR OWN DATA

Student & Educational Affairs

The Vrije Universiteit is located in the heart of one of the main business areas of Amsterdam, the Netherlands. The name Vrije Universiteit means ‘free university’, which derives from the fact that the university was founded originally by protestant academics who feared that Dutch government and law would interfere with the contents of theology education. Thus the university was founded free of ties to the Dutch government and funded privately. Nowadays the university is largely funded by government but still holds on to a vision of religious freedom, diversity and social responsibility.

INTRODUCTION

FACTS VRIJE UNIVERSITEIT AMSTERDAM

Research

10 faculties
16 interdisciplinary research domains
433 promotions in 2015

Education

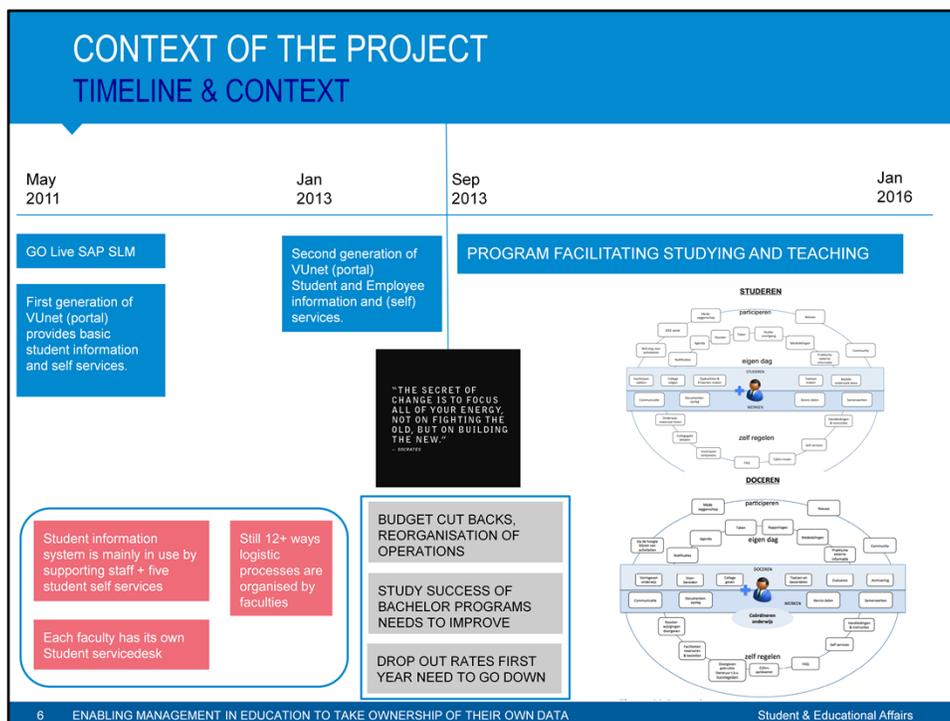
Approx. 25.000 students
45 bachelor
3 HBO-masters
91 masters, within 46 English
15 research masters, within 13 English
Contract-education
Higher education for adults



Staff

Approx. total internal employees: 4,700
3,000 Research and education staff
1,700 Support staff

In its 135 years of existence it has grown to a sizable university, comprising 10 faculties. We offer approximately 150 programs – bachelors, masters and premasters and we have around 25,000 students. We offer different kinds of programs: our regular programs include 45 bachelor's programmes and about 90 master's. additionally various faculties offer post graduate programs.



Brief overview of the background: in May 2011 we went live with SAP student lifecycle management as a replacement to our student information system. At the same time we launched our first version of a web portal we call VUnet. – student information and several services made accessible.

After release: SAP SLcM is used mainly by administrative and supporting staff; upon go live of the portal we started with five self services for students that had a connection with SLcM, mostly related to admission to programs, course enrolment and publication of grades. Many administrative processes were standardized during the implementation of SLcM. However, at the time we had 12 faculties, each with their own student service desk, and each with their own ways of organizing logistics, timetabling and course enrolment.

Steven – reorganisatie, alle domeinen, doelen van OSD: verbeteren studentsucces

CONTEXT OF THE PROJECT PROGRAM / PROJECT MOTIVATION

Realize the digital preconditions off/for

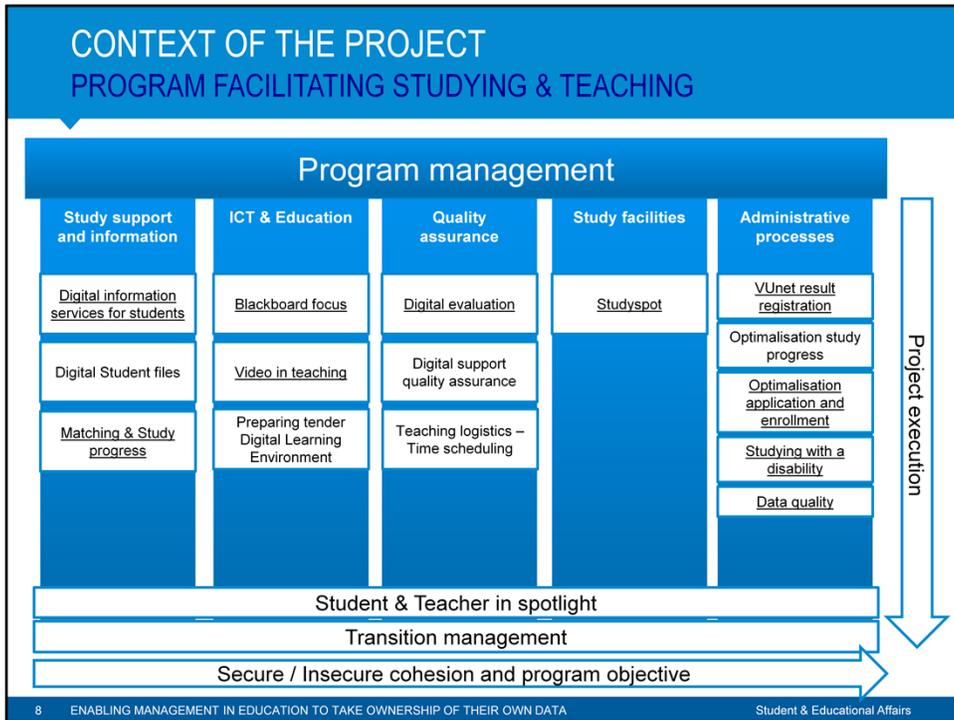
- Desired changes and economic cuts
- Professionalizing student oriented support
- Reorganization of student oriented support

Education Agenda:

- Positive contribution to study performance
- Bachelor and Master education innovation
- Improvement quality assurance
- Rise on ranking NSE (Dutch Student Questionnaire)

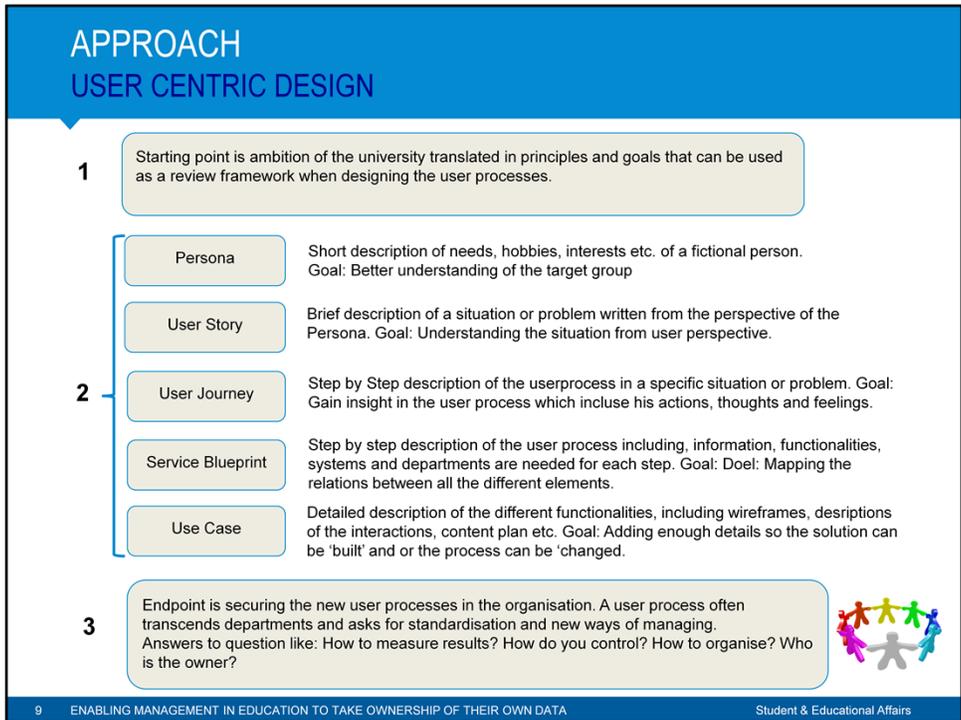
Or to put it simple: improve the quality of Services & Education and reduce the costs.

So a brief overview of the context of the program: we realized that too much of the budget was spent on supporting staff, compared to the amounts spent on academics. We needed to restore this balance and increase the amount of budget available for academics while reducing the flow to supporting staff. Additionally we were confronted with a relatively high number of students dropping out in the first year of their programme, relatively low numbers successfully completing bachelor's programmes within 4 years and a low satisfaction rate among students regarding the quality of support. In short, the mission for the university was to improve the quality of our programmes, and to reduce the administrative costs in the process.



Description of the program: Steven

As you see, within a short period of time we've developed quite some applications and implemented changes to both our supporting services and the applications we use to provide support. If you want to know more about the program, the different projects and applications that we developed around SLcM and our experiences, please let us know after this presentation. We were involved in most of these projects and will be happy to provide more information.



With application development we often find that design and development takes place with a main focus on the student, or other end users. But in practice the end user is often forgotten during the design and development phases. To ensure that our applications suit the end users needs, we took an active approach of putting the user at the center of our projects. What especially helped was to create service blueprints where we discussed the ideal process for and service to students with faculty staff and students. Using this tool makes visible that for each step you need to provide certain information, that someone must perform actions and that you need systems to present information and services.

For example: take a random student who has a study delay and who needs to take action. Three locations to find relevant information, two systems needed to take action and three organizational units involved in handling the students case. Provides good overview of everything involved step per step.

APPROACH EXAMPLE PERSONA

Karla Philips

Docente Vennoetschapsrecht



Leeftijd 46

Persoonlijkheid

Analytisch, gestructureerd, netwerkw

Karla Philips (46) woont in Amstelveen, met haar partner Richard van Dam (53), haar dochter Anne (17) uit een eerder huwelijk en (om de twee weken in het weekend) Richards zoon Yuri (16). Richard is partner bij een van de grote advocatenkantoren op de Zaanen.

Karla is sinds een jaar of tien verbonden aan de VU. Ze hoort al een tijdje over nieuwe mogelijkheden die ze als docente krijgt om haar werk te doen en heeft met sommige veranderingen ook al wat ervaring opgedaan. Dit was nog een valsestart succes en is er zeker niet dagelijks mee bezig te veel metrtek en processen en digitale is alleen maar balast voor haar dagelijkse werk. Maar op zich valt de digitalisering van haar werk in goede aarde. Ze doet privé ook alles online, dat haar dat kinderen zo'n beetje online leven – de VU moet gewoon met zijn tijd mee, vindt ze.

Maar dat niet alleen, het stroomlijnt een heelboel processen, dus dat moet efficiënter zijn. Neem de digitale cijferregistratie: niet makkelijk om aan te werken, maar een enorme verbetering. Veel minder verwarring, beter terugvinden, studenten hebben sneller inzicht en zijn zelf ook. Dat heeft het leven makkelijker gemaakt.

Ze heeft begrepen dat ook het opzetten van haar vakbalei en de feedback van studenten digitaal ondersteund gaat worden. Dat is heel fijn, want dat maakt dat ze er meer mee zal kunnen. De laatste tijd zal ze met haar ogen zien hoe de evaluaties van haar vak steeds als render goed worden. Waar het precies aan ligt? Ze heeft er slechts een vaag idee van. Doordat er een feedbackloop wordt ingebouwd, zal ze meer concreet terugkrijgen waar het schort.

"De VU gaat met zijn tijd mee, en dat moet ook. Hoewel het niet altijd van een leien dakje gaat, is het over de hele linie een stuk makkelijker. Digitale processen lopen soepeler. Er ik heb zo veel meer inzicht waar ik mijn onderwijs op kan aanpassen. Zo haal ik veel meer uit mezelf, mijn colleges én uit mijn studenten."

Tegelijkertijd merkt ze dat het digitaal evalueren nog niet zonder slag of toed gaat. Er waren lit nog te regelmatig te weinig respondenten, de resultaten zijn nog niet altijd even helder. Kortom, er zijn nog wel wat knelpunten op te lossen.

Dat gezegd hebbende... ze realiseert zich dat haar onderwijs al erg lang op dezelfde manier aanleef. Misschien, zo denkt ze, moet ik mijn colleges eens herontwerpen. Opnieuw uitvoeren. Niet per se volledig vernieuwen (dat kan natuurlijk niet anders), maar de manier waarop ze te werk gaat, dat zou misschien wel anders kunnen. Beter gebruik maken van Blackboard, misschien van video's om studenten sneller op een bepaald basisniveau te krijgen. Daar moet ze toch even nadenken, ernee leren werken.

Waar ze ook veel van verwacht ze kan straks deelnamecijfers inzien, voordat haar colleges starten. Ze zelf dan of er studenten doestroom met een functiebeperking, en in welke studierolprofielen de verschillende studenten vallen. Zo heeft ze ook daarmee handvatten om haar onderwijsniveau aan te passen. Natuurlijk! Het is op basis van de studierolprofielen weet dat groepen studenten op sommige momenten wel extra voorbereiding of handvatten nodig hebben.

Natamhin te ze wel bij dat de docenten nog wel ondersteuning houden van het onderwijsbureau, dat het niet alleen maar digitaal is, wat de klok slaat. Soms is het immers toch ook fijn om bij het onderwijsbureau lang te lopen om meteen een antwoord te krijgen op een vraag, of gewoon even met iemand van gedachten te kunnen wisselen.

Voor haar dagelijkse werk heeft Karla nodig

- Overzicht deelnemers, inclusief bijzondere omstandigheden (functiebeperking) en studierolprofiel
- Eenvoudig inzien en afhandelen administratieve processen (officiële)
- Realtime input over verbetering van en doelen
- Hulp bij nieuwe instrumenten en -methoden, zoals video

Karla verwacht van de VU:

- Eenvoud en goede werking van alle digitale middelen die processen moeten ondersteunen
- Voldoende inzicht in wat is wanneer moet doen om (digitale) processen goed te laten verlopen
- Makkelijke toegang tot hulp als ik er niet uitkom – digitaal, maar vooral ook persoonlijk. Snelle, persoonlijke ondersteuning van het studietoelbidsbureau.

De VU wil dat Karla:

- Kwaliteit van eigen lesgaven wil verbeteren
- Inzicht heeft in studierolprofielen van groepen studenten in haar college, en daar op inspanne met haar onderwijsvormen
- Nabeski over en aan de dag gaat met onderwijsveranderingen
- Op een gestructureerde wijze zaken invoert, zodat we ons onderwijs kunnen verbeteren
- Maar tijd heeft voor onderwijs, doordat wij zorgen dat processen gestroomlijnd en efficiënter verlopen

Vrije tijd en mediagebruik

Wandelkaartjes en eintpost. Daar gaat of men bij Spaans leuken is (voornamelijk) en naar klasmaten consumenten (Black, Spotify, etc.). Leest 3 kranten (Volkskrant, NRC en Trouw) en artikelen uit online- en demobilisten via Blendle. TV: Zeehulpe, maar ook Suite en House of Cards op Netflix.

Vaardigheden, eigenschappen en beslisgedrag



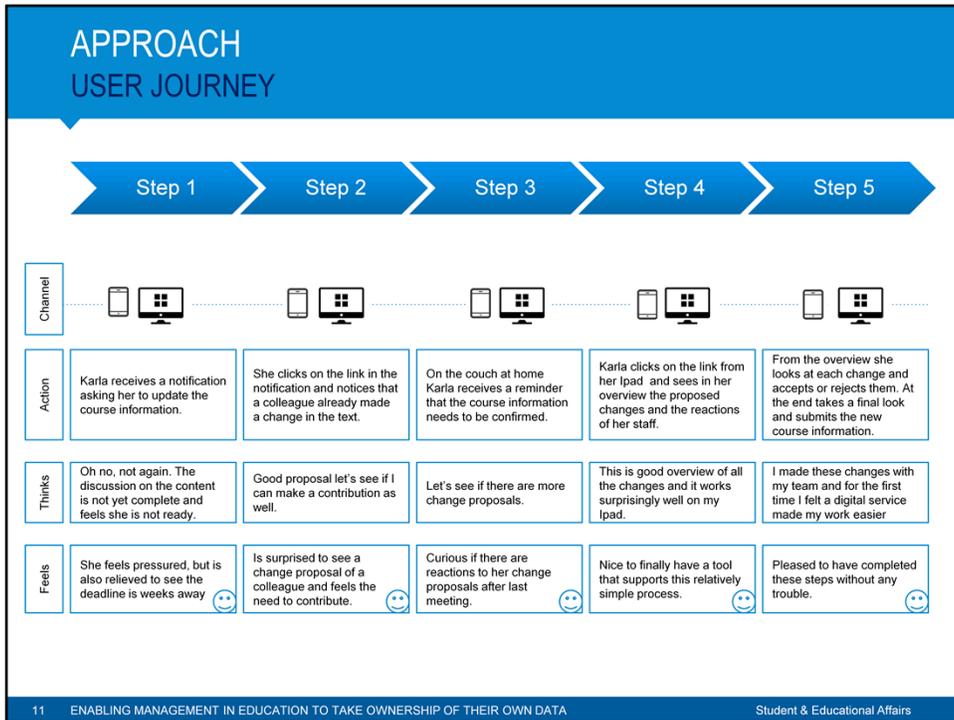
Internetgebruik

Een zware internetgebruiker is Karla niet, al loopt het snel op. Al met al is ze zo'n 2-3 uur per dag online. Veel tijd is ze kwijt met mail en het bijhouden van vakliteratuur online. Verder boekt en shoppt ze regelmatig online.

Apparaten

Karla gebruikt een smartphone en een tablet, vooral thuis en in de trein of bus. Ook gebruikt ze haar tablet om besprekingen voor te bereiden. Op haar laptop werkt ze ook.

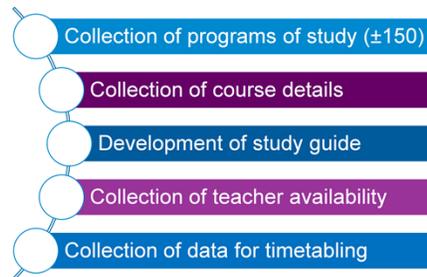
Persona: fictional person that we use to walk through processes. Especially important were to list expectations of the teacher towards the university and vice versa. We used these in discussions with the target groups. When you further use the persona in working out a service blueprint it helps because you realize that the personal



User journey; this is an example, where you see step by step descriptions of what the fictional person does, thinks and feels throughout the process.

PROGRAM PREPARATION ACADEMIC STRUCTURE

ASCME: Academic Structure & Content Modelling Environment



Now on to an example of the applications we developed. ASCME: academic structure & content modelling environment. In preparation for each new academic year program management and course coordinators must provide data on the content of their programs and courses for the following year: following data

PROGRAM DEVELOPMENT DATA COLLECTION METHODS

The screenshot displays a presentation slide with a blue header containing the text "PROGRAM DEVELOPMENT DATA COLLECTION METHODS". The main content area shows a computer screen with several overlapping windows:

- A spreadsheet window titled "Roosterformulier eerste semester 2014-2" showing a course schedule with columns for course code, name, credits, and dates.
- A form window titled "Roosterformulier 2014-2015" with fields for name, email, and questions.
- A window titled "Schedule information form first semester 2014-2" with a list of courses and checkboxes for selection.
- A window titled "Transnational Organizations in a Global World" with a table of course details.

At the bottom of the slide, there is a footer with the following text:

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Steven: we see a lot of diversity in the ways information is provided to students, but when you look at the ways we collect data to inform our students, we see the same happening.

With the context we just described in the back of our minds you see several opportunities for improvement. Improving service to program management, decreasing administrative work to lower costs and to improve the data quality to improve the information we provide to students and academics.

**DATA COLLECTION
PREVIOUS SITUATION**

PROCESS	TECHNIQUE
<ul style="list-style-type: none"> • Decentralised process • Diversity in collection methods and tools • Organization of data collection and used deadlines vary across departments • Administrative staff is made responsible for (timely delivery of) academic content • Large numbers of changes after deadlines and lack of data quality • Problems in planning, logistics and communication 	<ul style="list-style-type: none"> • SAP-SLcM academic structure is the backbone for data • Management of academic structure is complex, error prone and not user friendly • Management of academic structure requires manual editing and copy-pasting of content • Data in academic structure is transferred to many essential applications (VUnet, Blackboard, Syllabus+) • Data is inaccessible to academic staff

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To give you a bit more insight in what we wanted to change, let us briefly show you some details of our previous data collection processes and the applications we used.

Decentralized, 10 different methods, with 10 different timelines and a variety in responsibilities

Academics have no access to necessary data to prepare their programs and courses; information needed to be delivered to them and they were dependent on supporting staff and deficient reports.

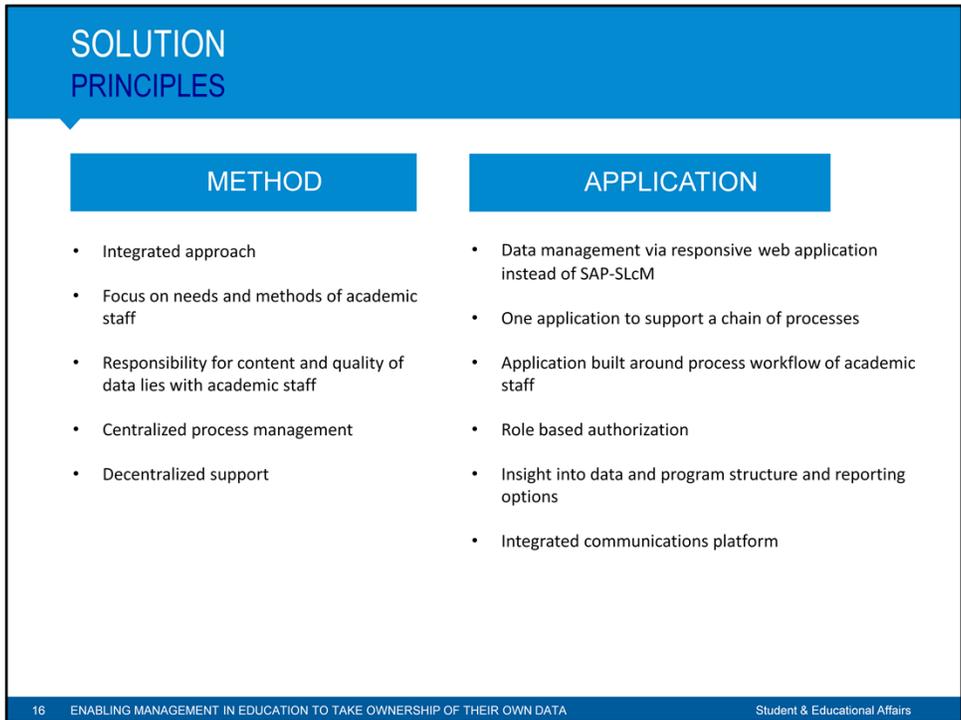
When looking at the technique – Steven – two-face: on the one hand we have SLcM as backbone and owner of data, and on the other hand we hired an external party (that I am now representing as well) to develop an application to make data accessible and user friendly

DATA COLLECTION OBJECTIVES

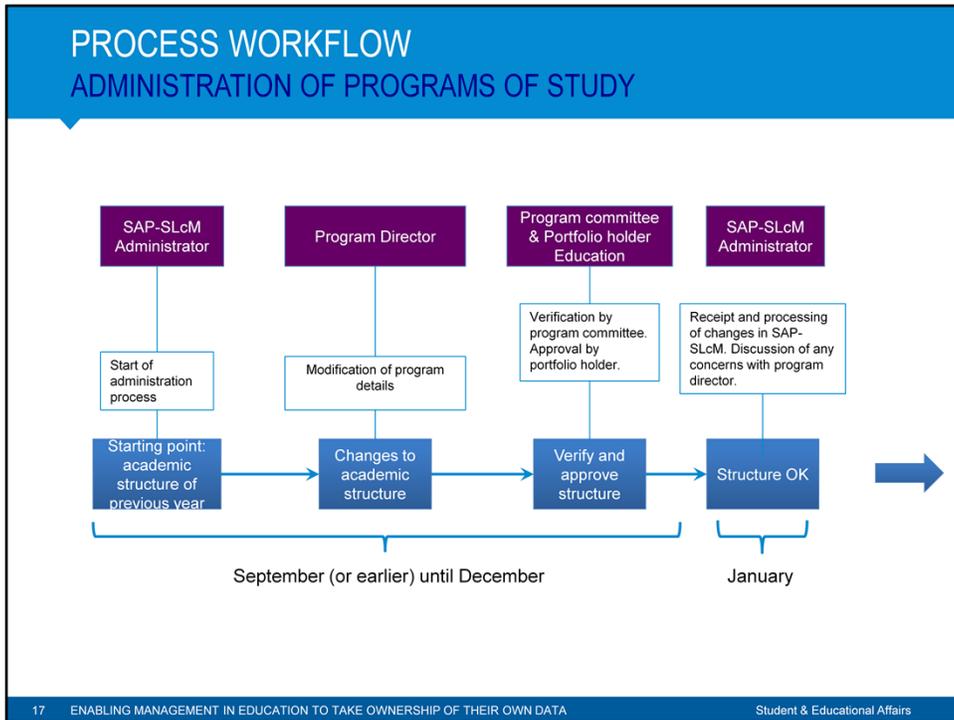
An **integrated service** that allows **academic staff, program management and supporting staff** to optimally manage administrative processes for **program development, course descriptions and timetabling data**, and to improve the **data quality**.



So in short: these were the objectives for ASCME: to make sure that relevant data is available on time for all relevant parties, to decrease the involvement of supporting staff in registering data and thus to increase control and ownership among program management while reducing administrative costs.

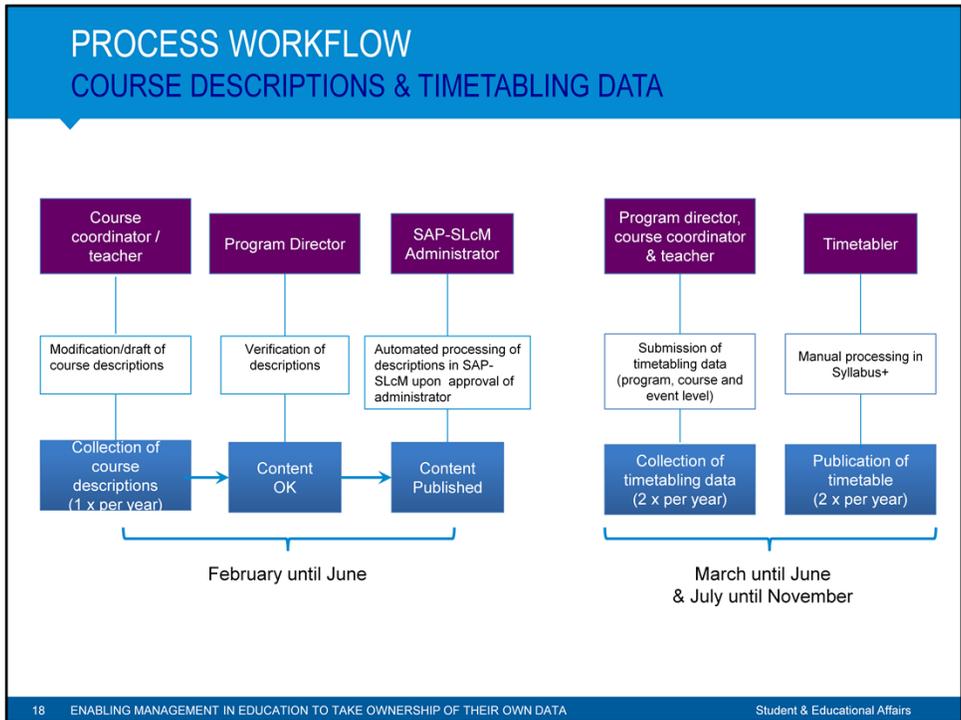


We described several of our design principles in the past sheets; for us the most important principles were to create one integral solution, to place responsibility where it belongs, and to support the logistical chain of processes from a user perspective.



We identified three phases in the chain of academic program development that we summarized in three work flows:

- first of all the development of programs of study, where the program management defines the contents of the curriculum



the second phase covers the collection of course descriptions to be published in the study guide and the third phase where data is collected for the timetablers. This phases occurs twice per year, once for each semester.

Steven: it's important to understand that the workflow is flexible and the application supports different settings: authorizations and roles are flexible, also within the university. You can allocate the same role to different functionaries within the organization.

APPLICATION PROGRAM DIRECTOR - DASHBOARD

Dashboard

DASHBOARD - WELCOME BACK OPLEIDINGSDIRECTEUR (DEMO)

Feedback (pilot)

For questions we recommend you to consult with the contact person your faculty. Remaining questions and/or remarks can be send to sim@vu.nl

My studies

Course	Role	Actions
B_Criminology	Docent, Coördinator	View all my studies (1)

Search for something else

My changes

Change	Timestamp	Actions
B_Criminology OLD	2 hours ago	
B_Criminology test	17 days ago	
B_Criminology Text	25 days ago	View all my changes

Ultragen Academische Structuur (UAS) | [FAQ](#) | [Manual](#) | Frontend: 524 | Backend: 518

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Let's have a look at the time.

A question for you: do you recognize these three phases? And do you have examples of how you support these phases?

APPLICATION PROGRAM DIRECTOR – PROGRAM DESCRIPTIONS

The screenshot displays a web application interface for a program director. At the top, there is a blue header with the text "APPLICATION PROGRAM DIRECTOR – PROGRAM DESCRIPTIONS". Below this is a browser window showing the VU logo and navigation elements. The main content area is titled "Dashboard" and "B CRIMINOLOGY" for the year "2016-2017". It features a navigation menu with options like "General", "Descriptions", "Extra", "Credits", "Diploma", "Relations", "Schedule data", "Structure", "Changes", "Groups", and "Courses". The "Descriptions" tab is active, showing three sections: "9101. Official name (diploma, diplomasupplement, gradelist)", "9102. Long Name (studyguide, diplomasupplement)", and "9104. Structure of training (diplomasupplement)". The "9104" section contains a detailed text description of the Bachelor's programme in Criminology. On the right side, there is a "FEEDBACK" section with a "Comments" tab and a "History" tab. The "Comments" tab is active, showing a text input field and a "Post" button, with a message "No comments found".

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APPLICATION PROGRAM DIRECTOR – PROGRAM STRUCTURE

The screenshot displays a web application interface for managing program structure. The main content area shows a list of courses for 'B CRIMINOLOGY' in the 2016-2017 academic year. The table below summarizes the course data shown in the interface.

Name	Description(s)	Credits	Periods
RBC_C1_C B1C1 B Criminology compulsory		6	1 2 3 4 5 6 7
R_Mi.pblLr Introduction to Constitutional and admin		6	1 2 3 4 5 6 7
R_BegstrR Introduction to Criminal Law		6	1 2 3 4 5 6 7
R_Mi.crimC Introduction to Criminology		6	1 2 3 4 5 6 7
R_Mi.inechR Introduction to Law and Legal Science		6	1 2 3 4 5 6 7
R_Mi.psy Introduction to Psychology		6	1 2 3 4 5 6 7
R_Mi.socio Introduction to Sociology		6	1 2 3 4 5 6 7
R_Taltoets Language Test		6	1 2 3 4 5 6 7
R_Actid.rec Law Enforcement Agencies		6	1 2 3 4 5 6 7
R_Mentorat Mentoraat/Tutoraat		6	1 2 3 4 5 6 7
R_ProjC Project criminologie		6	1 2 3 4 5 6 7
R_StatI Statistics I		6	1 2 3 4 5 6 7
R_StatII Statistics II		6	1 2 3 4 5 6 7
RBC_C2_C B1C2 B Criminology compulsory		6	1 2 3 4 5 6 7
RBC_C3 B1C3 B Criminology		6	1 2 3 4 5 6 7
Rhen_Heours Law Honoursprogramme		6	1 2 3 4 5 6 7

The interface also includes a 'FEEDBACK' section on the right with a 'Comments' tab and a 'History' tab. The 'Comments' section currently shows 'No comments found'.

APPLICATION PROGRAM DIRECTOR – PLAN BOARD

The screenshot displays a web application interface for a program director's plan board. The interface is titled "RIB_CRM B CRIMINOLOGY" and shows a dashboard for the "2016-2017" academic year. A yellow banner at the top of the content area reads "No advice yet from education commission". Below this, the main content is organized into a grid of course cards for the "First year bachelor's programme in Criminology (60 (00))". The grid is organized into semesters P1 through P7. Each card displays the course name, a progress indicator (0% or 5 EC), and a status icon.

Semester	Course Name	Progress	Status
P1	Introduction to Criminology	0%	5 EC
P2	Introduction to Criminal Law	0%	5 EC
P3	Law Enforcement Agencies	0%	5 EC
P4	Introduction to Psychology	0%	5 EC
P5	Introduction to Constitutional and...	0%	5 EC
P6	Statistics I	0%	5 EC
P7	Statistics II	0%	5 EC
	Introduction to Sociology	0%	5 EC
	Introduction to Law and Legal Science...	0%	5 EC
	Project criminologie	0%	5 EC

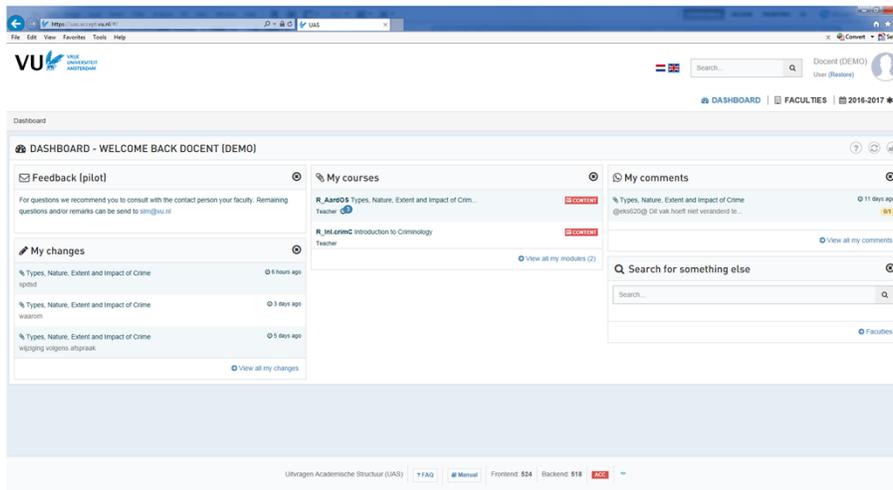
APPLICATION PROGRAM DIRECTOR – OVERVIEW OF CHANGES

The screenshot displays the VU application program director interface. The main content area shows a list of changes for the Criminology program, including course links, offerings, and updates. A modal window is open, displaying details for a specific change: 'Approve academic structure: 8 Criminology'. The modal lists several items:

- Minor Brain and Mind**: Course link (152 days ago), Course removed: (06411133) Mind and Machine. Action: **Removed**.
- Human Rights and Migration: Current Issues**: Offering (148 days ago), Movement to offering period: Periods 4 → Periods 3. Action: **Updated**.
- Statistics II**: Offering (148 days ago), Movement to offering period: Periods 2 → Periods 3. Action: **Updated**.
- Statistics I**: Offering (152 days ago), Movement to offering period: Periods 2 → Periods 3. Action: **Updated**.
- Introduction to Criminology**: Offering (153 days ago), Movement to offering period: Periods 1 → Periods 4. Action: **Updated**.

The background interface shows a dashboard for the 'B CRIMINOLOGY' program, with a '2016-2017' academic year selected. The dashboard includes a 'No advice yet from education commissio...' notification and a table of course offerings with their respective statuses (e.g., 0% or 5 EC).

APPLICATION COURSE COORDINATOR - DASHBOARD



The screenshot displays a web browser window showing the VU Course Coordinator Dashboard. The browser's address bar shows the URL <https://docent.wvu.nl/>. The dashboard header includes the VU logo, a search bar, and the user profile for 'Docent (DEMO)'. Navigation links for 'DASHBOARD', 'FACULTIES', and '2016-2017' are visible. The main content area is titled 'Dashboard' and 'DASHBOARD - WELCOME BACK DOCENT (DEMO)'. It features three primary sections: 'Feedback (pilot)', 'My courses', and 'My comments'. The 'Feedback (pilot)' section contains a message about consulting with the contact person and a link to send questions to sim@vu.nl. The 'My courses' section lists two courses: 'Types, Nature, Extent and Impact of Crime...' and 'Introduction to Criminology', both with 'Continue' buttons. The 'My comments' section shows a comment from 'Types, Nature, Extent and Impact of Crime' with a '5/5' rating and a 'View all my comments' link. A search bar for 'Search for something else' is also present. At the bottom, there are links for 'Ultragen Academische Structuur (UAS)', 'FAQ', 'Mensen', 'Frontend 524', and 'Backend 618'.

APPLICATION COURSE COORDINATOR – COURSE INFORMATION

The screenshot shows a web application interface for course information. At the top, there is a navigation bar with the VU logo, a search bar, and user information for 'Docent (DEMO)'. Below this, a breadcrumb trail reads 'Dashboard > Introduction to Criminology'. The main content area is titled 'R_INL_CRIM INTRODUCTION TO CRIMINOLOGY' and includes a 'FEEDBACK' section with a 'Comments' tab and a 'History' tab. The 'Comments' section is currently empty, displaying 'No comments found'. The course details are organized into sections: 'General', 'Description(s)', 'Methods', 'Extra', and 'Studies'. The 'General' section lists the following information:

- Faculty: 1400 Faculteit der Rechtsgeleerdheid
- Studies: RI_Crim B Criminologie
- Teacher: Docent (DEMO) Dr. J. van Wijk, Huismans, W.
- Coordinator: Huismans, W., Vakcoördinator (DEMO)
- Examiner: Huismans, W.
- Level: 100
- Teaching methods: Workgroup, Lecture
- Status: **Openbaar**
- Optimum: 6
- Ontwerp: 1 2 3 4 5 6 7

At the bottom of the page, there is a footer with the text 'Ultragen Academische Structuur (UAS)', a 'FAQ' link, a 'Menu' icon, and course identifiers 'Frontend 524' and 'Backend 618'.

APPLICATION COURSE COORDINATOR – COURSE DESCRIPTIONS

The screenshot displays the VU course coordinator application interface. At the top, there is a navigation bar with the VU logo, a search bar, and user information for 'Docent (DEMO) User (History)'. Below this, a breadcrumb trail shows 'DASHBOARD | FACULTIES | 2016-2017'. The main content area is titled 'Introduction to Criminology' and includes a search bar and tabs for 'General', 'Description(s)', 'Methods', 'Extra', and 'Studies'. The 'Description(s)' tab is active, showing a list of course descriptions:

- 9102. Long name [studyguide, diplomasupplement, gradelist] - STRUCTURE**
 - Introduction to Criminology
 - Inleiding criminologie
- 9103. Remarks [studyguide]**
 - Opmerkingen bij de studiegegevens
- 9104. Purpose [studyguide]**
 - Het vak Inleiding criminologie beoogt een eerste kennismaking te bieden met de verschillende velden en thema's waar de criminologie zich mee bezig houdt. Na afsluiting van dit vak dient de student inzicht te hebben in de belangrijkste criminologische begrippen en theorieën, methoden van dataverzameling, reacties op criminaliteit en de rol van criminologisch onderzoek.
 - Aangepast tekst als vakcoördinator, test
 - Test test test
- 9105. Contents [studyguide]**

On the right side of the interface, there is a 'FEEDBACK' section with 'Comments' and 'History' tabs. The 'Comments' tab is active, showing a search bar and a message: 'No comments found'.

At the bottom of the page, there is a footer with the text: '26 ENABLING MANAGEMENT IN EDUCATION TO TAKE OWNERSHIP OF THEIR OWN DATA Student & Educational Affairs'.

APPLICATION COURSE COORDINATOR – EXTRA COURSE DETAILS

The screenshot displays the 'VU' (Vrije Universiteit Amsterdam) Course Coordinator application interface. The main content area is titled 'INTRODUCTION TO CRIMINOLOGY' for the 2016-2017 academic year. The 'Extra' tab is selected, showing various course settings. On the left, there are fields for 'Education language' (Dutch), 'Level' (100), and 'Validity of results in years' (50). Below these are sections for 'Contracthours' and 'Dependencies'. The 'Dependencies' section contains a grid of toggle switches for various options: 'No enrollment required', 'Digital evaluation', 'Syllabus rostering', 'Extra curricular', 'Self enrollment', 'Export to web', 'Result on gradeslist', 'Auto. exam registration', 'Copy intermediate grades', 'Digital exams', 'Digital grades', 'Check credits', 'Minorstudents', 'Contractors', and 'Exchange'. A 'Save' button is located at the bottom right of the settings area. On the right side of the interface, there is a 'FEEDBACK' section with 'Comments' and 'History' tabs. The 'Comments' tab is active, showing a text input field and a 'Post a reply...' button, with a message below stating 'No comments found'. The footer of the application includes the text 'Uitragen Academische Structuur (UAS)', navigation links for 'FAQ', 'Manual', 'Frontend S24', and 'Backend S18', and the page number '28'. The overall page layout is clean and professional, with a blue header and footer.

Many of these details were previously hidden in SLCM

APPLICATION EXPERIENCES & CHALLENGES

ACADEMIC STAFF	SUPPORTING STAFF
<ul style="list-style-type: none"> Anxious attitude towards new development, especially IT Large differences in acceptance among programs and faculties Commitment and support from higher management, but not so much from teaching staff 'This is an administrative task' 	<ul style="list-style-type: none"> Glad that substantive responsibility is returned to academic staff, but... Anxious to let go of control Changing role: from administration to process management and support of academic staff 'What's in it for us?' Supporting staff uses application to check and modify academic structure instead of SAP-SLcM

29 ENABLING MANAGEMENT IN EDUCATION TO TAKE OWNERSHIP OF THEIR OWN DATA Student & Educational Affairs

Our experiences until now are limited: we are busy implementing the application and for example have not yet started with timetabling data. We see the same reluctance to change that we have seen in many other self-service projects, for example HR services. Not user friendly, many issues, not suited to needs and experience of users. We've tried to create a user friendly application that also offers much more insight into relevant data that academic staff previously had no access to. We are emphasizing that we have developed a tool that does not replace steps in the process, it just supports the processes. It provides the opportunity to share information, to track changes, to discuss the content and it provides different functionalities within the organization with the same level of information. We've found that we underestimated the change needed for administrative staff: they used to be in control, the spider in the web between administration, academics and students. Their role changes to one where they are mainly focused on ensuring the process works well, without an active role in data registration. They are no longer the most important person in the day to day business, and they have problems letting go. Funnily we do see supporting staff looking to ASCME to check data instead of SAP-SLcM, as it is a more intuitive application.

APPLICATION FUTURE DEVELOPMENT

Dashboard - Forest and Nature Conservation

BBN Forest and Nature Conservation - DEMO

General Description(s) Relations Costs Studyable Groups Courses Admin

COMMON

Name	Phase	Periods	Stud. %	Stud.	Credits	C.Credits	# Periods	Costs
Forest and Nature Conservation			100	130	86	87.25		975.664
COMMON			100	130	86	87.25		668.872
CS			100	130	86	87.25		668.872
RO			100	130	18	0		0
RO1			0	3	0	0		0
RO2			0	3	0	0		0
MAT-1403	B1	2ND	0	3	0	1		0
Mathematics 1			0	3	0	1		0
Leclures			0	2.5	0	0		0
Physical intensity chair & PPO			0	0.5	0	0		0
RO3			0	6	0	0		0
RO4			0	6	0	0		0
Major A - Policy and Society			40	52	18	18		58.208
Major B - Ecology and Conservation			60	78	18	18		103.968

Free choice calculation

Name	Tarf	Stud.	Credits	Costs
COMMON	50	130	113	148.835
MAJA	0	52	85	0
MAJB	0	78	77	0

Further automation of data storage

Publication of study guide

Comparator for programs of study

Modules for teacher deployment & teaching load

More?

More information: www.vorsen.nl

30 ENABLING MANAGEMENT IN EDUCATION TO TAKE OWNERSHIP OF THEIR OWN DATA Student & Educational Affairs

For the future: more automation: the initial idea was to automatically transfer much of the data from ASCME to SAP, but there are fears that doing this allows 'garbage' to be entered into SAP. When we have more experience with and trust in the application, hopefully we can automate more of the data transfer to further reduce manual administration.

Other things we are looking at in the university are to publish our study guide directly from ASCME.

Steven: Wageningen, with two additional modules. A simulation module that allows a program director to make a copy of the academic structure. He can make as many changes as he likes, show them to colleagues and if he likes them copy them back into ASCME.

We've come to the end of our presentation. Do you have any suggestions on the implementation in the VU, and the further development of the application?

ANY QUESTIONS?

PLEASE CONTACT US!

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LOOKING FURTHER