DATA DRIVEN ANALYSIS OF CURRICULA IN HIGHER EDUCATION

INTRODUCTION

Data analytics is gaining popularity in higher education due to its potential to enhance student achievement and improve school performance. However, there is limited research on academic analytics in higher education, and there is a strong desire to harness the value of rising data, as instructors must make judgments based on empirical facts and their expertise.

OBJECTIVES

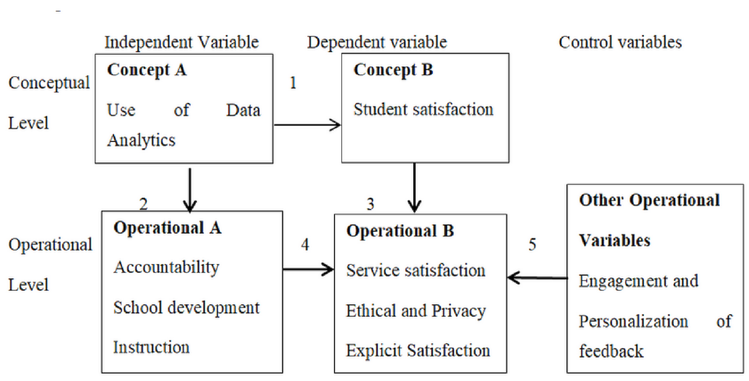
· To analyze the relationship between use of data analytics in curricula design and student engagement and success (graduation rates, retention rate, student satisfaction.
· Identifying gaps and areas for improvement in the curricula.
· Challenges associated with implementing data-driven analysis in curricula development.

METHODOLOGY

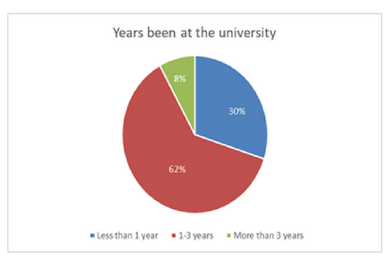
- Survey research

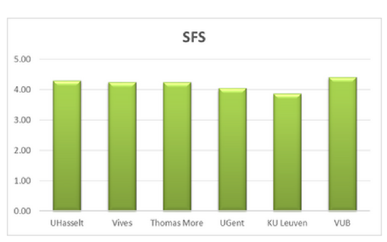
n=50 for students
n=31 for EMT members

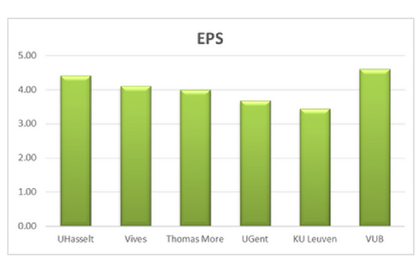
- Validity test
- Reliability test
- Statistical test (Hypothesis testing using correlation)

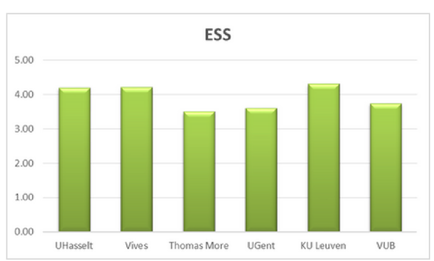


RESULTS





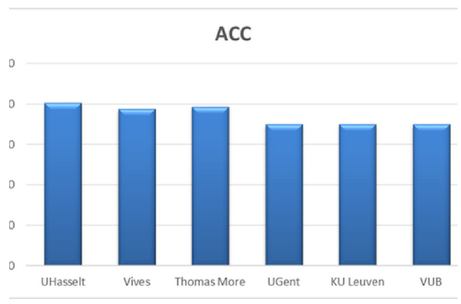


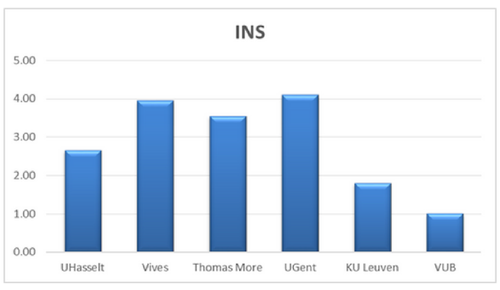


Test results	Significant level	Correlation coefficient	Relationship between research variables	Hypothesis
Non-Significant and negative relation	.621	r=-.258	The use of data analytics of curricula in higher education has a significant impact on student performance outcome.	H1

Risk of privacy invasion

The reliance on data-driven solutions at the expense of individualised support





FUTURE RECOMMENDATION

- Mixed Method
- Moderating factors like technological infrastructure
- Larger sample size

LIMITATION

Flemish higher institutions

Within firm responses

Limited time frame

CONCLUSION

Education practitioners, researchers, and policy makers should take into account the concerns of data security, privacy protection, and ethical boundaries of accessing personal data so they can better serve students and increase their satisfaction in this digital era.

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KNOWLEDGE IN ACTION

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