School/IPO-based Undergraduate Program Annual Report*: 2015/2016

Report Submitted by	
Program/Associated Department/Division	
School/IPO	

Prepared by	
Name of Committee/Authors	

Program Review of the Report
Has the annual report been considered by faculty members in a formal meeting at Program level? **Yes/No***   * If No, please briefly explain how the report was reviewed in the Department: Endorsed by: _____   _____   (Program Director)   (Signature)   Date: _____

Submission Timeline
(i) Program Directors submit reports to School/IPO on or before Wednesday, November 30, 2016.   (ii) Schools submit reports to CTLQ on or before Friday, January 27, 2017.

Data Sets for Annual Reporting are available at
http://qa.ust.hk/TL_Data_Warehouse.html

One report should be completed for each School/IPO-based Undergraduate Program

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* (i) Dual Degree Program in Technology and Management (T&P-DDP), (ii) BSc in Risk Management and Business Intelligence Program (RMBI), (iii) BSc Global China Studies and (iv) BBA in Global Business.

Program Annual Report: 2015/16

Part A: Quality Assurance of Program *[see Note 1]*

A1. Follow-up Action Items from Last Year's Report

List completed action items from last year's Action Plan as at November 2016. Include outstanding action items in the Program's Action Plan (see B3).

Completed action items	Commentary, as appropriate

A2. Implementation of Quality Assurance Framework *[see Note 1]*

A2.1 Indicate if the Department/Division has in place committees, equivalent forums or designated personnel to consider the following issues.

Quality assurance issues	Name of committee/ responsible personnel
■ Admissions and induction of students	
■ Academic programs, courses and the co-curriculum delivered by the program	
■ Mentoring and advising	
■ Student assessment and academic progress	
■ Student feedback	

A2.2 Briefly evaluate the effectiveness of the above structures. Where appropriate, indicate **any changes made** *during the reporting period* **or any proposed changes** *to enhance their effectiveness in (i) assuring the quality of the student learning experience and (ii) maintaining the academic standards of undergraduate programs and awards.*

A3. Stakeholder Feedback

A3.1 Identify (maximum 5) areas for improvement or of concern arising from stakeholder feedback (SF) (e.g. student questionnaires, other student feedback such as Student Staff Liaison Committee (SSLC) or focus group meetings, alumni/employer surveys, or other external reviews related to the Program during the reporting period). Indicate those items to be included in this year's Action Plan (see B3).

Area for improvement or of concern SF **#1**:	Source (e.g. SESQ, 2015):	In Action Plan? Y/N
Explain the area and indicate outcome(s) of discussion:		
Area for improvement or of concern SF **#2**:	Source (e.g. SFQ, 2015):	In Action Plan? Y/N
Explain the area and indicate outcome(s) of discussion:		

Area for improvement or of concern SF **#3**:	Source (e.g. SSLC, 2015):	In Action Plan? Y/N
Explain the area and indicate outcome(s) of discussion:		

Add additional boxes, if necessary.

A3.2 Briefly comment on any area for improvement or of concern listed in last year's A3.1 that are not covered in this year's report.

A4. External Review/Accreditation
Summarise the progress as at November 2016 in addressing recommendations from the most recent accreditation/external review and/or Advisory Committee/Board meeting related to the Program.

A5. Good Practice in Quality Assurance
Summarise any particularly innovative and/or successful good practices or changes in quality assurance arrangements to maintain or improve the Program's educational quality and indicate how these will be disseminated for wider consideration and possible adoption. (A list of good practice in teaching and learning by category is available at
http://qa.ust.hk/goodpractice_by_category.html *for reference.)*

Part B: Teaching, Learning and Assessment *[see Note 2]*

B1. Self-Reflection
B1.1 **List** *no more than 3 areas for improvement or of concern identified through self-reflection (SR) (i.e. other than those listed in A3), taking into account the Areas listed under Note 2.*

#	Area for improvement or of concern	Discussion/decision
SR1		
SR2		
SR3		

B1.2 Briefly comment on any area for improvement or of concern listed in last year's B1.1 that are not covered in this year's report.

B1.3 Summarize and list any **significant** *changes made/planned for the curriculum and/or co-curriculum of the Program.*

B2. Quality Enhancement and Good Practice
(a) Summarise particularly successful aspects of the Program and indicate the **evidence** *of success.* [*The relevant information would include* **data available at** http://qa.ust.hk/TL_Data_Warehouse.html]

(b) Briefly describe good practices in **teaching, learning and/or assessment** *which have had a positive impact on the student learning experience and/or success of the Program* **during the reporting period**. *(A list of good practice in teaching and learning by category is available at* http://qa.ust.hk/goodpractice_by_category.html *for reference.)*

(c) Indicate how items in B2(b) have been disseminated within the Program. Provide details of any good practice from last year's CTLQ Report to the Senate (see http://qa.ust.hk/TL_Data_Warehouse.html*) that has been adopted by the Program.*

B3. Action Plan

*Based on the above review and discussion in A3 and B1, determine **3-5 priority action items** and include them in an Action Plan indicating tasks, timelines and responsibilities for each action item and the area(s) of concern being addressed. Attach the Action Plan to this Report. (An example Action Plan template is available at* http://qa.ust.hk/preparing_annual_reports.html *for reference.)*

B4. Other Information and Comments

*B4.1 List any new initiatives in teaching, learning and/or assessment **over the reporting period** and show how the Program supports the School's/IPO's and the University's strategic endeavours, where appropriate.*

B4.2 Indicate any data not currently available centrally that the Program would find helpful.

*B4.3 List below any statistical observations, special events or activities, or **significant** achievements relating to teaching, learning and/or assessment **over the reporting period**.*

NOTES

1. In completing **Part A** departments/divisions/programs may make reference to the quality assurance framework of the University: *Assuring Quality and Academic Standards at HKUST* available at http://qa.ust.hk/. The major requirements are:
   - The department/division/program has in place committees or equivalent forums to review: admissions (to majors in the case of Ug students) and induction of students; academic programs, courses and the co-curriculum delivered by the department/division/program; mentoring and advising; student assessment and academic progress; student feedback (e.g. from SFQ/SESQ/TPg Exit survey or other forums including Student Staff Liaison Committees or focus group meetings).
   - The role of individuals and committees is clearly assigned within a system that is designed to maintain and improve the quality of teaching and learning.
   - These committees: provide for a range of views to be expressed; consider evidence relevant for evaluating performance; share good practice; determine an agenda for action; and follow up on planned action. In particular:
     - The department/division/program has taken advantage of external peer review and input from employers, professional bodies and others to benchmark academic standards and the quality of educational provision and the preparation of graduates for employment or graduate studies.
     - There are regular opportunities for students/student representatives to meet with faculty responsible for courses and programs and to freely express their views;
     - Students are informed of changes made as a consequence of their feedback.
   - The relevant committees have met regularly and have documented their work.

2. In completing **Part B** departments/divisions/programs may wish to consider the following checklist of areas but reports are **NOT** expected to cover all areas:

Areas
<u>Admissions, orientation, induction and advising of students</u> • Recruitment and selection • Admissions data and quality of admissions • Orientation and induction activities for new students • Advising and mentoring of new students
<u>Curriculum, co-curriculum, teaching, learning and assessment</u> • Development of program/course objectives and outcomes • Difficulties and issues in developing/delivering the curriculum and/or co-curriculum • Innovation in delivery of teaching and learning • Support for professional development of faculty, instructors and teaching assistants • Incentives and recognition for good performance • Teaching effectiveness and student feedback • Facilities, including: laboratories, study space, classrooms • Learning resources, including: Library, on-line resources • Availability of elective courses requested by students • Class size, access to faculty, student campus engagement • Review of assessment results, including course grade distributions and degree classifications • Application of Senate policy for grading, plagiarism and academic integrity
<u>Graduation and placement</u> • Opportunities and preparation for graduate employment or further study