

Project Overview

Project Title (in English):

Outcome-based Approach in

Whole Person Development Programme (WPDP)

Project Title (in Chinese):

成果導向全人發展計劃

Executive Summary

Implementation Plan (AY 2016-2019)

There are four key components in this project:

1. Whole Person Development (WPD) Programmes:

Different thematic workshops / seminars / talks will be organized and offered for students to echo their developmental needs due to transition from secondary school to the College. A series of whole person education programmes that foster career, spiritual, intellectual, humane, social and physical development will be provided, nurturing them to become confident and caring leaders who possess a clear career direction, integrity, perseverance and a sense of responsibility for themselves and the community.

Whole Person Development Programmes for the College (3 years; 2016-2019)

- Aug 2017,2018 Orientation Programmes for freshmen (5 sessions)
- Sep to Dec – about 40 sessions of workshop/seminar/talk (27 fixed + 13 flexible)
(In 2016 the arrangement will be 27 fixed +18 flexible)
- Feb to May – about 40 sessions of workshop/seminar/talk (27 fixed + 13 flexible)
- **Total: 85 sessions per academic year**

2. Whole Person Development Ambassadors (WPDA):

The Whole Person Development Ambassadors will be organized to promote an awareness of the importance of whole person development, as well as to share the whole personal development attitude and skills with the community.

Whole Person Development Ambassadors (WPDA) (3 years; 2016-2019)

- Mid Sept – Recruitment of AD Y1-Y2 and UG Y3-Y4 students
- Late Sept – Kick-off Ceremony
- Sep to Dec – At least 3 training sessions
- Dec to Feb – Offer training camp + community services training
- Feb to May – At least 3 training sessions;
At least 5 community services projects to promote the concept of WPD to the Community;
- June to July – Closing Ceremony, and Exhibition

3. Programme Evaluation and Journal Publishing based on Quantitative- and Qualitative-based studies:

The outcome-based approach evaluation will be conducted in 85 sessions of the Whole Person Development Programmes. A focus group will be conducted for further programme development. A statistical report and student learning journals will be published in order to share the results with the community.

- 2016 to 2018 – to collect quantitative and qualitative feedback data; conduct focus group interviews

- 2018 to 2019 – to conduct quantitative data analyses; draw insights from the focus group interviews; write up reports and publish in the form of academic journal article

4. Online Whole Person Development Resources Platform:

An online easily-accessible resources platform will be established, which can be shared with or used by other post-secondary institutions so as to sustain the impact for a long period of time.

Online Whole Person Development Resources Platform

- 2016 – to design and develop the online platform
- 2017 – to prepare and convert the contents of 2016-2017 programme and resources into online version
- 2018 – to prepare and convert the contents of 2017-2018 programme and resources into online version
- 2019 – to share experience with other sub-degree institutions (e.g. through the QESS platform)
- Organize experience sharing presentation in the College's Staff Development Day

Problems Identified

In the 2014 Policy Address, the HKSAR has promised to “foster a culture of multi-faceted excellence and helps nurture young people through education, employment and whole-person development”. However, without government funding, whole person education is always a lower priority in self-financed institutions, compared with maintaining high academic standards. To the students, achieving a high cGPA also receives higher emphasis compared with all-round development.

At HKBU, we aim to educate our students into Whole Persons. CIE places great emphasis on **Whole Person Education (WPE)** and we are committed to provide an environment with diverse opportunities for students to develop all aspects of their life. The CIE Student Development Center (SDC) understands that education is far more than just simply providing students with professional knowledge. We are devoted to delivering whole person education that fosters career, spiritual, intellectual, humane, social and physical development of our students who will become future leaders of our society. Among all these needs, we will put more emphasis on the career development as research has shown that students care about their career development, next to their academic results (see e.g. Daddona & Cooper, 2002).

Although many post-secondary institutions in Hong Kong emphasize the importance of whole person development, few has done any research on this area. This 3-year project will develop an effective instructional kit using an outcome-based approach to evaluate student growth and the qualitative and quantitative approaches. To design and monitor the implementation of the online platform and share with different stakeholders, the outcome-based approach can ensure better understanding and inform future student development service provision.

Reference:

Daddona, M.F., & Cooper, D.L. (2002). Comparison of freshmen perceived needs prior to and after participation in an orientation program. *NASPA Journal*, 39, 300-318.

Project Objectives and Deliverables	
Measurable Objectives	How it can be achieved
1. To develop a series of programmes for the College's associate degree and self-funded undergraduate degree students to foster their whole person development, with emphasis on career development.	5 counselors and 1 lecturer will conduct a total of 85 quality sessions on various topics in Whole Person Development for all students every year.
2. To recruit and train a group of student ambassadors with the Whole Person Development outlook and skills so as to serve their fellow students.	A group of motivated students will be recruited. The counselors of the Student Development Centre will provide at least 3 training sessions per semester, day-camp training and at least 5 community service opportunities related to the Whole Person Development spirit per year.
3. To conduct quantitative-based data analyses in order to evaluate the effect of the activities under the Whole Person Development Programme. In addition, we will conduct qualitative-based narrative studies in order to gain a richer understanding of the students' experiences and their changes after taking part in the Whole Person Development activities.	In 2016 to 2018, the project implementation team will collect quantitative and qualitative feedback data and conduct focus group interviews. In 2018 to 2019, the project implementation team will conduct quantitative data analyses, draw insights from the focus group interviews, write up reports and publish in the form of academic journal article.
4. To design an online whole person development resources platform this entails easy accessibility, synergy and added value for different sub-degree institutions in Hong Kong.	In 2016, the project implementation team will design and develop the online platform. In 2017, the project implementation team will prepare and convert the contents of 2016-2017 programme and resources into an online version.

	<p>In 2018, the project implementation team will prepare and convert the contents of 2017-2018 programme and resources into an online version. In 2019, the project implementation team will share experiences with other sub-degree institutions (e.g., through the QESS platform). Internally, the experiences will be shared in our College's Staff Development Day</p>
Project Deliverables	
Deliverables	Sharing mechanism
<p>1. A series of Whole Person Development Programmes: there will be 85 sessions of thematic programme per year conducted by 5 counselors and 1 lecturer.</p>	<p>Those 255 sessions of thematic programme can be shared with other institutions. The content will focus on the transition from secondary school to college.</p>
<p>2. Whole Person Development Ambassadors (WPDA) will be given a wide range of trainings to enable them to become representatives to promote the spirit of Whole Person Development. There will be at least 6 training sessions and at least 5 community service opportunities provided for them to serve to the community per year.</p>	<p>3 sessions of training will be given to prepare the ambassadors to serve the community. Students will be given a written manual in the process and their 15 community service experiences can be shared with other institutions. Moreover, in every New Student Orientation, WPDA's can share their precious experiences to all freshmen.</p>
<p>3. A quantitative-based evaluation will be conducted in all 85 sessions of Whole Person Development Programme per year. This mini-research will provide an evidence-based understanding on the needs of student development. A qualitative focus group can provide a deeper understanding of students' personal experience during the process.</p>	<p>The quantitative-based evaluation report can enable the Student Development Centre to enhance its programmes in response to the students' needs. The findings can be shared with other institutions. The qualitative focus group can provide a deeper understanding on students' personal and unique experiences through a narrative approach.</p>
<p>4. An online platform will be developed as a resource database which entails easy accessibility, synergy and added value for different sub-degree providers in Hong Kong.</p>	<p>An online resource platform is open to all sub-degree providers in Hong Kong to initiate and cultivate a spirit in whole person development in Hong Kong.</p>

The following information can be uploaded to relevant EDB websites during and after the project period:

- 1) Themes and the topics of Whole Person Development Programme;
- 2) The process of Whole Person Development Ambassador training experiences and community services;
- 3) Quantitative and qualitative findings from the research; and
- 4) An online resource platform.

Beneficiaries

Expected type and number of beneficiaries of the project

Associate degree programme:
Year 1 + Year 2 students (3,200)
Undergraduate Top-Up programme:
Year 3 + Year 4 students (1,500)
Total: 4,700 students per year
1) 85 sessions x 3 years
2) (60 WPDA in 5 community services) x 3 years

The number of beneficiaries is based on the enrolment numbers of the College in the last two years. The total number of students in both Kowloon Tong and Shek Mun Campus is about 4,700.

We are also planning to have at least 3 fixed sessions of Whole Person Development Programme (WPDP) in nine weeks. On top of that, there will be 13 flexible sessions per semester which will be facilitated by 5 counsellors and 1 lecturer. In total we are planning to have around 85 sessions of activities per year for all students listed above. First year students are invited to join at least 6 sessions per year and it is optional for year 2 students.

For the WPDA, we plan to recruit 60 students per year to join 6 sessions of training and to serve at least in 5 community service events to promote the spirit of whole person development. In the process, students will learn to prepare professional documentations regarding the planning, implementation and evaluation in community services. Students can have a deeper understanding of the spirit of whole person development during the process.

Implementation Schedule		
Estimated start date of the project (month/year)		September 2016
Estimated end date of the project (month/year)		August 2019
Project duration (months)		36 months
Month	Key milestones	
	In terms of project activities and deliverables	In terms of monitoring and evaluation
1-6	<p><u>2016-17 Semester 1:</u></p> <p>1) 27 fixed sessions and 18 flexible sessions of the Whole Person Development Programme;</p> <p>2) Recruit 60 WPDA's, 3 training sessions;</p> <p>3) Collect quantitative and qualitative feedback data;</p> <p>4) Design and develop online platform.</p>	<p><u>2016-17 Semester 1:</u></p> <p>1) & 3) Monitor and report to Evaluation Team about 45 sessions of programme; a general quantitative and qualitative evaluation will be collected;</p> <p>2) Monitor and report to Evaluation Team on recruitment and the 3 training sessions;</p> <p>4) Meet with IT team and Student Development Centre website team.</p>
7-12	<p><u>2016-17 Semester 2:</u></p> <p>1) 27 fixed sessions and 13 flexible sessions of the Whole Person Development Programme;</p> <p>2) 60 WPDA's, 3 training sessions and at least 5 community services;</p> <p>3) Collect quantitative and qualitative feedback data and conduct focus group interviews;</p> <p>4) Design and develop online platform, prepare and convert the contents of 2016-2017 programme and resources into an online version.</p>	<p><u>2016-17 Semester 2:</u></p> <p>1) & 3) Monitor and report to Evaluation Team about 40 sessions of programme; a general quantitative and qualitative evaluation will be collected;</p> <p>2) Monitor and report to Evaluation Team on 3 training sessions and 5 community services;</p> <p>3) Conduct a focus group and give a general report to Evaluation Team;</p> <p>4) A draft web design about the resources platform and the process of converting contents of 2016-17 into an online version.</p>
13-18	<p><u>2017-18 Semester 1:</u></p> <p>1) 5 sessions on New Student Orientation on WPD, 27 fixed sessions and 13 flexible sessions of the Whole Person Development Programme;</p> <p>2) Recruit 60 WPDA's, 3 training sessions;</p>	<p><u>2017-18 Semester 1:</u></p> <p>1) & 3) Monitor and report to Evaluation Team about 45 sessions of programme; a general quantitative and qualitative evaluation will be collected;</p> <p>2) Monitor and report to Evaluation Team</p>

	<p>3) Collect quantitative and qualitative feedback data;</p> <p>4) Prepare and convert the contents of 2016-2017 and 2017-2018 programme and resources into an online version.</p>	<p>on recruitment and 3 training sessions;</p> <p>4) An improvement on the web design about the resources platform and the process of converting contents of 2016-17 and 2017-18 into an online version.</p>
19-24	<p><u>2017-18 Semester 2:</u></p> <p>1) 27 fixed sessions and 13 flexible sessions of Whole Person Development Programme;</p> <p>2) 60 WPDA's, 3 training sessions and at least 5 community services;</p> <p>3) Collect quantitative and qualitative feedback data and conduct focus group interviews;</p> <p>4) Prepare and convert the contents of 2017-2018 programme and resources into an online version.</p>	<p><u>2017-18 Semester 2:</u></p> <p>1) & 3) Monitor and report to Evaluation Team about 40 sessions of programme; a general quantitative and qualitative evaluation will be collected;</p> <p>2) Monitor and report to Evaluation Team on 3 training sessions and 5 community services;</p> <p>3) Conduct a focus group and give a general report to Evaluation Team;</p> <p>4) An improvement on the web design about the resources platform and the process of converting contents of 2017-18 into an online version.</p>
25-30	<p><u>2018-19 Semester 1:</u></p> <p>1) 5 sessions on New Student Orientation on WPD, 27 fixed sessions and 13 flexible sessions of Whole Person Development Programme;</p> <p>2) Recruit 60 WPDA's, 3 training sessions;</p> <p>3) Conduct quantitative and qualitative data analyses, draw insights from the focus group interviews;</p> <p>4) Prepare and convert the contents of 2017-2018 and 2018-2019 programme and resources into an online version.</p>	<p><u>2018-19 Semester 1:</u></p> <p>1) & 3) Monitor and report to Evaluation Team about 45 sessions of programme; a general quantitative and qualitative evaluation will be collected;</p> <p>2) Monitor and report to Evaluation Team on recruitment and 3 training sessions;</p> <p>3) Conduct data analyses and prepare a draft report to Evaluation Team;</p> <p>4) Refinement on the web design about the resources platform and the process of converting contents of 2017-2018 and 2018-2019 into an online version.</p>
31-36	<p><u>2018-19 Semester 2:</u></p> <p>1) 27 fixed sessions and 13 flexible sessions of Whole Person Development Programme;</p> <p>2) 60 WPDA's, 3 training sessions and at least 5 community services;</p> <p>3) Finalize quantitative and qualitative data</p>	<p><u>2018-19 Semester 2:</u></p> <p>1) & 3) Monitor and report to evaluation team about 40 sessions of programme; a general quantitative and qualitative evaluation will be collected;</p> <p>2) Monitor and report to Evaluation Team</p>

	<p>analyses, draw insights from the focus group interviews, write up reports and prepare academic journal article;</p> <p>4) Share experience with other sub-degree providers, e.g. through the QESS platform and conduct experience sharing presentations in the College's Staff Development Day.</p>	<p>on 3 training sessions and 5 community services;</p> <p>3) Finalize quantitative and qualitative data analyses, draw insights from the focus group interviews, write up reports and prepare academic journal article;</p> <p>4) Contact other sub-degree institutions and arrange a platform to share experiences with all colleagues.</p>
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Publicity Plan

There will be publicity activities and materials that acknowledge the support of Quality Enhancement Support Scheme (QESS):

- 1) All the posters of Whole Person Development Programme will acknowledge the support of QESS;
- 2) Two web stories will be published in the campus website about the Whole Person Development Programme with an acknowledgement to the support of QESS;
- 3) All the WPDA recruitment, trainings, ceremony, WPDA tee-shirts and community services promotion posters, banners and web stories will acknowledge the support of QESS;
- 4) Publication of the quantitative and qualitative reports and journal articles will acknowledge the support of QESS;
- 5) The online resources platform and materials will acknowledge the support of QESS.

Cash Flow and Budget				
Project Expenditure Please revise according to the amount approved				
	Amount in HK\$			
Period	Year 1	Year 2	Year 3	Total
Manpower	\$332,520	\$342,492	\$352,764	\$1,027,776
Equipment / Facilities	\$18,000	\$0	\$0	\$18,000
Services	\$240,000	\$240,000	\$240,000	\$720,000
General Expenses	\$0	\$50,000	\$20,000	\$70,000
Others (e.g. auditor's fee)	\$18,156	\$18,156	\$18,158	\$54,470
Total	\$608,676	\$650,648	\$630,922	\$1,890,246
Project Income (if any, e.g. fees received)				
	Amount in HK\$			
Period	Year 1	Year 2	Year 3	Total
Total				
Grant Sought under the Quality Enhancement Support Scheme			\$1,890,246	
Funding from the Applicant			\$0	
Funding from Other Sources			\$0	
Total Project Value			\$1,890,246	
Post	Duties			
Project Officer	<p>To coordinate the whole project in administrative matters and prepare for the report:</p> <ol style="list-style-type: none"> 1) To coordinate the project with 5 counsellors and 1 lecturer, facilities management team, registry team and IT team during the implementation of the project and prepare the reports regularly; 2) To conduct data analysis on the quantitative and qualitative evaluation. Prepare reports to Evaluation Team quarterly; 3) To work closely with the College's Student Development Centre; 4) To monitor the budget of the project; 5) To coordinate the online platform with IT team; 6) To liaise with EDB and maintain a positive and collaborative relationship. 			
Project Sustainability				
<p>The evaluation data from 1) Whole Person Development Programme can enable the Student Development Centre to have a thorough assessment on programme delivery. The outcome-based evaluation can enhance the quality of service delivery, e.g. internship, experiential learning services, in the future.</p>				

In our College, the Whole Person Development Ambassador is the first team of students responsible for the promotion of the spirit of whole person development to the community. It is a new initiative and we hope the successful experience can set a good model for upcoming WPDAs. We would also like to build a sustainable services network for the future.

A resource data bank about the 85 sessions of Whole Person Development Programme per year will be shared internally and externally. We are committed to providing a large scale of interventions and evaluation for future advancements. Those findings and insights will provide sub-degree institutions with an example, when they are developing their own whole person development programmes in the future.

The Whole Person Development spirit will be sustained throughout the series of programme. This will be a valuable asset for CIE in designing and implementing student development programmes in the future.