THE CHINESE UNIVERSITY OF HONG KONG

Research Data on Teaching and Learning at CUHK

Data Collection

The University has been routinely collecting considerable amounts of data for analysis, with the goal of enhancing the quality of teaching and learning. These large data sets include Course and Teaching Evaluation (CTE) and six different student questionnaires currently collected by the Centre for Learning Enhancement And Research (CLEAR):

- *The Entry Class Questionnaire (ECQ)* is administered in collaboration with the Colleges, the Office of University General Education (OUGE), and the Office of Student Affairs. The questionnaire comprises 250 items; Part I collects students' background information and is administered online before the start of each academic year, while Part II, which examines students' learning habit and expectation on university general education is administered in September each year by individual Colleges, liaised through the OUGE.

- *The First Year Experience Questionnaire (FYEQ)* is conducted to understand students' first-year experience under the 4-year normative curriculum. The first part of the FYEQ is to understand students' first-year learning experience including students' experience in Faculty Package courses and core-requirement courses, and their reflection on their overall experiences in Faculty Package courses and overall learning experience in their first year of studies. The second part, administered in collaboration with and the Office of Student Affairs, is to understand students' first-year University experience. It consists of selected items from ECQ on University life, self-assessment of their capabilities, support needed from University, etc. FYEQ is administered in May annually, around the end of the term.

- *The Student Experience Questionnaire (SEQ)* is administered in collaboration with the offices of all undergraduate programmes. Individual programmes can choose to administer it either in online or paper-based format. For 4-year programmes, the SEQ is administered to Year 2 and final year students in March each year. The questionnaire consists of some 40 items.

- *The Undergraduate Exit Survey (UEQ)* is designed and administered to gauge how fresh graduates perceive their learning outcomes and experience during their university education, and readiness for their future development. Mirroring the ECQ, the UEQ consists of 259 items. The questionnaire is divided into 6 sections, namely I. Undergraduate experience at CUHK; II. Plans after graduation; III. Reflection of learning outcomes; IV. Evaluating undergraduate experience at CUHK; V. Personal information; and VI. Further feedback. UEQ is administered in May annually, around the end of the term.

- *The Graduate Capabilities Questionnaire (GCQ)* is administered online in June the year after graduation. The questionnaire consists of some 16 items, out of which 11 items also appear in SEQ. Programmes can choose to include programme-specific, tailor- made items in the questionnaire.

- *The Alumni Questionnaire (AQ)* is administered online in November five years after graduation. The items in AQ are the same as those in GCQ but excluding the programme-specific items, if any.

Reporting

CTE reports are routinely generated for teaching staff, programme directors, Department Chairmen and Faculty Deans.

ECQ and FYEQ analyses at the University/ Faculty/ programme/ College levels are conducted respectively by CLEAR and OUGE. OUGE is responsible for the data collection and administration of Part II ECQ, while CLEAR is responsible for the data analysis of these two surveys and also UEQ. Reports are available to the respective administrations.

SEQ, GCQ and AQ are administered to each student over a span of more than ten years, thereby making longitudinal analysis possible. Since 2013, the foci of analysis of the questionnaire data have indeed been on long-term trends, longitudinal changes and the "added values" of undergraduate programmes. Analyses are also conducted at the University/ Faculty/ programme levels; reports are available to the respective administrations.

Access and Use of Data

CTE exercises and the six aforementioned questionnaires generate a rich volume of research data for the University to improve its teaching and learning. CLEAR (and OUGE in the case of the ECQ and FYEQ) has been using the questionnaire data to conduct applied, evidence-based research to generate reports for internal use, and research results support programme enhancement and system-level improvement. With the establishment of a central CTE database, CLEAR is entrusted with the responsibility to help conduct research on CTE to serve the needs of the University: there have been calls for universities to strengthen the teaching-research nexus and to conduct quality research in teaching and learning.

The Policy

The present policy is to ensure that all members of the CUHK community have opportunities and clear channels of access to the data for conducting research and subsequent reporting in publicly accessible publications (e.g. conference papers, articles in journals, books), but at the same time protect the interests of the University.

(a) CUHK research and teaching staff who wish to produce research that is based on raw data

(with student identities hidden) from CTE, the above-mentioned questionnaires and other teaching and learning information/ surveys that will lead to outputs accessible in the public domain may send in their requests with the proposals to the Provost, Chairperson of the Ad Hoc Committee on Access of Data on Teaching and Learning for Academic Research and Publications (ADTL) via the Secretariat (c/o Academic and Quality Section, Registry).

(b) Applicants must also seek approval from the *Survey and Behavioural Research Ethics Committee* prior to requesting data. Applicants should attach the approval in their application to the Provost.

(c) Only information relevant to the research questions will be provided to the applicants. Since the data may contain sensitive information of various sectors of the University, applicants have to submit their reports to the ADTL for verification (of reports adhering to the original research purposes) and approval before seeking external publication opportunities or sharing drafts of reports with others in order to ensure that only the proposed research questions have been reported and that the interests of various sectors/ units of the University are protected.

(d) Should a research project involve non-CUHK personnel, the sharing of the data with them must be specified in the application. Under no condition can data be shared with non-CUHK personnel without proper approval. Publications of any research results generated from the data must involve CUHK personnel as co-author(s), who must ensure the present policy be followed and the University's interests be protected. By accepting to collaborate in projects that make use of CUHK data, any non-CUHK personnel is also deemed to have agreed with the present policy. In cases when a research project/ a piece of research output appears to harm the interests of the University or of any of its units, the Provost shall have the discretion to call for a review group under the ADTL to initiate investigations on the matter. A recommendation will be made by the review group and submitted to the Senate Committee on Teaching and Learning (SCTL).

The membership and terms of reference of the ADTL is attached.

Ad hoc Committee on Access of Data on Teaching and Learning
for Academic Research and Publications (ADTL)

This Ad Hoc Committee is formed to approve the access and use of data collected in CUHK on teaching and learning for academic research and publications. Data sets in question include those from the Entry Class Questionnaire (ECQ), the First Year Experience Questionnaire (FYEQ), the Student Experience Questionnaire (SEQ), the Undergraduate Exit Survey (UEQ), the Graduate Capabilities Questionnaire (GCQ), the Alumni Questionnaire (AQ), the Course and Teaching Evaluation (CTE), and other similar existing or new initiatives that collect data about teaching and learning at the University. The Committee will approve applications for the access and use of the above data according to the policy approved by the Senate Committee on Teaching and Learning (SCTL).

Composition

Chairperson:	Provost
Members:	Pro-Vice-Chancellor (Education)
	One Faculty Dean, elected from among themselves
	Registrar
	One senior academic appointed by the Vice-Chancellor
Secretary:	Secretary of the Senate Committee on Teaching and Learning

Terms of Reference

- To approve applications to access the above mentioned data sets collected on teaching and learning, according to the policy approved by the SCTL;

- To verify that research outputs adhere to the original stated purposes of research;

- To approve dissemination of research outputs in the public domain; and

- To initiate an investigation in cases when a research project/ a piece of research output appears to harm the interests of the University or any of its unit, and to make recommendations to the SCTL.