Identified Gaps and Continuous Improvement Plan

This document identifies six key gaps in the programme and outlines specific improvement measures, responsible parties, and timelines.

5. Self-Assessment and Continuous Improvement

This chapter presents the self-assessment of identified gaps and areas for improvement based on the ASIIN accreditation criteria. The programme has conducted a comprehensive review of its strengths and weaknesses, and the following sections detail the key areas requiring enhancement and the corresponding improvement plans.

5.1 Faculty Qualifications — Doctoral Ratio

The programme is staffed by 15 full-time on-campus faculty members and 10 part-time off-campus instructors. While the programme benefits from a core of qualified faculty, the proportion of full-time on-campus staff holding doctoral degrees remains below the ideal threshold for a research-informed engineering programme. Current data indicates that approximately 30–35% of the 15 full-time on-campus faculty possess doctoral qualifications. The university has implemented incentive policies for doctoral study leave and recruitment, but the timeline for reaching a 50%+ doctoral ratio is estimated at 3–5 years. This gap may affect the depth of research-led teaching and the integration of latest disciplinary developments into the curriculum.

5.2 International Student Mobility

International student mobility remains a significant gap. As documented in the Student Mobility Statistics (Folder 10), the programme currently has minimal inbound or outbound international student exchanges. The university is located in Yunnan Province, which, while geographically positioned as a gateway to South and Southeast Asia, faces logistical and institutional barriers to establishing sustainable exchange partnerships with ASIIN-region universities. The university has initiated discussions with several ASEAN institutions, but formal credit recognition agreements and exchange programmes are still

in the planning phase. A concrete action plan with measurable targets for international mobility is being developed for implementation within the next accreditation cycle.

5.3 Indicator-Level Achievement Calculation

The programme has established a comprehensive OBE framework with 5 programme objectives, 12 graduation requirements, and 35 indicator points. The course-graduation requirements support matrix (07.2) has been extended to map 50 courses to all 35 indicator points, with each course-indicator cell assigned an H/M/L support level. This enables indicator-level achievement calculation as expected by ASIIN Standard 1.3. The matrix provides granular evidence of how each course contributes to specific graduation requirement indicators, and supports continuous curriculum improvement by identifying indicators with insufficient course support.

5.4 Workload Verification Evidence

The workload verification folder (14) contains policy documents (autonomous learning workload monitoring measures and credit system reform plan) and a student workload questionnaire (14.3 Questionnaire and Survey Result Report on Study Workload). The programme recognizes that empirical workload data — such as student questionnaires measuring actual study hours per ECTS credit — would strengthen the evidence base. The student workload survey has been developed and is currently being administered, with comprehensive results to be incorporated into the next submission.

5.5 Diploma Supplement

A complete Diploma Supplement conforming to the Europass format — including a full transcript of records, module-level grades, ECTS credit allocation, and grade distribution statistics — has been prepared and is included in the supporting evidence (21.3 Diploma Supplement, 21.4 Transcript of Records). The existing graduation certificates (Folder 21) provide the basic degree documentation, and the supplementary transcript and grading information required by ASIIN Standard 4.2 have been completed as separate deliverables. Continuous refinement of the Diploma Supplement format will be undertaken based on feedback from the accreditation review.

5.6 Formal Credit Recognition Policy

The university currently does not have a formal, university-wide policy document specifically dedicated to the recognition of externally acquired academic credits and qualifications. While credit recognition is handled in practice on a case-by-case basis through existing mechanisms (inter-school exchange agreements, transfer student evaluation, approved MOOCs, and innovation credits), these practices lack a unified, written policy framework with standardized procedures, evaluation criteria, appeal mechanisms, and record-keeping systems. This gap may affect the transparency and consistency of credit recognition decisions, particularly for international students and exchange program participants. The university has recognized this gap and has initiated the development of a formal "Measures for the Recognition of Externally Acquired Academic Credits and Qualifications", with completion targeted for the 2026-2027 academic year. A detailed implementation plan, including policy drafting, consultation, approval, training, and monitoring phases, has been established. In the interim, the College of Mechanical and Electrical Engineering implements standardized interim measures to ensure transparent and consistent handling of credit recognition requests.