

Guidelines and Procedures for Annual Reporting on Courses with Service-Learning Elements

6.1 Objectives

Courses with Service-Learning (S-L) elements are reviewed annually to ensure that the Service-Learning Programme Committee (SLPC) systematically **analyses pertinent information and identifies areas where improvements are necessary or desirable in order to enhance the quality of the course offerings**. On the basis of available evidence, the review will also assess whether the S-L programmes have been successfully operated and have worked towards achieving the overall desired aims and learning outcomes of the courses with Service-Learning Elements in the past year.

6.2 Roles

6.2.1 Director of OSL

- (a) The Director is responsible for managing the on-going S-L programme review and development of the courses with S-L elements.
- (b) He/She should ensure that the necessary data and information are assembled and that a draft Annual Report is prepared.
- (c) He/She is also responsible for ensuring that comments or advice made by the SLPC and the Academic Quality Assurance Committee for Undergraduate Programmes (AQAC) are taken into consideration in revising the Report.

6.2.2 Service-Learning Programme Committee (SLPC)

The SLPC considers the draft Annual Programme Report, reviews critically the operation of the S-L programme and considers any proposed changes.

6.2.3 Academic Quality Assurance Committee for Undergraduate Programmes

In considering the Report, the AQAC shall ascertain whether the objectives of the review as mentioned in 6.1 have been achieved and whether relevant issues are being properly addressed.

6.2.4 Senate

The Report approved by the AQAC shall be submitted to the Senate for its noting.

6.3 Procedures and Timing

Information Technology Services Centre provides the term-end Course Teaching and Learning Evaluation (CTLE) to Director of OSL	around mid-January (for 1st Term) and around mid-June (for 2nd Term)
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Centre for Innovative Teaching and Learning (CITAL) provides First Year (FirstYSLES) and Final Year	by August
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Student Learning Experience Survey (FinalYSLES)
Reports to Director of OSL

CITAL provides Employer and Alumni Survey Reports to Director of OSL (biennially)	by August
Registry issues a reminder to OSL on submission of the Annual Report (with a clear time frame)	in early September
Director of OSL drafts the Annual Report	by end of October
SLPC meets to consider the draft Report	by mid-November
Director of OSL submits the endorsed Report to AQAC	by early December
AQAC considers and approves the Report as appropriate	in February/March
Senate notes the approved Report	in March/April

[Note: A copy of the Report should be sent to members of Advisory Board concerned for their information.]

6.4 Contents of the Annual Programme Report

6.4.1 The Report should consist of three distinct sections: a cover, the main text and appendices.

6.4.2 Cover

A cover sheet shown in Appendix A gives summary information of the OSL and SLPC.

6.4.3 Main Text

- (a) Please refer to the template in Appendix B for the required and suggested content for the main text.
- (b) Main points to bear in mind in writing the Report are that it shall
 - contain concise **critical analysis** and **evidence-based commentary**;
 - emphasize **development and changes** that occur during the reporting year and highlight the **rationale/justification** for such developments/changes;
 - in major areas, include a **reflection on development and achievement** during the previous year as well as **ways for improvement**; and
 - as a rough guide, be about 9 to 10 pages in single-line spacing (for the main text only).
- (c) Sources of Information
The Report should draw upon **evidence** and **information from statistical data** which can include student numbers; learning outcomes result, comments/suggestions from students' pre- and post-questionnaire and focus groups, views of students (in particular final year students), graduates, faculty

members, community partners or relevant professional bodies; comments by validation/review panel, etc., if any.

6.4.4 Appendices

- (a) SHOULD append **data and information** reflecting **strengths** and **weaknesses** of the S-L programme, including:
- response to SLPC/Advisory Board members after discussion of their views/suggestions at relevant committee(s) (sent during the reporting year, if any, although the views/suggestions can be received for the year before);
 - reports on surveys to students, final year students/graduates, alumni, employers, course instructors, community partners undertaken during the year, if any, and the respective Teaching and Learning Data to Action forms (Appendix C), if applicable, for the survey reports;
 - study on time series data undertaken during the year, if any and as appropriate;
 - reports on 5-year programme review and response thereto, if any;
 - reports on study tours, internship programme, international exchange programme, if any.
- (b) SHOULD NOT append details on programme operations/management, such as:
- reports/views from individual teachers;
 - minutes/reports of the meetings of the Service-Learning Programme Committee, Advisory Board;
 - report on Staff Retreat;
 - comments of External Academic Advisers on individual script marking, if any.

LINGNAN UNIVERSITY
Annual Report 20 -
for Courses with Service-Learning Elements
by the Office of Service-Learning

Name of Director of the Office:

Dates of Last and Next 5-year Review:

Membership of Service-Learning Programme Committee (SLPC):

Endorsed by the SLPC and submitted to the AQAC:

(SLPC Chairman)

Date

Approved by the AQAC:

(AQAC Chairman)

Date

Template for Annual Report for Courses with Service-Learning Elements

1. Summary of Progress on Previous Action Plans

Should summarise actions taken and recorded since the previous Annual Report and as follow up from the previous 5-year Review. Identify timescales for any on-going or planned actions.

Issue	Action Taken/ Being Taken with indicated time frame

2. Students Numbers

Should give a critical and evidence-based commentary on the number of students enrolled in courses with S-L elements and relevant trends. Should also include any issues or problems identified and actions taken/to be taken to address them.

3. Changes to Courses with S-L elements

Should include a summary of course changes. Specific focus should be given to major changes made to the overall aims of the course offerings, course learning outcomes, assessment modes of teaching/delivery and introduction of new courses, with justifications given, e.g. external review, internal reflection, benchmarking, etc.

4. Feedback from Students

An analysis of the courses with S-L elements and course evaluation and feedback from students should be included. Major sources will be the First (FirstYSLES) and Final Year Student Learning Experience Survey (FinalYSLES)*, the Course Teaching and Learning Evaluation (CTLE) scores, pre- & post-course/test questionnaires, focus group meetings and students' reflective essays/reports. Any differences in comments on the courses with S-L elements from previous years should be noted.

** Should include major findings based on data analysis, highlighting areas of commendation and recommended actions identified on the Teaching and Learning Data to Action forms.*

5. Feedback from Other Stakeholders

Should include a summary of the issues raised and suggestions made by other stakeholders, e.g. **Service-Learning Programme Committee, Advisory Board, graduates/alumni, employers, course instructors, community partners, professional bodies**, etc.) in the reporting year, and the responses and action plans (covering proposed course modifications/developments) made to address these issues/suggestions.

6. Assessment of Learning Outcomes

- Should give a critical and evidence-based commentary on the outcome-based assessment of learning for courses with S-L elements, including:
 - students' attainment of goals/learning outcomes;
 - approaches/initiatives adopted to ensure accurate measurement of these goals/outcomes;
 - any trends/changes/developments that have been observed and the reasons/rationale/justifications for such observations; and
 - any issues or problems identified and actions taken/to be taken to address them.
- Should be supported by analysis of learning outcomes-related data **in comparison with previous years (preferably for a period of three years)** as reflected in survey results or any other means.
- Include any other aspects as deemed appropriate.

7. Changes with Resource Implications

Should include a summary of any changes to the resources (material or human) necessary for the successful continuation and development of the course offerings, as well as any staff development necessary to resource the Service-Learning programme.

(Note: Request for resources should be separately submitted to relevant committees, e.g. University Administration and Planning Committee.)

8. Overall Evaluation

The Report should conclude with an overall evaluation of the courses with S-L elements that brings together what has been reported above and includes a critical reflection of the S-L programme as a whole. Issues to be addressed include:

- an overall evaluation of the courses with S-L elements and learning outcomes;
- evaluation of efforts made to enhance the courses with S-L elements taking account of comments made in the last 5-year Review and the previous Annual Report;
- strengths and weaknesses; and
- any matters of concern not covered in this Report so far.

9. Action Plan

The Report should contain an action plan to spell out actions and measures to be taken with an indicative timeframe to solve the problems identified in various sections above, to improve or develop the S-L programme and/or to address recommendations made in the last 5-year Review and feedback from various stakeholders. In the action plan there should be clear lines of responsibility for the actions and measures.

Ref. No.:
 (to be completed by CITAL)

CENTRE FOR INNOVATIVE TEACHING AND LEARNING
TEACHING AND LEARNING DATA TO ACTION FORM
PART I TEACHING AND LEARNING DATA INFORMATION

Attention to:	Prof. XXX	Faculty / Department / Unit / Programme:	XXX
Data source:	Final Year Student Experience Learning Survey 2021		
Survey Period:	April to June 2021	Purpose of the survey:	Enhancement of Teaching & Learning
CITAL Support Staff Contact:	cital@ln.edu.hk	Sent:	10/9/2021

PART 2 TEACHING AND LEARNING DATA AREAS OF COMMENDATION

XXX Programme: *Adaptability* was rated consistently high from 2018 to 2021. There is a significant increase in *Teachers and Learning Relationship* in 2021.

PART 3 TEACHING AND LEARNING DATA AREAS OF ACTION

XXX Programme: The rating of *Chinese Language Competence* was slightly improved but still maintained low in 2021.

PART 4 CITAL RECOMMENDED ACTIONS

CITAL Recommends for the consideration of the Dean / HoD or Unit / Programme Leader the following possible areas of support we can provide to assist in addressing the areas of action.

(CITAL to Highlight as recommended).

- Consultation with Dean / HoD or Unit / Programme Leader on areas of improvement and strategy
- Professional Development for staff via a workshop specific to the areas identified
- Conduct a focus group with staff / students to drill down more deeply into the reason for the actions and potential ways to improve
- Development of an Educational Resource to assist in addressing the area of action
- Creation on a self-paced online professional development resource for staff
- Formation of a Community of Practice specific to his context to facilitate the ongoing sharing of the collective wisdom of colleagues as related to Curriculum / Pedagogy / Technology / Assessment / Graduate Attributes
- Facilitating a Curriculum Review which could cover the following areas:
 - Programme coherence;
 - Courses aligning to the Graduate Attributes concerned;
 - Teaching and learning methods supporting students to achieve these Graduate Attributes;
 - Assessment tasks enabling students to demonstrate their achievements;
 - Student workload (e.g. amount and distribution of assessment tasks over an academic term)
 - Approaches to feedback provision;

PART 5 FACULTY / DEPARTMENT / UNIT / PROGRAMME COMMENTS and / or RECOMMENDED ACTIONS AND TIMELINE

I / we have noted the areas of possible action and would like to provide the following as additional commentary to the analysis of this data.....

To improve the low-rated Chinese Language competency, Dept X has obtained the permission from AQAC to change the MOI to Chinese in one elective course and will plan to change the MOI for another elective in Chinese art, so that students will have more practice in reading and writing in Chinese.

To improve Information and Communications Technology Literacy (ICT), Dept X will ask ITSC to collaborate with us or hire a professional to offer a tailor-made technical workshop to meet the needs of our students per year.

I / we have noted the areas of possible action and would like to provide the following as the approaches we wish to take to address the actions as identified.

ACTION	TIMELINE

Conduct a focus group with students to drill down into the reason for the actions to improve Chinese language competence	Mid-Jan 2022
ITSC workshop	Mid-Jan 2022

Please return this form to CITAL no later than 1 month from receipt of the original via email to cital@ln.edu.hk. CITAL is happy to offer support in the completion of Part 5 and happy to provide any further information / clarification and support as needed. Please feel free to reach out to the designated support contact to arrange.

Best Regards,

CITAL Learning Analytics

To be completed by CITAL
 RECEIVED FROM _____ ON _____