Teaching and Learning Evaluation

Policy, Practices and Guidelines

Prepared by

Teaching and Learning Centre

May 2022

(Paper prepared for discussion)

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Teaching and Learning Evaluation
(Policy, Practices and Guidelines)

1. **Overview**

    1.1. To improve teaching and learning the University conducts evaluation regularly to collect feedback from various stakeholders via different evaluation activities.

    1.2. Teaching and Learning evaluation is an essential aspect of the University's Quality Assurance (QA) cycle and includes such activities as; various institutional surveys, performance measurements for University Accountability Agreements (UAAs) and as fulfilment of University's Risk Management Policy.

    1.3. Teaching and Learning evaluation encompasses a range of information including; student demographic and assessment results; employment statistics; scores in Course Teaching and Learning Evaluations; views of students, graduates, alumni, staff, employers provided via survey responses. (See Appendix 1 for a comprehensive breakdown of this data).

    1.4. The scope of this document unless otherwise specified, where referencing "data" is referring to "teaching and learning data", as a subset of related but broader University-wide data considerations and policies.

2. **Objectives of Teaching and Learning Evaluation**

    2.1. The overarching objectives of this document and associated policy, practices and guidelines are to;

    - *integrate* various aspects related to design, administration, data analysis, storage and dissemination, and review of institutional surveys into a comprehensive framework

    - *collaborate with* relevant units/ stakeholders together to develop, monitor and enhance the university's institutional surveys on continuing basis

    - *advance* the utilization of data and evidence generated therefrom to inform change and development in curriculum and teaching and learning

    - *enhance* the development of the scholarship of teaching and learning

    - *identify* the scope (breadth and depth) of the ways Lingnan currently seeks input across multiple evaluation sources and activities on Teaching and Learning

    - *Respond* to the action items and references to policy development in the University's Incident Risk Management Plan

POLICY

3. What is Teaching and Learning Evaluation at Lingnan?

3.1 Students enrolled in programmes at higher education institutions in Hong Kong are asked to provide feedback at regular intervals during their studies on their teaching and learning experience. Typically, these surveys are conducted:

- Towards the end of the first year of an undergraduate (UG) programme
- In the last term of any programme of study (Undergraduate (UG), Taught Postgraduate (TPG) or Research Postgraduate (RPG) programmes)
- 18 to 24 months after graduation

3.2 The University initiates and conducts various forms of surveys to solicit feedback from relevant respondents such as students, alumni, faculty members as part of teaching and learning enhancement. The purpose of these surveys is to help to support the University's strategic planning and initiatives.

3.3 In order to close the QA loop in seeking feedback across these various sources a Teaching and Learning Data to Action Form has been approved by Senate and is coordinated by the Teaching and Learning Centre (TLC) with input from relevant stakeholders. The aim of the form is to highlight some commendations, areas for improvement and some recommended actions to support Departments/Units to consider how best to integrate findings from the data collated as part of future developments. Departments/Units can seek further advice from their dedicated Faculty Liaison from TLC to help identify thoughts on appropriate actions / timeline to address the areas for improvement indicated. (Appendix 2)

4. What is Learning Analytics at Lingnan?

4.1. Learning analytics is the intersection of various evaluation practices that are used for institutional improvement in teaching and learning. This is also one of the identified priority areas in the Lingnan Strategic Plan 2022 – 2028 in the section, "Optimising Liberal Arts Education in the Digital Era".

5. Definition of Evaluation

5.1 Evaluation of teaching and learning can be defined as, the process of evaluating characterizing and appraising some aspect/s of the educational process. It can encompass:

- Obtaining frequent feedback on teaching
- Getting regular insight on student learning
- Getting feedback from other stakeholders e.g. Alumni and Employer
- Soliciting student opinion during the term

- Assessing a course at the end of the term
- Institutional assessment
- External benchmarking such as via the UAA process

Appendix 3 shows specific detail of university-wide evaluation surveys and areas of measurement.

6. Definition of Learning Analytics

6.1 Learning Analytics can be defined as; "*the measurement, collection, analysis and reporting of data about learners and their contexts at course level (e.g. assessment results from Learning Management System (LMS) and institutional level (e.g. data stored in student information systems, registry, financial systems, and institutional research units), for purposes of understanding and optimizing learning and the environments in which it occurs*" (SoLAR, 2011).

7. Principles and Purpose of evaluation

7.1 The goal of the evaluation process is quality assurance and improvement at Lingnan.

7.2 More specifically, evaluation can provide feedback to faculty from students for pedagogical improvement.

7.3 The University will undertake regular evaluation of teaching and learning, courses and programmes, using student and other stakeholder feedback as appropriate.

8. Principles of Learning Analytics

8.1. Our approach to Learning Analytics reflects the following principles.

8.2. The implementation of the University's institutional surveys related to teaching and learning, and analysis of data generated therefrom should be aligned to the University's strategic goals.

8.3. The University's institutional surveys pertain to collective and concerted endeavours among various stakeholders. Therefore, coordination and collaboration are indispensable to effective implementation, meaningful analysis and interpretation of data, and formulation of pertinent recommendations to inform design, development and enhancement of curriculum, co-curriculum and extra-curriculum, as well as teaching and learning.

8.4. Individual institutional surveys should have their respective focus, so as to avoid overlapping and to gather specific sets of data, in order to derive specific recommendations at institutional level.

8.5. A comprehensive picture of student learning experiences and achievements can be ascertained through triangulating various forms of data and evidence, in order to derive overall recommendations at the institutional level.

8.6. A central repository should be in place to store, organize, retrieve and archive current and historical data from various sources, so as to facilitate data analysis, management and retention. The ultimate prototype of such repository should possess certain business intelligence functions, characterized with some customized retrieval, analytical, infographic and presentation functions.

8.7. The scholarship of teaching and learning can be enhanced via the collection, analysis and dissemination of findings as an essential aspect of the University's Quality Assurance (QA) cycle.

9. Policy on Administration of Surveys

9.1. The University uses online surveys as a default for all surveys.

9.2. The University recommends using the online survey system Qualtrics.

9.3. In order to maximise completion rates for online surveys, administrators should encourage respondents to provide feedback via the survey by sending email reminders, phone call follow-up or requesting assistance from Departments.

9.4. Departments / Units should aim for a minimum response rate of 50%.

9.5. Administration of surveys can be centralized via TLC or decentralized via various other stakeholders, GS, OSL, CEAL etc.

9.6. Administration of surveys must adhere to University relevant policy re data privacy, access and governance

10. Policy on Use of Results of Evaluation

10.1 University Teaching and Learning Evaluation data is considered to be 'Confidential' information and should be managed in line with the Code of Practice for Handling Personal Data.

10.2 For the purpose of institutional monitoring and quality assurance at different levels, appropriate University reports, for example, course/programme specific reports will be made available to relevant staff.

10.3 To ensure best practice and quality enhancement across the sector, benchmarking of data analysis will be conducted where required.

10.4 Recommended is that the results of various teaching and learning evaluation activities will be anonymized and data presented as aggregate.

PRACTICES

11. Current Practices in Evaluation

11.1 The institutional surveys are administered by various departments as outlined in Table 1 below and the teaching and learning data is similarly managed by different departments. The following Table 1 shows different types of evaluation survey, who's response for the survey and timeline of each survey. (More details refer to Appendix 4).

11.2 The purpose of the surveys is to collect the student's and stakeholder's feedback to improve the quality of programme and learning environment etc. (More details on Teaching and Learning Evaluation, please refer to Appendix 1).

11.3 The measurement areas of the evaluation survey include *Student Learning Experiences*, *Graduate Attributes*, *Learning Outcomes*, *Course Evaluation*, *Employment Status and Employer's satisfaction level on Graduate, Learning Environment and Learning Experience*. Details of the survey instrument refer to Appendix 5-14.

11.4 TLC designed the Data to Action form to collect the action plans from Departments or Programme for the First and Final Year Student Learning Experience Survey (Appendix 2). Liaison staffs from TLC will work with teachers to devise strategies in examining the risk areas to improve the teaching and learning experience.

11.5 Recommended is that every three years, the University will conduct an external benchmarking exercise to examine the current teaching and learning evaluation activities / survey practices and instruments in order to identify possible areas of improvement and best practices.

Table 1 – Timeline of Evaluation Survey

Evaluation Survey	Administrator	Timeline
1. First Year Student Learning Experience Survey	TLC	Apr-Aug
2. Final Year Student Learning Experience Survey	TLC	Apr-Aug
3. Graduate Exit Survey (Taught postgraduate)	Programme & TLC	Nov-Feb
4. Graduate Exist Survey (Research postgraduate)	GS	Nov-Feb
5. Alumni Survey (Undergraduate)	TLC	Oct-Aug
6. Alumni Survey (Taught postgraduate)	TLC	Nov-Feb
7. Alumni Survey (Research postgraduate)	TLC	Nov-Feb
8. Employer Survey (Undergraduate)	TLC	Nov-Feb
9. Employer Survey (Taught Postgraduate)	TLC	Nov-Feb
10. Employer Survey (Research Postgraduate)	TLC	Nov-Feb
11. Annual Hostel Survey on Residential Experience &	OSA	Sep- Dec

Environment		
12. Course Teaching and Learning Evaluation (CTLE)	ITSC	Dec & May
13. Employment Survey (Undergraduate)	OSA	Sep- Dec

12. Teaching and Learning Evaluation and Risk Management

12.1 To protect the confidentiality, integrity, and availability of Lingnan University data in compliance with applicable regulations and Crisis Management Plan, the Lingnan University has formal risk management processes on Data Management and Analytics. The University uses a formal risk identification and response framework that identifies risks and implements plans to address and manage them.

12.2 The following are the three broad risk areas as identified in the Incident Management Plan (IMP) – Data Management and Analytics. And within these areas the references to the development of policy and the identified response to this policy development. This document has been prepared to address the development of policy as stipulated in the IMP.

12.2.1 RISK AREA 1 - Failure to provide quality analysis and recommendations to inform curriculum, teaching and learning and education provisions.

The analysis and recommendations to inform curriculum, teaching and learning and education provisions are not provided to stakeholders in a timely manner. (Reference to Policy development from IMP) "It is envisioned that policy will be developed that provides specific timelines for the delivery of teaching and learning data analysis and recommendations to stakeholders. Pending consultation for Institutional Surveys this will be estimated at around 2 months post the completion of the survey. For CTLE data this is envisioned to be 1 week after the finish of the CTLE Period". RESPONSE - Appendix 4 identifies the timeline specific to each survey

The analysis of teaching and learning data is found to have errors.
RESPONSE - Teaching and Learning data will be cross checked with at least two researchers internally and consistently. Through various lenses, it is ensuring the accuracy of the data available for further analysis and reporting.
Once the reporting data is ready, it will be further shared with various committees and Communities of Practice (CoP) as another way to ensure accuracy and fitness for purpose.

The actions identified for Programmes, Departments, Units and Faculties are not acted on in a timely way.
RESPONSE - The actions are identified via the data to action form. TLC monitors the follow up areas identified and the timelines for these actions as stipulated in the form by relevant stakeholders.

12.2.2 RISK AREA 2- Failure to effectively manage data (collecting, validating, storing, protecting and processing)

Teaching and Learning Data is found to have errors or omissions.
RESPONSE - Teaching and Learning data will be cross checked with at least two researchers / TLC staff internally. Once the reporting data is ready, it will be further shared with various committees and the Community of Practice (CoP) for improving accuracy.

The online storage of Teaching and Learning Data is found to have been breached.
RESPONSE - All cases of teaching and learning data being breached will refer incident to associated stakeholders and affected users. If the systems are managed by ITSC the incident will be referred to CIO & Librarian and follow relevant Incident Response Plan as outlined in that respective area. If managed by TLC then will be referred to Director of TLC. If managed by a Faculty then will be referred to the associated Dean.

The processing of teaching and learning data is not conducted in a timely way.
(Reference to Policy development from IMP). It is envisioned that policy will be developed that provides specific timelines for the delivery of teaching and learning data analysis and recommendations to stakeholders. Pending consultation for Institutional Surveys this will be estimated at around 2 months post the completion of the survey. For CTLE data this is envisioned to be 1 week after the finish of the CTLE Period.
RESPONSE – TLC has included in this paper as in appendix 3 the relevant timelines for associated surveys. This is managed and coordinated by the Manager and Strategic Lead of Learning Analytics and the staff in this section.

12.2.3 RISK AREA 3- Failure to update Teaching and Learning Data, in both scope

and quality, that allow aggregation and querying to be easily conducted.

Teaching and Learning data is found to be out of date.
RESPONSE – Teaching and Learning data will be cross checked with at least two internal to TLC staff. Once the reporting data is ready, it will be further shared with various committees and the Community of Practice (CoP) for improving accuracy.

Breach of internal policies and procedures for teaching and learning evaluation are identified.
RESPONSE – Individual cases of teaching and learning evaluation policy and procedure not being followed as identified by relevant parties (Deans, Heads, SGS, ITSC, Registry, TLC) will be escalated to TLC or if the source is TLC to IRT.

Poor staff feedback on relevant Teaching and Learning Data online professional development.
(Reference to Policy development from IMP). It is planned to recommend in policy that staff attend relevant professional development regarding teaching and learning data policy and procedure via a self-paced online workshop and usual QA be conducted to seek feedback on the usefulness of these sessions.
RESPONSE – As part of the implementation of this policy TLC will provide professional development in the area of Teaching and Learning Evaluation in addition to the sharing of the outcomes of the institutional surveys and seek feedback on this professional development offerings via a standard feedback form.

13. Policy review

13.1 This document will be reviewed by TLC and updated as needed every 3 years (To align with Triennium planning and 3+3 new format of LU Strategic Plan). Any staff member may also forward suggestions about the Policy to the relevant stakeholders and TLC.

GUIDELINES

14. *Guidelines for conducting Teaching and Learning Evaluation*

14.1. These guidelines are intended to assist staff who are responsible for gathering data from student surveys, and serves as a basis for establishing some best practices when conducting surveys and receiving responses. (This section draws on best practices from California State University, Stanislaus. Survey Guidelines. *(Retrieved 1 March 2022, from* https://www.csustan.edu/iea/qualtrics-survey-software/survey-guidelines *)*.

14.2. One means of conducting surveys is via email, and this is a commonly used method to invite students to participate in online surveys. Students can be reached by email, which is a quick and easy way to save time and a convenient way for processing data collection. However, email surveys could potentially result in information overload. For example, students will receive dozens of invitations each term to participate in various surveys across the university. Their inbox may become full and as a result, it is easy to ignore an invitation to participate in an online survey. This will result in a low response rate and survey fatigue (Karlberg, 2015). Even if we receive their responses, students can become fatigued with numerous surveys and the quality of the data they provide may start to deteriorate (Lavrakas, 2008). The following guidelines are suggested to help manage the implementation of online surveys so to ensure the best response rate and minimise survey fatigue and information overload. (Fink,1983)

14.3. **Identify a focused topic:** Identifying a focused topic for the survey allows for a better and increased response rate. In order to develop a focused topic, it can be helpful to identify a set of criteria or assumptions to solicit further insight from your respondents.

14.4. **Sampling:** It is important to trial your survey with a potential group of respondents, this allows further refinements and adjustments to be made such as developing a deeper understanding of how your students (respondents) will engage with and complete your survey questions. Other factors identified during sampling can also help minimise the risk of students not participating due to unclear objectives or outcomes, survey or email overload or repeated submission of responses.

14.5. **Question Design and procedure**:

- **Don't reinvent the wheel:** an internet search may assist you with considering the format of structure of an existing survey to make a start on your survey design.

- **Keep questions simple:** avoid using compound sentences, complex vocabulary words, unusual terminology, double negative expressions. Consider the language and context appropriate to your survey intent.

- **Avoid vague or overly general questions:** General questions which are too broad will not help to solicit the appropriate data or findings. Be clear, specific, and direct.

- **Avoid ambiguous questions:** An ambiguous question has no specific focus, and could have more than one meaning or asking for too much information. It is better to spilt questions up in numerous parts to avoid ambiguity.

- **Avoid questions with a "right" answer:** Leading questions will create a potentially biased response.

- **Avoid Double-Barrelled Questions:** It is a common mistake to ask more than one attribute in one question. This will result in the respondent potentially not responding to the correct line of enquiry.

- **Plan for Data Collection:** once you developed the questionnaire (e.g. instrument), it is necessary to have a plan to carry out the data collection procedure. This will include data collection timeline, sampling size for potential respondents, including any development for online surveys and follow up work for data processing etc.

14.6. **Do the Pilot survey:** It is important to pilot test your survey with the relevant group of stakeholders (e.g. students; alumni..etc) so to receive in-depth feedback and comments on specific aspects such as format of questions, length of survey, format, structure. Soliciting feedback from this pilot phase will enable you to make relevant refinements, thus ensuring your survey is efficient and effective when implemented to a larger audience across the university.

14.7. **Administration of a survey:** To minimise survey overload and fatigue, it is essential that adequate communication is in place with other departments so to ensure effective coordination with the distribution of other university-wide surveys. As part of the survey invitation and best practice, the following items should be included:

- Highlight the title of survey
- Who is conducting the survey e.g. Teaching and Learning Centre, OSL
- Brief outline for rationale, instructions and proposed use of survey

- Use of survey results including confidentiality concerns
- Contact details for further queries
- Compliance with the Personal Data Ordinance and inform respondents how their data will be used

14.8. **Data reporting:** Reports and analysis will be shared with the relevant faculty members. For survey administrator(s), it is suggested to report data in an aggregate format to ensure no individual respondents can be identified. All data and reports should follow the guidelines of Code of Practice for Handling Personal Data.

14.9. **Make decisions based on results.** Data and reports should be shared with Departments, Senior Management for the consideration of university strategy planning and also make available for any external body e.g. UGC in timely manner.

References

This document draws on internal Lingnan Policy and Procedure as referenced below as well as material from external benchmarks and references to best practices internationally.

INTERNAL REFERENCES

Academic regulations for undergraduate programmes
https://www.ln.edu.hk/f/upload/44090/arup4.pdf

Code of Practice for Handling Personal Data
https://www.ln.edu.hk/secure/f/upload/60978/Code%20of%20Practice%20for%20Handling%20Personal%20Data%20-%20approved%20by%20the%20President%20(7%20Jan%202021)-1.pdf

Crisis Management
https://www.ln.edu.hk/crisismanagement

Information Security Policy
https://www.ln.edu.hk/secure/f/upload/50187/InformationSecurityPolicy.pdf

Incident Management Plan: Incident Response Team (Data Management and Analytics), Version 1, Last updated: May 2021 https://www.ln.edu.hk/f/upload/60272/A3.2-IMP-Data%20Management%20and%20Analytics.pdf

Risk Management Committee https://www.ln.edu.hk/f/upload/62146/rmc-20210816.pdf

Teaching and Learning centre. Learning analytics framework for Lingnan university.

University Accountability Agreement (UAA)
https://www.ugc.edu.hk/doc/eng/ugc/activity/uaa/LU_uaa.pdf

University Accountability Agreement: Sector-wide Performance Measures (PMs)
https://www.ugc.edu.hk/doc/eng/ugc/activity/uaa/LU_pm.pdf

University Accountability Agreement: Institution-specific Key Performance Indicators (KPIs)
https://www.ugc.edu.hk/doc/eng/ugc/activity/uaa/LU_kpi.pdf

University Grants Committee (UGC): Common data collection format (CDCF), Data collection for academic year 2021/22, Guidance notes [advance version v2.0], January 2022.

University's Privacy Policy https://www.ln.edu.hk/dpp/

EXTERNAL REFERENCES

California State University, Stanislaus. (n.d.). Survey Guidelines. Retrieved 1 March 2022, from https://www.csustan.edu/iea/qualtrics-survey-software/survey-guidelines

Fink, A. (1983) The Survey Research Handbook - How to Conduct Surveys: A Step-by-Step Guide. Thousand Oaks, CA: SAGE Publications, 1983.

Karlberg, C. (2015). The survey fatigue challenge: Understanding young people's motivation to participate in survey research studies.

Lavrakas, P. J. (2008). Encyclopaedia of survey research methods (Vols. 1-0). Thousand Oaks, CA: Sage Publications, Inc. doi: 10.4135/9781412963947

Society for Learning Analytics Research. (2011). Open Learning Analytics: an integrated & modularized platform Retrieved on 01 November 2014, from http://solaresearch.org/OpenLearningAnalytics.pdf

Appendix 1 - Teaching and Learning evaluation for learning analytics

Table 1.   Areas of analysis by level

Analysis area	Institutional	Programme	Course
Academic progress	• Semester GPA • GPA on graduation • At risk students	• Completion of programme requirements (e.g., core and elective courses, co- and extra-curricular requirements) • Time to graduation	Satisfactory course completion Completion of pre-requisite courses
Academic outcomes	• Semester GPA • GPA on graduation • Achievement of institutional learning outcomes (graduate attributes)	• Course grades • Semester GPA • Award GPA • Achievement of programme learning outcomes	• Course grades • Assessment grades • Achievement of course learning outcomes

Student experience	• University services and campus facilities:
	  o Library
	  o IT
	  o Catering
	  o Sports
	  o Support
	  o Finance
	  o Student Union
	  o Clubs and societies
	  o Extra-curricular activities
		• In areas of:
		  o Academic advising
		  o Support
		  o Interaction with faculty
		  o Interaction with other students
		  o Preparation for future employment
		  o Achievement of learning goals
		  o Programme structure and requirements
		  o Curriculum content
			• Related to:
			  o LMS
			  o Learning activities
			  o Assessment tasks
			  o Assessment practices
			  o Curriculum
			  o Teacher
			  o Course

Teaching Capability	• Professional Development • Communities of Practice • Knowledge Transfer • External accreditation	• Committees • Academic leadership • Programme accreditation	• Course and teaching evaluation • Peer review of teaching • Digital learning systems

Table 2. Data source and level at which analysis of data is relevant

	Area of analysis	Applicability				Date source
		Institution	Programme	Course	Other	
Academic progress	At risk students	✓	✓	✓		Academic Registry / Department
	Award GPA	✓	✓			Academic Registry
	Time to graduation	✓	✓			Academic Registry
	Completion of pre-requisite courses		✓	✓		Department
	Programme requirement completion		✓			Programme / Department
	Semester GPA		✓	✓		Academic Registry

Table 3. Academic outcomes draw from various units, surveys

Academic outcomes	Institution	Programme	Course	Other	Date source
GPA on graduation	✓	✓			Academic Registry
Achievement of institutional learning outcomes (graduate attributes)	✓	✓		✓	ILOAP First Year SLES Final Year SLES Alumni Survey ratings Annual Hostel Survey Employer Survey
Achievement of programme learning outcomes		✓	✓		Programme LOAP Final Year SLES
Achievement of course learning outcomes		✓	✓		Ratings on CTLE
Satisfactory course completion			✓		Course Grades
Course grades		✓	✓		Course Leader Academic Registry
Programme structure		✓			Programme Documents Final Year SLES
Programme requirements					Programme Documents Final Year SLES
Curriculum structure		✓	✓		Programme Documents Course Leaders Ratings on CTLE First Year SLES Final Year SLES

Academic outcomes	Institution	Programme	Course	Other	Date source
Curriculum content		✓	✓		Programme Documents Course Leaders Ratings on CTLE Final Year SLES
Curriculum integration					Programme Documents Ratings on CTLE First Year SLES Final Year SLES
Curriculum organisation					Programme Documents Ratings on CTLE Final Year SLES
Learning activities			✓		Course documents Ratings on CTLE
Assessment grades		✓	✓		Course teachers
Assessment practices		✓	✓		Course descriptions First Year SLES Final Year SLES
Assessment tasks		✓	✓		Course description First Year SLES Final Year SLES
Academic advising		✓	✓		Department First Year SLES Final Year SLES

Table 4.   Student Experience draw from various surveys and system

Student experience	Institution	Programme	Course	Other	Date source
Workload		✓	✓		Ratings on CTLE
Feedback on work			✓		Ratings on CTLE First Year SLES Final Year SLES
Perceived learning outcomes		✓	✓		Ratings on CTLE First Year SLES Final Year SLES
Satisfaction with study experience	✓	✓	✓		Annual Hostel Survey Final Year SLES
Catering	✓				
Clubs and societies	✓				Final Year SLES
Extra-curricular activities	✓	✓			Final Year SLES
Finance	✓				
Halls of Residence	✓				Annual Hostel Survey
Interaction with University	✓				
Interaction with faculty and department staff		✓	✓		Final Year SLES
Interaction with teachers			✓		Ratings on CTLE Final Year SLES
Interaction with other students		✓	✓		Final Year SLES
IT	✓	✓	✓		Final Year SLES
Library	✓	✓	✓		Final Year SLES
LMS	✓	✓	✓		LMS
Preparation for future employment	✓	✓		Employers	Employer Survey Alumni Survey ratings
Sports	✓				
Student Union	✓				
Support	✓	✓	✓		Alumni Survey ratings
Overall satisfaction	✓	✓	✓		Ratings on CTLE Alumni Survey ratings

Appendix 2 - Data to Action Form

LINGNAN UNIVERSITY
TEACHING AND LEARNING DATA COMMENDATIONS AND ACTIONS PLANNING

PART I   TEACHING AND LEARNING DATA INFORMATION

Attention to:		Faculty / Department / Unit / Programme:	
Data source:			
Date ranges the survey was conducted:		Purpose of the survey / data instrument:	
TLC Support Staff Contact:		Sent:	

PART 2   TEACHING AND LEARNING DATA AREAS OF COMMENDATION

PART 3   TEACHING AND LEARNING DATA AREAS OF ACTION

PART 4   TLC RECOMMENDED ACTIONS

TLC 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.
(TLC 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……….

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

Please return this form to TLC no later than 1 month from receipt of the original via email to tlc@Ln.edu.hk .
TLC 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,
TLC Learning Analytics

To be completed by TLC
RECEIVED FROM _____ ON _____

Appendix 3 - Evaluation Survey and area of Measurement

Types of Evaluation Survey	Area of Measurement					
	Learning Experiences	Graduate Attributes	Learning Outcomes	Course Evaluation	Employment Status	Satisfaction on Graduate
1. First Year Student Learning Experience Survey	✓	✓				
2. Final Year Student Learning Experience Survey	✓	✓	✓			
3. Graduate Exit Survey (Taught postgraduate)	✓	✓	✓			
4. Graduate Exist Survey (Research postgraduate)	✓	✓	✓			
5. Alumni Survey (Undergraduate)		✓				
6. Alumni Survey (Taught postgraduate)		✓				
7. Alumni Survey (Research postgraduate)		✓				
8. Employer Survey (Undergraduate)		✓				✓
9. Employer Survey (Taught Postgraduate)		✓				✓
10. Employer Survey (Research Postgraduate)		✓				✓
11. Annual Hostel Survey on Residential Experience and Environment	✓	✓				
12. Course Teaching and Learning Evaluation (CTLE)			✓	✓		
13. Employment Survey (Undergraduate)					✓	

Appendix 4 - Schedule of Evaluation Surveys

	Types of Evaluation Survey	Administrator	Timeline	Frequency	Data Storage
1.	First Year Student Learning Experience Survey	TLC	Apr-Aug	Annually	TLC
2.	Final Year Student Learning Experience Survey	TLC	Apr-Aug	Annually	TLC
3.	Graduate Exit Survey (Taught postgraduate)	Programme & TLC	Nov-Feb	Annually	TLC
4.	Graduate Exit Survey (Research postgraduate)	GS	Nov-Feb	Annually	GS
5.	Alumni Survey (Undergraduate)	TLC	Oct-Aug	Bi-Annually	TLC
6.	Alumni Survey (Taught postgraduate)	TLC	Nov-Feb	Bi-Annually	TLC
7.	Alumni Survey (Research postgraduate)	TLC	Nov-Feb	Bi-Annually	TLC
8.	Employer Survey (Undergraduate)	TLC	Nov-Feb	Bi-Annually	TLC
9.	Employer Survey (Taught Postgraduate)	TLC	Nov-Feb	Bi-Annually	TLC
10.	Employer Survey (Research Postgraduate)	TLC	Nov-Feb	Bi-Annually	TLC
11.	Annual Hostel Survey on Residential Experience and Environment	OSA	Sep- Dec	End of Term	OSA
12.	Course Teaching and Learning Evaluation (CTLE)	ITSC	Dec & May	End of Term	ITSC
13.	Employment Survey (Undergraduate)	OSA	Sep- Dec	Annually	OSA

Appendix 5 - First Year Student Learning Experience Survey

FIRST YEAR STUDENT LEARNING EXPERIENCE SURVEY

The purpose of this questionnaire is to find out about your experience as a full-time university student. Consider your undergraduate studies programme. When answering questions please treat the term "programme" to mean all courses you took in your undergraduate studies. The term "teaching staff" refers to the professors, lecturers and tutors who taught you at this university. Take into account all types of classes.

Instructions: Please use BLACK/BLUE ball pen or HB pencil. Mark your responses to the items by filling up the most appropriate oval.

I. Gender   Male   Female
                                ○   ○

II. Nationality / Region   Hong Kong   Mainland China   Others, please
                                          ○   ○   specify: _____
                                                                              ○

III. Which faculty do you belong to? / What is your major? (Please select the most appropriate choice)

Faculty of Arts   Faculty of Business   Faculty of Social Sciences
        ○   ○   ○
(Major) Animation and   (Major) Global Liberal Arts   (Major) Risk and Insurance Management
   Digital Arts   ○   ○
        ○
(Major) Data Science
        ○

IV. Where have you lived this academic year?

Student hostel   Off campus
        ○   ○

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Please darken the circle for each of the questions below to indicate your level of agreement with the statements. Choose ONE option that best describes your response to each question.

SA Strongly Agree	A Agree	N Neutral	D Disagree	SD Strongly Disagree	NA Not Applicable	

A. During my time at Lingnan

Critical thinking

	SA	A	N	D	SD	NA
A1. I have developed the ability to construct sound arguments.	○	○	○	○	○	○
A2. I have developed the ability to assess alternative perspectives and arguments.	○	○	○	○	○	○

Creative thinking

	SA	A	N	D	SD	NA
A3. I have learnt to take initiative in different contexts.	○	○	○	○	○	○
A4. I have been challenged to develop new ideas.	○	○	○	○	○	○
						○

Self-managed learning

	SA	A	N	D	SD	NA
A5. I have become an independent learner.	○	○	○	○	○	○
A6. My desire to engage in life-long learning has been developed.	○	○	○	○	○	○
A7. My ability to conduct research has improved.	○	○	○	○	○	○

Adaptability

	SA	A	N	D	SD	NA
A8. I have learnt to adapt to new environments.	○	○	○	○	○	○
A9. I have become more receptive to new ideas.	○	○	○	○	○	○

Problem solving

	SA	A	N	D	SD	NA
A10. I have developed problem-solving skills.	○	○	○	○	○	○
A11. I am able to take into account several factors in order to solve problems.	○	○	○	○	○	○

Language skills

	SA	A	N	D	SD	NA
A12. I have improved my competency in English communication.						
a. Written	○	○	○	○	○	○
b. Oral	○	○	○	○	○	○
A13. I have improved my competency in Chinese communication.						
a. Standard written Chinese	○	○	○	○	○	○
b. Putonghua	○	○	○	○	○	○

Interpersonal skills

	SA	A	N	D	SD	NA
A14. I have learnt to become an effective team member.	○	○	○	○	○	○
A15. I have acquired leadership skills.	○	○	○	○	○	○
A16. I feel confident in dealing with people from different backgrounds.	○	○	○	○	○	○
A17. I have learnt to be more open to different views.	○	○	○	○	○	○

Digital Literacy	SA	A	N	D	SD	NA
A18. I have learnt to use technology to enhance my learning.	○	○	○	○	○	○
A19. Technology has allowed me to improve my communication and presentation skills.	○	○	○	○	○	○
A20. The use of technology enhanced my learning experience at Lingnan.	○	○	○	○	○	○

Social responsibility and integrity	SA	A	N	D	SD	NA
A21. I am more willing to serve my wider community.	○	○	○	○	○	○
A22. My understanding of ethical standards has been enhanced.	○	○	○	○	○	○
A23. I maintain high standards of personal integrity.	○	○	○	○	○	○
A24. I am more aware of my role and behavior as a responsible citizen.	○	○	○	○	○	○

Intercultural views	SA	A	N	D	SD	NA
A25. I have been encouraged to take a global view of issues.	○	○	○	○	○	○
A26. I have developed a better understanding of cultural differences.	○	○	○	○	○	○

B. Teaching and Learning Environment

Active learning	SA	A	N	D	SD	NA
B1. I have learnt to participate constructively in class.	○	○	○	○	○	○
B2. I have learnt to contribute ideas and opinions both inside and outside classes.	○	○	○	○	○	○

Teaching for effective understanding	SA	A	N	D	SD	NA
B3. The teaching staff used different approaches to enhance my understanding of course contents.	○	○	○	○	○	○
B4. The design of courses helped me understand the course contents.	○	○	○	○	○	○

Assistance and feedback to enhance learning	SA	A	N	D	SD	NA
B5. When I had difficulty with learning materials, I found the teachers' explanations useful.	○	○	○	○	○	○
B6. There was sufficient feedback on course-related activities and assignments as a way of enhancing my learning.	○	○	○	○	○	○

Assessment	SA	A	N	D	SD	NA
B7. The programme used a variety of assessment methods.	○	○	○	○	○	○
B8. The assessment tools tested my understanding of key concepts in the programme.	○	○	○	○	○	○

Relationship between teachers and students	SA	A	N	D	SD	NA
B9. The communication between teachers and students was good.	○	○	○	○	○	○
B10. At least one teacher at Lingnan made me excited about learning.	○	○	○	○	○	○
B11. My teachers at Lingnan cared about me as a person.	○	○	○	○	○	○
B12. I have encountered at least one teacher or staff member at Lingnan who (has) mentored me – by encouraging me to pursue my goals and dreams.	○	○	○	○	○	○

Workload	SA	A	N	D	SD	NA
B13. I completed the requirements of my programme without excessive stress.	○	○	○	○	○	○
B14. The workload of my study was reasonable.	○	○	○	○	○	○

Relationship with other students	SA	A	N	D	SD	NA
B15. I have enriched myself from the experiences of working with my peers.	○	○	○	○	○	○

Liberal Arts	SA	A	N	D	SD	NA
B16. I feel I have acquired understanding in areas beyond the confines of my major.	○	○	○	○	○	○
B17. The General Education/Core Curriculum has enabled me to integrate knowledge from various fields of learning.	○	○	○	○	○	○
B18. The General Education/Core Curriculum has helped me to be more creative in thinking about possible solutions to different kinds of problems.	○	○	○	○	○	○
B19. I have learnt to appreciate arts and humanities subjects more.	○	○	○	○	○	○
B20. I am now much more aware of issues relating to management, social responsibility and ethics.	○	○	○	○	○	○
B21. I have learnt to appreciate the value of scientific methods, hypothesis development and qualitative and quantitative analysis in the process of problem solving.	○	○	○	○	○	○
B22. In analyzing contemporary issues, I am more able to see things from others' points of view.	○	○	○	○	○	○

Other questions related to Teaching and Learning Environment

	SA	A	N	D	SD	NA
B23. I found hostel life conducive to my growth and whole person development。	○	○	○	○	○	○
B24. I found the experience of living, working and interacting with exchange students in Hong Kong beneficial to my learning.	○	○	○	○	○	○
B25. I found department/ faculty/cross-faculty student society activities beneficial to my learning.	○	○	○	○	○	○

Overall Evaluation (=B21 & B22 in Final Year Student Survey) *Newly added

	SA	A	N	D	SD	NA
B26. Overall, I am satisfied with the quality of my programme and the value which I have gained from my learning experience, considering the teaching and non-teaching support I received and the skills I have acquired.	○	○	○	○	○	○
B26a. Overall, I am satisfied with the quality of my teaching support.	○	○	○	○	○	○
B26b. Overall, I am satisfied with the quality of the non-teaching support I	○	○	○	○	○	○

received from Office of Student Affairs.						
B26c. Overall, I am satisfied with the quality of the non-teaching support I received from Registry.	○	○	○	○	○	○
B27. Overall, I am satisfied with the quality of the learning environment, including the learning resources such as the Library, IT access and study space and opportunities (e.g. student exchange programmes, hostel life, internships, ILP and community services) to engage with teachers and other students.	○	○	○	○	○	○
B27a. Overall, I am satisfied with the quality of the learning resources provided by the Library.	○	○	○	○	○	○
B27b. Overall, I am satisfied with the quality of the IT access and technology.	○	○	○	○	○	○
B27c. Overall, I am satisfied with the quality of my learning experiences via student exchange programmes.	○	○	○	○	○	○
B27d. Overall, I am satisfied with the quality of my learning experiences via internships.	○	○	○	○	○	○
B27e. Overall, I am satisfied with the quality of my learning experiences via the Integrated Learning Programme.	○	○	○	○	○	○

A.   What do you think the strongest aspect of your programme is?

_____

_____

_____

B.   Which aspects in your programme are most in need of improvement?

_____

_____

_____

End of Survey

Appendix 6 - Final Year Student Learning Experience Survey

FINAL YEAR STUDENT LEARNING EXPERIENCE SURVEY

The purpose of this questionnaire is to find out about your experience as a full-time university student. <u>Consider your undergraduate studies programme</u>. When answering questions please treat the term "programme" to mean all courses you took in your <u>undergraduate studies</u>. The term "teaching staff" refers to the professors, lecturers and tutors who taught you at this university. Take into account all types of classes.

Instructions: Please use <u>BLACK/BLUE ball pen or HB pencil</u>. Mark your responses to the items by filling up the most appropriate oval.

I. Gender   Male   Female
     ○   ○

II. Nationality / Region   Hong Kong   Mainland China   Others, please specify: _____
     ○   ○   ○

III. Which faculty do you belong to?

Faculty of Arts	Faculty of Business	Faculty of Social Sciences
○	○	○

IV. What is your major/stream?

Chinese	Contemporary English Studies	Cultural Studies	History
○	○	○	○
Philosophy	Translation	Visual Studies	Chinese Literature, History and Philosophy
○	○	○	○
Accounting	Finance	General Business Management	Human Resources Management
○	○	○	○
Marketing	Risk and Insurance Management	Economics	Political Science
○	○	○	○
Psychology	Sociology	China and Asia Pacific Studies	Social and Public Policy Studies
○	○	○	○

Others, please specify:
○   _____

V. Where have you lived this academic year?

Student hostel	Off campus
○	○

Please darken the circle for each of the questions below to indicate your level of agreement with the statements. Choose ONE option that best describes your response to each question.

SA Strongly Agree	A Agree	N Neutral	D Disagree	SD Strongly Disagree	

A.   During my time at Lingnan

Critical thinking

	SA	A	N	D	SD
A1. I have developed the ability to construct sound arguments.	○	○	○	○	○
A2. I have developed the ability to assess alternative perspectives and arguments.	○	○	○	○	○

Creative thinking

	SA	A	N	D	SD
A3. I have learnt to take initiative in different contexts.	○	○	○	○	○
A4. I have been challenged to develop new ideas.	○	○	○	○	○

Self-managed learning

	SA	A	N	D	SD
A5. I have become an independent learner.	○	○	○	○	○
A6. My desire to engage in life-long learning has been developed.	○	○	○	○	○
A7. My ability to conduct research has improved.	○	○	○	○	○

Adaptability

	SA	A	N	D	SD
A8. I have learnt to adapt to new environments.	○	○	○	○	○
A9. I have become more receptive to new ideas.	○	○	○	○	○

Problem solving

	SA	A	N	D	SD
A10. I have developed problem-solving skills.	○	○	○	○	○
A11. I am able to take into account several factors in order to solve problems.	○	○	○	○	○

Language skills

	SA	A	N	D	SD
A12. I have improved my competency in English Communication.					
a. Written	○	○	○	○	○
b. Oral	○	○	○	○	○
A13. I have improved my competency in Chinese Communication.					
a. Standard written Chinese	○	○	○	○	○
b. Putonghua	○	○	○	○	○

Interpersonal skills

	SA	A	N	D	SD
A14. I have learnt to become an effective team member.	○	○	○	○	○
A15. I have acquired leadership skills.	○	○	○	○	○
A16. I feel confident in dealing with people from different backgrounds.	○	○	○	○	○
A17. I have learnt to be more open to different views.	○	○	○	○	○

Digital Literacy	**SA**	**A**	**N**	**D**	**SD**
A18. I have learnt to use technology to enhance my learning.	○	○	○	○	○
A19. Technology has allowed me to improve my communication and presentation skills.	○	○	○	○	○
A20. The use of technology enhanced my learning experience at Lingnan.	○	○	○	○	○

Social responsibility and integrity	**SA**	**A**	**N**	**D**	**SD**
A21. I am more willing to serve my wider community.	○	○	○	○	○
A22. My understanding of ethical standards has been enhanced.	○	○	○	○	○
A23. I maintain high standards of personal integrity.	○	○	○	○	○
A24. I am more aware of my role and behavior as a responsible citizen.	○	○	○	○	○

Intercultural views	**SA**	**A**	**N**	**D**	**SD**
A25. I have been encouraged to take a global view of issues.	○	○	○	○	○
A26. I have developed a better understanding of cultural differences.	○	○	○	○	○

B.   Teaching and Learning Environment

Active learning	**SA**	**A**	**N**	**D**	**SD**
B1. I have learnt to participate constructively in class.	○	○	○	○	○
B2. I have learnt to contribute ideas and opinions both inside and outside classes.	○	○	○	○	○

Teaching for effective understanding	**SA**	**A**	**N**	**D**	**SD**
B3. The teaching staff used different approaches to enhance my understanding of course contents.	○	○	○	○	○
B4. The design of courses helped me understand the course contents.	○	○	○	○	○

Assistance and feedback to enhance learning	**SA**	**A**	**N**	**D**	**SD**
B5. When I had difficulty with learning materials, I found the teachers' explanations useful.	○	○	○	○	○
B6. There was sufficient feedback on course-related activities and assignments as a way of enhancing my learning.	○	○	○	○	○

Assessment	**SA**	**A**	**N**	**D**	**SD**
B7. The programme used a variety of assessment methods.	○	○	○	○	○
B8. The assessment tools tested my understanding of key concepts in the programme.	○	○	○	○	○

Relationship between teachers and students	SA	A	N	D	SD
B9. The communication between teachers and students was good.	○	○	○	○	○
B10. At least one teacher at Lingnan made me excited about learning.	○	○	○	○	○
B11. My teachers at Lingnan cared about me as a person.	○	○	○	○	○
B12. I have encountered at least one teacher or staff member at Lingnan who (has) mentored me – by encouraging me to pursue my goals and dreams.	○	○	○	○	○

Workload	SA	A	N	D	SD
B13. I completed the requirements of my programme without excessive stress.	○	○	○	○	○
B14. The workload of my study was reasonable.	○	○	○	○	○

Relationship with other students	SA	A	N	D	SD
B15. I have enriched myself from the experiences of working with my peers.	○	○	○	○	○

Curriculum cohesion	SA	A	N	D	SD
B16. The programme of study for my major was well designed.	○	○	○	○	○
B17. There was little duplication of contents in my programme courses.	○	○	○	○	○

Overall Evaluation	SA	A	N	D	SD
B18. I was given many opportunities to develop the skills integral to my major.	○	○	○	○	○
B19. I feel I have developed a good knowledge of my major subject.	○	○	○	○	○
B20. The learning environment in my department was conducive to my learning.	○	○	○	○	○
B21. Overall, I am satisfied with the quality of my programme and the value which I have gained from my learning experience, considering the teaching and non-teaching support I received and the skills I have acquired.	○	○	○	○	○
B21a. Overall, I am satisfied with the quality of my teaching support.	○	○	○	○	○
B21b. Overall, I am satisfied with the quality of the non-teaching support I received from Office of Student Affairs.	○	○	○	○	○
B21c. Overall, I am satisfied with the quality of the non-teaching support I received from Registry.	○	○	○	○	○
B22. Overall, I am satisfied with the quality of the learning environment, including the learning resources such as the Library, IT access and study space and opportunities (e.g. student exchange programmes, hostel life, internships, ILP and community services) to engage with teachers and other students.	○	○	○	○	○
B22a. Overall, I am satisfied with the quality of the learning resources provided by the Library.	○	○	○	○	○
B22b. Overall, I am satisfied with the quality of the IT access and technology.	○	○	○	○	○
B22c. Overall, I am satisfied with the quality of my learning experiences via student exchange programmes.	○	○	○	○	○
B22d. Overall, I am satisfied with the quality of my learning experiences via internships.	○	○	○	○	○
B22e. Overall, I am satisfied with the quality of my learning experiences	○	○	○	○	○

via the Integrated Learning Programme.

Liberal Arts	SA	A	N	D	SD
B23. I feel I have acquired understanding in areas beyond the confines of my major.	○	○	○	○	○
B24. The General Education/Core Curriculum has enabled me to integrate knowledge from various fields of learning.	○	○	○	○	○
B25. The General Education/Core Curriculum has helped me to be more creative in thinking about possible solutions to different kinds of problems.	○	○	○	○	○
B26. I have learnt to appreciate arts and humanities subjects more.	○	○	○	○	○
B27. I am now much more aware of issues relating to management, social responsibility and ethics.	○	○	○	○	○
B28. I have learnt to appreciate the value of scientific methods, hypothesis development and qualitative and quantitative analysis in the process of problem solving.	○	○	○	○	○
B29. In analyzing contemporary issues, I am more able to see things from others' points of view.	○	○	○	○	○

Note: For the remaining questions in this section there is a *Not Applicable* (NA) option.

	SA	A	N	D	SD	NA
B30. I found hostel life conducive to my growth and whole person development.	○	○	○	○	○	○
B31. I found the co-curricular activities and experiential learning programmes (e.g. ILP, internship, integrated cultural activities, etc.) facilitated my whole-person development.	○	○	○	○	○	○
B32. I found the experience of being an exchange student and/or studying outside Hong Kong beneficial to my learning.	○	○	○	○	○	○
B33. I found the experience of living, working and interacting with exchange students in Hong Kong beneficial to my learning.	○	○	○	○	○	○
B34. I found department/ faculty/cross-faculty student societies activities beneficial to my learning.	○	○	○	○	○	○
B35. Have you acted as a committee member for any student organization(s) (e.g. Students' Union, student societies, Student Hostel Associations, sports/cultural teams, Wofoo Leaders' Network, etc.)? ○ Yes, I found the engagement in societies and teams:						
(a) Enhanced my leadership skills.	○	○	○	○	○	○
(b) Enhanced my entrepreneurial skills.	○	○	○	○	○	○
○ No						
B36. My service-learning experience facilitated my whole-person development.	○	○	○	○	○	○
B37. My service-learning experience empowered me to seek innovative solutions for social challenges.	○	○	○	○	○	○

A.   What do you think the strongest aspect of your programme is?

_____

32

_____

_____

B.   Which aspects in your programme are most in need of improvement?

_____

_____

_____

Part two of this questionnaire focuses on your Lingnan experience related to your major/stream. Please select the appropriate programme/department and complete the questions in the related section ONLY.

Faculty of Business

BBA (Honours) Programme

		SA	A	N	D	SD	NA
1.	The core course instructors related concepts to the real world	○	○	○	○	○	○
2.	The core course instructors presented international perspectives	○	○	○	○	○	○
3.	The core course instructors presented and addressed ethical issues	○	○	○	○	○	○
4.	There were opportunities to apply theoretical concepts to practical business problems	○	○	○	○	○	○
5.	There were opportunities for interaction with practitioners from the business world	○	○	○	○	○	○

Course Content

		SA	A	N	D	SD	NA
6.	There was little duplication of content in the BBA foundation core, functional core, and capstone courses	○	○	○	○	○	○
7.	The **Stream** courses built on the foundation laid in BBA foundation and functional core courses	○	○	○	○	○	○

Learning Outcomes

To what extent do you agree with the following statements:		SA	A	N	D	SD	NA
8.	I am able to analyse business issues and problems from a cross-disciplinary perspective	○	○	○	○	○	○
9.	I am able to adopt a holistic view of business in strategic analysis	○	○	○	○	○	○
10.	I can take account of multiple perspectives in strategic problem solving and implementation	○	○	○	○	○	○
11.	I am competent in quantitative analysis for business decision-making	○	○	○	○	○	○
12.	I am able to provide useful accounting information to decision makers by applying basic accounting principles and standards	○	○	○	○	○	○
13.	I am able to analyze financial planning models to generate information for business decisions	○	○	○	○	○	○

Faculty of Social Sciences

BSocSc (Honours) Programme

Course Content	SA	A	N	D	SD	NA
1. There was minimal duplication of content in the Common Foundation Courses	○	○	○	○	○	○
2. There was minimal duplication of content in the Stream Required Courses	○	○	○	○	○	○
3. The Stream Required Courses built on the foundations of the Common Foundation Courses	○	○	○	○	○	○

Learning Outcomes

After taking the Porgramme	SA	A	N	D	SD	NA
4. I have developed my ability to design and conduct basic social research	○	○	○	○	○	○
5. I am equipped with basic statistical skills	○	○	○	○	○	○
6. I am able to critically analyse social issues and phenomena from multiple perspectives	○	○	○	○	○	○
7. I have developed my ability to evaluate arguments and policies in relation to specific social issues	○	○	○	○	○	○
8. I feel confident in expressing and defending my own positions and arguments on a range of social issues	○	○	○	○	○	○
9. I become more aware of and reflect on the complexity of social life	○	○	○	○	○	○

Faculty of Arts

Department of Chinese	SA	A	N	D	SD	NA
1. I have improved my ability in Chinese writing via the study of writing courses	○	○	○	○	○	○
2. I have improved my Chinese writing via the Writer-in-Residence Programme	○	○	○	○	○	○
3. I have improved my knowledge of classical Chinese literature	○	○	○	○	○	○
4. I have improved my knowledge of modern and contemporary Chinese literature	○	○	○	○	○	○
5. I have gained the ability to appreciate and interpret literacy texts via the study of literary criticism	○	○	○	○	○	○
6. I have gained knowledge of comparative literature	○	○	○	○	○	○
7. I have gained knowledge via the participation in academic conferences and seminars organized by the Department	○	○	○	○	○	○
8. I gained knowledge, skills and experience in the Internship Programme	○	○	○	○	○	○

Department of Cultural Studies	SA	A	N	D	SD	NA
1. Cultural Studies learning has equipped me with rich general knowledge about culture and society	○	○	○	○	○	○
2. Cultural Studies learning has equipped me with skills and methods to do cultural analysis or research	○	○	○	○	○	○
3. Cultural Studies learning has enhanced my understanding of and sensitivity to cultural and ideological forces in the world	○	○	○	○	○	○
4. Cultural Studies learning has allowed me to reflect upon different forms of social and cultural values	○	○	○	○	○	○
5. Cultural Studies learning has helped me to understand the institutional contexts of cultural policies and cultural practices	○	○	○	○	○	○
6. Cultural Studies learning has improved my expertise and skills of reading, writing and commenting on cultural issues	○	○	○	○	○	○
7. Cultural Studies learning has either motivated my cultural participation or inspired me to engage in cultural planning and management work	○	○	○	○	○	○

8. Do you plan to pursue further study in the coming five years?

○ Yes, and I have enrolled

The programme enrolled _____

Have been admitted	Not admitted
○	○
Local	Abroad
○	○

○ Yes, but not enrolled in any yet

○ No

Department of English	SA	A	N	D	SD	NA
1. I have gained knowledge of the linguistic, literacy and cultural aspects of contemporary English	○	○	○	○	○	○
2. I have developed an interest in, and knowledge of, English-speaking cultures	○	○	○	○	○	○
3. I have gained knowledge of the genres of contemporary literature in English	○	○	○	○	○	○
4. I have gained knowledge of linguistic models of language description, acquisition, use and analysis	○	○	○	○	○	○
5. I have gained the ability to appreciate and interpret literacy texts	○	○	○	○	○	○
6. I have learnt how to analyze contemporary language and literature in terms of appropriate theoretical models	○	○	○	○	○	○

Department of History	SA	A	N	D	SD	NA
1. The combination of Historical Foundations, History electives and core courses are well balanced	○	○	○	○	○	○
2. Overall, I was trained well in the skills necessary to study History, enabling me to continue my studies either formally or informally	○	○	○	○	○	○
3. My skills in debate, conversation, and communication in English were improved by the learning activities in my major	○	○	○	○	○	○
4. I was sufficiently satisfied with and stimulated by the History programme to encourage others to pursue this course of study	○	○	○	○	○	○

Department of Philosophy	SA	A	N	D	SD	NA
1. The content of the Philosophy Programme was relevant to my interests	○	○	○	○	○	○
2. I have developed the ability to think critically and philosophically	○	○	○	○	○	○
3. The Philosophy Programme has allowed me to gain a sound understanding of philosophical methods and content	○	○	○	○	○	○
4. The core subjects provided me with the grounding necessary for a good understanding of the discipline of philosophy	○	○	○	○	○	○
5. The elective subjects offered by the Department were both relevant to my own interests and added to my overall understanding of philosophy	○	○	○	○	○	○
6. I have gained an overall ability and inclination to appreciate and understand philosophical texts	○	○	○	○	○	○

Department of Visual Studies

Part A Programme evaluation	SA	A	N	D	SD	NA
1. The content of the programme was relevant to my interests	○	○	○	○	○	○

Part B Teaching and Learning Evaluation						
2. My conceptual, historical, and practical understanding of the visual arts has been deepened	○	○	○	○	○	○
3. My capacity to analyze works of art critically has improved	○	○	○	○	○	○
4. I have a better understanding of the art world's institutional context	○	○	○	○	○	○
5. I have become aware of the full range of visual expression	○	○	○	○	○	○

Department of Translation	SA	A	N	D	SD	NA
1. I have gained knowledge of translating different genres of texts (legal, popular culture, business, media, social sciences & arts, etc.) from English to Chinese or from Chinese to English	○	○	○	○	○	○
2. I have improved my ability for sight translation and consecutive interpreting via interpreting courses	○	○	○	○	○	○
3. I have gained confidence in my ability to analyze, criticize and appreciate different translated texts via the study of translation criticism	○	○	○	○	○	○
4. I have learnt how to analyze different translated texts in terms of appropriate theoretical models via the study of translation theory courses	○	○	○	○	○	○
5. I have developed an interest in, and knowledge of, cultural matters via courses like literature and culture, culture and translation, or gender and translation, etc.	○	○	○	○	○	○
6. I have gained a better understanding of languages via language studies courses for translation	○	○	○	○	○	○
7. I have gained knowledge, skills and experience, and developed close relationships with teachers in the department via the final year long translation project	○	○	○	○	○	○
8. The curriculum structure is well balanced (including practical and theoretical courses)	○	○	○	○	○	○

Appendix 7 - Survey of Alumni (Undergraduate)

Survey of Alumni

This survey aims to solicit alumni feedback regarding your level of satisfaction with the knowledge, skills and attitudes gained during your studies at Lingnan University, as well as your career development and achievements. The information collected will help the University to improve the design of the Programmes and better equip future students to meet the challenges of the twenty-first century.

I. EDUCATION PROVIDED BY THE UNIVERSITY

There are two columns to each question. **Please indicate your response to each question by circling the appropriate score.**

Column in the left:
LEVEL OF IMPORTANCE
Please rate the importance of the following attributes for a university graduate to possess and demonstrate in a working environment.

1= Not important ⟶ 5 = Very important

Column in the right:
LEVEL OF SATISFACTION
Please indicate to what extent you are satisfied with the education provided by the University regarding the following attributes.

1= Very dissatisfied ⟶ 5 = Very satisfied
N = Unable to rate

Level of importance to your work					Skills/Competencies	Level of satisfaction with Lingnan education					
Not important →			Very important			Very dissatisfied →			Very satisfied		Unable to rate
A: LANGUAGE PROFICIENCY											
1	2	3	4	5	1.Written Chinese	1	2	3	4	5	N
1	2	3	4	5	2.Putonghua	1	2	3	4	5	N
1	2	3	4	5	3.Written English	1	2	3	4	5	N
1	2	3	4	5	4.Spoken English	1	2	3	4	5	N
B: NUMERICAL & COMPUTER COMPETENCY											
1	2	3	4	5	1.Data analysis ability	1	2	3	4	5	N
1	2	3	4	5	2.Use of Information and Communications Technology (ICT).	1	2	3	4	5	N
C: ANALYTICAL & PROBLEM-SOLVING ABILITIES											
1	2	3	4	5	1.Ability to foresee problems and plan	1	2	3	4	5	N
1	2	3	4	5	2.Ability to analyze and solve problems	1	2	3	4	5	N
1	2	3	4	5	3.Ability to articulate new ideas	1	2	3	4	5	N
1	2	3	4	5	4.Ability to apply a systematic/logical approach to problem solving	1	2	3	4	5	N

Level of importance to your work					Skills/Competencies	Level of satisfaction with Lingnan education					
Not important → Very important						Very dissatisfied → Very satisfied					Unable to rate
1	2	3	4	5	5. Creative and critical thinking	1	2	3	4	5	N
D: INTER-PERSONAL SKILLS											
1	2	3	4	5	1.Effective communication	1	2	3	4	5	N
1	2	3	4	5	2.Ability to build rapport with people	1	2	3	4	5	N
1	2	3	4	5	3.Cooperation with colleagues	1	2	3	4	5	N
E: MANAGEMENT SKILLS											
1	2	3	4	5	1.Time management	1	2	3	4	5	N
1	2	3	4	5	2.Leadership	1	2	3	4	5	N
1	2	3	4	5	3.Organization abilities	1	2	3	4	5	N
F: INTERNATIONAL PERSPECTIVES											
1	2	3	4	5	1.Knowledge and understanding of current international affairs	1	2	3	4	5	N
1	2	3	4	5	2.Ability to work effectively with people of different cultures / backgrounds	1	2	3	4	5	N

Curriculum and Campus Life

Major.What was your major during your study in Lingnan University? (Please tick the most appropriate box)

1.Art:
- ☐ 1.Chinese
- ☐ 2.Contemporary English Studies
- ☐ 3.Contemporary English and Education
- ☐ 4.Cultural Studies
- ☐ 5.History
- ☐ 6.Philosophy
- ☐ 7.Translation
- ☐ 8.Visual Studies

2.Business Administration:
- ☐ 9.Accounting
- ☐ 10.Finance
- ☐ 11.General Business Management
- ☐ 12.Human Resource Management
- ☐ 13.Logistics and Decision Science
- ☐ 14.Information Systems
- ☐ 15.Marketing
- ☐ 16.Risk and Insurance Management

3.Social Sciences:
- ☐ 25. Economics
- ☐ 26. Political Science
- ☐ 27. Psychology
- ☐ 28. Sociology
- ☐ 29. China and Asia Pacific Studies
- ☐ 30. Social and Public Policy Studies
- ☐ 17. Behavioural Science in Modern Society (BSMS)
- ☐ 18. China and Asian Pacific Affairs(CAPA)
- ☐ 19. Contemporary Economic and Public Policy (CEPP)
- ☐ 20.Contemporary Social Issues and Policy(CSIP)
- ☐ 21.International Political and Economic Affairs (IPEA)
- ☐ 22.International Studies(IS)

Others (Please Specify): _____

P2.Relationship between your Lingnan experience and your engagement at work. Please indicate your response to each question by circling the appropriate score.	Strongly Disagree → Strongly Agree					Unable to rate 99
27.I had at least one teacher at Lingnan who cared about me as a person, made me excited about my learning and encouraged me to pursue my dreams.	1	2	3	4	5	N
28.I am highly engaged and motivated at work	1	2	3	4	5	N

P2_Other.Any Other Comments: _____

II.   Demographic Information

P4.Please tick the most appropriate box or write down the information in each question.

---

1. Gender:　　　☐ 1.Male　　☐ 2.Female

---

2. Year of Graduation: ☐ 27. 2009　☐ 28. 2010　☐ 29. 2011　☐ 33. 2015　☐ 34. 2016　☐ 35. 2017

---

3. Age:　　　☐ 1.22-23　　☐ 2.24-25　　☐ 3.26-35　　☐ 4.36 or above

---

4. 1.Have you taken additional programmes after your graduation from Lingnan University?
　　☐ 1.No
　　　Will you intend to pursue for higher education in the next 3 years? ☐ 1.No ☐ 2.Yes

　　☐ 2.Yes (c1.Please select the following)
　　　☐ 1.Bachelors　　　☐ 2.Masters　　　☐ 3.Doctorate
　　　☐ 4.Certificate　　　☐ 5.Diploma　　　☐ 6.Postgraduate Diploma
　　　☐ 7.Others (Please Specify): _____

---

5. 1.Have you been awarded further academic / professional qualification after graduating from LU?
　　☐ 1.No
　　☐ 2.Yes (Please select more than one choice, if appropriate)
　　　☐ 1.ACCA/HKICPA　☐ 2.CFA　　☐ 3.CFP　　☐ 4.FRM
　　　☐ 5.HKICS　　☐ 6.HKSI　　☐ 7.IIQE　☐ 8.ANZIIF
　　　☐ 9.LOMA　　　☐ 10.Registered Social Worker
　　　☐ 11.Education Diploma　　　☐ 12.Law
　　　☐ 13.Property Agency Licence
　　　☐ 14.Professional IT Certification (e.g. MCSE, MCSA, CCNP, CCNA)
　　　☐ 15.Others(Please Specify): _____

III.   Job and Career information

P5.Please tick the most appropriate box or write down the information in each question.

---

1. How many full-time jobs have you taken since you graduated from Lingnan? _____

2. Current Employment Status
　　☐ 1.Full Time　　☐ 2.Part Time　　☐ 3.Self-Employed　　☐ 4.Owner
　　☐ 5.Further Studies　　☐ 6.Unemployed　　☐ 8.Working Holiday

☐ 7.Others (Please Specify): _____

---

3. (If the answer in Q2 is Full Time / Part Time / Self-Employed / Owner) What is your industry, position and place of work?
Industry: _____
Position: _____
Place of work (in Hong Kong or other city/country): _____

---

4. Your current monthly employment income

☐ 1.HK$ 4,999 or below   ☐ 2.HK$ 5,000 - HK$ 9,999
☐ 3.HK$ 10,000 - HK$ 14,999   ☐ 4.HK$ 15,000 - HK$ 19,999
☐ 5.HK$ 20,000 - HK$ 24,999   ☐ 6.HK$ 25,000 - HK$ 29,999
☐ 7.HK$ 30,000 - HK$ 34,999   ☐ 8.HK$ 35,000 - HK$ 39,999
☐ 9.HK$ 40,000 or above

---

5. Size of company you work for		Number of Employees	
1. If your employer is a multinational enterprise, please tick (Number of employees based in HK)	☐	1.Less than 20	☐
		2.21-50	☐
		3.51-100	☐
2. If your employer is a local enterprise, please tick. (Number of employees based in HK, Macau, Taiwan, Mainland, and other overseas offices)	☐	4.101-200	☐
		5.201-500	☐
		6.More than 500	☐
		7.Not sure	☐

---

6. Have you had any job promotions during your full time employment since you graduated from Lingnan?

☐ No

☐ Yes, (number of promotions)_____

---

7. What is/are the reason(s) that might lead you to change your job in the future? (You may tick more than one box if appropriate)

☐ 1.Career growth   ☐ 2.Promotion opportunities
☐ 3.Salary   ☐ 4.Workload/work pressure
☐ 5.Management support   ☐ 6.Family issue
☐ 7.Looking for challenges   ☐ 8.Enhanced professional qualification
☐ 9.Job nature is not suitable   ☐ 10.Required to work outside Hong Kong
☐ 11.Others (Please Specify): _____

---

8. What is/are your career plan(s) in the coming year? (You may tick more than one box if appropriate)

☐ 1. Stay on the current job   ☐ 2.Seek for a job change
☐ 3. Working holiday   ☐ 4. Further studies
☐ 5.Others (Please Specify): _____

9. What is/are your career goal(s) after 5 years? (You may tick more than one box if appropriate)

☐ 1. Be an entrepreneur   ☐ 2. Attained professional accreditation

☐ 3. Team Leader   ☐ 4. Senior management

☐ 5.Others (Please Specify): _____

---

10. How likely are you willing to share your working experience with current students by being the career mentor? (Please tick the most appropriate box) .

Very Unlikely	Unlikely	Neutral	Likely	Very Likely
1	2	3	4	5
☐	☐	☐	☐	☐

---

11. How likely will you engage with and support the University? (Please tick the most appropriate box).

Very Unlikely	Unlikely	Neutral	Likely	Very Likely
1	2	3	4	5
☐	☐	☐	☐	☐

The following information will be used for Survey of Employers

Immediate Employer

Name: _____

Address: _____

Tel: _____   Fax: _____

Immediate former Employer:

Name: _____

Address: _____

Tel: _____   Fax: _____

Other. Any Other Comments: _____

As a token of appreciation for your support, if you finish this questionnaire, you will have a chance to win a supermarket cash coupon. If you want to participate, please fill in the *personal information below (optional):

Name:

Telephone number:

Email address: _____

Address: _____

~ End ~
Thank you for taking the time to complete this survey.

Appendix 8 - Survey of Alumni for Taught Postgraduate Programmes

Survey of Alumni for Taught Postgraduate Programmes

This survey aims to solicit alumni feedback regarding your level of satisfaction with the knowledge, skills and attitudes gained during your studies at Lingnan University, as well as your career development and achievements. The information collected will help the University improve the design of the Taught Postgraduate Programmes and better equip future students to meet the challenges of the twenty-first century.

I.   EDUCATION PROVIDED BY THE UNIVERSITY

There are two columns to each question. **Please indicate your response to each question by circling the appropriate score.**

Column in the left:
LEVEL OF IMPORTANCE

Please rate the importance of the following attributes for a university graduate to possess and demonstrate in a working environment.

1= Not important ⟶ 5 = Very important

Column in the right:
LEVEL OF SATISFACTION

Please indicate to what extent you are satisfied with the education provided by the University regarding the following attributes.

1= Very dissatisfied ⟶ 5 = Very satisfied
N = Unable to rate

Level of importance to your work					Skills/Competencies	Level of satisfaction with Lingnan education					
Not important → Very important						Very dissatisfied → Very satisfied					Unable to rate
A: Attributes in terms of Knowledge											
1	2	3	4	5	1.Current and in-depth theoretical and practical comprehension of the discipline area.	1	2	3	4	5	N
1	2	3	4	5	2.Current and in-depth theoretical an practical comprehension of a broad range of general and related areas	1	2	3	4	5	N
B: Attributes in terms of Skills											
1	2	3	4	5	1.Ability to apply advanced professional knowledge to problem solving	1	2	3	4	5	N
1	2	3	4	5	2.Creative and critical thinking	1	2	3	4	5	N

Level of importance to your work					Skills/Competencies	Level of satisfaction with Lingnan education					
Not important → Very important						Very dissatisfied → Very satisfied					Unable to rate
1	2	3	4	5	3.Ability to articulate new ideas both in written and oral forms	1	2	3	4	5	N
C: Attributes in terms of Attitudes											
1	2	3	4	5	1.Commitment to applying the knowledge acquired in the chosen field(s) in an ethical and socially responsible manner	1	2	3	4	5	N
1	2	3	4	5	2.Commitment to conducting research in an ethical and socially responsible manner	1	2	3	4	5	N

II.   Curriculum and Campus Life

What was your Master / Postgraduate Diploma programme during your study in Lingnan University?
(Please tick the most appropriate box)

- ☐ 31.Master of Arts in Chinese
- ☐ 32.Master of Arts in International Higher Education and Management
- ☐ 33.Postgraduate Diploma / Master of Arts in Practical Philosophy
- ☐ 34.Master of Cultural Studies
- ☐ 35.Master of Science in eBusiness and Supply Chain Management
- ☐ 36.Master of Science in Finance
- ☐ 37.Master of Science in Human Resource Management and Organisational Behaviour
- ☐ 38.Postgraduate Diploma / Master of Science in International Banking and Finance
- ☐ 39.Master of Science in Marketing and International Business
- ☐ 40.Postgraduate Diploma in Accountancy / Master of Accountancy
- ☐ 41.Postgraduate Diploma in Business
- ☐ 42.Master of Science in Work and Organisational Psychology
- ☐ 43.Master of Social Sciences in Comparative Social Policy (International)

Others (Please Specify): _____

Please indicate your response to each question by circling the appropriate score.

Lingnan Experience Studies 45	Strongly Disagree → Strongly Agree					Unable to rate 99
p2_30. The courses I took are relevant and useful to my career/studies.	1	2	3	4	5	N
p2_31. The course I take has prepared me for my career / studies advancement.	1	2	3	4	5	N
p2_32. The opportunities available to undertake academic activities (e.g. seminars, field trips) are useful for my establishing a network of professional and scholars which are beneficial for my career development/studies.	1	2	3	4	5	N
p2_33. The learning environment and experience at the University are conducive to my career development/further studies.	1	2	3	4	5	N
p2_34. The programme has provided me with sufficiently depth for my professional development.	1	2	3	4	5	N
p2_35. The programme has provided me with sufficiently broad knowledge to complement my professional development	1	2	3	4	5	N
p2_8. The programme developed my problem-solving skills.	1	2	3	4	5	N
p2_9. The courses I took sharpened my analytical skills.	1	2	3	4	5	N

Overall Comments	Strongly Disagree → Strongly Agree					Unable to rate 99
p2_36. Overall I am satisfied with my learning environment and experience at the University.	1	2	3	4	5	N
p2_37. I am satisfied with the overall support given to me at the University.	1	2	3	4	5	N

Any Other Comments: _____

_____

III. Demographic Information

Please tick the most appropriate box or write down the information in each question.

---

p4_1 Gender: ☐ 1.Male ☐ 2.Female

---

p4_2. Year of Graduation:

☐ 27. 2009 ☐ 28. 2010 ☐ 29. 2011 ☐ 33. 2015 ☐ 34. 2016 ☐ 35. 2017

---

p4_4_1 Have you taken additional programmes after your graduation from Lingnan University?

☐ 1.No

  Will you intend to pursue for higher education in the next 3 years? ☐ 1.No ☐ 2.Yes

☐ 2.Yes (c1.Please select the following)

  ☐ 3.Doctor of Philosophy ☐ 8.Professional doctorate ☐ 2.Masters
  ☐ 6.Postgraduate Diploma ☐ 5.Diploma ☐ 4.Certificate
  ☐ 7.Others (Please Specify): _____

---

p5_2. Current Employment Status:

  ☐ 1.Full Time ☐ 2.Part Time ☐ 3.Self-Employed
  ☐ 4.Owner ☐ 5.Further Studies ☐ 6.Unemployed
  ☐ 7.Others (Please Specify): _____

---

p5_3 (If the answer in p5_2 is Full Time / Part Time / Self-Employed / Owner) What is your industry, position and place of work?

Industry: _____

Position: _____

Place of work (in Hong Kong or other city/country): _____

---

p5_4.   Your current monthly employment salary

  ☐ 1. HK$ 14,999 or below ☐ 2. HK$ 15,000 - HK$ 19,999
  ☐ 3. HK$ 20,000 - HK$ 24,999 ☐ 4. HK$ 25,000 - HK$ 29,999
  ☐ 5. HK$ 30,000 - HK$ 34,999 ☐ 6. HK$ 35,000 - HK$ 39,999
  ☐ 7. HK$ 40,000 - HK$ 44,999 ☐ 8. HK$ 45,000 - HK$ 49,999
  ☐ 9. HK$ 50,000 or above

Size of company you work for	Number of Employees:	
p5_5_1 1If your employer is a multinational enterprise, please tick (Number of employees based in HK) ☐	1.<20	☐
	2.21-50	☐
	3.51-100	☐
p5_5_1 2. If your employer is a local enterprise, please tick (Number of employees based in HK, Macau, Taiwan, Mainland, and other overseas offices) ☐	4.101-200	☐
	5.201-500	☐
	6.>500	☐
	7.Not sure	☐

---

6. Have you had any job promotions during your full time employment since you graduated from Lingnan?

☐ No

☐ Yes, (number of promotions)_____

---

7. What is/are the reason(s) that might lead you to change your job in the future? (You may tick more than one box if appropriate)

☐ 1. Career growth ☐ 2. Promotion opportunities
☐ 3. Salary ☐ 4. Workload/work pressure
☐ 5. Management support ☐ 6. Family issue
☐ 7. Looking for challenges ☐ 8. Enhanced professional qualification
☐ 9. Job nature is not suitable ☐ 10. Required to work outside Hong Kong
☐ 11. Others (Please Specify): _____

---

8. What is/are your career plan(s) in the coming year? (You may tick more than one box if appropriate)

☐ 1. Stay on the current job ☐ 2. Seek for a job change
☐ 3. Working holiday ☐ 4. Further studies
☐ 5. Others (Please Specify): _____

---

9. What is/are your career goal(s) after 5 years? (You may tick more than one box if appropriate)

☐ 1. Be an entrepreneur ☐ 2. Attained professional accreditation
☐ 3. Team Leader ☐ 4. Senior management
☐ 5. Others (Please Specify): _____

---

10. How likely are you willing to share your working experience and knowledge with current students by being the career mentor? (Please tick the most appropriate box).

Very Unlikely	Unlikely	Neutral	Likely	Very Likely
1	2	3	4	5
☐	☐	☐	☐	☐

---

11. How likely will you engage with and support the University? (Please tick the most appropriate box).

Very Unlikely	Unlikely	Neutral	Likely	Very Likely
1	2	3	4	5
☐	☐	☐	☐	☐

Any Other Comments:

_____

_____

As a token of appreciation for your support, if you finish this questionnaire, you will have a chance to win a supermarket cash coupon. If you want to participate, please fill in the *personal information below (optional):

Name: _____

Telephone number: _____

Email address: _____

Address: _____

<div align="center">

~ End ~

Thank you for taking the time to complete this survey.

</div>

Survey of Employers
僱主問卷調查

Aim of the Survey 調查目的

This Survey aims to solicit employers' feedback regarding their level of satisfaction with the knowledge, skills and attitude of Lingnan University graduates.   The information collected will help the University to better prepare our students for rising to the challenges brought about by the increasingly globalized world.

The University will ensure that (1) the data collected from you will be used solely for the purposes of holistic analysis and aggregate reporting to accomplish the survey aims stated above; (2) all information collected will be kept in the strictest confidence and no personal identities will be identified and disclosed at any time.

此問卷旨在收集僱主對嶺南大學畢業生在知識、技能和工作態度方面的意見。所得資料,將幫助大學更有效培育學生,以迎接日益全球化所帶來的挑戰。大學會確保:(1) 閣下提供的所有資料只會用作整體分析及報告之用,從而完成上述調查目標;(2) 所有收集的資料會絕對保密處理,涉及僱主或畢業生身份的資料在任何情況都不會被識別與透露。

Guide to Complete the Questionnaire 填寫指引

When filling in the questionnaire, please ensure that:

You were responsible for hiring and/or are responsible for supervising Lingnan graduate(s)Your company/organization has employed or is employing Lingnan graduate(s) on a full-time basis (for **not less than 6 months**).

If your company/ organization has employed or is employing more than one Lingnan graduate on a full-time basis, please answer the questions on the basis of your general impression of the Lingnan graduates who have worked for you.

填寫問卷時,敬請確定:

閣下是負責聘請或督導嶺南大學畢業生的人士;閣下正聘用或已聘用嶺南大學畢業生為全職僱員(**聘用期不少於為六個月**)。

IV. ATTRIBUTES OF THE GRADUATE 畢業生的表現

There are two columns to each question. **Please indicate your response to each question by circling the appropriate score.**

以下各問題均分為左右兩欄,**請於各欄圈出適當的分數**。

Column in the left 左欄:	**Column in the right 右欄:**
LEVEL OF IMPORTANCE OF THE ATTRIBUTE TO YOUR ORGANIZATION 所列特質對貴機構／公司的重要程度	SATISFACTION LEVEL OF LINGNAN GRADUATES 受聘之嶺南大學畢業生的能力程度
Please rate the importance of a university graduate possessing and demonstrating the following attributes when joining your organization. 請在左欄圈出適當分數,以表示所列大學生的知識、技能或態度,對貴機構的重要程度。	Please indicate to what extent you are satisfied with the performance of the Lingnan graduates you are evaluating. 請在右欄圈出適當分數,以表示閣下對受聘的嶺南大學畢業生在所列各方面表現的滿意程度。
1 = Not important ⟶ 5 = Very important 1 = 極不重要 5 = 極重要	1 = Very dissatisfied ⟶ 5 = Very satisfied 1= 極不滿意 5 = 極滿意 N = Unable to rate N = 不適用

Level of importance to your organization 對貴機構的重要程度	Competencies 能力	Level of your satisfaction with the performance of Lingnan graduates 對嶺南大學畢業生表現的滿意程度	

A: LANGUAGE PROFICIENCY 語文水平

Not important→ Very important 極不重要 → 極重要		Very dissatisfied → Very satisfied 極不滿意 → 極滿意	Unable to rate 不適用
1　2　3　4　5	1.Written Chinese 中文書寫	1　2　3　4　5	N
1　2　3　4　5	2.Putonghua 普通話	1　2　3　4　5	N
1　2　3　4　5	3.Written English 英文書寫	1　2　3　4　5	N
1　2　3　4　5	4.Spoken English 英語會話	1　2　3　4　5	N

B: NUMERICAL COMPETENCY & COMPUTER LITERACY 分析數據能力及電腦知識水平

1　2　3　4　5	1.Data analysis ability 數據分析能力	1　2　3　4　5	N
1　2　3　4　5	2.Use of software, e.g. word processing, spreadsheet, presentation, database etc.善用電腦軟件，如文書處理、試算表、簡報、數據庫等	1　2　3　4　5	N

C: ANALYTICAL & PROBLEM-SOLVING ABILITIES 分析及解決問題的能力

1　2　3　4　5	1.Ability to foresee problems and plan 洞悉問題及規劃的能力	1　2　3　4　5	N
1　2　3　4　5	2.Ability to analyze and solve problems 分析及解決問題能力	1　2　3　4　5	N
1　2　3　4　5	3.Ability to articulate new ideas 表達新意念的能力	1　2　3　4　5	N
1　2　3　4　5	7.Ability to apply a systematic/logical approach to problem solving 透過有系統／邏輯方法解決問題的能力	1　2　3　4　5	N
1　2　3　4　5	8.Creative and critical thinking 創意及批判性思考	1　2　3　4　5	N

D: WORK ATTITUDE AND WORK-RELATED ATTRIBUTES 工作態度及其他相關特質

1　2　3　4　5	1.Hard working 勤奮	1　2　3　4　5	N
1　2　3　4　5	2.Pleasant personality 平易近人	1　2　3　4　5	N
1　2　3　4　5	3.Cooperative personality 合作性	1　2　3　4　5	N
1　2　3　4　5	4.Willingness to take on responsibility 具責任感	1　2　3　4　5	N
1　2　3　4　5	5.Ability to work independently 具獨立處事能力	1　2　3　4　5	N

Level of importance to your organization 對貴機構的重要程度					Competencies 能力	Level of your satisfaction with the performance of Lingnan graduates 對嶺南大學畢業生表現的滿意程度					Unable to rate 不適用
Not important→ Very important 極不重要 → 極重要						Very dissatisfied → Very satisfied 極不滿意 → 極滿意					
1	2	3	4	5	6.Ability to cope with difficult working environments 能應付困難的工作環境	1	2	3	4	5	N
1	2	3	4	5	7.Ability to adapt to new ideas and environments 能接納新理念及適應新環境	1	2	3	4	5	N
1	2	3	4	5	8.Integrity 正直忠誠	1	2	3	4	5	N
E: INTER-PERSONAL SKILLS 人際關係技巧											
1	2	3	4	5	1.Effective communication 能有效溝通	1	2	3	4	5	N
1	2	3	4	5	2.Ability to build rapport with people 能建立融洽的人際關係	1	2	3	4	5	N
F: MANAGEMENT SKILLS 管理技巧											
1	2	3	4	5	1.Time management 時間管理	1	2	3	4	5	N
1	2	3	4	5	2.Leadership 領導才能	1	2	3	4	5	N
1	2	3	4	5	3.Organizational abilities 組織能力	1	2	3	4	5	N
G: INTERNATIONAL PERSPECTIVES 國際視野											
1	2	3	4	5	1.Knowledge and understanding of current international affairs 能緊貼國際時事脈搏	1	2	3	4	5	N
1	2	3	4	5	2.Ability to work effectively with people of different cultures / backgrounds 能與不同文化或背景的人共事	1	2	3	4	5	N

V. BACKGROUND AND OVERALL PERFORMANCE OF LINGNAN GRADUATES 畢業生的背景及整體表現

Please indicate your response to each question by circling the appropriate score.
請為以下各問題圈出適當的分數。

H0. Lingnan graduates graduated from: (You may circle more than one choice if appropriate)
所評核的嶺南大學畢業生畢業於: (可選取多於一項)

  1. Faculty of Arts   2. Faculty of Business   3. Faculty of Social Sciences   4. Not sure
  文學院   商學院   社會科學院   不清楚

H1. Are you satisfied with the OVERALL performance of Lingnan graduates under evaluation?
閣下對所評估的嶺南大學畢業生的整體表現是否滿意？

  1. Very Dissatisfied   2. Dissatisfied   3. Average   4. Satisfied   5.Very Satisfied
  極不滿意   不滿意   一般   滿意   極滿意

H2. If your organization has also employed graduates from other local universities, how would you compare Lingnan graduates' OVERALL performance with theirs? Lingnan graduates are:
與貴機構聘用的其他本地大學畢業生比較，嶺南大學畢業生的整體表現是：

| 1 Far worse | 2. Not as good | 3. Same | 4. Better | 5. Far better |
| 極遜色 | 遜色 | 並無分別 | 優勝 | 極優勝 |

III. OPINIONS TOWARDS THE UNIVERSITY 閣下對嶺南大學的意見

Please indicate your response to each question by circling the appropriate score.
請為以下各問題圈出適當的分數。

P2_1. Do you know that Lingnan University has positioned itself as a Liberal Arts institution? (if your answer is '2 No', go to Q.5)
閣下是否知道嶺南大學以「博雅教育」為定位？(若選擇答案 '2' 不知道，請跳至第 5 題)

    1. Yes 知道   2. No 不知道

P2_2. Do you know what the goals of a Liberal Arts Education are? (if your answer is '1' or '2', go to Q.5)
閣下理解「博雅教育」的目的為何嗎？(若選擇答案 '1' 完全不理解或 '2' 不很理解，請跳至第 5 題)

  1. No 完全不理解   2. Very little understanding 不很理解
  3. Some understanding 有些理解
  4. Good understanding 良好理解
  5. Very Knowledgeable 極理解

P2_3. To what extent would you agree with Lingnan University's mission of Liberal Arts Education?
閣下對嶺南大學以「博雅教育」為辦學方針的認同程度如何？

  1. Strongly Disagree 極不認同   2. Disagree 不認同
  3. Neutral 中立
  4. Agree 認同   5. Strongly Agree 極認同
  N. I don't know Lingnan University enough to answer this question 對嶺大沒有足夠認識去回答此問題

P2_4. To what extent do you think Lingnan University has accomplished its mission of Liberal Arts Education? 閣下認為嶺南大學在實現「博雅教育」的成效如何？

  1. Not at all 完全沒有   2. Not much 不多   3. Some 有些
  4. Much 甚佳   5. Very much 極佳
  N. I don't know Lingnan University enough to answer this question 對嶺大沒有足夠認識去回答此問題

P2_5. What is your overall impression of Lingnan University? 閣下對嶺南大學的整體印象是：
  1. Very Poor 極差   2. Poor 差   3. Average 普通   4. Good 良好   5. Excellent 優秀
  N. I don't know Lingnan University enough to answer this question 對嶺大沒有足夠認識去回答此問題

IV. BACKGROUND INFORMATION OF YOUR COMPANY/ORGANIZATION 貴公司 / 機構背景資料

Please tick the most appropriate box in each question.
請在以下問題中最合適的空格內填上"✓"號或填寫資料。

P3_1. Nature of business of your company/organization:貴機構所屬的行業   Nature of business 業務性質: _____
P3_2. 1.Type of organization 貴機構的類型: 　　☐　1. Multinational Enterprise 跨國企業　　　☐　2. Local Enterprise 本地企業 　　☐　3.Chinese Enterprise based in Hong Kong 中資企業 　　☐　4. Government 政府部門 　　☐　5. Non-Government Organization 非政府機構　☐　6. Educational Institution 教育機構
P3_3. 2.Number of full-time employees 全職僱員數目: ☐ 1.< 20 persons 人 ☐ 2.21-50 persons 人 ☐ 3.51-100 persons 人　☐ 4.101-200 persons 人 ☐ 5.201-500 persons 人　　　　　　　☐ 6.> 500 persons 人　☐ 7. Not sure 不清楚

P3_3. How many Lingnan graduates have been or are currently employed by your organization in total? (Either exact figures or rough estimates) 貴機構過去或現時共聘請了多少嶺南大學畢業生?(可為確實或粗略估計數字)	1.Currently 現時: _____ persons 人 2. In the past 過去: _____ persons 人

Other. Any other comments:其他意見：

_____

_____

~ End ~
Thank you for taking the time to complete this survey.

~ 問卷完 ~
多謝閣下抽空完成這份問卷

Survey of Employers for Taught Postgraduate Programmes
僱主問卷調查 (修課式研究生課程)

This survey aims to solicit employers' feedback regarding their level of satisfaction with the knowledge, skills and attitude of Lingnan University Taught Postgraduate Programme graduates. The information collected will help the University to better equip our students to meet the challenges of the twenty-first century.

此問卷旨在收集僱主對嶺南大學修課式研究生課程畢業生在知識、技能和工作態度方面的意見。

所得資料，將幫助大學更有效培育學生，以迎接二十一世紀的挑戰。

To fill in the questionnaire, please make sure that
1. You were responsible for hiring and/or are responsible for supervising the Lingnan graduate concerned;
2. Your company/organization has employed or is employing graduates from <u>Lingnan Taught Postgraduate Programme</u>) on a full-time basis (for **not less than 6 months)**.

填寫問卷時，敬請確定：

1. 閣下是負責聘請或督導嶺南大學畢業生的人士；
2. 閣下正聘用或曾聘用嶺南大學修課式研究生課程畢業生為全職僱員 (**聘用期為六個月或以上**)。

VI. ATTRIBUTES OF THE TAUGHT POSTGRADUATE 碩士畢業生的表現

There are two columns to each question. **Please indicate your response to each question by circling the appropriate score.**
以下各問題均分為左右兩欄，**請於各欄圈出適當的分數**。

Column in the left 左欄:
LEVEL OF IMPORTANCE OF THE ATTRIBUTE TO YOUR ORGANIZATION
所列特質對貴機構／公司的重要程度

Please rate the importance of the following attributes for a university graduate who should possess and demonstrate when joining your organization.
請在左欄圈出適當分數，以表示所列大學生的知識、技能或態度，對貴機構的重要程度。

1= Not important ⟶ 5 = Very important
1= 極不重要　　 5 = 極重要

Column in the right 右欄:
SATISFACTION LEVEL OF THE LINGNAN GRADUATE
受聘之嶺南大學畢業生的稱職程度

Please indicate to what extent you are satisfied with the performance of the Lingnan graduate you are evaluating.
請在右欄圈出適當分數，以表示閣下對受聘的嶺南大學畢業生在所列各方面表現的滿意程度。

1= Very dissatisfied ⟶ 5 = Very satisfied
1=極不滿意　　　 5=極滿意

N = Unable to rate
N=不適用

Level of importance to your organization 對貴機構的重要程度					Skills/Competencies 技能或能力	Level of satisfaction with the performance of the Lingnan graduate 對嶺南大學畢業生表現的滿意程度					Unable to rate 不適用
Not important → Very important 極不重要 → 極重要						Very dissatisfied → Very satisfied 極不滿意→ 極滿意					
A: ANALYTICAL & PROBLEM-SOLVING ABILITIES 分析及解決問題的能力											
1	2	3	4	5	1.Ability to foresee problems and plan 洞悉問題及規劃的能力	1	2	3	4	5	N
1	2	3	4	5	2.Ability to analyze or synthesize data 分析或綜合數據的能力	1	2	3	4	5	N
1	2	3	4	5	3.Ability to articulate new ideas 表達新意念的能力	1	2	3	4	5	N
1	2	3	4	5	4.Ability to apply a systematic/logical approach to problem solving 透過有系統 / 邏輯方法解決問題的能力	1	2	3	4	5	N
1	2	3	4	5	5.Ability to apply advanced conceptual knowledge to decision making 運用高階知識概念作決策的能力	1	2	3	4	5	N
1	2	3	4	5	6.Creative and critical thinking 創意及批判性思考	1	2	3	4	5	N
B: PROFESSIONAL/ACADEMIC RELATED ABILITIES 與專業/學術有關的能力											
1	2	3	4	5	1.Deep understanding of the field of scholarship or industry 對相關學術領域或行業有深入理解	1	2	3	4	5	N
1	2	3	4	5	2.Ability to conduct research/scholarship 具研究的能力	1	2	3	4	5	N
1	2	3	4	5	3.Ability to produce research reports/ papers/refereed journal articles/ critiques 撰寫研究報告/論文/評論文章的能力	1	2	3	4	5	N
1	2	3	4	5	4.Teaching 教學	1	2	3	4	5	N
C: WORK ATTITUDE AND WORK-RELATED ATTRIBUTES 工作態度及工作能力											
1	2	3	4	5	1.Hard working 勤奮	1	2	3	4	5	N
1	2	3	4	5	2.Pleasant personality 平易近人	1	2	3	4	5	N
1	2	3	4	5	3.Cooperative personality 願意合作	1	2	3	4	5	N
1	2	3	4	5	4.Willingness to take on responsibility 有責任感	1	2	3	4	5	N
1	2	3	4	5	5.Ability to work independently 具獨立處事能力	1	2	3	4	5	N
1	2	3	4	5	6.Ability to cope with difficult working environment 能應付困難的工作環境	1	2	3	4	5	N

C:		WORK ATTITUDE AND WORK-RELATED ATTRIBUTES 工作態度及工作能力									
1	2	3	4	5	7.Ability to adapt to new ideas and environments 能接納新理念及適應新環境	1	2	3	4	5	N
1	2	3	4	5	8.Integrity 正直忠誠	1	2	3	4	5	N
1	2	3	4	5	9.Commitment to ethical and socially responsibility 持守道德及社會責任	1	2	3	4	5	N

D:		INTER-PERSONAL SKILLS 人際關係技巧									
1	2	3	4	5	1.Effective communication 能有效與人溝通	1	2	3	4	5	N
1	2	3	4	5	2.Ability to build rapport with people 能建立和諧的人際關係	1	2	3	4	5	N

E:		MANAGEMENT SKILLS 管理技巧									
1	2	3	4	5	1.Time management 時間管理	1	2	3	4	5	N
1	2	3	4	5	2.Leadership 領導才能	1	2	3	4	5	N
1	2	3	4	5	3.Organization abilities 組織能力	1	2	3	4	5	N

F:		INTERNATIONAL PERSPECTIVES 國際視野									
1	2	3	4	5	1.Knowledge and understanding of current international affairs 能緊貼國際時事脈搏	1	2	3	4	5	N
1	2	3	4	5	2.Ability to work effectively with people of different cultures / backgrounds 能與不同文化或背景的人共事	1	2	3	4	5	N

VII. OVERALL PERFORMANCE OF LINGNAN TAUGHT POSTGRADUATES 碩士畢業生整體表現

Please indicate your response to each question by circling the appropriate score.

請為以下各問題圈出適當的分數。

H1. Are you satisfied with the OVERALL performance of the Lingnan graduate under assessment? 閣下對所評核的嶺南大學畢業生的整體表現是否滿意？

1 Very Dissatisfied 極不滿意	2 Dissatisfied 不滿意	3 Average 一般	4 Satisfied 滿意	5 Very Satisfied 極滿意

VIII. BACKGROUND INFORMATION OF YOUR COMPANY/ORGANIZATION 貴公司 / 機構的背景資料

Please tick the most appropriate box or write down the information in each question.

請在以下問題中最合適的空格內填上 "✓" 號或填寫資料。

P3_1. Nature of business of your company/organization: 貴機構所屬的行業

　　Nature of business 業務性質: _____

P3_2. 1.Type of organization 貴機構的類型:

☐ 1. Multinational Enterprise 跨國企業	
☐ 2. Local Enterprise 本地企業	
☐ 3. Chinese Enterprise based in Hong Kong 中資企業	
☐ 4. Government 政府部門	
☐ 5. Non-Governmental Organization 非政府機構	
☐ 6. Educational Institution 教育機構	

P3_2. 2.Number of full-time employees 全職僱員數目:

☐ 1.< 20 persons 人　☐ 2.21-50 persons 人　☐ 3.51-100 persons 人　☐ 4.101-200 persons 人

☐ 5.201-500 persons 人　　　　　　　　☐ 6.> 500 persons 人　　　☐ 7.Not sure 不清楚

P3_3. How many Lingnan graduates have been or are currently employed by your organization in total? Please include both undergraduates and taught postgraduates. (Either exact figures or rough estimates)
貴機構過去或現時共聘請了多少嶺南大學畢業生?請包括所有學位課程及碩士畢業生。（可為確實或粗略估計數字）

Currently 現時_____ persons 人
(Undergraduate Graduate 學士畢業生_____persons 人,
Postgraduate Graduate 碩士畢業生_____ persons 人)

In the past 5 years 過去五年 _____ persons 人
(Undergraduate Graduate 學士畢業生_____persons 人,
Postgraduate Graduate 碩士畢業生_____ persons 人)

Other. Any other comments on Lingnan taught postgraduates: 對嶺南大學碩士畢業生之其他意見：

_____

_____

_____

~ End ~
Thank you for taking the time to complete this survey.
~ 問卷完 ~
多謝閣下抽空完成這份問卷。

Appendix 11 - Survey of Employers for MPhil/PhD Programmes

Survey of Employers for MPhil/PhD Programmes
僱主問卷調查 (哲學碩士/哲學博士課程)

This survey aims to solicit employers' feedback regarding their level of satisfaction with the knowledge, skills and attitude of Lingnan University MPhil/PhD graduates.   The information collected will help the University better to equip our students to meet the challenges of the twenty-first century.

此問卷旨在收集僱主對嶺南大學哲學碩士/博士畢業生在知識、技能和工作態度方面的意見。所得資料，將幫助大學更有效培育學生，以迎接二十一世紀的挑戰。

To fill in the questionnaire, please make sure that
3.   You were responsible for hiring and/or are responsible for supervising the Lingnan graduate concerned;
4.   Your company/organization has employed or is employing graduates from <u>Lingnan Research Postgraduate Programmes</u>) on a full-time basis (for **not less than 6 months)**.

填寫問卷時，敬請確定：
3.   閣下是負責聘請或督導嶺南大學畢業生的人士；
4.   閣下正聘用或曾聘用嶺南大學哲學碩士/哲學博士畢業生為全職僱員 (**聘用期為六個月或以上**)。

IX. ATTRIBUTES OF THE POSTGRADUATE 碩士/博士畢業生的表現

There are two columns to each question. **Please indicate your response to each question by circling the appropriate score.**
以下各問題均分為左右兩欄，**請於各欄圈出適當的分數**。

Column in the left 左欄:	Column in the right 右欄:
LEVEL OF IMPORTANCE OF THE ATTRIBUTE TO YOUR ORGANIZATION 所列特質對貴機構／公司的重要程度	**SATISFACTION LEVEL OF THE LINGNAN GRADUATE** 受聘之嶺南大學畢業生的稱職程度
Please rate the importance of the following attributes for a university graduate who should possess and demonstrate when joining your organization. 請在左欄圈出適當分數，以表示所列大學生的知識、技能或態度，對貴機構的重要程度。	Please indicate to what extent you are satisfied with the performance of the Lingnan graduate you are evaluating. 請在右欄圈出適當分數，以表示閣下對受聘的嶺南大學畢業生在所列各方面表現的滿意程度。

1= Not important ——→ 5 = Very important
1= 極不重要   5 = 極重要

1= Very dissatisfied   5 = Very satisfied
1=極不滿意 ——→ 5=極滿意

N = Unable to rate
N=不適用

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Level of importance to your organization 對貴機構的重要程度					Skills/Competencies 技能或能力	Level of satisfaction with the performance of the Lingnan graduate 對嶺南大學畢業生表現的滿意程度					Unable to rate 不適用
Not important → Very important 極不重要 → 極重要						Very dissatisfied → Very satisfied 極不滿意→ 極滿意					
A: ANALYTICAL & PROBLEM-SOLVING ABILITIES 分析及解決問題的能力											
1	2	3	4	5	1. Ability to foresee problems and plan 洞悉問題及規劃的能力	1	2	3	4	5	N
1	2	3	4	5	2. Ability to analyze or synthesize data 分析或綜合數據的能力	1	2	3	4	5	N
1	2	3	4	5	3. Ability to articulate new ideas 表達新意念的能力	1	2	3	4	5	N
1	2	3	4	5	4. Ability to apply a systematic/logical approach to problem solving 透過有系統 / 邏輯方法解決問題的能力	1	2	3	4	5	N
1	2	3	4	5	5. Ability to apply advanced conceptual knowledge to decision making 運用高階知識概念作決策的能力	1	2	3	4	5	N
1	2	3	4	5	6. Creative and critical thinking 創意及批判性思考	1	2	3	4	5	N
B: PROFESSIONAL/ACADEMIC RELATED ABILITIES 與專業/學術有關的能力											
1	2	3	4	5	1. Deep understanding of the field of scholarship or industry 對相關學術領域或行業有深入理解	1	2	3	4	5	N
1	2	3	4	5	2. Ability to conduct research/scholarship 進行研究的能力	1	2	3	4	5	N
1	2	3	4	5	3. Ability to produce research reports/ papers/refereed journal articles/ critiques 撰寫研究報告/論文/評論文章的能力	1	2	3	4	5	N
1	2	3	4	5	4. Teaching 教學	1	2	3	4	5	N
C: WORK ATTITUDE AND WORK-RELATED ATTRIBUTES 工作態度及工作能力											
1	2	3	4	5	1. Hard working 勤奮	1	2	3	4	5	N
1	2	3	4	5	2. Pleasant personality 平易近人	1	2	3	4	5	N
1	2	3	4	5	3. Cooperative personality 願意合作	1	2	3	4	5	N
1	2	3	4	5	4. Willingness to take on responsibility 有責任感	1	2	3	4	5	N
1	2	3	4	5	5. Ability to work independently 具獨立處事能力	1	2	3	4	5	N

Level of importance to your organization 對貴機構的重要程度					Skills/Competencies 技能或能力	Level of satisfaction with the performance of the Lingnan graduate 對嶺南大學畢業生表現的滿意程度					
1	2	3	4	5	6. Ability to cope with difficult working environment 能應付困難的工作環境	1	2	3	4	5	N

Level of importance to your organization 對貴機構的重要程度					Skills/Competencies 技能或能力	Level of satisfaction with the performance of the Lingnan graduate 對嶺南大學畢業生表現的滿意程度					
Not important → Very important 極不重要 → 極重要						Very dissatisfied → Very satisfied 極不滿意→ 極滿意					Unable to rate 不適用
C:	**WORK ATTITUDE AND WORK-RELATED ATTRIBUTES 工作態度及工作能力**										
1	2	3	4	5	7. Ability to adapt to new ideas and environments 能接納新理念及適應新環境	1	2	3	4	5	N
1	2	3	4	5	8. Integrity 正直忠誠	1	2	3	4	5	N
D:	**INTER-PERSONAL SKILLS 人際關係技巧**										
1	2	3	4	5	1. Effective communication 能有效與人溝通	1	2	3	4	5	N
1	2	3	4	5	2. Ability to build rapport with people 能建立和諧的人際關係	1	2	3	4	5	N
E:	**MANAGEMENT SKILLS 管理技巧**										
1	2	3	4	5	1. Time management 時間管理	1	2	3	4	5	N
1	2	3	4	5	2. Leadership 領導才能	1	2	3	4	5	N
1	2	3	4	5	3. Organization abilities 組織能力	1	2	3	4	5	N
F:	**INTERNATIONAL PERSPECTIVES 國際視野**										
1	2	3	4	5	1. Knowledge and understanding of current international affairs 能緊貼國際時事脈搏	1	2	3	4	5	N
1	2	3	4	5	2. Ability to work effectively with people of different cultures / backgrounds 能與不同文化或背景的人共事	1	2	3	4	5	N

X. OVERALL PERFORMANCE OF LINGNAN POSTGRADUATES 碩士/博士畢業生整體表現

Please indicate your response to each question by circling the appropriate score.

請為以下各問題圈出適當的分數。

H1. Are you satisfied with the OVERALL performance of the Lingnan graduate under assessment?
　　閣下對所評核的嶺南大學畢業生的整體表現是否滿意？

1 Very Dissatisfied 極不滿意	2 Dissatisfied 不滿意	3 Average 一般	4 Satisfied 滿意	5 Very Satisfied 極滿意

XI. BACKGROUND INFORMATION OF YOUR COMPANY/ORGANIZATION 貴公司 / 機構的背景資料

Please tick the most appropriate box or write down the information in each question.
請在以下問題中最合適的空格內填上 "✓" 號或填寫資料。

P3_1. Nature of business of your company/organization: 貴機構所屬的行業

Nature of business 業務性質: _____

P3_2. 1.Type of organization 貴機構的類型:

- ☐ 1. Multinational Enterprise 跨國企業
- ☐ 2. Local Enterprise 本地企業
- ☐ 3. Chinese Enterprise based in Hong Kong 中資企業
- ☐ 4. Government 政府部門
- ☐ 5. Non-Governmental Organization 非政府機構
- ☐ 6. Educational Institution 教育機構

P3_2. 2.Number of full-time employees 全職僱員數目:

- ☐ 1.< 20 persons 人 ☐ 2.21-50 persons 人 ☐ 3.51-100 persons 人 ☐ 4.101-200 persons 人
- ☐ 5.201-500 persons 人   ☐ 6.> 500 persons 人   ☐ 7.Not sure 不清楚

P3_3. How many Lingnan graduates have been or are currently employed by your organization in total? Please include both undergraduates and postgraduates. (Either exact figures or rough estimates) 貴機構過去或現時共聘請了多少嶺南大學畢業生?請包括所有學位課程、哲學碩士及博士畢業生。（可為確實或粗略估計數字）	1. Currently 現時: _____ persons 人 2. In the past 過去: _____ persons 人

Other. Any other comments on Lingnan graduates: 對嶺南大學畢業生之其他意見：

_____

_____

~ End ~
Thank you for taking the time to complete this survey.
~ 問卷完 ~
多謝閣下抽空完成這份問卷。

Appendix 12 - Graduate Exit Survey (For Taught Postgraduates) Questionnaire

> The purpose of this questionnaire is to collect your feedback on taught postgraduate studies at the University. Information and data collected will be taken as reference for future improvement, and will be treated in confidence.

Instructions

Please mark your responses to the items below by filling up the most appropriate box/circle.

Use BLACK/BLUE ball pens to fill up the circle completely

The latest version as of 13 December 2021, revised after the Senate Meeting.

Programme

- [ ] **Doctor of Policy Studies**
- [ ] **Master of Arts in Chinese**
- [ ] **Master of Arts in International Affairs**
- [ ] **Master of Arts in International Higher Education and Management**
- [ ] **Master of Arts in Translation Studies**
- [ ] **Master of Cultural Studies**
- [ ] **Master of Science in eBusiness and Supply Chain Management**
- [ ] **Master of Science in Finance**
- [ ] **Master of Science in Human Resource Management and Organisational Behaviour**
- [ ] **Master of Science in International and Development Economics**
- [ ] **Master of Science in International Banking and Finance**
- [ ] **Master of Science in Marketing and International Business**
- [ ] **Master of Science in Work and Organisational Psychology**
- [ ] **Master of Social Sciences in Comparative Social Policy (International)**
- [ ] **Master of Social Sciences in Health and Social Services Management**
- [ ] **Master of Social Sciences in Organisational Psychology and Education Management**
- [ ] **Postgraduate Diploma in Accountancy / Master of Accountancy**
- [ ] **Postgraduate Diploma in Applied Social Science**
- [ ] **Postgraduate Diploma in Business**
- [ ] **Others :   Please specify_____**

Part I About Lingnan's Graduate Attributes:

For questions 1 to 13, please fill up the appropriate circle alongside the question number to indicate your level of agreement with the statements below. Please choose the most appropriate response to each question.

- strongly agree / strongly satisfied (SA)	- agree / satisfied (A)	- neutral (N)	- disagree / dissatisfied (D)	- strongly disagree / strongly dissatisfied (SD)	⓪- not relevant (NR)

I.	**About Lingnan's Graduate Attributes**						
A.	*Attributes in terms of Knowledge*	**SA**	**A**	**N**	**D**	**SD**	**NR**
1.	The Programme helped me to gain the up-to-date practical comprehension of a specific discipline area	⑤	④	③	②	①	⓪
2.	The Programme helped me to gain the in-depth theoretical comprehension of a specific discipline area	⑤	④	③	②	①	⓪
3.	The Programme enhanced my knowledge from an international perspective	⑤	④	③	②	①	⓪
B.	*Attributes in terms of Skills*	**SA**	**A**	**N**	**D**	**SD**	**NR**
4.	I have developed the ability to take initiatives in different contexts	⑤	④	③	②	①	⓪
5.	I have learned how to apply knowledge at an advanced level in professional contexts especially for the purpose of solving problems.	⑤	④	③	②	①	⓪
6.	I have competence in critical and creative thinking	⑤	④	③	②	①	⓪
7.	I have improved my competency in both written and verbal English	⑤	④	③	②	①	⓪
8.	I have learned to become an effective team member	⑤	④	③	②	①	⓪
9.	I have acquired fundamental leadership skills	⑤	④	③	②	①	⓪
10.	I am more skillful to work with people from different background	⑤	④	③	②	①	⓪
C.	*Attributes in terms of Attitudes*	**SA**	**A**	**N**	**D**	**SD**	**NR**
11.	I am committed to applying the knowledge acquired in the chosen profession or conducting research in an ethical and socially responsible manner.	⑤	④	③	②	①	⓪
12.	My understanding of ethical standards has been enhanced.	⑤	④	③	②	①	⓪
13.	I am more aware of my role and behaviour as a responsible citizen.	⑤	④	③	②	①	⓪

Part II Teaching and Learning Experience:

For questions 1 to 22, please fill up the appropriate circle alongside the question number to indicate your level of agreement with the statements below. Please choose the most appropriate response to each question.

⑤-strongly agree / strongly satisfied (SA) ④ - agree / satisfied (A) ③ - neutral (N) ② - disagree / dissatisfied (D) ① - strongly disagree / strongly dissatisfied (SD) ⓪ - not relevant (NR)

	II. Teaching and Learning Experience						
A.	***Teaching Staff – Student Relationship***	**SA**	**A**	**N**	**D**	**SD**	**NR**
1.	The teaching staff provided helpful and timely feedback on assignments and assessments.	⑤	④	③	②	①	⓪
2.	There were adequate opportunities for me to consult the teaching staff	⑤	④	③	②	①	⓪
3.	The relationship between teaching staff and students were positive	⑤	④	③	②	①	⓪
4.	The teaching staff at Lingnan cared about me as a student	⑤	④	③	②	①	⓪
B.	***Digitally Literate***	**SA**	**A**	**N**	**D**	**SD**	**NR**
5.	I have learnt to use technology to enhance my learning.	⑤	④	③	②	①	⓪
6.	Technology has allowed me to improve my communication and presentation skills.	⑤	④	③	②	①	⓪
7.	The use of technology enhanced my learning experiences at Lingnan.	⑤	④	③	②	①	⓪
C.	***Library Support***	**SA**	**A**	**N**	**D**	**SD**	**NR**
8.	The volume of books available at the University library (and departmental library, if any) is adequate for my courses.	⑤	④	③	②	①	⓪
9.	The collection of journals available at the University library (and departmental library, if any) is adequate for my courses.	⑤	④	③	②	①	⓪
10.	I had adequate access to relevant databases for my courses.	⑤	④	③	②	①	⓪
D.	***Facilities***	**SA**	**A**	**N**	**D**	**SD**	**NR**
11.	The provision of computing facilities for my postgraduate studies was adequate.	⑤	④	③	②	①	⓪
12.	Recreational and sports facilities were adequate	⑤	④	③	②	①	⓪
13.	There were sufficient extra-curricular activities to enhance my learning experience	⑤	④	③	②	①	⓪
E.	***Assessment***	**SA**	**A**	**N**	**D**	**SD**	**NR**
14.	The programme used a variety of assessment tools	⑤	④	③	②	①	⓪
15.	The CGPA I got reflected my performance accurately	⑤	④	③	②	①	⓪

F.	*Overall Evaluation of Teaching & Learning Experience*	SA	A	N	D	SD	NR
16.	Overall, I am satisfied with the quality of my teaching support.	⑤	④	③	②	①	⓪
17.	Overall, I am satisfied with the quality of the non-teaching support I received from Office of Student Affairs.	⑤	④	③	②	①	⓪
18.	Overall, I am satisfied with the quality of the non-teaching support I received from the Faculty/ Department/ Unit.	⑤	④	③	②	①	⓪
19.	Overall, I am satisfied with the quality of my programme and the value which I have gained from my learning experience, considering the teaching and non-teaching support I received and the skills I have acquired.	⑤	④	③	②	①	⓪
20.	Overall, I am satisfied with the quality of the learning resources provided by the Library.	⑤	④	③	②	①	⓪
21.	Overall, I am satisfied with the quality of the IT access and technology.	⑤	④	③	②	①	⓪
22.	Overall, I am satisfied with the quality of the learning environment, including the learning resources such as the Library, IT access and study space and opportunities to engage with teachers and other students	⑤	④	③	②	①	⓪

Comments or suggestions

These can be related to any of the above aspects, in particular to those you have responded with Disagree (D) or Strongly Disagree (SD), or in other aspects, e.g. suggestion on improving quality of supervision. (Please use separate sheets where necessary.)

_____

_____

_____

_____

_____

Part III Achievement of Learning Outcomes:

For questions the following questions, please fill up the appropriate circle alongside the question number to indicate your level of agreement with the statements below. Please choose the most appropriate response to each question.

| - strongly agree / strongly satisfied (SA) | - agree / satisfied (A) | - neutral (N) | - disagree / dissatisfied (D) | - strongly disagree / strongly dissatisfied (SD) | ⓪ - not relevant (NR) |

RESPECTIVE TAUGHT POSTGRADUATE PROGRAMMES TO INSERT THEIR PROGRAMME PILOs

Example: **Master of Science in Human Resource Management and Organisational Behaviour**

Learning Outcomes							
	To what extent do you agree / disagree that the following statements that "the Programme could help you…."?	SA	A	N	D	SD	NR
1.	To explain the changing nature of the human resource management function and its implications for human resource policies, planning and practice	⑤	④	③	②		⓪
2.	To apply skills and knowledge for managing and developing people in continuously changing environment	⑤	④	③	②		⓪
3.	To think critically and innovatively in solving complex problem regarding the management and development of organizational members	⑤	④	③	②		⓪
4.	To utilize organizational behavior concepts to diagnose and resolve people management problems	⑤	④	③	②		⓪
5.	To apply sound principles of ethical conduct and social responsibility in a human resource management context	⑤	④	③	②		⓪
6.	To develop a credible performance management strategy that clearly demonstrates the contribution of the HR function to an organisations mission	⑤	④	③	②		⓪

Comments or suggestions – Related to your course

_____

_____

End of the Questionnaire.   Thank you!

Appendix 13 - Graduate Exit Survey (For Research Postgraduates) Questionnaire

Lingnan MPhil/PhD Graduate Exit Survey
嶺南研究生畢業離校問卷調查

The purpose of this questionnaire is to collect your feedback on research postgraduate studies in the University. Information and data collected will be taken as reference for future improvement, and will be treated in confidence.

本問卷旨在收集同學在嶺南大學修讀研究學位課程的意見。大學會參考所得資料及數據，加以改善。一切資料均會予以保密。

Instructions
Please mark your responses to the items below by filling up the most appropriate circle.
Use BLACK/BLUE ball pens to fill up the circle completely: Right ● Wrong ⊗

填寫問卷指引
請在下列各項選擇最合適的答案，並填滿旁邊的圓圈。
請用黑色/藍色原子筆填滿整個圓圈: 正確 ● 錯誤 ⊗

Programme 課程(Please indicate your department) (請選擇所屬學系)

o Chinese 中文	o Cultural Studies 文化研究	o English 英文
o History 歷史	o Philosophy 哲學	o Translation 翻譯
o Visual Studies 視覺研究	o Business 商學	o Accountancy 會計學
o Computing and Decision Sciences 電腦及決策科學	o Finance and Insurance 財務及保險學	o Management 管理學
o Marketing and International Business 市場及國際企業學	o Economics 經濟學	o Political Science 政治學
o Psychology 心理學	o Sociology and/or Social Policy 社會學及/或社會政策	o Environmental Science 環境科學

Degree 學位
    o MPhil 哲學碩士   o PhD 哲學博士

Part 1:

For questions 1 to 38, please fill up the appropriate circle alongside the question number to indicate your level of agreement with the statements below. Please choose the one most appropriate response to each question.

⑤-strongly agree / strongly satisfied (SA)　　④ - agree / satisfied (A)　　③ - neutral (N)　　② - disagree / dissatisfied (D)　　① - strongly disagree / strongly dissatisfied (SD)　　⓪ - not relevant (NR)

請在第一至三十八二十八題旁選出你對該句子的同意程度，並填滿你所選擇的圓圈。

⑤ - 非常同意 / 非常滿意 (SA)	④ - 同意 / 滿意(A)	③ - 中立 (N)	②- 不同意 / 不滿意 (D)	①- 非常不同意 / 非常不滿意 (SD)	⓪- 無關 (NR)

I. During my time at Lingnan 在嶺南大學學習經年						
A.	***Attributes in terms of Knowledge*** 在知識方面的特質	**SA**	**A**	**N**	**D**	**SD**	**NR**
1.	have developed a systematic understanding of the fields(s) of scholarship. 我在自己的知識領域培養了有系統的瞭解。	⑤	④	③	②	①	⓪
2.	have developed my original contribution to the chosen field(s). 我對所選擇的知識領域有嶄新的貢獻。	⑤	④	③	②	①	⓪
B.	***Attributes in terms of Skills*** 在技能方面的特質	**SA**	**A**	**N**	**D**	**SD**	**NR**
3.	I have improved the skills in analyzing or synthesizing data. 我的分析或綜合數據能力得以改善。	⑤	④	③	②	①	⓪
4.	I have enhanced my skills in identifying problem(s) and formulating solution(s). 我提升了找出問題並制定解決方案的能力。	⑤	④	③	②	①	⓪
5.	I have developed my capability to design and execute research. 我能設計和執行研究。	⑤	④	③	②	①	⓪
6.	I have developed better skills in locating and applying information/data. 我培養了更佳查找及應用資料/數據的能力。	⑤	④	③	②	①	⓪
7.	I have improved my ability to critically assess intellectual claims, theories and arguments. 我提升了就學術主張、理論和爭議作出批判的能力。	⑤	④	③	②	①	⓪
8.	I have improved my ability to write thesis/academic papers in the chosen field(s). 我提升了在所選知識領域編寫論文/學術文章的能力。	⑤	④	③	②	①	⓪
9.	I can better communicate and exchange knowledge/ideas in the chosen field(s) with efficiency and effectiveness. 我更能在所選擇的知識領域能有效率和有效地溝通及交流。	⑤	④	③	②	①	⓪
C.	***Attributes in terms of Attitudes*** 在態度方面的特質	**SA**	**A**	**N**	**D**	**SD**	**NR**
10.	I am committed to maintaining consistency in upholding professional ethics and social responsibility in conducting research. 我致力進行合乎道德並對社會有承擔的研究。	⑤	④	③	②	①	⓪
11.	I am committed in applying knowledge acquired in the chosen field(s). 我致力運用在所選知識領選中所學的知識。	⑤	④	③	②	①	⓪

II. Research and Learning Environment 研究與學習環境						

D. Supervisory Arrangement 論文指導的安排	SA	A	N	D	SD	NR
12. I had adequate access to and interaction with my supervisor (and co-supervisor, if any). 我與論文導師（及副論文導師，如有）有足夠的接觸和互動。	⑤	④	③	②	①	⓪
13. The scholarly interaction with my supervisor has been stimulating and useful. 論文導師與我在學術上的互動能激發思考，而且十分有用。	⑤	④	③	②	①	⓪
14. I am satisfied with the overall quality of supervision. 我滿意論文指導的整體質素。	⑤	④	③	②	①	⓪
15. I have been given adequate advice on course-taking and other preparations for my research studies. 我在選修課程及其他有關的研究準備上獲得充分的指導。	⑤	④	③	②	①	⓪

E. Exposure to Scholarly Activities 參與學術活動的機會	SA	A	N	D	SD	NR
16. There were an adequate number of appropriate courses for my selection (including those offered through the Cross-institutional Course Enrolment Scheme with sister universities). 有足夠合適的課程給我選修（包括其他大學透過合作計劃所提供的課程）。	⑤	④	③	②	①	⓪
17. The topic-defence seminar and research findings seminar were useful for me to collect comments and feedback for my study. 我認為論文題目答辯會及研究成果發佈會，有助我就自己的學習收集意見。	⑤	④	③	②	①	⓪
18. There were adequate opportunities for me to attend seminars by scholars. 我有足夠機會出席學者的講座。	⑤	④	③	②	①	⓪
19. There were adequate opportunities for me to present my own ideas/research results to a knowledgeable audience. 我有足夠機會在具相關知識的聽眾面前發表我的觀點/研究成果。	⑤	④	③	②	①	⓪
20. There were adequate opportunities and support for me to attend conferences and to conduct field study. 我有足夠機會及支持出席會議及作實地考察。	⑤	④	③	②	①	⓪
21. There were adequate opportunities for me to know more about research outside the area of my own thesis. 我有足夠機會認識多點自己論文範疇以外的其他研究。	⑤	④	③	②	①	⓪

F. Examiners' Comments 考試委員的意見	SA	A	N	D	SD	NR
22. Comments of the examiners helped me to improve the quality of my thesis. 考試委員的意見有助我提高論文的質素。	⑤	④	③	②	①	⓪

G. Digital Literacy 數碼素養	SA	A	N	D	◆☜	NR
23. I have learnt to use technology to enhance my learning. 我學到如何利用科技促進我的學習。	⑤	④	③	②	①	⓪
24. Technology has allowed me to improve my communication and presentation skills. 科技能改善我的溝通和演講技巧。	⑤	④	③	②	①	⓪
25. The use of technology enhanced my learning experience at Lingnan. 科技的運用促進了我在嶺南的學習體驗。	⑤	④	③	②	①	⓪

H. Library Support 圖書館的支援						
26. The volume of books available at the University library (and departmental library, if any) is adequate for my studies. 大學圖書館（及學系圖書館，如有）的藏書量足以應付我的學習。	⑤	④	③	②	①	⓪

27.	The collection of journals available at the University library (and departmental library, if any) is adequate for my studies. 大學圖書館（及學系圖書館，如有） 的期刊足以應付我的學習。	⑤	④	③	②	①	⓪
28.	I had adequate access to relevant databases for my studies. 有足夠相關的資料庫予我學習之用。	⑤	④	③	②	①	⓪

I. Office Environment 辦公室環境

29.	I was satisfied with the provision of desk/office space for my postgraduate studies. 我滿意在學期間大學所提供的辦公桌/辦公室空間。	⑤	④	③	②	①	⓪
30.	I was satisfied with the provision of computing facilities for my postgraduate studies. 我滿意在學期間大學所提供的電腦設備。	⑤	④	③	②	①	⓪

III. Overall Evaluation of Teaching and Learning Experience 總體教學及學習體驗意見

31.	Overall I am satisfied with the quality of my teaching support. 總體而言，我滿意我的教學支援。	⑤	④	③	②	①	⓪
32.	Overall, I am satisfied with the quality of the non-teaching support I received from the Office of Student Affairs. 總體而言，我滿意學生事務處給我的非教學支援。	⑤	④	③	②	①	⓪
33.	Overall, I am satisfied with the quality of the non-teaching support I received from the School of Graduate Studies. 總體而言，我滿意研究生院給我的非教學支援。	⑤	④	③	②	①	⓪
34.	Overall, I am satisfied with the quality of the learning resources provided by the Library. 總體而言，我滿意圖書館提供的學習資源。	⑤	④	③	②	①	⓪
35.	Overall, I am satisfied with the quality of the IT access and technology. 總體而言，我滿意資訊科技使用的質素。	⑤	④	③	②	①	⓪
36.	Overall, I am satisfied with the quality of my learning experiences via the Research Postgraduate Scholarships for Overseas Research Visits. 總體而言，我滿意海外研習交流的學習體驗。	⑤	④	③	②	①	⓪
37.	Overall I am satisfied with my learning environment and experience at the University. 總體而言整體上，我滿意在嶺南的學習環境及經驗。	⑤	④	③	②	①	⓪
38.	Overall, I am satisfied with the quality of my programme and my experience of teaching and learning as well as research, taking account of the research culture resources, student support, research skill development and supervision. 總體而言，就研究文化資源、學生支援、研究技能的發展以及論文指導方面而言，我對課程質素、教與學以及研究的體驗都感到滿意。	⑤	④	③	②	①	⓪

Part 2:

Comments or suggestions – These can be related to any of the above aspects, in particular to those you have responded with (D) or (SD), or in other aspects, e.g. suggestion on improving quality of supervision. (Please use separate sheets where necessary.)

意見或建議——可就上述範疇，特別是你覺得「不同意/不滿意」或「非常不同意/非常不滿意」的項目，或其他範疇提出意見，例如：如何改善論文指導的質素。（如有需要，可另紙書寫）

Appendix 14 - Course Teaching and Learning Evaluation (CLTE) Questionnaire

LINGNAN UNIVERSITY
嶺南大學
Course Teaching and Learning Evaluation Questionnaire
學科教與學評審問卷
For Lectures/Tutorials/Seminars
"講課、導修課、研討課" 適用

The University-wide Course Teaching and Learning Evaluation exercise provides a channel for you to air your opinions on courses, teaching and learning. Your feedback is valuable and will contribute to the continuous improvement of the course, teaching and learning quality. The University and staff value your input. We hope that you will consider each of the following questions carefully and provide us with the most useful information. Please be assured that your responses will be treated in the strictest confidence and you will not be identified in any way.

此份全校性的"學科教與學評估"問卷，為你提供一個發表對學科的教與學意見的渠道。校方對你的意見甚為重視，它有助改善及提昇學科的教與學質素。請審慎填寫，為我們提供寶貴的資料。你的意見將以不記名方式處理，並會絕對保密。

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Marking Instructions  填寫指引
- Use HB pencil or blue/black ball pen  請用 HB 鉛筆或藍/黑原子筆填寫
- Fill the oval completely  請填滿所選圓格
- Erase all mistakes and make no stray marks  請將錯誤擦去及不要塗污問卷
- Do not staple this answer sheet  請勿釘此答案紙
●Right 正確      ✓⊗○Wrong 不正確
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PART I 第一部份
Please answer all questions by filling the oval that corresponds with your opinion.
請回答所有問題，並填滿能代表你的意見的圓格。

A. The Course 學科

		Strongly Disagree 非常不同意	Disagree 不同意	Slightly Disagree 少許不同意	Slightly Agree 少許同意	Agree 同意	Strongly Agree 非常同意	Not Applicable 不適用
1.	The course was well organized. 此學科的組織完善。	①	②	③	④	⑤	⑥	Ⓝ
2.	The workload was reasonable. 此學科的工作量合宜。	①	②	③	④	⑤	⑥	Ⓝ
3.	The course was useful. 此學科有用。	①	②	③	④	⑤	⑥	Ⓝ
4.	The course utilized technology effectively. 此學科有效地運用科技。	①	②	③	④	⑤	⑥	Ⓝ
5.	The various course components were well integrated. (Fill Ⓝ if not applicable.) 此學科的各個部份互相配合適宜。（如不適用請選Ⓝ。）	①	②	③	④	⑤	⑥	Ⓝ
6.	The feedback on student presentations/projects/ assignments/papers, etc. was useful. (Fill Ⓝ if not applicable.) 對學生的課堂簡報/研究計劃/功課/文章等的意見有用。(如不適用請選Ⓝ。)	①	②	③	④	⑤	⑥	Ⓝ

B. The Learning Outcomes 學習的成果

		Strongly Disagree 非常不同意	Disagree 不同意	Slightly Disagree 少許不同意	Slightly Agree 少許同意	Agree 同意	Strongly Agree 非常同意	Not Applicable 不適用
1.	I have a clear understanding of the course objectives. 我很清楚此學科的課程目的。	①	②	③	④	⑤	⑥	Ⓝ
2.	The face-to-face teaching and learning activities have helped me to achieve the course learning outcomes. 課堂上的面授教學活動能有助我取得學習成果。	①	②	③	④	⑤	⑥	Ⓝ
3.	The assessment components were good measures of what I learned in the course. 有關評核能有效地量度我於此學科所學到的知識。	①	②	③	④	⑤	⑥	Ⓝ
4.	The online teaching and learning activities have helped me to achieve the course learning outcomes. 網上的教學活動能有助我取得學習成果。	①	②	③	④	⑤	⑥	Ⓝ
5.	The methods of assessment were clearly explained. 此學科就各類評核的方式均講解清楚。	①	②	③	④	⑤	⑥	Ⓝ
6.	The course helped me develop intellectual skills. 此學科有助我發展知性技能。	①	②	③	④	⑤	⑥	Ⓝ
7.	I felt the course has contributed to my learning experience in Lingnan.	①	②	③	④	⑤	⑥	Ⓝ

我覺得此學科對我在嶺大的學習經驗有裨益。

C. **The Teacher (The term "teacher" refers to all teaching staff from tutor to professor whether lecturing or tutoring.)** 老師(老師一詞泛指由導師至教授的所有教學職員)	Strongly Disagree 非常 不同意	Disagree 不同意	Slightly Disagree 少許 不同意	Slightly Agree 少許 同意	Agree 同意	Strongly Agree 非常 同意	Not Applicable 不適用
1. The teacher was well-prepared for classes. 老師備課充足。	①	②	③	④	⑤	⑥	Ⓝ
2. The teacher made the subject matter interesting. 老師能使課題變得具趣味性。	①	②	③	④	⑤	⑥	Ⓝ
3. The teacher encouraged students to think critically. 老師鼓勵同學作批判性的思考。	①	②	③	④	⑤	⑥	Ⓝ
4. The teacher encouraged students to participate in discussions. 老師鼓勵同學參與討論。	①	②	③	④	⑤	⑥	Ⓝ
5. The teacher was accessible and responsive. 老師平易近人並樂於回應同學的觀點。	①	②	③	④	⑤	⑥	Ⓝ
6. The teacher explained concepts clearly. 老師對概念解說清晰。	①	②	③	④	⑤	⑥	Ⓝ
7. The teacher structured the presentation well. 老師授課時顯得有組織、有條理。	①	②	③	④	⑤	⑥	Ⓝ
8. The teacher utilized technology effectively to enhance my learning. 老師有效地運用科技促進我的學習。	①	②	③	④	⑤	⑥	Ⓝ

D. **Overall Comments** 總體意見	Strongly Disagree 非常 不同意	Disagree 不同意	Slightly Disagree 少許 不同意	Slightly Agree 少許 同意	Agree 同意	Strongly Agree 非常 同意	Not Applicable 不適用
1. Overall, I have learned a lot from the course. 總體而言，我從此學科學到了很多知識。	①	②	③	④	⑤	⑥	Ⓝ
2. Overall, I am satisfied with the teacher's performance. 總體而言，我滿意這老師的表現。	①	②	③	④	⑤	⑥	Ⓝ

E. Additional Information
附加資料

1. The course was: 此學科的難度是:	very easy 很低 ①	easy 低 ②	not too easy/ not too difficult 適中 ③	difficult 高 ④	very difficult 很高 ⑤
2. The course pace was: 此學科的進度是:	too slow 太慢 ①	slow 慢 ②	about right 適中 ③	fast 快 ④	too fast 太快 ⑤
3. Average number of hours per week I spent on this course outside of class was: 在課堂以外，每星期我用於本學科的平均時間為:	0-1 hour 0-1 小時 ①	2-3 hours 2-3 小時 ②	4-5 hours 4-5 小時 ③	6-7 hours 6-7 小時 ④	8 hours + 8 小時或以上 ⑤
4. My level of interest in this course before the start of the course was: 在選修本學科前，我對此學科的興趣是:	very low 很低 ①	low 低 ②	medium 適中 ③	high 高 ④	very high 很高 ⑤
5. The medium of instruction used in teaching this course was: 此學科的教學語言是:	English 英文 ①	Cantonese 廣東話 ②	Putonghua 普通話 ③	English supplemented with Chinese 英文輔以中文 ④	Chinese supplemented with English 中文輔以英文 ⑤
6. My class attendance in this course was: 我於此學科的上課出席率是:	less than 20% 少於 20% ①	around 20-30% 約 20-30% ②	around 40-60% 約 40-60% ③	around 70-80% 約 70-80% ④	around 90-100% 約 90-100% ⑤

PART II 第二部份

Please give your opinions and/or suggestions about the course.
請表達你對學科的意見。

(Students should provide written comments **in English**, except for courses offered by the Department of Chinese and those approved to be taught in Chinese, for which comments can be provided in Chinese.)

(除中文系學科或其他已獲批准以中文為教學語言的學科可以使用中文填寫外，學生必需使用英語填寫此部份。)

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Thank you for your co-operation! 多謝合作!