A Practical Guide on Using Institutional Surveys and Data Sources for Annual Programme Review

Contents

1   Overview

PolyU advocates an evidence-based approach to quality assurance and enhancement. A wide range of data sources are available to departments and programme teams to assess the quality of learning and teaching and to inform improvement actions. The aim of this document is to introduce the various institutional surveys and other learning and teaching data for quality assurance and enhancement, particularly in the context of Annual Programme Review.

2   Annual Programme Review (APR)

As a key mechanism and process of PolyU's quality assurance framework, APR provides the avenue for Departments to identify areas and develop actionable plans for improving the quality of academic programmes and student learning experience. APR is an evidence-based process. The University has developed a template to facilitate the use of diverse data sources for a comprehensive review of the academic standards, academic quality, operation and continuing relevance of the programme:

(i) _Academic standards_ refer to the expected level of attainment to be achieved and demonstrated by students and what they actually achieve at the end of study (programme/subject). Academic standards are expressed in terms of intended learning outcomes and assessment criteria, and are measured by students' performance of the intended learning in relevant assessment tasks.

(ii) _Academic quality_ refers to the processes that enable students to achieve the academic standards set for their awards. It covers all aspects of student learning experience, including curriculum design, teaching quality, co-curricular experience, physical and virtual environments, the conduct of assessment, and the provision of academic support and guidance.

(iii) _Programme operation_ refers to the various processes that keep the programme running. It is about the administration of the programme, e.g. student recruitment, staffing, timetabling, communication, accreditation, implementation and documentation of QA procedures, etc.

(iv) _Continuing relevance_ refers to the alignment of the curriculum with the current professional, disciplinary, and societal needs. It is about how well the programme's learning outcomes, content, and teaching approaches, etc. address the evolving demands of the respective field and society at large.

For tips for preparing APR reports, see Appendix I.

3   Data Sources for Annual Programme Review

A wide range of data sources can be used to inform annual programme review. These data sources can be grouped into five broad categories, including learning outcomes assessment results, student feedback, external reviews, programme statistics, and other data sources. Different data sources can shed light on different aspects of programme effectiveness. The table below provides an indicative mapping of the common data sources under each category with the four main areas of review, namely academic standards, academic quality, programme operation and continuing relevance.

	Academic standards	Academic quality	Programme operation	Continuing relevance
LOA results				
Form LOA	✓			
Student feedback				
First Year Student Survey (ISLE-Y1)	✓	✓		
Final Year Student Survey (ISLE-FY)	✓	✓		
TPg Student Survey (ISLE-TPg)	✓	✓		
Student/ Staff Consultative Group	✓	✓		
Student Feedback Questionnaire (SFQ)		✓	✓	
Alumni Survey	✓	✓		✓
External reviews				
Departmental Academic Advisor Report	✓	✓		
Departmental Review (DR) Report	✓	✓	✓	✓
External Examiner (EE) Report	✓			
Employer Survey/ Feedback	✓			✓
Accreditation Report	✓	✓		
Programme statistics				
Number of JUPAS Band A choices to intake quota			✓	✓
Intake quality (DSE score)			✓	✓
Profile of New Students			✓	✓
% of 1st class honours/ distinction	✓			
Graduate Employment Survey				✓
Other sources of data				
Teacher observations		✓	✓	
Global trends				✓

The sections below provide an introduction to the various data categories and some of the key instruments for data collection, with an emphasis on how the data can be used for APR.

3.1 Learning outcome assessment results

In the context of programme quality assurance, learning outcomes assessment is a measure of the programme's effectiveness in producing the learning outcomes that it sets out to produce. At PolyU, every programme has a Programme Learning Outcomes Assessment Plan (P-LOAP), which details the outcome measures and the criteria for success for each programme learning outcome.[1] Departments are required to report the learning outcomes assessment results using a standard template (Form LOA) and propose improvement plans as appropriate in their annual programme review.[2] Learning outcomes assessment results are the key source of information on the academic standards of the programme as indicated by the students' achievement of the programme learning outcomes.

Programme Learning Outcomes Assessment Plan (P-LOAP)	
Description	P-LOAP is a plan for systematically collecting data on students' achievement of learning outcomes for the purpose of evaluating the effectiveness of the programme in producing the intended outcomes. Typically, it includes both direct and indirect measures of learning outcomes: • Direct measures involve students performing the learning outcomes, e.g. in course-embedded assessments or standardised tests. • Indirect measures involve students reporting their learning gains, e.g. in response to a student survey. It also includes the criteria for success for each outcome measure, e.g. the percentage of students passing a particular assessment item at Grade C or above. P-LOAP is a living document and should be reviewed and updated regularly.
Responsible Units	Programme leaders
Frequency	Annual, but can focus on a subset of outcomes each year.
Instrument	Kept by individual departments
Target informants	Depending on the plan
Dissemination	Three years of results are reported in APR using Form LOA
How to use	• Compare the results with the criteria for success. Are any of the outcomes underachieved? What are the weakest outcomes? • Look at the data from across the last few years. Are there any trends that warrant attention? • Consider the results/trends in conjunction with other information (e.g. curriculum map, subject grades) to identify the causes of the issues. • Consider the findings. What enhancement actions are needed? Prioritise the enhancement effort according to the findings. • If the results are all way above expectation, consider adjusting the criteria for success.

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[1] For more information on how to develop a P-LOAP, please refer to Developing a Programme LOAP: A Simple and Practical Guide for PolyU Staff.

[2] PolyU's Quality Assurance Framework, Mechanisms and Processes for Academic Departments, Section 3.

3.2   Student feedback

Student feedback provides valuable insights into the quality of student learning experience and may shed light on their learning gains as well as difficulties that they faced. Such information is useful for identifying areas for improvement and making evidence-based decisions to enhance the student learning experience. PolyU has several established channels for collecting student feedback on their learning experience, including:

- *Institutional Surveys on Learning Experience (ISLE):* ISLE gathers feedback from students about their learning gains and experiences with various aspects of the university, such as teaching quality, support services, facilities, and overall satisfaction with their education. ISLE is conducted on first-year and final-year students. The data shed light on the academic standard and academic quality of a programme.

- *Student Feedback Questionnaire (SFQ):* SFQ, typically conducted at the end of each semester, collects student feedback on subject design and teaching quality at subject level. Subject level feedback is valuable for finetuning curriculum design and evaluating teaching effectiveness. It is primarily associated with academic quality but can also shed light in academic standards and programme operation.

- *Alumni Survey:* Alumni Survey collects feedback from alumni on how well their university education prepared them for their careers. Understanding alumni experiences can help evaluate the academic standards and continuing relevance of the programme and identify areas that need improvement or updating.

- *Student–Staff Consultative Group (SSCG):* SSCG usually takes the form of a meeting between students and staff. SSCG meetings can cover a wide variety of topics and may shed light on students' experience of not only the programme curriculum but also aspects of programme operation.

Departments may set up other channels for collecting student feedback. Please refer to Guidelines for Collecting and Using Student Feedback (LTC, 2012) for more information and strategies for collecting and using student feedback.

Institutional Surveys on Learning Experience (ISLE)	
Description	This suite of surveys aims to gather the views of undergraduate students in their first and final year, and TPg students, including master and professional doctoral students, in their final year. It focuses on their learning gains and learning experiences to better understand how to further enhance and facilitate student learning. These surveys cover the following areas: • Satisfaction with learning experience at PolyU • Learning gains on graduate attributes • Satisfaction with learning and teaching environment • Perceptions about learning experience, including programme and curriculum, online learning, support • Facilities, services and activities • Transition to University study (First-year students only) • Intercultural interaction (First-year and final year UG students only) • Sense of belonging (First-year and final year UG students only)
Target informants	First Year UG, Final Year UG and Final Year TPg Students
Frequency	Annual
Responsible Units	Educational Development Centre
Instrument	First-Year UG Student Survey (via IPAO) Final-Year UG Student Survey (via IPAO) Final-Year TPg Student Survey (via IPAO)
Reports	Yearly full report (via IPAO) Faculty-/ Department-/ Programme-level reports (via the LAP)
How to use	• Compare the programme's learning gain ratings with the university norms. What are your programme's relative strengths and weaknesses? • Examine other relevant sources of information (e.g. curriculum map, subject grades, SFQ results) to identify the potential causes of the observed issue and formulate improvement actions accordingly. • Compare the satisfaction ratings with the university norms. What are your programme's relative strengths and weaknesses? • Examine other relevant sources of information (e.g. SFQ results) to identify the potential causes of the observed issue and formulate improvement actions accordingly. • Consider the results across cohorts. Can you explain the changes in ratings? Could they be related to some changes in the curriculum, teaching, assessment, learning environment, support, etc.?

Student Feedback Questionnaire	
Description	The survey aims to obtain students' views on their learning experiences so as to improve and assure learning and teaching quality. SFQ contains two parts. Part 1 is about the subject, and the items deal with the clarity of outcomes, alignment of teaching, alignment of assessment and clarity of grading criteria (and also the achievement of learning outcomes for General University Requirements subjects), medium of instruction, and workload. Part 2 is about the teacher, and the items are faculty-based. There are also open-ended items to collect feedback on the aspects of the subject/teaching that are useful or can be improved.
Informants	All students
Frequency	Every semester
Host	Educational Development Centre
Instrument	For the standard items used across Faculties/Schools, please refer to the SFQ Handbook for Academic Staff.
Reports	Results available at https://esfqprod.polyu.edu.hk/esfqadmin/
How to use (in the context of APR)	• Encourage subject teachers to review their own SFQ results for reflection and consider the written feedback for suggestions for improvement. • Consider the SFQ results across the programme's constituent subjects. Are there 'weaker' subjects for enhancement? Are there common issues that may require programme level intervention? • Consider the SFQ results in conjunction with LOA results to identify potential weak links in the development pathway for particular programme learning outcomes. • Consider the changes in SFQ results for evidence of impact following the implementation of intervention or enhancement measures.

Alumni Survey	
Description	The survey aims to understand alumni's perceived learning gains in relation to graduate attributes and to obtain information on their engagements. It includes, among other things, items on learning gains and open-ended questions on the programme and the department.
Informants	Alumni of both UGC-funded and self-financed degree and sub-degree programmes approximately 18–24 months after their graduations
Frequency	Annual
Host	Alumni Affairs Office (from 2023) Educational Development Centre (before 2022)
Instrument	Alumni Survey (via IPAO)
Reports	Yearly full report (via IPAO) Faculty-/ Department-/ Programme-level reports on learning gains related items (via the LAP)
How to use	• Compare the programme's learning gain ratings with the university norms. What are your programme's relative strengths and weaknesses? • Look at the data from across the last few years. Are there any trends that may suggest that the industry's demand for graduate attributes has changed?

Student–Staff Consultative Group	
Description	SSCG is a formal channel for soliciting student feedback at departmental or programme level. It usually takes the form of a meeting. It can discuss any matters directly related to the programme and can make recommendations to the Departmental Programme Committee.
Informants	Students and staff of a programme/department
Frequency	At least once per semester
Host	Individual departments
Instrument	Meeting
Reports	Meeting minutes
How to use	• Consider the comments and suggestions raised by students and staff. What do they tell you about the student learning experience and the programme operation? Triangulate with other sources of data if needed.

3.3   External reviews

External reviews provide a means for benchmarking the academic standards and practices of the programme against the global trends in higher education as well as insights into the continuing relevance of the programme. PolyU's QA framework has a number of built-in mechanisms for soliciting external input:

- *Departmental Review (DR):* DR is a departmental exercise conducted on a 6-yearly basis for developmental purposes and international benchmarking. It looks at a wide range of topics including programme development, student and staff quality, resources development and management, size and structure of academic programme portfolio, support for students and staff, etc. The comprehensive nature of DR means that it can potentially shed light on all aspects of programme review.

  (Some departments also seek accreditation from professional bodies. Accreditation exercises are also comprehensive reviews that can shed light on all aspects of programme review.)

- *Departmental Academic Advisor (DAA):* DAA provides international benchmarking on the academic standards of academic programmes and comments on areas of improvement related to academic standards, programme quality, development of new subjects, as well as moderation of assessments. DAA reports are an important reference for evaluating the academic standards and academic quality of programmes.

  (Some departments also have External Examiners, who perform similar functions as DAAs. Their inputs can shed light on the academic standards of the programme.)

- *Departmental Advisory Committee (DAC):* DAC advises the department on the scope and nature of academic programmes and provides comments on its Annual Programme Review, among other things. DAC usually meets twice a year. DAC's input is an important reference for evaluating a programme's continuing relevance.

In addition to academic reviews, the University also conducts Employer Survey on an annual basis.

- *Employer survey/feedback:* PolyU conducts Employer Survey on an annual basis to solicit employers' feedback on graduates' on-job performance and how they compare to the graduates from other local universities. The data collected can provide insights into the academic standards as well as the continuing relevance of the programme.

These external reviews and surveys provide valuable recommendations and new ideas that help improve the quality of teaching and learning if taken into consideration in Annual Programme Review.

Survey of Employers' Opinions on PolyU Graduates' Major Aspects of Performance	
Description	The survey aims to understand more about the performance of PolyU graduates from the perspective of employers so that the University can better equip our graduates to adapt to and thrive in the workplace. • PolyU graduates' overall performance • PolyU graduates' core competencies • PolyU graduates' competitiveness • Employers' intention of hiring PolyU graduates • Employers' considerations in hiring PolyU graduates
Informants	Employers who collaborate closely with the Student Affairs Office ("SAO") and academic departments
Frequency	Annual
Host	Student Affairs Office - Careers and Placement Section
Instrument	Contact the Careers and Placement Section of SAO for details
Report	Yearly full report (via IPAO / SAO)
Usage	• Compare the programme's graduate attributes ratings with the university norms. What are your programme's relative strengths and weaknesses? • Consider the competence ratings. Are the graduates meeting the demands at work? What does this tell you about the competences that employers are looking for in university graduates?

3.4   Programme statistics

Programme statistics are a broad category which covers the data generated from the day-to-day operation of academic programmes (e.g. admission data, academic records, award classifications) as well as those collected purposely. Some of the programme statistics related to admission and intake quality are available in the Student Analytics Dashboards and Programme Learning Analytics Report. The University conducts surveys to find out about the profile of new students and graduates' employability:

- *Profile of New Students:* This survey is conducted annually to collect information on the demographics of new students, their expectations of university education, and their self-assessment of adaptation to university study and language abilities. Such information has implications on student recruitment strategies as well as the arrangement of student support.

- *Graduate Employment Survey:* This survey is conducted annually to collect information about the first destination (e.g. employment, further study) of the full-time graduates of undergraduate and postgraduate programmes after graduation. The report reflects the situation of graduates within six months of their graduation. Such information sheds light on the continuing relevance of the programme.

Programme statistics are useful for both planning and evaluation purposes.

Profile of New Students	
Description	The survey aims to gather information about the non-academic backgrounds of local UGC-funded first-year students enrolled on full-time undergraduate or sub-degree programmes. • Family background • Living conditions • Financial Support for University Study and Living Expenses • Adaptation and Expectation of University Education • Self-assessment of Language Ability
Informants	Local UGC-funded first-year students
Frequency	Annual
Host	Student Affairs Office - Student Resources and Support Section
Instrument	Survey on Background of New Students
Report	Yearly Full Report (Link)
How to use	• Consider students' reasons for selecting their course and their expectations of university education. What do they tell you about the programme's promotional efforts and student recruitment strategies? • Consider students' self-assessment of adaptation and language abilities. Is there any area where additional support may be needed?

Graduate Employment Survey	
Informants	Graduates of sub-degree, degree and higher degree programmes
Frequency	Annual (Data collection in August – January)
Description	The survey aims to collect employment-related data from full-time graduates and part-time PhD graduates to visualise their employment landscape, including • Employment situation within six months of graduation • Number of job applications submitted • Month to secure the first job offer • Job satisfaction • Salary information • Destination of graduates pursuing full-time further studies
Responsible Units	Student Affairs Office - Careers and Placement Section
Instrument	Contact the Careers and Placement Section of SAO for details
Report	Survey Summary (via IPAO) Faculty Reports are available on the SAO website (Link)
How to use	• Consider the employment data. Do the graduates' destinations and salaries match your expectations? • Consider the data in conjunction with other sources of data such as employer survey to evaluate the continuing relevance of the programme.

3.5   Other data sources

While institutional surveys and other formal channels for data collection are important, they are not the only sources of information. Public sources such as economic data and top-skills surveys may shed light on global trends. Informal sources such as feedback from teachers and administrative staff may shed light on programme operation. Any relevant and credible data sources can be used in annual programme review.

4   Data Analytics Platforms

Analysing a vast amount of data from multiple sources can be a challenge. This is where data analytics comes in. Data analytics is a process that involves collecting, processing, and interpreting large sets of data to discover patterns, draw conclusions, and make informed decisions. Through various visualisation techniques, data analytics tools/platforms help data users explore the data from more angles and in more depth to identify trends and patterns. They can provide useful insights into student performance and curriculum development, allowing departments and programmes to identify at-risk students, track performance, and make data-driven improvements and evidence-based decisions. The following data analytics platforms are particularly relevant to preparing annual programme review reports:

- **Student Analytics Dashboards:** Developed by AR, the Student Analytics Dashboards provide users with an interactive view of a range of programme statistics including admissions, enrolment and student progression in the form of infographic dashboards that capture AR records for the past five academic years.

  (Access via https://www.polyu.edu.hk/ar/staff/power-bi-dashboards/.)

- **Learning Analytics Platform (LAP):** Developed by EDC, LAP provides access to ISLE reports, Programme Learning Analytics Report (PLAR), and Student e-Engagement Report (SeER). PLAR is of particular relevance to annual programme review. It presents an analysis of trend data from several institutional surveys (e.g. ISLE, SFQ and Profile of New Students).
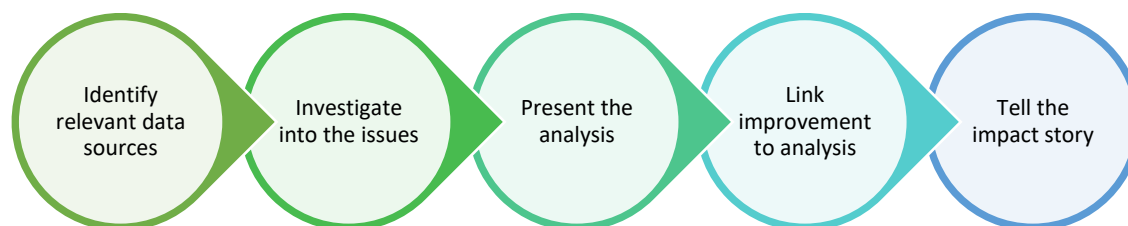
  (Access via https://www.polyu.edu.hk/edc/lap.)

See Appendix II for more details about these platforms.

5   References

(i)   Handbook on the PolyU's Quality Assurance Framework, Mechanisms and Processes for Academic Departments
(ii) IPAO, Institutional Surveys, available at https://www.polyu.edu.hk/ipao/survey/institutional-surveys/

Appendix I: Tips for preparing APR Reports

Identify Relevant Data Sources

Part 1 of the APR report template (see Figure 1 below) shows the programme data arranged in five categories, namely learning outcome assessment, student feedback, external reviews, programme statistics and other sources of data. Refer to Section 3 of this document for more information of the data sources.

Figure 1. Part 1 of the APR Report Template

Form APRR

(Template for Annual Programme Review Report for Taught Programmes)

The annual programme review should include the following issues for consideration: 1. Programme data reviewed; 2. Strengths and weaknesses of the programme; 3. Strategies; 4. Review of action(s) taken in the previous review.

Please be brief and concise in the input. Bullet points are acceptable.

1. **Programme data reviewed**

    Please indicate which programme data have been reviewed informing the **academic standards** (intended and actual learning outcomes), **academic quality** (all aspects of student learning experience that enable them to achieve the intended learning outcomes), **programme operation** (engagement with applicants/students/alumni, teachers and industry/professional bodies) and **continuing relevance** (matching of the curriculum with the current professional/disciplinary and societal needs) of the programme.

    a) Learning outcomes assessment results (LOA results)

☐ Form LOA	☐ Others: (please specify)

    b) Student feedback

☐ Alumni Survey	☐ First Year Student Survey (ISLE-Y1)
☐ Final Year Student Survey (ISLE-FY)	☐ TPg Student Survey (ISLE-TPg)
☐ Student/Staff Consultative Group	☐ Student Feedback Questionnaire (SFQ)
☐ Others: (please specify)	

    c) External reviews

☐ Accreditation Report(s)	☐ Departmental Academic Advisor (DAA) Report
☐ Departmental Review (DR) Report	☐ External Examiner (EE) Report(s)
☐ Employer Survey/Feedback	☐ Others: (please specify)

    d) Programme statistics

☐ Number of JUPAS Band A choices to intake quota	☐ Intake quality (DSE score)
☐ % of 1st class honours/distinction classification	☐ Graduate Employment Survey
☐ Profile of New Students	☐ Others: (please specify)

    e) Other sources of data

☐ Teacher observations	☐ Global trends
☐ Others: (please specify)	

Identify the relevant data sources that help inform the four aspects of a programme. Indicate all data sources that have been reviewed, not just those cited in the report. Table 1 provides some questions to consider when identifying the relevant data for APR.

Table 1: Questions to consider when identifying the relevant data for APR

Aspect of a programme	Questions to consider
Academic standards refer to the expected level of attainment to be achieved and demonstrated by students and what they actually achieve at the end of study (programme/subject).	• Are the intended learning outcomes of appropriate academic standards? How do you know? What data sources can you consult? • Are students achieving the intended learning outcomes? How do you know? What data sources can you consult? • Are there any learning outcomes of which the students' achievement can be improved? How do you know? What data sources can you consult?
Academic quality refers to the processes that enable students to achieve the academic standards set for their awards.	• Does the student learning experience enable students to achieve the academic goals of the programme? How do you know? What data sources can you consult? • Which aspects of the student learning experience (e.g. curriculum design, teaching quality, co-curricular experience, learning environments, assessment, and support and guidance) may need improvement or can be further enhanced? How do you know? What data sources can you consult?
Programme operation refers to the various processes that keep the programme running.	• Is the programme effectively and efficiently managed? How do you know? What data sources can you consult? • Which aspects of programme operation (e.g. student recruitment, staffing, timetabling, communication, accreditation, implementation and documentation of QA procedures, etc.) may need improvement or can be further enhanced? How do you know? What data sources can you consult?
Continuing relevance refers to the alignment of the curriculum with the current professional, disciplinary, and societal needs.	• Is the programme still relevant to the industry and society? How do you know? What data sources can you consult? • How can the relevance of the programme be further enhanced (e.g. by updating the programme's learning outcomes, content, and teaching approaches)? How do you know? What data sources can you consult?

Investigate into the issues

Sometimes the root of a problem cannot be identified by looking at programme level data alone. Further investigations may be needed to inform the formulation of enhancement actions. Departments or programme team may examine related data sources and collect extra data/ information. Learning Analytics tools, such as PLAR, may be a useful source for finding out the cause of an issue.

Present the analysis

When presenting the analysis in Part 2, Strengths and weaknesses of the programme,
- Cite and discuss relevant data to support the claims
- Structure the analyses clearly with suitable headings
- Use multiple and specific data sources for triangulation
- Compare results with benchmarks and past results
- Be evaluative and include clear issue statements for easy follow-up

Figure 2. Part 2 of the APR Report Template

2. Strengths and weaknesses of the programme

Please identify the strengths and weaknesses of the programme or any other issues that may need attention (e.g. opportunities and threats) as evidenced by the data reviewed in 1 above.

		Strengths / Weaknesses / Issues	Evidenced by the relevant data reviewed in **1** above
a.	Academic standards	(if any)	☐ LOA results ☐ Student feedback ☐ External reviews ☐ Programme statistics ☐ Other sources of data
b.	Academic quality	(if any)	☐ LOA results ☐ Student feedback ☐ External reviews ☐ Programme statistics ☐ Other sources of data
c.	Programme operation	(if any)	☐ LOA results ☐ Student feedback ☐ External reviews ☐ Programme statistics ☐ Other sources of data
d.	Continuing relevance	(if any)	☐ LOA results ☐ Student feedback ☐ External reviews ☐ Programme statistics ☐ Other sources of data

Link improvement to analysis

Part 3 requires programme team to formulate strategies or action plans to build on strengths, remedy weaknesses, and address issues identified in Part 2. When completing this part,
- Make the connection clear; use cross references and include a short description
- Provide relevant, concrete and actionable strategies/plans
- Provide definite timelines
- Be concrete and specific with the strategies/action plans

Figure 3. Part 3 of the APR Report Template

3. Strategies to build on strengths, remedy weaknesses and address issues

Strengths / Weaknesses / Issues	Strategies / action plans	Action parties	Target completion date / action period
a. e.g. ref. 2a			
b. e.g. ref. 2d			
(add rows as needed)			

<u>Tell the impact story</u>

For Part 4, Review of action(s) taken on strengths/ weaknesses/ issues identified in the previous review, Programme Team is advised to read the last report to tie up loose ends and tell the whole story of
- How the issue was identified?
- What actions were taken to address it?
- Has the issue been resolved?
- What is the evidence of impact on student learning/experience?

Figure 4. Part 4 of the APR Report Template

4. **Review of action(s) taken on strengths / weaknesses / issues identified in the <u>previous review</u>**

Strengths / Weaknesses / Issues	Actions taken	Updates / Enhancements resulted
a.		
b.		
(add rows as needed)		

Appendix II: Learning Analytics Tools

Student Analytics Dashboards	
Objectives	• The Student Analytics Dashboards are data visualization tools built by Microsoft Power BI. It provides an interactive way for colleagues to explore statistical figures in the previous 5 academic years and identify trends and patterns. The dashboards display various statistics including Admission profile, Enrolment situation, and students' Progression, in an easy-to-understand format
Dashboards	Four dashboards are developed to visualise students' data listed below. (i) <u>Enrolment Dashboards</u> • Overall Enrolment numbers by years • Enrolment by Programme Level and Intake Quota • Students' Demographic information • Intakes based on the strength of Post-Secondary qualifications • Intakes based on the strength of High School (for Non-JEE Intake) • Dynamic Analytics on Post Sec / High School Qualification • Intakes based on the strength of International Public Examination • Intakes based on the strength of HKDSE Result (for JUPAS Intake) (ii) <u>Student Progress Dashboards</u> • Overall Student Progression Statistics by Schools / Faculties • Number of Graduates, De-registration • Number of Deferment of Study, Dropout • Number of Exchange-out, Retention of Study Place • Students' GPA Performance by Programmes • Students' GPA classification by Programmes (iii) <u>Admission Dashboards</u> • Overall Application received, Offer made by Schools / Faculties • Take up Rate by Schools / Faculties for TPg and Ug level • Intake Quota by Schools / Faculties for TPg and Ug level • Summary of Application by programmes for TPg, Ug and HD • Dynamic Analytics on No. of Applications, Offers, Acceptances and Intakes • Distribution of Nationalities of Applications • Distribution of Nationalities of Applicants (iv) <u>JUPAS Main Round Analytics Dashboards</u> • Take up Rate of JUPAS Main Round Offers by Institutions • Best 5 DSE average score JUPAS Offers by Institutions • Take-up Rate by Study Disciplines (study area) • Distribution of JUPAS Main Round Application and Offers • Change in Application Choice in Dec, May and July • Summary of DSE Score of Offer Holders by Institutions • Distribution of Exam Grade of JUPAS Main Round Offer Holders • No. of JUPAS Offer Holder by JUPAS Programme Code
Developed by	Academic Registry
Link	https://www.polyu.edu.hk/ar/staff/power-bi-dashboards/

Programme Learning Analytics Report (PLAR)	
Objectives	• The Programme Learning Analytics Report (PLAR), available at Learning Analytics Platform, is developed to facilitate the use of LA in the annual programme review.
Students' data	• PLAR presents an analysis of a wide array of the academic data for the student cohort who studied in the previous academic year and have graduated.
Data sources	Data used in the PLAR (beta version released in September 2023) include • Students records from the Academic Registry (AR) • Student Feedback Questionnaire (SFQ) from Educational Development Centre (EDC) • Institutional Surveys on Learning Experience (ISLE) - first year Ug (ISLE-Y1) and final year Ug survey (ISLE-FY) from EDC
Reports	Departments will receive a PLAR for each programme under their responsibility each year. A PLAR report includes charts and figures on the following: Section 1 - Academic Standard • Graduates: distribution of graduates' award GPA, trend of semester GPA in each semester for graduates, achievement of graduate attributes of recent graduates and that of past three cohorts of graduates, and distribution of subject grades by subject • Current students (Year 1 to final year students): distribution of current students' cumulative GPA, distribution of average Semester GPA by Admission Cohort, and distribution of subject grades • First year students: achievement of graduate attributes of first year students in the current year and in the past three cohorts Section 2 - Academic Quality • Graduates and First Year students: overall satisfaction, perceived learning gains, satisfaction with teaching, learning-related experiences and facilities, services and activities, and perception of programme and curriculum, online learning, support, intercultural interaction and Sense of Belonging (SOB) • Results from the Student Feedback Questionnaire (SFQ): Ratings on clarity of outcomes, alignment of teaching, alignment of assessment, and clarity of grading criteria Section 3 - Programme Operation • Programme statistics on admission of new students: DSE admission score (Best 5 subjects), number of new students by admission methods, distribution of DSE scores (English Language, Chinese Language, Mathematics, Physics, Chemistry & Biology, Economics, Information and Communication Technology & Geography, and Business, Accounting and Financial Studies & Visual Arts)
Developed by	Educational Development Centre
Link	https://www.polyu.edu.hk/edc/lap