CLEAR Programme Evaluation Services

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Evaluation Services

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Outline

- Introduction
- Evaluation Services
- Qualitative Results
- Quantitative Results
- Institutional View of the Data

Evaluation Services' Role

- Responsible for the administration of a range of *Undergraduate Programme-level* surveys in order to support the development of longitudinal data.

- This framework was endorsed by the Senate Committee on Teaching and Learning (SCTL) via Circular No. 1, 2008-09 in November 2008.

Programme Level Quality Assurance (QA)

- **Senate Committee on Teaching and Learning (SCTL) Circular No 1, 2008-09**:
  - *The overall plan for the provision of longitudinal data on the student learning experience at CUHK was endorsed by the Senate Committee on Teaching and Learning (SCTL) via Circular No. 1, 2008-09 in November 2008.*

- **UGC's Quality Assurance Council (QAC) audit report, Recommendation No. 4**:
  - *(b) to consider implementing annual programme and course monitoring driven by standard data sets presented in time series; and* ✓
  - *(c) to more closely align the monitoring and review processes for undergraduate and taught postgraduate provision.* ✓

Evaluation Services for Undergraduate Programmes

- Student Experience Questionnaire (SEQ)

- Graduate Capabilities Questionnaire (GCQ)

- Alumni Questionnaire (AQ)

Student Experience Questionnaire (SEQ)

- Survey FIRST and FINAL year students for all 3-year / 4-year undergraduate programmes.

- Survey FIRST, THIRD and FINAL year students for all 5-year undergraduate programmes.

- First administered in 2003.

- Conduct in April each year.

- Focus on students' learning capabilities, and teaching and learning environment.

- Paper and online /English and Chinese versions of questionnaire are available.
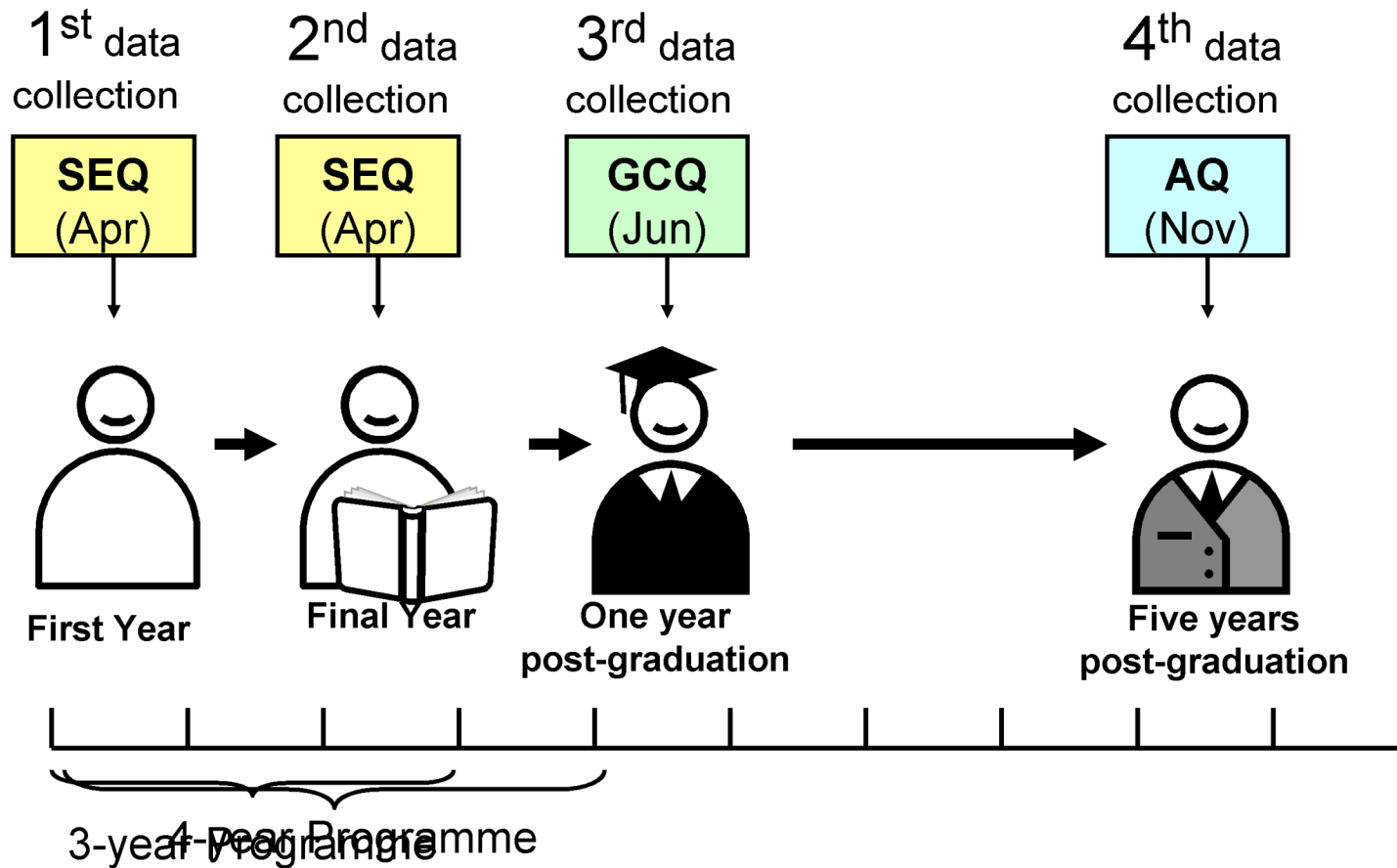
Graduate Capabilities Questionnaire (GCQ)

- Survey graduates ONE year after graduation for all undergraduate programmes.

- First administered in 2007/08.

- Conduct in June each year.

- Focus on graduates' capabilities.

- Tailored questions are encouraged.

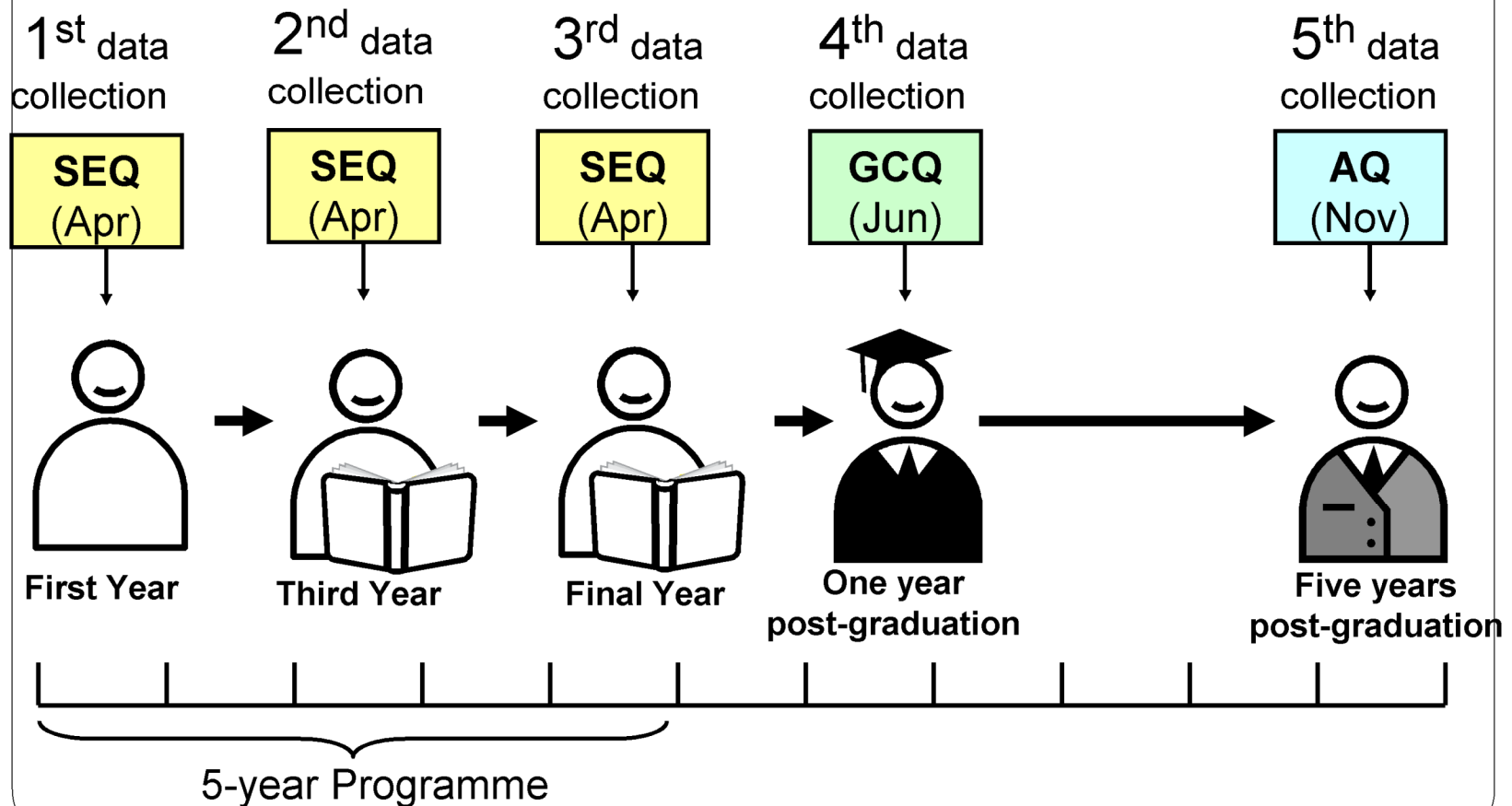- Only online English version of questionnaire is available.

Alumni Questionnaire (AQ)

- Survey graduates FIVE years after graduation for all undergraduate programmes.

- First administered in 2008.

- Conduct in November each year.

- Focus on graduates' capabilities.

- The questionnaire is the same as the GCQ.

- Only online English version of questionnaire is available.

Longitudinal data collection process

1st data collection	2nd data collection	3rd data collection	4th data collection
SEQ (Apr)	**SEQ** (Apr)	**GCQ** (Jun)	**AQ** (Nov)

First Year → Final Year → One year post-graduation → Five years post-graduation

3-year Programme

4-year Programme

Longitudinal data collection process

1st data collection	2nd data collection	3rd data collection	4th data collection	5th data collection
SEQ (Apr)	**SEQ** (Apr)	**SEQ** (Apr)	**GCQ** (Jun)	**AQ** (Nov)

First Year → Third Year → Final Year → One year post-graduation → Five years post-graduation
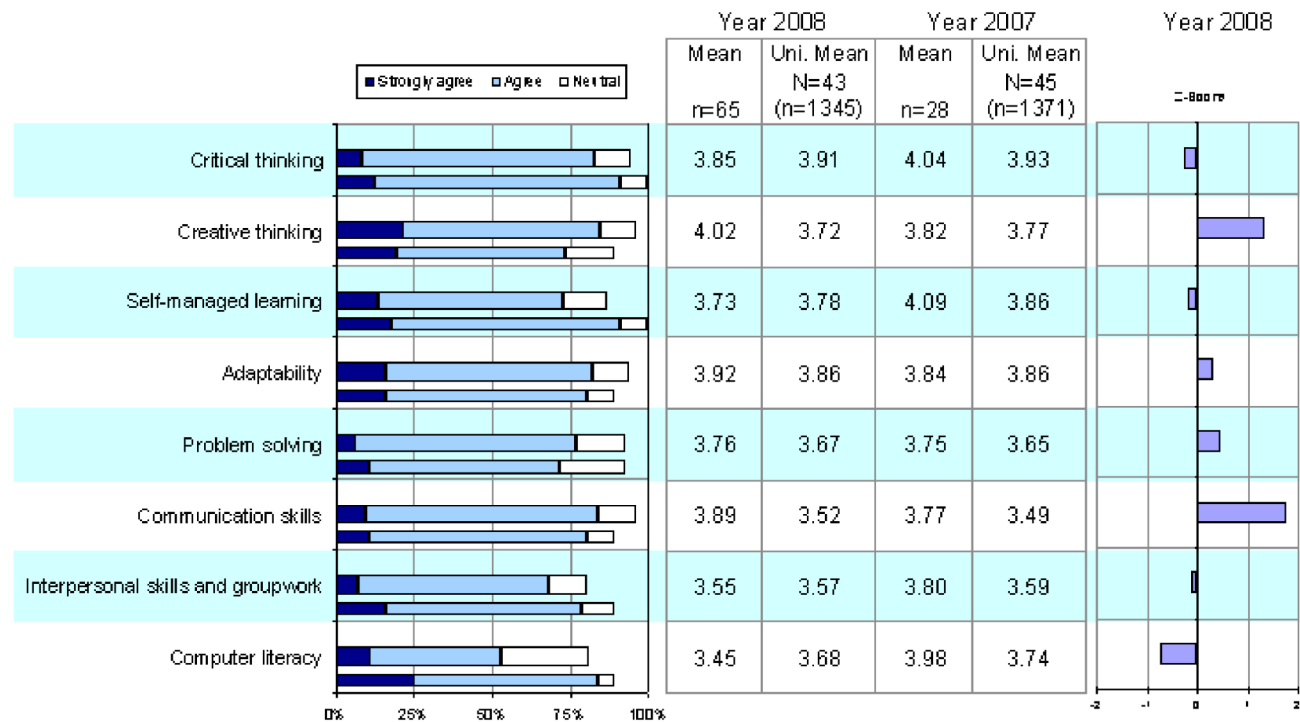
5-year Programme

Number of programmes involved in SEQ, GCQ and AQ
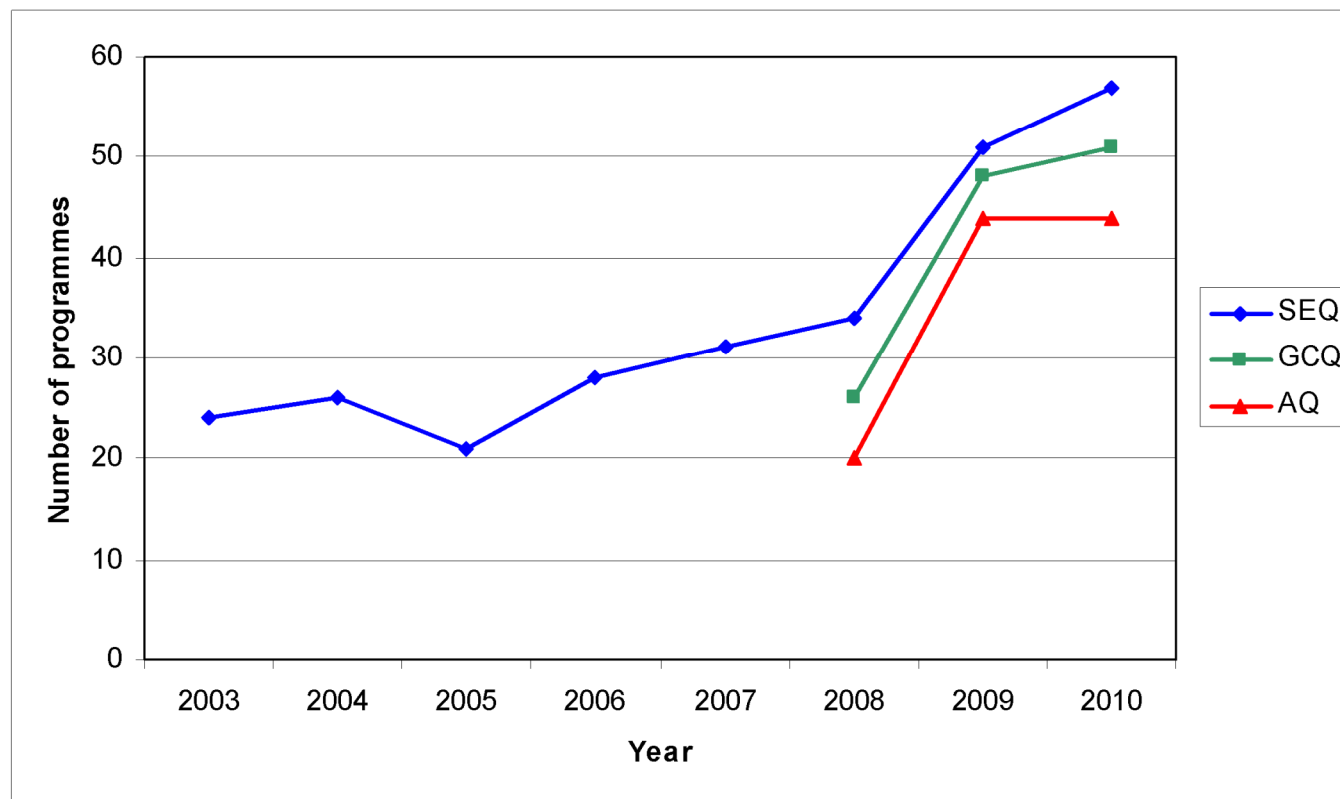
Sample of Profile

Development of capabilities

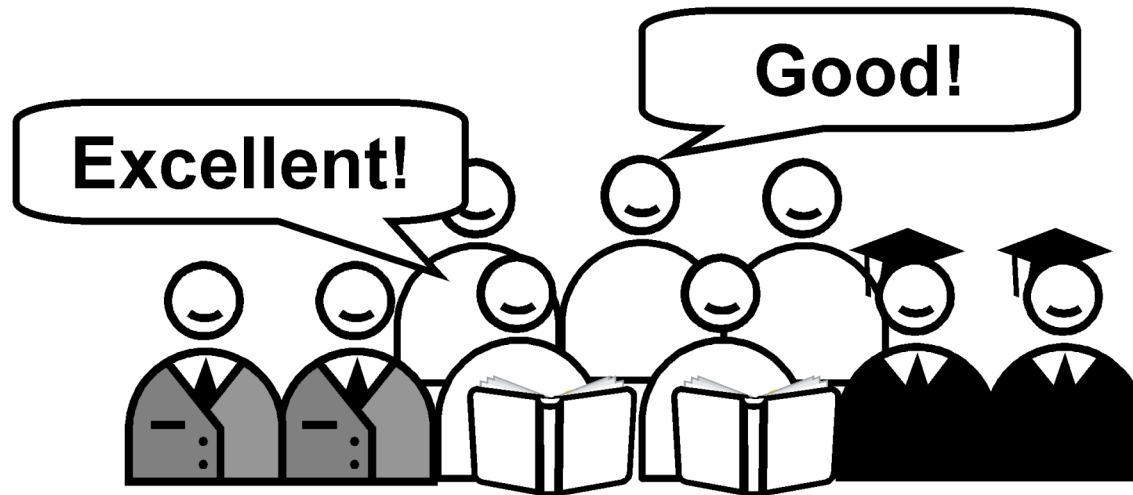|	Year 2008		Year 2007		Year 2008
	Mean	Uni. Mean N=43	Mean	Uni. Mean N=45	Z-Score
	n=65	(n=1345)	n=28	(n=1371)	
Critical thinking	3.85	3.91	4.04	3.93	
Creative thinking	4.02	3.72	3.82	3.77	
Self-managed learning	3.73	3.78	4.09	3.86	
Adaptability	3.92	3.86	3.84	3.86	
Problem solving	3.76	3.67	3.75	3.65	
Communication skills	3.89	3.52	3.77	3.49	
Interpersonal skills and groupwork	3.55	3.57	3.80	3.59	
Computer literacy	3.45	3.68	3.98	3.74	

Follow-up Services

- Provide *Summary results* of all surveys, SEQ, GCQ and AQ to every programme.

- Department Chairpersons / Programme Directors can arrange a *meeting* with our CLEAR academic staff to discuss the results.

- Conduct *Focus groups* to collect students' further comments about the programme.

- Tailor programmes evaluation on request

Evaluation Services on Request

- Taught Postgraduate Programme Questionnaire (TPQ)
  - Pre-course and Post-course survey
  - Alumni survey
  - Employer survey
- International Summer School (ISS)
  - Pre-course and Post-course survey
- Sub-degree Student Experience Questionnaire (SSEQ)
  - Higher Diploma (HD) programmes in the School of Continuing and Professional Studies (SCS)
  - Associate Degree (AD) programmes in the Tung Wah Group of Hospitals Community College (CUTW)

Schedule of all Evaluation Services

Survey	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
SEQ		■	■	■	■	■	■	■	■			
GCQ				■	■	■	■	■	■	■	■	
AQ	■	■	■	■	■	■				■	■	■
TPQ	■	■	■	■	■	■	■	■	■	■	■	■
ISS			■	■	■	■	■	■	■			
SSEQ	■	■	■	■	■	■	■	■	■	■		

What student said?

Qualitative summary from SEQ, GCQ, AQ

(from most recent administration)

- 2010 SEQ
- 2010 GCQ
- 2009 AQ

Qualitative Results from SEQ

👍 Best Aspects of the programme

	First Year	Final Year
Course quality:	• Comprehensive & well-organised programme • Practical learning opportunities offered • A diversity of courses available	• Be able to improve critical thinking and analytical skills • Practical learning opportunities offered • A diversity of courses available
Teaching quality :	• Good teaching staff	• Good teaching staff • Good teaching quality

Qualitative Results from SEQ

! Aspects need most improvement

	First Year	Final Year
Course quality:	• Better curriculum arrangement • More active learning opportunities	• Reduce overlapping course content • More coherent curriculum • Expect more practical learning experience
Teaching quality :	• Better teaching quality	• Improve communication between teachers and students
Assessment:	• Reduce amount of workload	• Reduce amount of workload

Qualitative Results from GCQ & AQ

☞ Useful knowledge from programme

Knowledge:	• Professional knowledge

Skills: • Communication skills (incl. presentation skills & language competency)

      o 'Writing skills to communicate effectively.'
      o 'More confident in communicating with others.'

     • Critical & analytical thinking

      o 'Critical thinking especially on social issue'
      o 'The analytical method and logical thinking trained by the program.'

     • Effective team player

      o 'I have learnt to work as a team from group projects.'

Attitudes:	• Appreciation of different perspectives o 'Greater willingness to accept differences'

Qualitative Results from GCQ & AQ

! Anything add to the programme

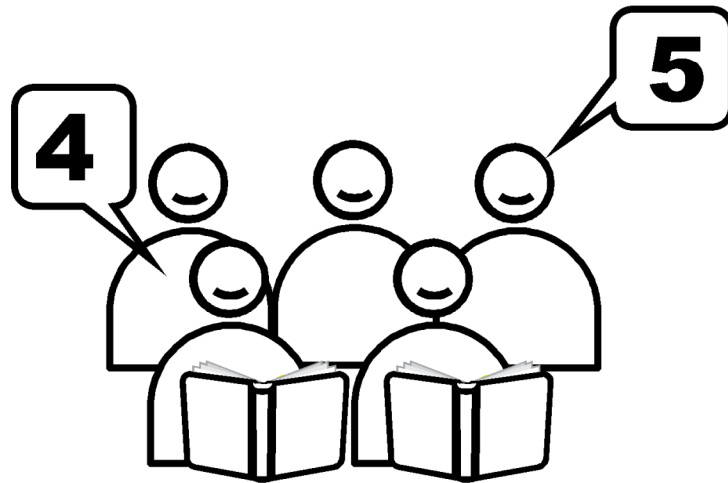| **Knowledge:**	• Practical learning opportunities/ Internships
	
	  o 'Opportunities to obtain real job practice/ experience.'
	  o 'Don't just focus on theory. Practical use is also very important!'

Skills:	• Soft skills development (incl. communication skills, critical thinking skills, leadership skills etc.)
	
	  o 'Add workplace English to the programme'
	  o 'To master conversations in social and business manners.'

Others:	• Clear guidance o 'The guidance is always not clear enough.'

	• Overseas exposure
	
	  o 'Exchange programme to the Mainland China and overseas countries'
	  o 'Foreign exposure as part of the degree requirement'
	  o 'Must have them studied abroad for a definite period of time'

Qualitative Results - Summary

	SEQ		GCQ	AQ
	First	Final		
Practical learning experience	👍 & ❗		❗	❗
Soft skills development		👍	👍 & ❗	👍 & ❗

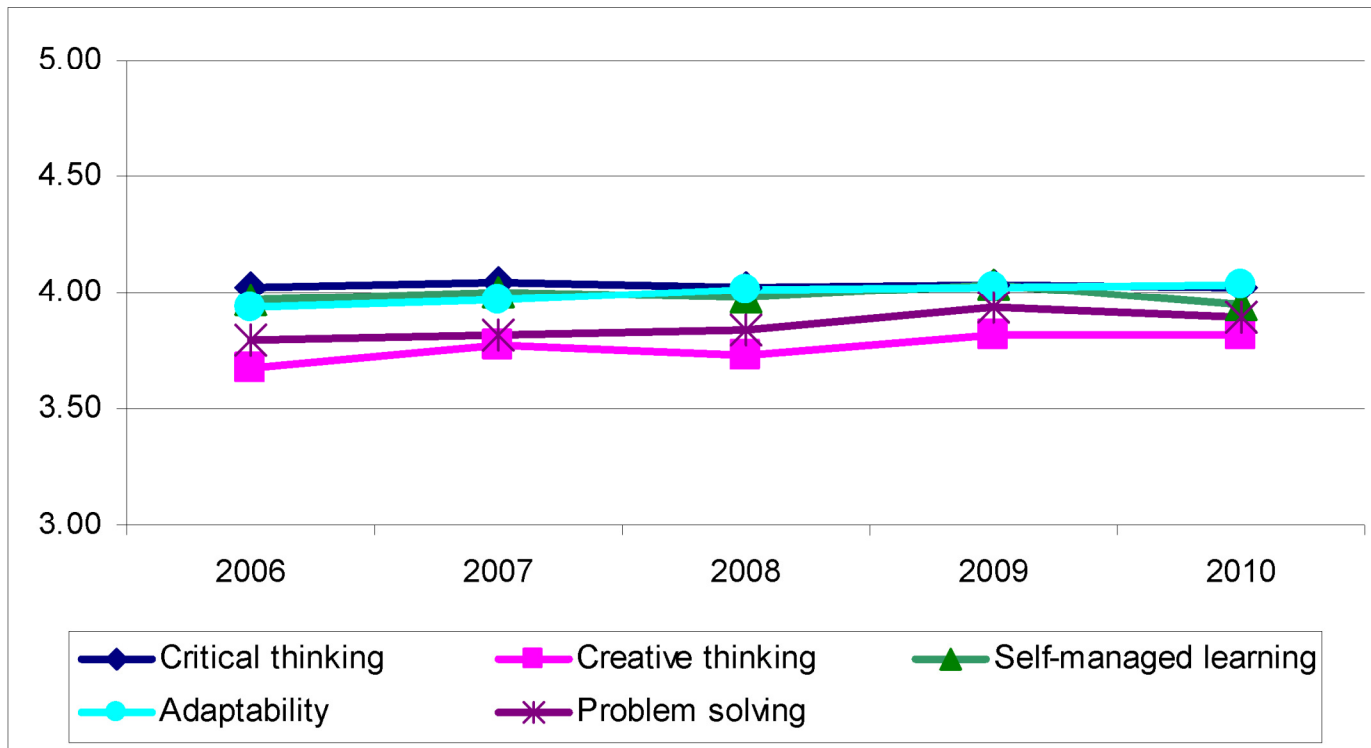What student said?

Quantitative summary from SEQ
(from 2006 to 2010)

Final Year: capabilities development
Intellectual

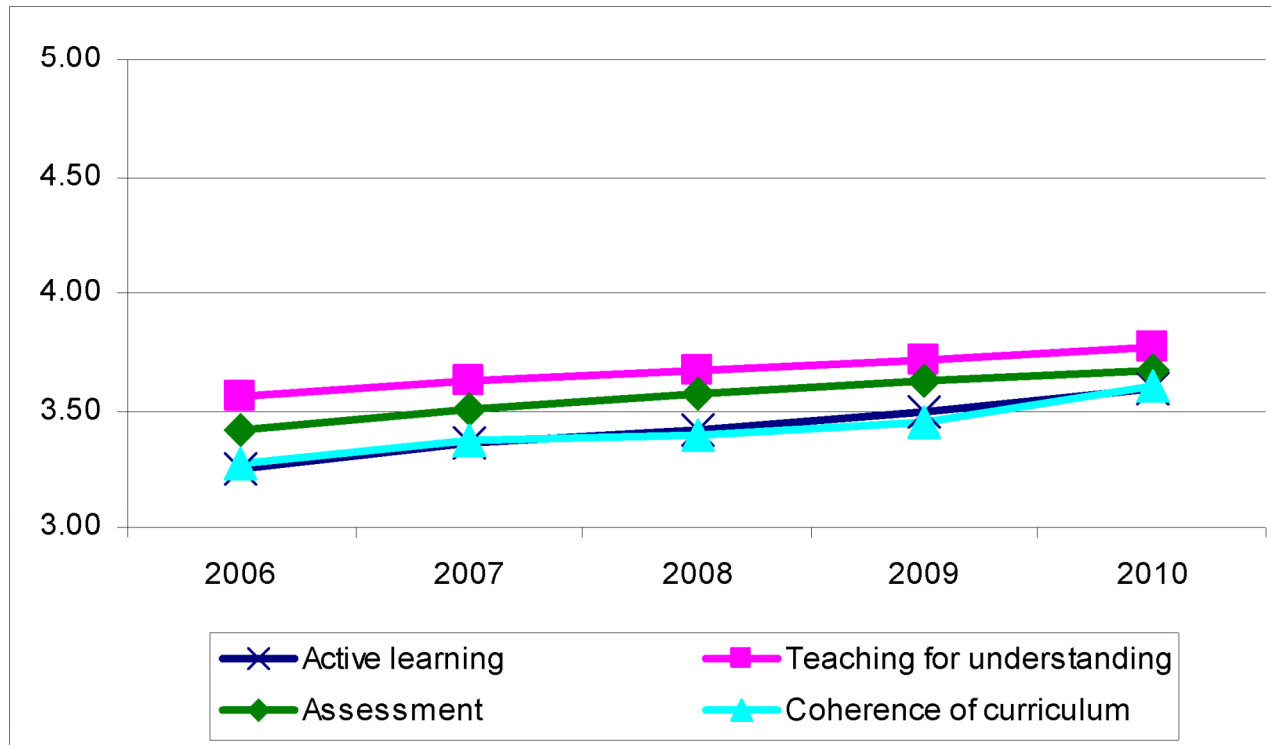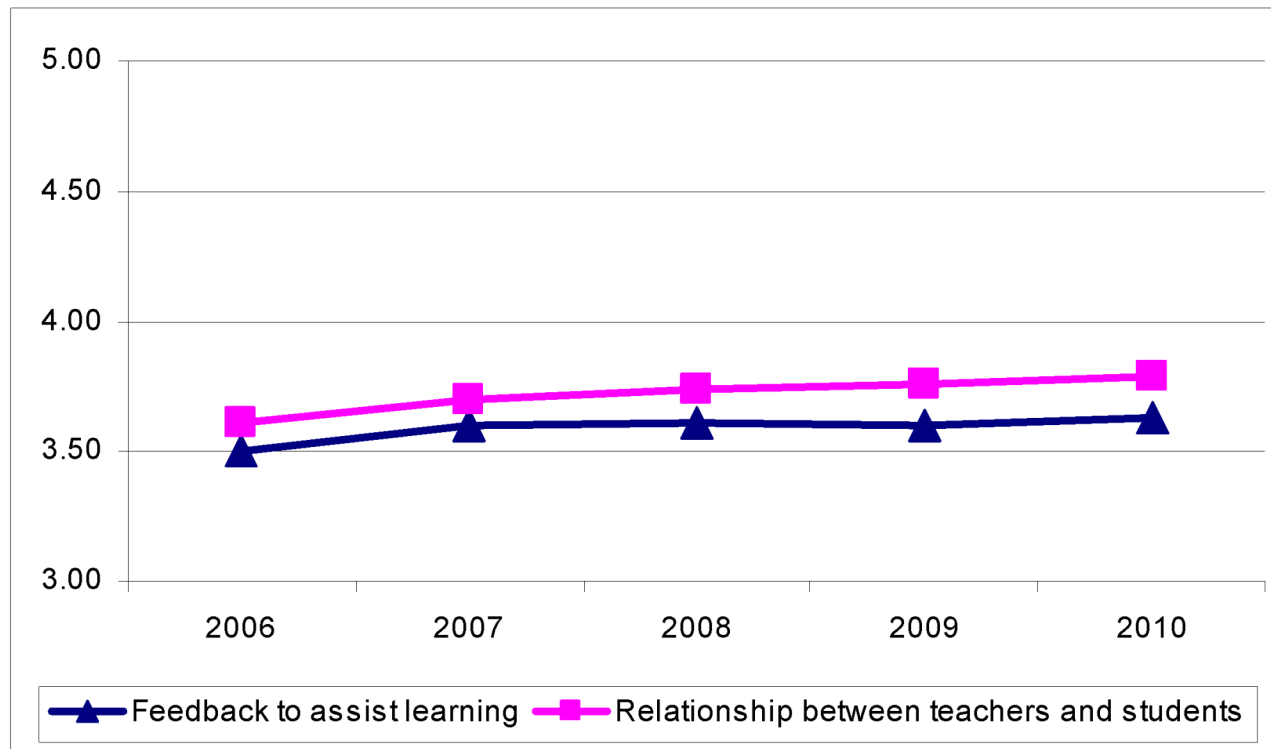Final Year: T&L Environment
Teaching

Chart showing trends from 2006 to 2010, y-axis ranging from 3.00 to 5.00.

Legend:
- Active learning
- Teaching for understanding
- Assessment
- Coherence of curriculum
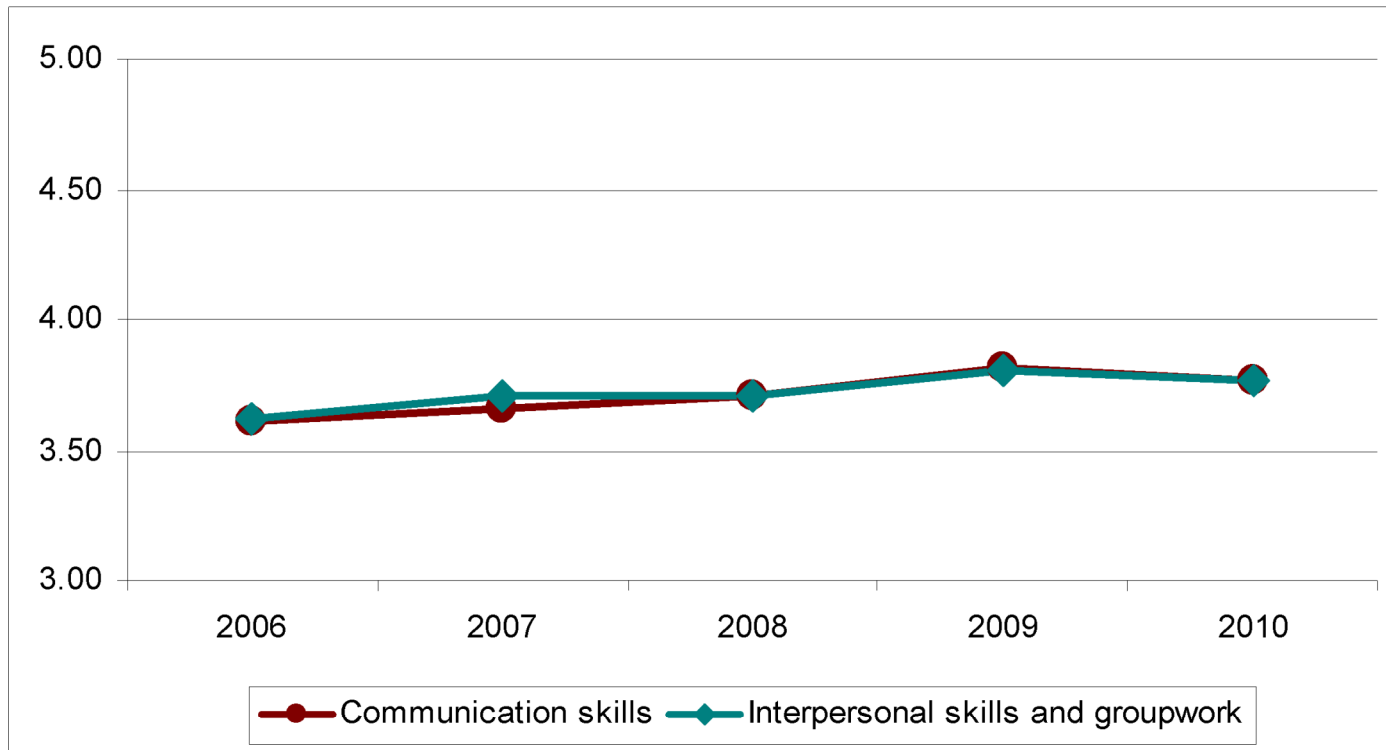
Final Year: T&L Environment
Teaching student relationship

A line chart titled with y-axis ranging from 3.00 to 5.00 and x-axis years 2006 to 2010.

Legend:
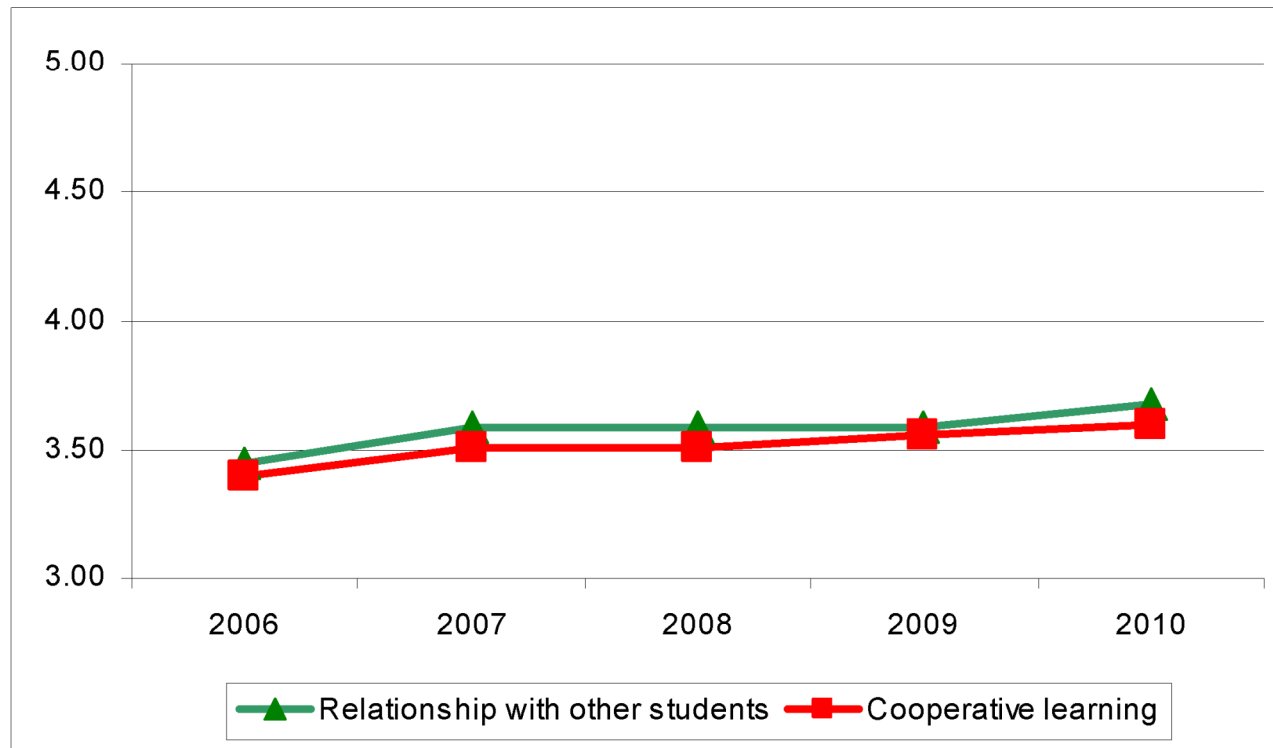- Feedback to assist learning
- Relationship between teachers and students

Final Year: T&L Environment
Student-student relationship

Final Year: T&L Environment

Workload
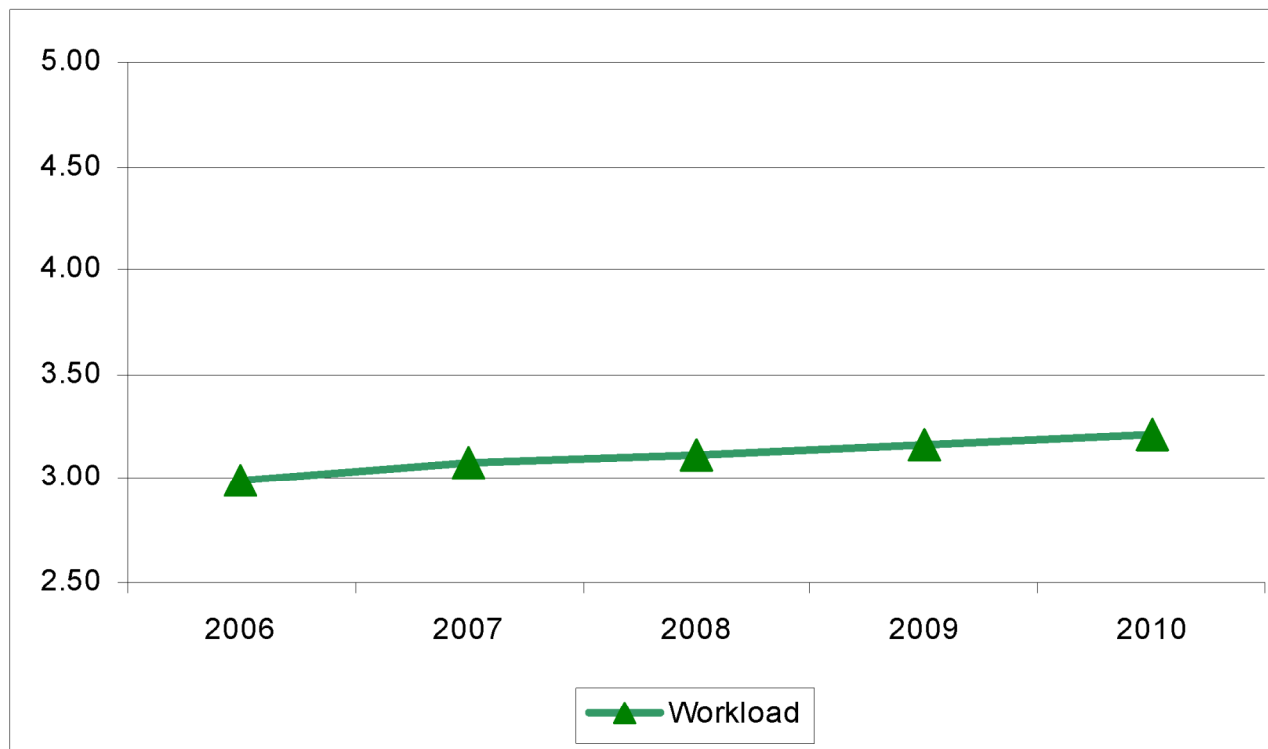
Summary

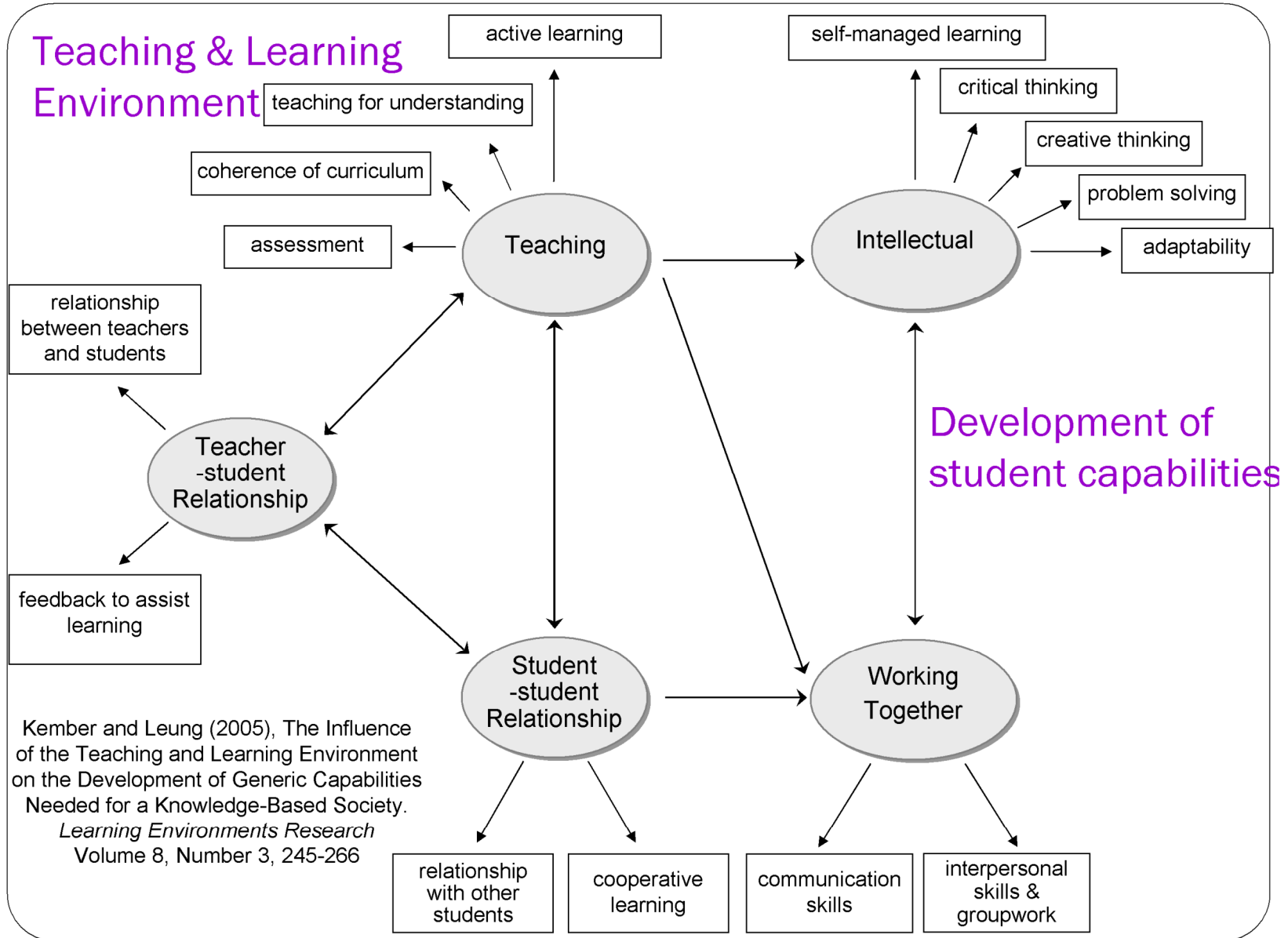|	First Year	Final Year
Capabilities		
Intellectual	--	--
Working together	↑	↑
Teaching and Learning environment		
Teaching	↑	↑
Teaching student relationship	--	↑
student-student relationship	--	↑
Workload	↑	↑

Using Evaluation Results to improve T&L Environment

Current and Future

Teaching & Learning Environment

active learning

self-managed learning

teaching for understanding

critical thinking

coherence of curriculum

creative thinking

problem solving

assessment

Teaching

Intellectual

adaptability

relationship between teachers and students

Development of student capabilities

Teacher-student Relationship

feedback to assist learning

Kember and Leung (2005), The Influence of the Teaching and Learning Environment on the Development of Generic Capabilities Needed for a Knowledge-Based Society. *Learning Environments Research* Volume 8, Number 3, 245-266

Student-student Relationship

Working Together

relationship with other students

cooperative learning

communication skills

interpersonal skills & groupwork

Future evaluation strategy - Clustering

- Around 50 programmes with first year and final year in SEQ

- We identified some programmes are quite similar in terms of T&L environment.

- Instead of focusing on specific diagnosis for individual programme, it is possible to identify their common features among the programmes.

- Clustering 50 Ug. programmes in to several groups in terms of their T&L Characteristics

First Year Clusters

Cluster	Characteristics on T&L environment			
	Teaching	TS relation	SS relation	workload
1 (13 prog.)	****	****	****	****
2 (17 prog.)	***	***	****	*
3 (12 prog.)	**	**	**	*
4 (9 prog.)	*	*	*	*

Final Year Clusters

Cluster	Characteristics on T&L environment			
	Teaching	TS relation	SS relation	workload
1 (10 prog.)	****	****	****	****
2 (17 prog.)	***	***	***	***
3 (16 prog.)	**	**	**	***
4 (6 prog.)	**	**	**	*

		FIRST Year Clusters
19 prog. from 7 faculties **Most satisfied learning experience** (red box, quadrant I)	**9 prog. from 4 faculties** **Challenges on FINAL year learning experience** (green box, quadrant II)	```**** **** **** ****``` — 1 ```*** *** **** *``` — 2
4 progs. from 2 faculties **Challenges on FIRST year learning experience** (blue box, quadrant III)	**17 progs. from 6 faculties** **Least satisfied learning experience** (magenta box, quadrant IV)	```** ** ** *``` — 3 ```* * * *``` — 4

****	***	**	**	Teaching
****	***	**	**	ST relate
****	***	**	**	SS relate
****	***	**	*	Workload
1	**2**	**3**	**4**	

FINAL Year Clusters

Thank You!
Any Questions?