

THE CHINESE UNIVERSITY OF HONG KONG

Briefing Note

Summary of matters considered on 2 October 2009 by the Senate Committee on Teaching and Learning

Teaching Development Grants (TDGs) for 2009-12

1. The Committee approved in principle to support 30 TDG projects. Some of the projects grouped under the eLearning and video clusters would top-slice a portion of budgets for the provision of services by ITSC.

Assessment of Student Learning in Taught Programmes

2. In the light of the recommendations of the Quality Assurance Council (QAC), an overall framework for assessment of student learning for all taught programmes, to be applied across all Faculties and Departments, at both undergraduate and postgraduate levels at CUHK was drafted. The proposed policy will try to clarify and systematize a number of previous guideline documents, and to make explicit certain unwritten assumptions about assessment at CUHK.

3. The paper would be revised to incorporate members' comments, after which it would be circulated to the Committee to endorse as a draft for dissemination and consultation, through the Deans of Faculties. A final version would in due course be presented to the Senate Academic Planning Committee and the Senate for approval.

A Framework for Student Whole-person Development

4. The Committee endorsed the revised framework for student whole-person development. The University had already developed a wide range of student development activities and services through its various student support units, and it would be timely to develop an overall framework for better coordination and integration of such services and activities. The framework was based on the five traditional Chinese virtues re-delineated into five areas under the theme of "I • CARE" (I = Integrity and moral development; C = Creativity and intellectual development; A = Appreciation of life and aesthetic development; R = Relationships and social development; E = Energy and wellness). The experiential learning activities undertaken by a student, entirely on a voluntary basis, would be recorded in the ePortfolio system and the database would be linked to the Chinese University Student Information System (CUSIS). It was planned that the framework could be finalized by the next academic year. A trial run of the ePortfolio would be launched in 2011-12.

Course and Teaching Evaluation (CTE)

5. The CTE Expert Group formed under the Committee conducted a pilot study of the new version of the CTE Questionnaire Part A from March to July 2009. The Committee endorsed the recommendation of the Expert Group to adopt the 18-item version of the CTE Questionnaire Part A for implementation across the undergraduate, postgraduate and sub-degree Level 4 courses with effect from the end of Term 1, 2009-10. Individual

programmes might also tag on a programme-specific Part B to the CTE Questionnaire. The Committee also considered it helpful to spell out more clearly the guidelines on how the evaluation data would be handled and how the aggregated data would be presented for reporting and monitoring. A mechanism to protect unauthorized access to the data would be worked out.

Evaluation Services: Obtaining Time-series Data on CUHK Programmes

6. The Evaluation Services was established in the Centre for Learning Enhancement And Research (CLEAR) in order to provide the University with a coherent programme-monitoring process. Two main issues regarding the services were raised for the Committee's consideration: declining response rates and an increasing number of surveys administered in CUHK. CLEAR was requested to explore the possibility of working with a faculty to find out the source of the drop in response rates. Some suggestions were made to improve the response rates: (a) to advance the Student Experience Questionnaire to one week before the end of term; (b) to solicit the assistance of the student associations to issue survey questionnaires via e-mails written in Chinese; (c) to communicate to students beforehand how the surveys results would be used and the follow-up actions to be undertaken. The Committee agreed that regular surveys conducted university-wide for all programmes and courses should not carry any rewards. As for those surveys conducted on a project basis, a modest reward would be acceptable.