

concept vs reference	Hilliger, I., Miranda, C., Celis, S. and Pérez-Sanagustín, M., (2023). Curriculum analytics adoption in higher education: A multiple case study engaging stakeholders in different phases of design. British Journal of Educational Technology. 00,1–17	McEneaney, J., & Morsink, P. (2022). Curriculum Modelling and Learner Simulation as a Tool in Curriculum (Re) Design. Journal of Learning Analytics, 9(2), 161-178	Hilliger, I., Aguirre, C., Miranda, C., Celis, S., & Pérez-Sanagustín, M. (2022). Lessons learned from designing a curriculum analytics tool for improving student learning and program quality. Journal of computing in higher education, 34(3), 633-657	Ochoa, X. (2016, April). Simple metrics for curricular analytics. In Proceedings of the 1st learning analytics for curriculum and program quality improvement workshop, CEUR Workshop Proceedings (Vol. 1590, pp. 20-26).	Dennehy, D., Conboy, K., & Babu, J. (2023). Adopting learning analytics to inform postgraduate curriculum design: Recommendations and research agenda. Information Systems Frontiers, 25(4), 1315-1331	Greer, J. E., Thompson, C., Banow, R., & Frost, S. (2016). Data-Driven Programmatic Change at Universities: What Works and How. In proceedings of PCLA @ LAK, 32-35	Molinaro, M., Steinwachs, M., Li, Q., & Guzman-Alvarez, A. (2016). Promoting Instructor and Department Action via Simple, Actionable Tools and Analyses. In PCLA@ LAK, pp. 36-40
how stakeholders can contribute effectively to the design process and adoption strategies	yes	yes	yes				
analytics tools to support continuous curriculum improvement	yes						
mechanisms for engaging stakeholders at various CA tool development stages	yes						
success factors for CA adoption	yes						