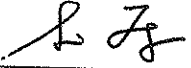



Final Evaluation Report**Project No. : 23/QEGS/09-10****Part A**Project Title : Scheme for Enhancing Holistic Development among Post-secondary StudentsName of Grantee : Hong Kong Community CollegeProject Period : From September 2010 (month/year) to August 2013 (month/year)**Part B**

Please use separate A4-size sheets to provide an evaluation of the Project with regard to the following aspects:

1. Project activities contributing to the attainment of Project objectives, extent of attainment of the objectives, evidence or indicators attesting to the attainment of the objectives, and if applicable, reasons for not able to achieve the objectives.
2. Impact or benefits of the Project to the participants, the target institution(s) or the sector.
3. Cost-effectiveness of the Project against clear indicators, e.g. utilization of available resources, unit cost per beneficiaries, sustainability of Project activities/impacts, applicability of Project outcomes/deliverables to other institutions, or alternative approaches for equivalent benefits at less cost, etc.
4. Outcomes and deliverables of the Project.

Signature:  Organization Chop: Name of Authorized Person: Dr. Simon LeungName of Grantee
Organization: PolyU HKCCPosition of Authorized
Person: DirectorDate: 17 December 2013

Quality Enhancement Grant Scheme

**Scheme for Enhancing Holistic Development
among Post-secondary Students**

(QEGS Project No.: 23/QEGS/09-10)

Final Report

Project Period: 1 September 2010 - 31 August 2013

Project Leader: Dr. Joseph C. H. SO

Project Members: Mr. Derek S. Y. LAM

Ms. Heidi S. F. LAI

Ms. Vivian W. O. KWOK

Hong Kong Community College

November 2013

1. Introduction

The project “Scheme for Enhancing Holistic Development among Post-secondary Students” was launched in September 2010 with the support of QEGS. It was a 3-year project aiming to assist the holistic development of students through an extended scope and scale of co-curricular activities, as well as a variety of newly established or refined learning projects and assessments.

Overall speaking, the project has achieved its major goals and objectives. Students were found to have benefited from various student development strategies to enhance their self-understanding, broaden their horizons by exploring different learning experiences, plan and achieve personal goals, arouse their interest in self-learning and lifelong learning, and advocate the spirit of mutual contribution to holistic development.

A series of quantitative surveys had been carried out throughout the project period in order to assess the impact of such development. This study attempted to explore whether students had shown improvement in their generic competencies after they had completed two-year tertiary education in Hong Kong. It investigated how student development strategies in tertiary education affected students’ holistic development by comparing the mean scores in their commencement of studies and by the time they graduated across three years.

2. Review and Evaluation

A grant of HK\$1,094,000 was accepted by Hong Kong Community College for the purpose of carrying out the captioned QEGS project from September 2010 to 31 August 2013. The prime objectives of this project were to develop the holistic development of HKCC students

and provide a comprehensive learning experience for them during their college life. This report provides a summary of the project outcomes and deliverables and presents a self-evaluation of the project effectiveness.

Objectives

The major objectives of this project were to develop the holistic development of HKCC students and provide a comprehensive learning experience for them during the research period.

In order to achieve the prime objectives, the following objective statements were proposed:

- i) Assist students in exploring their own potential and strengths by using systematic assessment tools;
- ii) Extend the scope and scale of co-curricular activities and learning projects to enhance the learning experiences of students;
- iii) Assist students in planning, achieving and reflecting their progress in various attributes of holistic development;
- iv) Encourage independent and self-initiated learning among students;
- v) Advocate students' reciprocal spirit of mutual help; and
- vi) Explore how and to what extent other learning experiences could be enhanced by co-curricular courses, activities and learning projects.

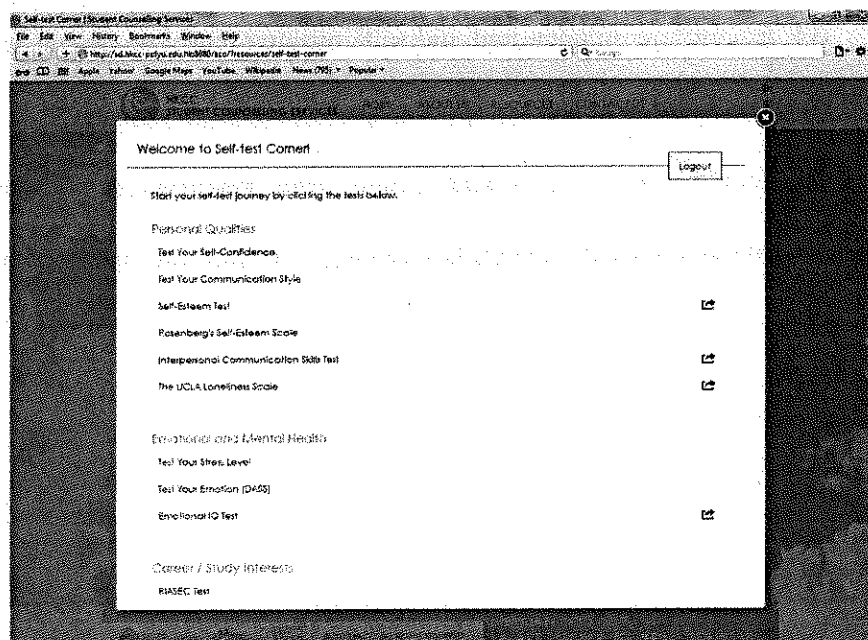
Attainment of Objectives

This project completed all the following planned activities across all four phases of the project during the reporting period, contributing to the successful attainment of all project objectives:

- A) Online application of psychometric assessment tools
- B) Guided planning for holistic development
- C) An array of enriched-learning co-curricular courses
- D) Training for student development coaches
- E) Personal portfolios on students' other learning experiences
- F) Training courses for professional staff in student development
- G) Quantitative survey studies

A) Online application of psychometric assessment tools

Seven psychometric assessment tests had been introduced on a website called “Self-test Corner” (<http://sd.hkcc-polyu.edu.hk:8080/sco/?resources/self-test-corner>) for students to undertake a psychometric assessment for understanding of their personality, strengths and weaknesses.



Academic Year ¹	Headcount of Tests Undertaken by Students
2010/11	720
2011/12	362
2012/13	644
Total	1,726

A new psychometric assessment tool called Personality Dimensions® was introduced in January 2013. Workshops on the tool were conducted to help students understand the significance of the tests.

Academic Year	Number of Courses Offered	Number of Beneficiaries
2012/13	2	61

B) Guided planning for holistic development

Project SUCCESS aimed to provide a platform which assisted students in planning and recording their progress and self-reflection about personal growth throughout their year-long participation in activities. Participants of the project were expected to take part in a wide range of co-curricular activities to achieve the milestone, and they were required to submit a portfolio detailing their experiences and reflection at the end of the academic year, after which they would be awarded for their accomplishments.

¹ Academic Year indicates an academic calendar that commenced in September and ended in August in the following year.

Cohort ²	Total Number of Enrollments
2010/11 Cohort	174
2011/12 Cohort	576
2012/13 Cohort	806

After reviewing the pilot run of the project in the first year, coaches were introduced to all participants for the 2012/13 cohort. A set of “Guidebook for Coaches” was designed and distributed to all the coaches of Project SUCCESS so as to facilitate their work of providing guidance for students. Bulletins were also distributed to students via email in each semester to provide new information about the project.

A Facebook group was launched in October 2011. Student coaches had been using the Facebook group as a platform to communicate with participants, including updating latest information on student activities, promoting community services activities and answering enquiries.

Cohort	Number of Members
2011/12 Cohort	134
2012/13 Cohort	183

A “Self-reflective Writing Competition” was organised to encourage and prepare students for quality self-reflection writing for the activities they have participated. A template was used as a standard form for writing self-reflection. Student coaches provided advice and guidance on how to write good self-reflection before the competition deadline. In summary, 42 applications were received.

² Cohort indicates a group of students who commenced their studies at the college at the subsequent academic year which commenced in September

C) *An array of enriched-learning co-curricular courses*

A number of complementary courses (funded by QEGS for HKCC students) were offered to enhance the comprehensiveness and diversity of students' learning opportunities. Areas covered included art and culture, business and management, foreign languages and culture, personal development, science and information technology, communication, law, political and public affairs, and health care.

Period	Number of Courses Offered	Number of Beneficiaries
Semester 1, 2010/11	7	107
Semester 2, 2010/11	8	119
Semester 1, 2011/12	3	78
Semester 2, 2011/12	4	99
Semester 1, 2012/13	11	216
Semester 2, 2012/13	4	73
Total	37	692

D) *Training for student development coaches*

A group of student development coaches, who were well-performed participants in Project SUCCESS, were recruited to provide guidance on Project SUCCESS for the next cohort. Training sessions for coaches were held regularly throughout the year to consolidate the effect of their input.

Cohort	Number of Student Development Coaches
2011/12 Cohort	7
2012/13 Cohort	10

An article on the findings of the effectiveness of Student Development Coaches for Project SUCCESS 2011-12 and the Facebook group for the project was published in the International Journal of Innovative Technology and Research, vol 1(4), June-July 2013.

E) Personal portfolios on students' other learning experiences

During their participation in Project SUCCESS and a wide range of co-curricular activities, students were provided with passports to systematically record their participation, and guidelines were given on how to write their reflections in accordance with different aspects of holistic development.

Cohort	Number of Portfolios Collected
2010/11 Cohort	32
2011/12 Cohort	35
2012/13 Cohort	31

Coaches had been constantly advising participants on how to prepare their personal portfolios via the Facebook group and bulletins throughout the academic year.

F) Training courses for professional staff in student development

In order to equip staff members with professional skills and knowledge to provide guidance for students, four counselling officers took up the Myers-Briggs Type Indicator (MBTI) training courses from 23 to 26 August 2010, and one additional officer attended an MBTI training course during 4 to 7 January 2011. A series of MBTI workshops was offered to students.

Cohort	Number of MBTI Courses Offered	Number of Beneficiaries
2010/11 Cohort	7	154
2011/12 Cohort	13	335
2012/13 Cohort	11	281
Total	31	770

G) Quantitative survey studies

The questionnaire adopted for this survey was The Self-assessment of All-round Development (SAARD) questionnaire which was developed by the Student Affairs Office of The Hong Kong Polytechnic University. The SAARD questionnaire aims to measure the generic competencies of students, which indicate the transferable, multi-dimensional and multi-functional knowledge, skills and attitudes they possess. The survey comprised six stages. Participants were all randomly selected students who commenced their studies from 2009 to 2011, and graduated from 2011 to 2013 respectively.

Phase	Period	Number of Questionnaire Collected	Background of Students
1	25 Oct – 3 Dec 2010	1,376	Freshmen (2010/11 Cohort)
2	1 – 26 Apr 2011	651	Graduates (2009/10 Cohort) Control Group
3	25 Aug – 28 Oct 2011	933	Freshmen (2011/12 Cohort)
4	29 Mar – 13 Apr 2012	570	Graduates (2010/11 Cohort)
5	4 Sept – 24 Oct 2012	1,317	Freshmen (2012/13 Cohort) Students from both HKDSE and HKALE curriculums
6	21 Mar – 26 Apr 2013	413	Graduates (2011/12 Cohort)
Total		5,260	

Overall speaking, the survey demonstrated that students had shown improvement at various levels in the generic competencies that were related to the targeted aspects of scheme refinement. It was found that, in general, the introduction of different student development strategies, namely the refinement of the scheme and student coaches, had a positive impact on the holistic development of students in accordance with the mean scores difference in 14 generic competencies of freshmen and graduates. Students had shown significant

development in their “social skills” and “aspiration of learning” that matched the expectation of the objectives of the project, while other domains also recorded improvement in general. However, the indifferent performance and self-evaluation of generic competencies deserve more attention as to in what ways students acquired their awareness of holistic development prior to their tertiary education. The results also showed that freshmen from the 2012/13 cohort with HKALE background had scored significantly higher in all fourteen generic competencies.

The detailed report can be found on the HKCC intranet which is accessible to all HKCC staff members.

3. Project Impact on Holistic Development of Students

Complementary courses were successfully organised to provide a broad array of co-curricular activities for students at their home institute. These structural courses beyond their academic curricular learning covered a wide range of areas including art and culture, business, health care, communication skills and foreign languages, personal development, and/or science and technology. From September 2010 to August 2013, 37 courses were successfully run, and the total enrolment was 692. This demonstrated students' strong commitment to holistic development. A complete list of complementary courses offered during the project period can be found in Appendix I.

In addition, Project SUCCESS also functioned as a reward system that encouraged students' active involvement in activities within and outside their home institute. A point-system was introduced to foster their all-round participation in activities that covered a wide-range of learning objectives, including communication skills, global outlook, physical development, social skills and languages. The extent of their whole person development would determine their awards in Project SUCCESS.

Table 1: Summary of Attainment of Objectives

Objective Statement	Activities Related to the Objective	Extent of Attainment of the Objective	Evidence or Indicators of Having Achieved the Objective
1) Assist students in exploring their own potential and strengths by using systematic assessment tools	1. Seven tests were placed on the student counselling services website for students to undertake psychometric assessments. 2. MBTI courses	Fully achieved	a) 1,641 completed cases of psychometric assessments from August 2010 to August 2013 b) 31 workshops with 770 participants from August 2010 to August 2013.
2) Extend the scope and scale of co-curricular activities and learning projects to enhance the learning experiences of students	1. Project SUCCESS provided a platform which assisted the students in planning and recording their progress and self-reflection on personal growth throughout their year-long participation in activities 2. Complementary courses (structural courses beyond curricular learning covering the areas of art and culture, business, health care, communication skills and foreign languages, personal development, and/or science and technology) 3. "Leadership Development for Potential Leaders" programme (Ldpl) and Leadership Series Plus Workshops	Fully achieved	a) 174 participants (2010/11); 576 (2011/12) and 806 (2012/13). Total number of participants was 1,556. b) 37 complementary courses with 692 participants from September 2010 to August 2013. The average number of students per class was 18.7.
3) Assist students in planning, achieving and	1. Project SUCCESS (as stated)	Fully achieved	a) 1,556 (as stated) b) Completed portfolios with

reflecting on their progress in various attributes of holistic development	2. Personal portfolios on students' other learning experiences		awards of achievement: 32 (2010/11); 35 (2011/12) and 31 (2012/13). Total number was 98.
4) Encourage independent and self-initiated learning among students	1. Project SUCCESS (as stated)	Fully achieved	a) 1,556 (as stated)
5) Advocate students' reciprocal spirit of mutual help	1. Training for student development coaches	Fully achieved	a) 17 coaches from August 2011 to August 2013
6) Explore how and to what extent other learning experiences could be enhanced by co-curricular courses, activities and learning projects.	1. Training courses for professional staff in student development 2. Quantitative survey studies	Fully achieved	a) Five counselling officers took up the MBTI training courses from 23 to 26 August 2010, and 4 to 7 January 2011 respectively. b) Six stages of quantitative surveys were completed from October 2010 to April 2013 and nearly 6,000 participants were recruited.

4. Cost-effectiveness

The overall financial status of the project, along with a breakdown of items, is shown in Table 2.

Table 2: Financial Status

Expenditure Items	Approved Budget	Actual Expenditure	Balance
Manpower	579,600	552,152	27,448
Equipment / Facilities	247,000	239,755	7,245
Services	236,150	271,320	-35,170
General Expenses	23,750	11,971	11,779
Others	7,500	7,500	0
Total	1,094,000	1,082,698	11,302

The project is deemed to be cost-effective as it had fully attained all the objectives within the budget. The final budget led to an overall positive balance of \$11,302 after accomplishing all the goals and objectives.

The following checklist indicates the sustainability of project activities and materials developed:

Project Activities	Sustainability
Online application of psychometric assessment tools	Psychometric assessment tools will continue to be used regularly with constant review and updates.
Project SUCCESS	The project will continue to be offered to students every academic year as indication of the home institute's commitment to the holistic development of students.
Complementary courses	Popular courses will continue to be offered

	regularly.
Training guide for student development coaches	The training kit will be revised and will continue to be used by student coaches of Project SUCCESS as well as other activities if deemed necessary.
Quantitative survey	The survey results have formed a database of student development evaluation for the past three years and will be used as reference for student development affairs.

In addition, the quantitative survey study, which explored, identified and evaluated how and to what extent co-curricular activities could enhance the holistic development of tertiary students, can be a good reference for the College to develop a concrete model or framework to provide a tangible direction and guidelines for both coordinators and students. The survey, hence, serves as a good reference point for the evaluation of existing student development affairs as well as a departure point for the betterment of student development in the long-run.

5. Outcomes and Deliverables of the Project

All project activities stipulated in the agreement had been completed, including:

Deliverables Attained	Attainment
❖ Develop and implement the online application of psychometric assessment tools	Fully attained
❖ Provide a broad array of co-curricular learning experiences	Fully attained
❖ Develop the survey questionnaire for the project	Fully attained
❖ Implementation of an award scheme to recognise students' achievements in co-curricular activities	Fully attained
❖ Conduct a survey and collect data to study how the learning effectiveness could be enhanced by a pilot run	Fully attained
❖ Consolidate the findings of the survey study	Fully attained
❖ Deliver the project report	Fully attained

6. Deliverables and Modes of Dissemination

A) *Complementary Courses*

37 courses were completed and the total enrolment was 692. A complete list of complementary courses with subject titles and their subsequent development areas can be found in Appendix I.

B) *MBTI Courses*

31 workshops were completed and the total number of participants was 770. A complete list of MBTI courses with dates and venues can be found in Appendix II.

C) *Project SUCCESS*

With regard to Project SUCCESS, following the implementation of student development coaches, two Facebook groups had been set up since August 2011 to provide a platform for coaches to interact with students, as well as to circulate relevant information, activity updates and discussion for all kinds of co-curricular activities being offered within and outside of the institute. The total numbers of members for the groups were 139 (2011/12 cohort) and 183 (2012/13 cohort) respectively.

D) *Research Seminars*

Two research seminars were organised to report some of the findings of our research in generic competencies.

- A seminar on the comparison between Science and Technology from the entry (1st phase) and exit (4th phase) in the 2010/11 cohort was held on 16 May 2013.
- A seminar regarding the differences among the 2012/13 cohort HKCC freshmen from HKALE and HKDSE backgrounds (5th phase) was conducted on 20 August 2013.

E) Publications

Six articles related to the project were published between 2011 and 2013:

- i. So, C. H. J., Lam, S. Y., Lai, S. F. H. & So, Y. L. (2011). Mapping the impact of holistic development: a study of the relationship between generic skills and academic discipline among Hong Kong associate degree students. *Proceedings from iCERI 2011: 4th International Conference of Education, Research and Innovation. Madrid: Spain.*
- ii. So, C. H. J. & Lam, S. Y. (2012). Promoting student holistic development through student interaction in social networks. *Bulletin of the IEEE Technical Committee of Learning Technology*, 14(4), 53-55.
- iii. So, C. H. J., Lam, S. Y. & So, Y. L. (2013). Impact of tertiary studies on development of students' generic competencies: A case study of associate degree graduates in Hong Kong. *IEEE International Conference on Teaching, Assessment and Learning for Engineering*, 2013, Bali, Indonesia.
- iv. So, C. H. J., Lam, S. Y. & So, Y. L. (2013). A case study of generic competencies among science and technology tertiary graduates in Hong Kong. *IEEE International Conference on Teaching, Assessment and Learning for Engineering*, 2013, Bali, Indonesia.
- v. So, C. H. J. & Lam, S. Y. (2013). Student-controlled social networks for promoting holistic development from the perspectives of student coaches. *International Journal of Innovative Technology and Research*, 1(4), Issue-4, June – July 2013.
- vi. So, C. H. J. & Lam, S. Y. (2013). Do all science freshmen possess similar generic competencies? A comparative study of entrance to tertiary education in Hong Kong.

International Academic Conference on Education, Teaching and E-learning (IAC-ETeL 2013), Prague, Czech Republic, October 17-18, 2013.

F) Other Student Feedback

The average number of complementary courses being offered in each semester was 6.2. The average number of participants per complementary course was 18.7. The introduction of MBTI courses had also received positive feedback from students as enrolments had been steady throughout the three years. The average enrolment number for each MBTI course was 24.8.

Feedback on complementary courses had been generally positive as students agreed that the courses offered new insights and triggered their interest in skills and knowledge which could unlock their potentials. Students also found MBTI courses useful in terms of self-assessment. They were able to identify their personality traits, potential and strengths that would be handy when making suitable decisions about their academic development, holistic development and future career paths.

7. Concluding Remarks

Overall speaking, the project was successful in achieving its major goals and objectives. Students were found to have benefited from various student development strategies, such as the refinement of the student development scheme and student coaches, to enhance their self-understanding, unearth their potential, broaden their horizons by exploring different learning opportunities, plan and achieve personal goals with the ability to reflect on their own learning experiences, develop the sense of self-learning and lifelong learning, and advocate the reciprocal spirit of mutual help to holistic development. The six stages of SAARD quantitative surveys provided sound explanations and new insights into the paths and efficacy of various development strategies, while also posed new questions on the impact of HKDSE curriculum on influencing students' other learning experiences.

The support from the QEGS fund was critical to the success of the project.