

Quality Enhancement Grant Scheme

Progress Report

Project No. : 25/QEGS/09-10

Reporting Period : From September 2011 (month/year) to February 2012 (month/year)

Part A

Project Title : Math Portal

Name of Grantee : Hong Kong Community College

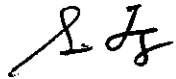
Project Period : From September 2010 (month/year) to August 2012 (month/year)

Part B

Please use separate A4-size sheets to report the progress with regard to the following aspects:

1. Types and brief descriptions of Project activities held/completed during the reporting period (*the information may be presented in the form of a table*).
2. The dates, time, venues and number of participants / beneficiaries of Project activities held, and resources (e.g. equipment, manpower) used for the implementation of Project activities.
3. Project milestone(s) and deliverables attained at the end of the reporting period and evidence showing the attainment of milestones and deliverables.
4. The percentage, in terms of key tasks, of the Project completed at the end of each reporting period.
5. Project variation*, if any, during the reporting period, together with details and justifications

Signature: _____



Organization Chop: _____



Name of Authorized Person: Dr. Simon Leung

Name of Grantee

Organization: PolyU HKCC

Position of Authorized

Person: Director

Date: 27 March 2012

* A separate written application should be submitted to the Grantor for prior written approval.

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Progress report on QEGS Project – Math Portal

Project Code: 25/QEGS/09-10

The Math Portal project has completed Phase III (from 1st September 2011 to 29th February 2012). This report summarises the project activities completed and the milestones and deliverables attained as of 29th February 2012.

1. Project activities held/completed during the reporting period

(I) Math Learning Centres

The two Math Learning Centres (MLCs) continued their operation on both the HHB and WK campuses to provide students with an additional channel to seek help for mathematics-related problems. In semester 1, 2011/12, around 3,000 students enrolled in the subjects concerned in the Math Portal project.

During term time from Monday to Friday from 14:00 to 18:30, either one of the MLCs was opened for students enrolled in the mathematics / statistics subjects concerned. In order to provide more comprehensive support services to students, several extra consultation sessions were conducted by full-time lecturers of CC2050* and CC2052*. The sessions were well attended by enthusiastic students.

* 'CC2050 Quantitative Methods for Business' and 'CC2052 Elementary Statistics' are two of the subjects concerned in the Math Portal project.

(a) Number of visits per week

Day	Number of Visits (Head Count)													Total
	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	
Mon	0	0	0	0	0	3	8	0	1	0	0	2	0	14
Tue	4	0	0	3	3	6	20	2	4	2	0	15	0	59
Wed	3	8	--	7	0	10	11	19	18	15	15	16	58	180
Thu	0	0	0	10	6	1	14	31	8	14	5	18	0	107
Fri	1	2	2	8	2	2	10	25	8	18	4	12	36	130
Total	8	10	2	28	11	22	63	77	39	49	24	63	94	490

-- public holiday

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(b) Promotion

Students were informed of the free support services provided by the MLCs via the following channels:

- An email which introduced the services provided by MLCs was sent to all students concerned at the beginning of each semester.
- Posters were put up on the notice boards and in the lifts of the two campuses.
- Subject team members and Programme Leaders of the subjects concerned were well informed about the services and their assistance in introducing the services to students during class was sought.
- Information about the MLCs was uploaded to the Digital Display Systems.
- Roller stands and promotional stands were placed on the two campuses.

(c) Review of the operation of the Math Learning Centres

Sets of questionnaires developed in Phase I and Phase II of the project were used to collect students' feedback on the support services provided by the MLCs. Positive comments from students were received. In particular, for the question about the effectiveness of the services provided by the MLCs in helping students' learning, an average score of 8.7 (on a 10-point scale) was obtained. Encouraging feedback on the extra consultation sessions from students was also received, with around 90% of the respondents commended that the sessions were helpful.

The following table shows some key findings from the questionnaire survey conducted at the end of the semester about the reason(s) why some students did not use the support services provided by the MLCs.

	No. of respondents	R1	R2	R3	R4	R5	R6
Total	1,825	387	648	373	438	348	23
%		21.21%	35.51%	20.44%	24.00%	19.07%	1.26%

where

R1: I am able to cope with the subject materials. Thus, I do not need this kind of help.

R2: I can seek assistance from my lecturers/friends whenever I need.

R3: The lectures and tutorials are adequate for me.

R4: I am not available during the opening days and hours.

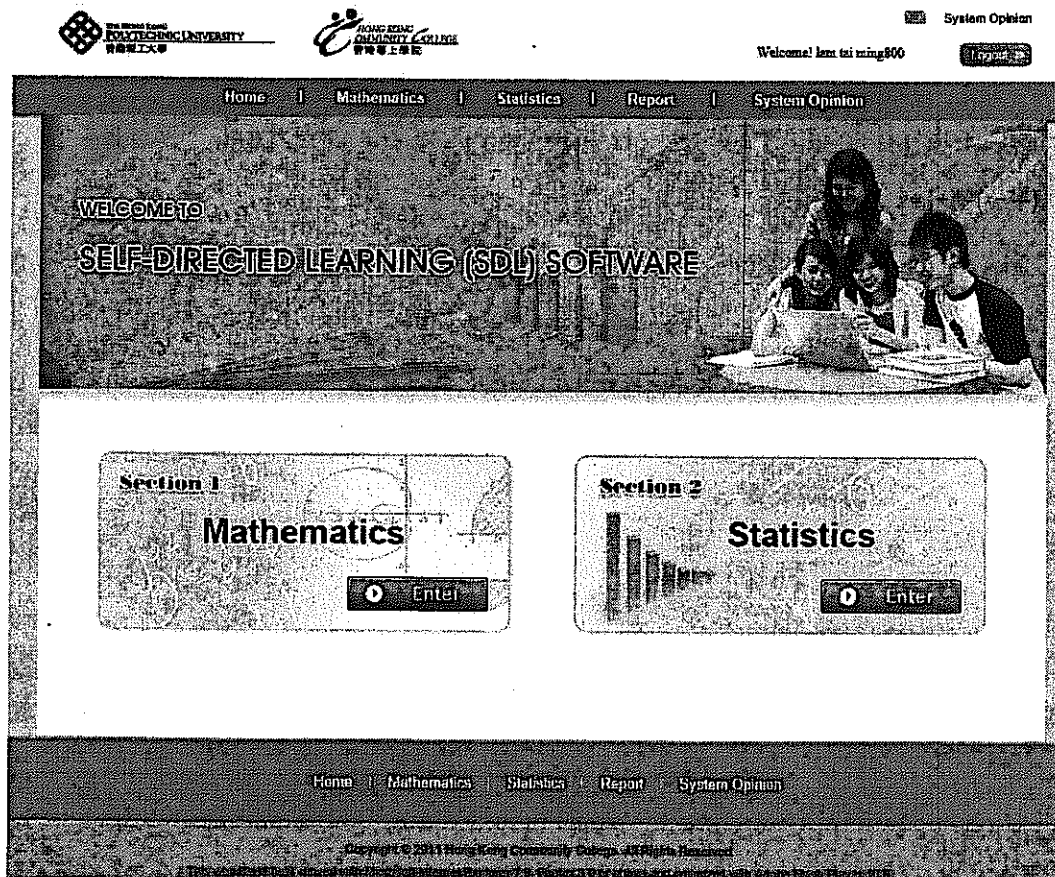
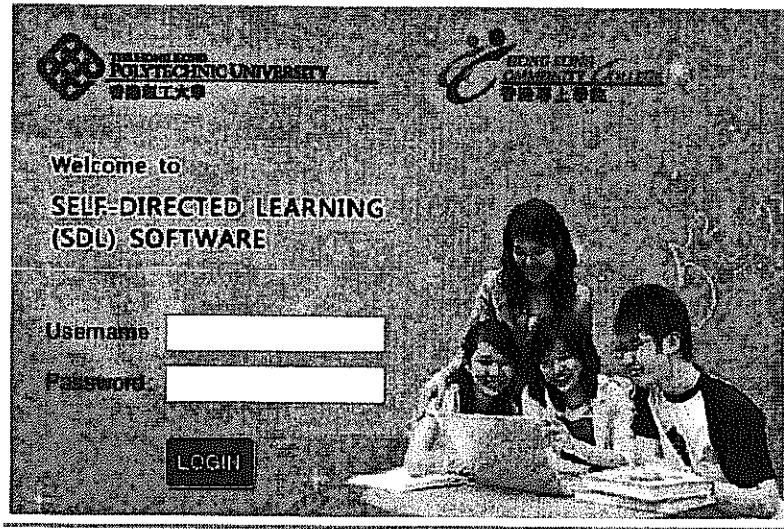
R5: I am not aware of the services of MLC.

R6: The learning assistant is not capable of solving my problems

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(II) Self-directed Learning Software

The platform web pages and resource system were updated.



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System Opinion

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Mathematics

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The following tasks regarding the self-directed learning software are in progress:

- Review and update the content materials
- Input the content materials (notes, tutorial exercises, self-practice exercises and quizzes) to the resource system
- Pre-implementation review of the software and follow up with the vendor on the problems identified

(III) Remedial Courses

(a) Number of classes offered

Six sessions of an entry test were administered to around 4,700 stage-1 sub-degree students of HKCC during 22-24 August 2011 and on 1 September 2011 (make-up session). With reference to their performance in the test, appropriate remedial courses were arranged for students in need. A total of 70 classes (39 classes on West Kowloon campus and 31 classes on Hung Hom Bay campus) were offered in Semester 1, 2011/12 for around 1,300 students.

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(b) Student Performance

Students were required to sit for progress tests during the 2nd, 4th and 6th lessons. Students' performance in the entry test and the remedial course is summarised in the following table.

Remedial course	Average scores (out of 100)			
	Entry test	Test 1	Test 2	Test 3
Elementary Algebra	43	61	65	72
Basic Statistics	48	79	53	56
Pre-Calculus	42	70	49	61

(c) Quality Assurance Procedure

A set of questionnaire developed for collecting students' feedback on the remedial courses was administrated in lesson 4 or 5 of the courses, the post-teaching reports on remedial courses were received, and at least one class conducted by each visiting lecturer was visited.

In general, positive comments on remedial courses were received from the students and the lecturers. In particular, for the question about the effectiveness of the courses in helping students to learn mathematics / statistics, an average score of 7.4 (on a 10-point scale) was obtained. In the post-teaching reports, lecturers reported that the students were attentive and well-disciplined, and they found the materials developed for the courses useful. To further strengthen student's mathematics ability, lecturers suggested that more topics should be covered in the remedial courses.

2. The percentage, in terms of key tasks, of the project completed at the end of the reporting period

Milestones scheduled for completion during the reporting period **	% attained	Remarks
- Implementation of the Math Learning Centre ✓	100%	
- Review the operation of the Math Learning Centre ✓	100%	
- Implementation of the remedial courses ✓	100%	
- Administer the progress test to all students taking the remedial courses ✓	100%	
- Launching, updating and maintaining the self-directed learning software (test version) ✓	100%	

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Overall Project	25%	
** Please seek prior approval from the QEGS Secretariat if the project milestones cannot be completed at the end of the reporting period.		

3. Project variation (a separate written application should be submitted to the QEGS Secretariat for prior written approval.)

Descriptions of variations (e.g. change of the project scope or duration, deferral of completion date, relocation of an amount exceeding 10% between items of expenditure in the budget)	Date of approval sought from QEGS Secretariat
-- Not applicable --	

4. Financial position as at the end date of the reporting period

Expenditure items	Approved budget (a)	Committed or actual expenditure (b)	Balance [(a)-(b)]
a. Manpower	\$1,134,225	Part-time project assistant = \$148,283.95 Teaching staff for remedial courses = \$787,100 Development of test bank /materials = \$152,630	\$46,211.05
b. Equipment / facilities	\$50,000	Notebooks and accessories = \$41,785	\$8,215
c. Services	\$80,000	Construction of software = \$80,000	\$0
d. General expenses	\$60,575	Textbooks and miscellaneous = \$8,253.85 Administration cost of entry test and remedial courses = \$52,084	\$237.15
e. Others	---	--	--
Total	\$1,324,800	\$1,270,136.8	\$54,663.2
<i>Project Income (if any)</i>			
Total Balance		\$54,663.2	