Kunming University Documents

Kunming University Education Department [2022] No.10

Notice of Kunming University on the Issuance of the "Evaluation Method for the Rationality of Undergraduate Talent Cultivation Objectives of Kunming University"

To all relevant departments ofthe school:

The "Evaluation Method for the Rationality of Undergraduate Talent Cultivation Objectives of Kunming University" has been reviewed and approved at the 9th President's Office Meeting held on April 12,2022; it is hereby issued to all relevant parties for implementation.

Kunming University April 21,2022

Evaluation Method for the Rationality of Kunming University's Undergraduate Talent Cultivation Objectives

Chapter 1: General Provisions

Article 1: The undergraduate talent cultivation objectives occupy the highest level of the talent cultivation system; they serve as the direct basis for formulating graduation requirements and constructing the curriculum system, and play a crucial role in ensuring the quality of talent cultivation. To standardize the periodic evaluation of the rationality of these cultivation objectives, to implement the educational philosophy of "student-centered, outcome-oriented, and continuous improvement," and to guide academic programs in continuously refining their cultivation objectives—thereby enabling these objectives to more accurately reflect the relationship between the university's positioning and societal demands, and ensuring that the talents cultivated by the program better align with the needs of industries and sectors—the present Measures are hereby formulated in accordance with the actual conditions of the university.

Chapter 2: The Connotation and Basis of Evaluation

Article 2 The rationality of undergraduate talent cultivation objectives refers to the degree to which the program's cultivation objectives align with both internal and external demands and conditions, including the university's positioning, the resources available to the program, societal needs, and the expectations of stakeholders.

Article 3: Evaluation Basis for Assessing the Rationality of Talent Cultivation Objectives

(1) The degree of alignment between the educational objectives and the institution's positioning;

(2) The alignment between the program's educational objectives and the demands of professional development;

(3) The alignment between the educational objectives and societal development needs;

(4) The degree of alignment between the educational objectives and the requirements of employers;

(5) The alignment between the program's educational objectives and students' career development.

Chapter 3: Evaluation Organization and Implementation

Article 4: The rationality evaluation of talent cultivation objectives shall be coordinated and supervised by the university, with the college responsible for its specific implementation.

Article 5: The college shall establish a Working Group for the Rationality Evaluation of Talent Cultivation Objectives; the head of this working group shall be the Dean, and its members shall include college administrators, department heads, program coordinators, key faculty members of the programs, and industry/enterprise experts, with the proportion of industry/enterprise experts among the members not being less than 50%.

Article 6: The rationality evaluation of talent cultivation objectives shall be guided and approved by the College's Teaching Guidance Committee. The Talent Cultivation Objectives Rationality Evaluation Working Group shall be responsible for the specific implementation of this evaluation process, formulating conclusive opinions that provide support and assurance for the quality and competencies of talent cultivation, and submitting these opinions to the College's Teaching Guidance Committee for final approval; simultaneously, the Working Group shall undertake the collection, organization, and archiving of all relevant original materials.

Chapter 4: Evaluation Methods and Content

Article 7: The rationality evaluation of talent cultivation objectives shall focus primarily on the alignment between the cultivation objectives and both internal and external demands; the parties involved in this evaluation include external stakeholders and internal stakeholders.

(1) External Evaluation: Conducted through discussions with graduates, parents of students, employers, and industry experts, as well as through field visits and questionnaires;

(2) Internal Evaluation: conducted by the College's Teaching Guidance Committee and university experts;

This is conducted through methods such as discussions with professional faculty members and current students, panel discussions, and questionnaires.

Article 8 The methods for evaluating the rationality of talent cultivation objectives include qualitative evaluation and quantitative evaluation.

(1) Qualitative Evaluation: This involves gathering opinions or suggestions from graduates, student parents, employers, and industry experts regarding the program's educational objectives through methods such as seminars, symposiums, telephone interviews, and field visits, as well as collecting relevant requirements from employers concerning the demand for professionals in this field;

(2) Quantitative Evaluation: Using a questionnaire survey method, raw data on the evaluation of the rationality of the professional talent cultivation objectives by graduates, employers, industry experts, and faculty members are collected; the Professional Talent Cultivation Objective Rationality Evaluation Working Group then conducts quantitative statistical analysis on this data to derive the final results regarding the rationality of the program.

Whether conducting a qualitative or quantitative evaluation, it is essential to ensure a sufficient coverage of survey data to guarantee the scientific validity and reliability of the sample data. The sample size for the sampling-based evaluation shall

be determined by the college based on the number of graduates and shall be specified in the evaluation report.

Article 9: Key Components of the Rationality Evaluation of Talent Cultivation Objectives

(1) College Teaching Guidance Committee: The College Teaching Guidance Committee shall evaluate the alignment between the professional talent cultivation objectives and the university's overall positioning, distinctive educational characterist- ics, and available resources; this evaluation aims to ensure that sufficient supporting conditions are in place to guarantee the achievement of the talent cultivation objectives;

(2) University Experts: Utilize questionnaire surveys or panel discussions to solicit evaluations from peer experts regarding the rationality of the educational objectives, based on the talent demands of industry development

The rationality of the educational objectives is evaluated based on their alignment with the professional training objectives;

(3) Professional Faculty: Regularly hold faculty discussion sessions to gather opinions and suggestions from faculty members at various levels regarding the rationality of the talent cultivation objectives, focusing on aspects such as program development and distinctive features;

(4) Current students: Utilize questionnaires or discussion sessions to gather insights into students 'career development plans, as well as their opinions and suggestions regarding the professional orientation and talent cultivation objectives of this major, curriculum design, student management, and the cultivation of competenc- ies and personal qualities; subsequently, evaluate the degree of alignment between students' career development needs and the established cultivation objectives;

(5) Graduates: By conducting follow-up questionnaire surveys with graduates approximately 5 years after graduation or organizing alumni reunions, we can promptly assess graduates 'adaptation to their job positions, understand how graduates' career development aligns with the educational needs of the institution, and evaluate the mainstream career development aspirations of alumni and their degree of alignment with the educational objectives ofthe program;

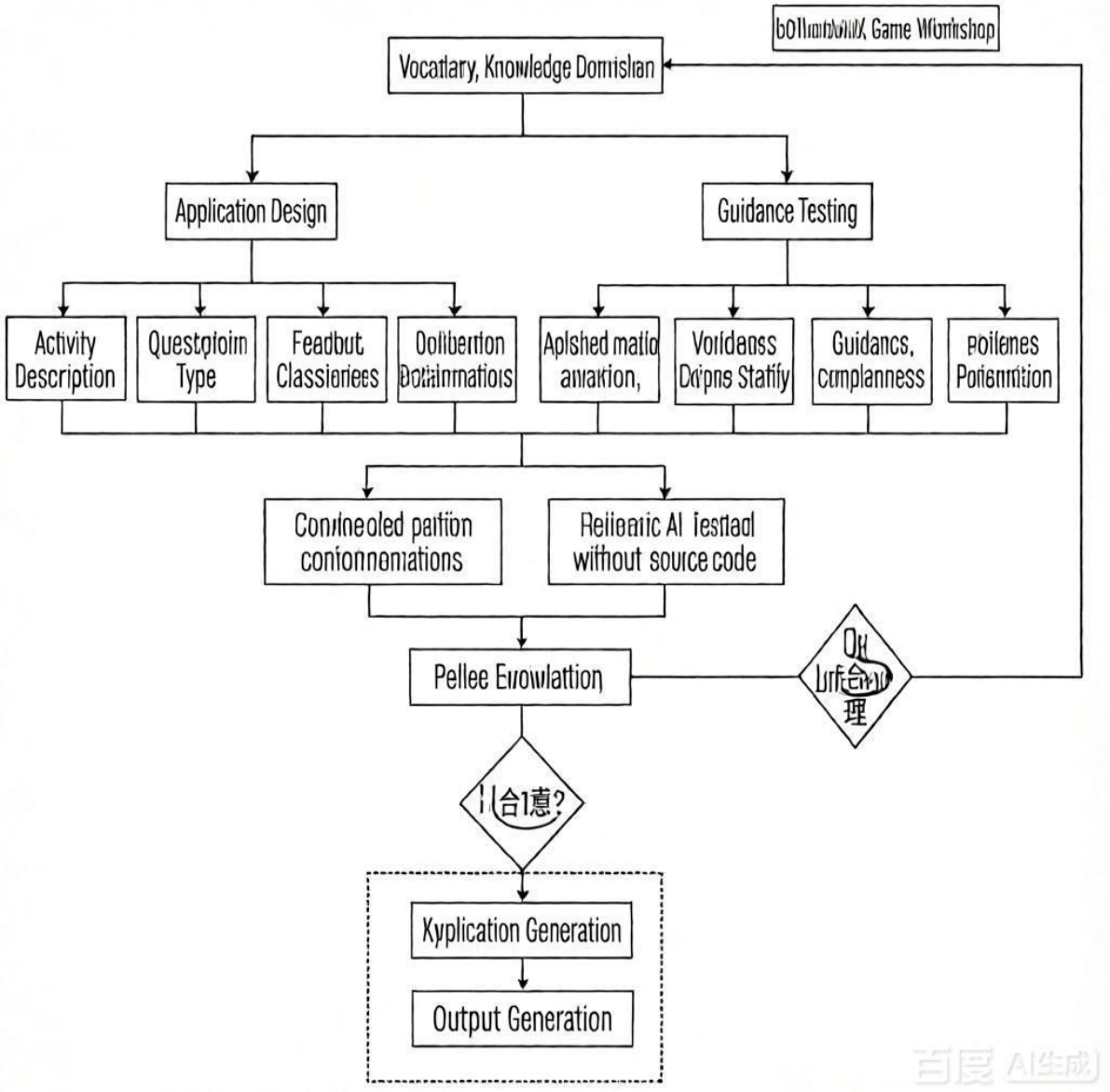
(6) Employers: Through methods such as questionnaire surveys or field visits, employers shall identify industry development trends and their demand for professional talents, as well as the job competency requirements of graduates; they shall then evaluate the degree of alignment between these employer needs and the educational training objectives. Additionally, employers shall gather opinions and suggestions from employers regarding aspects such as the program's educational positioning, training objectives, curriculum design, and the cultivation of graduates' comprehensive competencies, thereby providing a basis for continuous improvement;

(7) Industry and Enterprise Experts: Through methods such as questionn- aire surveys or panel discussions, collect feedback from industry and enterprise experts on the rationality of the talent cultivation objectives; evaluate the rationality of these objectives based on the degree to which industry and enterprise demands align with the professional education objectives;

(8) Parents: Conduct surveys (e.g., via questionnaires) to gather the expectations of parents regarding the expected objectives for the cultivation of students' comprehensive qualities, which will serve as a reference basis for evaluating the rationality of these cultivation objectives.

Chapter 5: Evaluation Process and Cycle

Article 10 Evaluation Process for the Rationality of Talent Development Objectives



Article 11 Cycle for the Rationality Evaluation of Talent Development Objectives

(1) Evaluation Cycle: Based on the revision cycle of the training program, a rationality evaluation of the talent cultivation objectives shall be conducted once every 4 years.

(2) Survey Information Collection Cycle

Evaluation of the rationality of educational objectives: Survey information collection cycle

Evaluation Participants		Evaluation Method	Appraise Period	Primary mission
Internal Department Appraise	College Teaching Guide Committee	Seminar/Symposium	Two years	The degree of alignment between the educational objectives and the university's positioning as well as the professional talent cultivation orientation of the program
	University Experts	Questionnaire survey/Symposium	Two years	The alignment between the program's educational objectives and industry development needs
	Professional Faculty	Questionnaire survey/Symposium	Two years	The degree of alignment between the program's educational objectives and its distinctive academic characteristics
	Current students	Questionnaire survey/Symposium	Annually	The alignment between educational objectives and occupational expectations
External evaluation	Employer	Questionnaire survey/Symposium	Two years	The alignment between the employer's talent demands and the training objectives
	Industry and Enterprise Experts	Questionnaire survey/Symposium	Two years	The alignment between the industry/enterprise's talent demand and its talent development objectives
	Parents of st-	Question	Annu	The degree of alignment between students 'parents' expectations for talent development and

	udents	naire sur- vey	ally	the educational objectives
	Graduate	Questionnaire survey/Sym- posium	Annu ally	The alignment between the career development expectations for graduates approximately 5 years after graduation and the educational objectives.

Chapter 6: Evaluation Results and Applications

Article 12 Evaluation Results

(1) Qualitative Evaluation: The Qualitative Evaluation Working Group analyzes feedback from graduates, faculty members, employers, and industry experts; compares this feedback with internal and external demands—including societal needs and the expectations of stakeholders—to derive the qualitative evaluation results.

The Analects of Confucius 。

(2) Quantitative Evaluation: Based on the respondents 'degree of agreement with the rationality of the educational objectives, evaluation scores are established scientifically. After the questionnaire is collected, the quantitative evaluation results regarding the program's educational objectives are derived by calculating a weighted average of the questionnaire scores and the number of respondents who participated in the survey.

(3) The Talent Cultivation Goal Rationality Evaluation Working Group shall synthesize the results of both qualitative and quantitative evaluations to derive the final evaluation conclusion—specifically, a determination on whether the cultivation goals are reasonable along with corresponding improvement measures—thereby formulating a conclusive opinion that provides support and safeguards for the quality and competencies of talent cultivation.

Article 13 Application of Evaluation Results

The evaluation opinions on the rationality of educational objectives are primarily intended for continuous improvement efforts:

(1) Serve as the primary basis for defining professional educational objectives and revising the curriculum;

(2) Serving as the primary basis for continuous professional improvement;

(3) Serving as a reference basis for revising the school's talent cultivation objectives.

Chapter VII: Supplementary Provisions

Article 14 These Measures shall come into force as of the date of issuance, and the Academic Affairs Office shall be responsible for their interpretation.