Project Title :	Enhancing Learning Outcomes for Students through a Data-driven Review of the 4-year Curriculum in UGC Funded Programs
Leading University :	The Hong Kong Polytechnic University
Participating UGC-funded University(ies) :	Hong Kong Baptist University, The Chinese University of Hong Kong
Project Leader(s) :	Dr Christine ARMATAS, Associate Director of Educational Development, Educational Development Centre, The Hong Kong Polytechnic University

Summary of Proposal

The objectives of this project are to analyse the experience of graduates to identify factors that impact on student success in the 4-year curriculum (4YC) and to use this information to provide better support to current students. This will be done by first conducting a review of academic programs and co-curricular activities for 4YC programs and then using the findings to establish and embed measurement and reporting processes for academic advising, monitoring and supporting students. The approach adopted for this project will be to use analysis of institutional data (e.g. students' entry scores, grades, subject choices, use of support services, survey data etc.) to see how well the curriculum in a program supports students and whether it supports all students to the same extent. Analysis of program and subject data will be supplemented with interviews, focus groups and surveys to look at the satisfaction of the first graduates and to gather recommendations for improving the curriculum. Reporting mechanisms will then be developed based on analysis of data from graduates collected across their studies to identify factors that impact on students' learning and academic success. Measures of these factors will then be incorporated into reports that will be used with existing student support systems to assist academic advisors, program leaders, teachers and students in monitoring and responding appropriately to students' learning progress in a timely and effective manner. A website with online resources will also be developed to assist others to use the methodology to establish student activity and performance data reporting processes for their own programs. There will be a series of training workshops to assist those interested in applying the project methodology and a showcase event where the findings from the project will be presented. In addition,

the project activities and outcomes will be evaluated by an external evaluation expert. Findings from the project and its evaluation will be disseminated via conference presentations and papers published in peer-reviewed journals.

Summary of Final Report

The objectives of this project were to analyse the experience of graduates to identify factors that impact on student success in the four-year curriculum and to use this information to provide better support to current students. This was done by first conducting a review of academic programs and then using the findings to establish and embed measurement and reporting processes for academic advising, monitoring and supporting students. As the project unfolded some minor modifications to the original planned outputs were warranted, as partner institutions did not have sophisticated approaches to data governance, data access and data management. However, the project was able to use available institutional data (e.g. students' entry scores, grades, subject choices, use of support services, survey data etc.) to see how well the curriculum in a programme supported student learning outcomes. Analysis of programme and subject data was supplemented with interviews, focus groups and surveys with an initial pilot group of review programmes to look at the satisfaction of the first graduates and to gather recommendations for improving the curriculum. Reporting mechanisms were developed based on analysis of data from graduates collected across their studies to identify factors that impact on students' learning and academic success. Measures of these factors were then incorporated into reports to assist academic advisors, programme leaders, teachers and students in monitoring and responding appropriately to students' learning progress in a timely and effective manner. Such strategies in future will be integrated into existing institutional quality improvement strategies. A website with online resources was developed to assist others to use the methodology to establish student activity and performance data reporting processes for their own programmes. Training workshops were conducted across the three partner universities and at international conferences for those interested in applying the project methodology. In addition, an external evaluation expert evaluated the project activities and outcomes. Findings from the project and its evaluation were disseminated via conference presentations and papers published in peer-reviewed journals and a symposium, a showcase event where the findings from the project were presented.