

### ***Privacy Statement Education data***

Before a student can receive education at the university, education must be developed. This development starts with establishing clear frameworks and policies for education. This is done both at the overarching level and at the level of the Schools.

To develop policy for education and courses, education data is used. Education data is all the different information that can be used to improve the quality, effectiveness and efficiency of education.

We use this study data for:

- **Management information:** general information and descriptive statistics that are necessary for university or faculty management, quality assurance, and accountability (to, for example, the UNL, OCW, and accreditation committees). For example: dropout rates or study efficiencies.
- **Student Analytics:** data from various administrative sources to analyze student intake, progress, and outflow. For example: linking student success rates to prior education data, in order to ensure alignment with different pre-college programs.
- **Learning Analytics:** data about students and their learning environment, with a view to understanding and optimizing learning and the learning environment. For example: understanding the use and viewing of video lectures to better understand the optimal amount and format for video lectures in education.

### **Processing operations**

An overview of processing operations that occur on a regular basis is included below. The basis for this data processing is legitimate interest. The purpose is educational development and educational improvement. In principle, we do not use special personal data. In the exceptional case health related data (which are special personal data) are used, this will be reviewed by the Privacy Officer Academic Services prior to the processing of this data. This will include a check on whether there is a legal processing basis and whether the processing of this data is necessary with regard to the specified purpose. Other special personal data are not processed for developing education and education policy.

### **Standards of care**

With every processing, we ensure that the standards of care are observed.

- We work from a question-driven approach and do not process more data than necessary to answer the question.
- We anonymize or pseudonymize at the earliest possible stage.
- We ensure that the analyses are reliable and valid and that there is always a human check on the input, processing and output of the analyses. We never assume only automated processes or analyses.
- We take measures to prevent prevailing views, norms, categorization or labeling of students in the use of education data from adversely affecting the perceptions and behavior of staff and students, reinforcing discrimination or increasing social and economic disparities.
- We are transparent about the analyses we do, and the decisions we make based on those analyses.
- Fair consideration is ensured by involving the participation group as much as possible in the development of policy, a code of conduct or guidelines on the use of study data. We are in regular contact with students about the usage of education data in the Institutional Research and Analytics Program, e.g. through the regular Sounding Board meetings. A student is also represented on the Steering Committee of the Student & Learning Analytics project at TiSEM.

### **Balancing of interest**

When using education data, we fairly balance the interests of all stakeholders and the university. The use of education data is positively oriented; for the benefit of the quality, effectiveness and efficiency of education and educational policy, the provision of education, with appropriate guidance to (individual) students and conducting research and valorization.

### **Purposes**

Analyzing education data contributes to impartial and inclusive participation in education by providing information and insights that contribute to the quality of education and educational support.

***If scientists want to use education data for scientific research, a proposal is submitted to the Ethical or Institutional Review Board for each research project.***

### **Responsibility**

The analyses with education data take place within the Institutional Research and Analytics department. Only results and conclusions will be shared with colleagues outside the department. For questions about these analyses, please contact [IRAP@tilburguniversity.edu](mailto:IRAP@tilburguniversity.edu)

### **Data retention**

We determine the retention period based on legislation and regulations. Should you want to have your personal data erased at an earlier stage, this could be done in certain circumstances. Please refer to the privacy statement regarding your rights.

### **Your rights**

The rights of the person whose data is being processed are included on [the website](#). If you have questions or concerns you can always contact the Institutional Research and Analytics department at [IRAP@tilburguniversity.edu](mailto:IRAP@tilburguniversity.edu) and/or the Data Protection Officer at [privacy@tilburguniversity.edu](mailto:privacy@tilburguniversity.edu)

When processing education data, we comply with the [Tilburg University Code of Conduct on processing information](#) and [the GDPR](#).

### **Overview of education data processes that take place on a regular basis**

#### **Management Information**

- Structurally, we present information on (pre-)applications, registered students and inflow of students and their educational background, study progress, dropout, study results (grades, passing rates), graduation, internationalization, course evaluations, and student wellbeing through dashboards. This includes anonymous information only and is available to all employees of the university. When pseudonymized data is visible, e.g. in small programs or by a combination of variables, this is accessible only for authorized users, via a role-based access procedure.
- Education coordinators have direct access to personal information in the study progress system, for the purpose of individual interventions and study counseling. [More information](#)

**Education data is combined and analyzed to gain insights for quality assurance and policy development of education and examination:**

- study path within our programs, choice for minor/majors/tracks/specializations, switch between programs and flows from one program to another (specifically bachelor to (pre-)master)
- study progress, BSA, obtained credits per academic year, stumbling courses
- passing rates, grades, and re-sits for exams and courses
- relationship between educational background and study results at Tilburg University
- graduation: analyses on time to graduation, GPA, judicia
- internationalization: inflow of international students, incoming and outgoing exchange, digital exchange, ENGAGE students
- effect and effectiveness of study orientation activities (e.g. open days, student for a day)
- course, teacher, and exam evaluations
- National Student Survey and National Alumni Survey
- thesis grading and grades
- Numerus Fixus and matching: analyses on the effectiveness of matching and numerus fixus procedures
- prognoses of student inflow based on study data (e.g. applications, enrollments, study results, drop-out, educational background)
- prognoses of course registrations based on student numbers, study paths, and passing rate of courses
- prognoses of university finances based on data of (funded) students, study progress, study paths, and (funded) diploma's