

Hunan Institute of Engineering

Implementation Measures for the Evaluation of Undergraduate

Program Talent Cultivation Quality Attainment (Trial)

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Chapter I: General Provisions

Article 1

To deepen the reform of undergraduate education and teaching in the new era, enhance professional development, and comprehensively safeguard and improve the quality of talent cultivation, these measures are formulated in accordance with the principles of higher education and undergraduate talent development. They are grounded in General Secretary Xi Jinping's important statements on education and the spirit of the National Education Conference, and in implementation of the Opinions of the Ministry of Education on Accelerating the Construction of High-Quality Undergraduate Education and Improving Talent Cultivation Capacity, Opinions on Deepening the Reform of Undergraduate Education and Teaching to Improve the Quality of Talent Cultivation, and the Overall Plan for Deepening the Reform of Education Evaluation in the New Era, in combination with the practical circumstances of the university.

Article 2

The evaluation of talent cultivation quality attainment shall adhere to the university's application-oriented philosophy, and the educational concepts of "student-centered, outcome-based, and continuous improvement." It follows the principles of combining direct and indirect evaluation, qualitative and quantitative analysis, and internal and external assessments.

Chapter II: Evaluation of the Rationality of Undergraduate Program Objectives

Article 3

The objectives of an undergraduate program refer to a general description of the career and professional achievements that students are expected to attain approximately five years after graduation.

Article 4

The evaluation of the rationality of talent cultivation objectives shall be implemented under a two-tier management system at both the university and college levels.

The Academic Affairs Office is responsible for overall planning and coordination of the evaluation of undergraduate program objectives across the university, and for supervising the implementation status at the college level.

Each college is responsible for organizing and implementing the rationality evaluation of talent cultivation objectives for its respective programs. Based on the National Standards for Teaching Quality of Undergraduate Majors in Regular Higher Education Institutions, program accreditation standards, and program evaluation criteria, and considering the specific characteristics of each program, the college shall formulate an evaluation plan and detailed implementation rules. The college must conduct evaluations on a regular basis, generate evaluation reports, and propose revision measures based on the results to promote the continuous improvement of undergraduate program quality.

Article 5

The evaluation content includes the alignment between the program objectives and the following elements:

Social development needs

Economic and technological development needs

Institutional mission and positioning

Program orientation and available resource conditions

Expectations of stakeholders

Article 6

Evaluation methods shall combine both direct and indirect evaluations, qualitative and quantitative analyses, and internal and external assessments, using diversified approaches and strategies including, but not limited to: data analysis, expert consultation, seminars, questionnaires, interviews, and discussion forums.

Article 7

The primary responsibility for evaluation lies with each college. The dean is the principal responsible person, while each program director is in charge of the specific organization and implementation of the rationality evaluation for their respective programs.

Article 8

Evaluation stakeholders include both internal and external participants. Internal evaluators involve faculty members, teaching administrators, teaching supervisors, and enrolled students. External evaluators include program alumni (approximately five years post-graduation), parents, employers, alumni, academic peers, and experts from higher education institutions and relevant industries.

Article 9

The evaluation cycle shall be conducted once every four years.

Article 10

During the evaluation of the rationality of talent cultivation objectives, each program shall maintain detailed documentation, forming a complete “Evaluation

Report on the Rationality of Talent Cultivation Objectives.” This documentation should include: evaluation content, evaluation basis, evaluators, evaluation methods, tools used, and results. All records must be comprehensive and traceable. A thorough analysis should be conducted to derive evaluation conclusions and formal reports.

Article 11

The evaluation results serve as an important basis for the revision of program objectives, adjustment of graduation requirements and curriculum systems, determination of enrollment scale, dynamic adjustment of academic programs, and performance evaluations of teaching work at the college level. Each college shall organize in-depth analyses within each program to provide evidence for revising program objectives and cultivation schemes. Evaluation outcomes and reports shall be submitted to the Academic Affairs Office for record.

Chapter 3: Evaluation of the Rationality of Undergraduate Program Curriculum Systems

Article 12

The curriculum system is a critical component of the talent cultivation scheme. It is a key carrier for achieving program objectives and the foundation for evaluating the attainment of graduation requirements.

Article 13

The evaluation of curriculum system rationality shall be managed at both the university and college levels.

The Academic Affairs Office is responsible for the overall planning of curriculum system evaluations across all undergraduate programs, and for supervising the implementation at the college level.

Each college is responsible for organizing and implementing the rationality

evaluation of the curriculum system for its programs. Based on the National Standards for Teaching Quality of Undergraduate Majors in Regular Higher Education Institutions, program accreditation standards, and evaluation standards, each college shall develop its own evaluation methods and implementation rules. Evaluations should be conducted regularly, reports generated accordingly, and improvement measures proposed based on the results to continuously enhance the quality of talent cultivation.

Article 14

Curriculum system evaluations shall be based on the alignment with talent cultivation objectives and graduation requirements. Key evaluation aspects include:

A well-structured curriculum that reflects the holistic development goals of “moral, intellectual, physical, aesthetic, and labor education” and highlights program-specific features;

A balanced distribution of credits across curriculum modules that meets standard requirements;

Effective support for graduation requirements through competency-based course design;

Clear alignment between course objectives, content, and teaching methods with the intended graduation outcomes.

Article 15

Evaluation methods should combine data-based observation and qualitative analysis. Data sources may include social evaluations, while qualitative evaluations may involve interviews with students and faculty, graduate surveys, and employer feedback. Methods include but are not limited to: expert consultations, questionnaire surveys, interviews, and data analysis.

Article 16

The responsibility for curriculum system evaluation lies with each college, with

the dean as the primary responsible person. Program directors are responsible for organizing and implementing the evaluation of their respective program's curriculum system.

Article 17

Stakeholders involved in the evaluation process include students, full-time faculty, university and college-level teaching supervisors, academic administrators, and external experts.

Article 18

Curriculum system evaluations are conducted in two cycles: a small cycle every two years and a major cycle every four years. Additional evaluations may be conducted as needed, but typically no more than once per year.

Article 19

Each program must keep detailed documentation throughout the evaluation process, forming a complete and traceable “Curriculum System Rationality Evaluation” record. The documentation should include evaluation content, basis, evaluators, methods, tools, and results. A comprehensive analysis should be performed to generate conclusions and a formal evaluation report.

Article 20

Evaluation results serve as an important basis for curriculum system adjustments and revisions to the talent cultivation scheme. The results and reports must be submitted to the Academic Affairs Office for record-keeping.

Chapter 4: Evaluation of Course Learning Outcomes Attainment

Article 21

The evaluation of course learning outcomes attainment follows a dual-level management structure between the university and colleges, under a course leader

responsibility system. The Academic Affairs Office is responsible for overall coordination. Colleges are responsible for scheduling and supervising the evaluations of all courses, while course leaders organize the instructors in implementing the evaluation.

Article 22

The evaluation is based on program objectives and graduation requirements, focusing on student learning outcomes. Key aspects include:

Whether the course objectives are appropriately aligned with the indicators of the supported graduation requirements;

Whether the course content and teaching methods effectively support the achievement of course objectives;

Whether the assessment methods reflect the degree to which course objectives are achieved;

And whether student-centered teaching principles are implemented.

Article 23

A combination of quantitative and qualitative methods is used. The primary method is quantitative analysis based on course assessment results, supplemented by other qualitative methods, such as: Data analysis, Formative assessment, Behavioral observation, Oral exams, Surveys and interviews.

Article 24

The course leader is the primary person responsible for the evaluation of course outcome attainment.

Article 25

Stakeholders involved in the evaluation may include course team instructors, students, teaching supervisors, and external experts.

Article 26

The evaluation of course learning outcome attainment is conducted once during each semester when the course is offered.

Article 27

Course leaders are required to maintain complete documentation throughout the course evaluation process. The “Course Outcome Attainment Evaluation” document should include the evaluation content, basis, participants, methods, tools, and results.

Article 28

The evaluation results help instructors better understand the characteristics and current status of the course, identify existing issues, and make targeted improvements to instructional components. It also supports curriculum reform and contributes to the continuous improvement of undergraduate education quality.

Chapter 5: Evaluation of Graduation Requirement Attainment

Article 29

The evaluation of graduation requirement attainment follows a dual-level management structure between the university and colleges, under a program director responsibility system.

The Academic Affairs Office is responsible for coordinating the evaluation of graduation requirement attainment university-wide.

Each college is responsible for organizing the implementation of graduation requirement attainment evaluation for its programs.

Evaluation plans and implementation guidelines should be developed based on the National Standards for Undergraduate Program Teaching Quality, Professional Accreditation Standards, Program Evaluation Standards, and the specific program’s educational objectives. Regular evaluations shall be conducted, with comprehensive reports compiled. Based on evaluation results, targeted improvement measures should be proposed to ensure steady enhancement of program quality.

Article 30

Each graduation requirement should be broken down into 2 to 4 specific, measurable indicators that reflect its essential connotation. Relevant assessment data—collected throughout the students’ four-year academic experience—should be used to evaluate how well each graduating cohort has achieved the expected learning outcomes. The results inform whether the required competencies have been met and provide the basis for ongoing teaching improvement within the program.

Article 31

A variety of evaluation methods and strategies shall be adopted, integrating direct and indirect evaluations, qualitative and quantitative evaluations, as well as internal and external evaluations. These include, but are not limited to: student development portfolio analysis, survey analysis, expert consultation, peer discussions, international exchanges, questionnaires, interviews, and panel discussions.

Article 32

The evaluation responsibility lies with each college, with the primary leader as the person in charge. Each program director is responsible for organizing the implementation of graduation requirement attainment evaluation within the respective program.

Article 33

Evaluation participants include internal stakeholders such as full-time faculty, academic administrators, and current students, as well as external stakeholders such as graduates, parents, employers, alumni, industry experts, and peer professionals.

Article 34

The graduation requirement attainment evaluation shall be conducted once every academic year.

Article 35

During the evaluation process, each program must maintain complete and traceable documentation, forming a “Graduation Requirement Attainment Evaluation” record. This includes evaluation content, basis, participants, methods, tools, and results. Comprehensive analysis shall be carried out to generate evaluation conclusions and reports.

Article 36

Each program shall analyze and compare the evaluation results, identify weaknesses in instructional design and teaching processes, and implement necessary corrective actions to ensure continuous improvement of teaching quality. Evaluation results and reports shall be submitted to the Academic Affairs Office for record.

Chapter 6: Evaluation of Program Educational Objectives (PEOs) Attainment

Article 37

The evaluation of Program Educational Objectives (PEOs) attainment follows a dual-level management system (university and college) under the responsibility of the program director.

The Academic Affairs Office is responsible for coordinating the university-wide evaluation of PEO attainment.

Each college is responsible for organizing and implementing the evaluation within its programs, formulating corresponding evaluation schemes and implementation guidelines, and regularly conducting evaluations with resulting reports.

Article 38

Evaluation content includes whether the intended achievements (professional accomplishments) outlined in the PEOs have been attained, and whether alumni approximately five years after graduation have met the professional success

expectations defined by the program.

Article 39

A diverse set of evaluation methods and strategies shall be applied, combining direct and indirect methods, qualitative and quantitative analysis, and internal and external perspectives. Approaches include, but are not limited to: research analysis, expert consultation, peer workshops, international exchanges, questionnaires, interviews, and stakeholder meetings.

Article 40

Each college is the responsible unit for the evaluation of Program Educational Objectives (PEOs) attainment. The dean of the college shall serve as the principal responsible person, and each program director is responsible for organizing and implementing the evaluation within the respective program.

Article 41

Evaluation participants include internal stakeholders such as faculty members, academic administrators, and enrolled students, as well as external stakeholders including graduates who have been out of school for approximately five years, parents, employers, alumni, university and industry experts, and peer professionals.

Article 42

The evaluation of PEO attainment shall be conducted once every academic year.

Article 43

Each program shall maintain comprehensive and traceable documentation throughout the PEO attainment evaluation process. The documentation shall include evaluation content, basis, participants, methods, tools, and results. A thorough analysis must be conducted to generate evaluation findings and an evaluation report.

Article 44

Evaluation results serve as supporting evidence for the revision of program talent cultivation schemes and teaching plans. Programs shall revise and improve graduation requirements, curriculum structure, course content, and teaching methods based on the evaluation results and corrective action plans, thereby promoting continuous improvement in education quality.

Chapter 7: Social Evaluation of Undergraduate Program Quality

Article 45

Social evaluation of talent cultivation quality shall follow a university-college dual-level management model.

The university is responsible for overall planning and organization of social evaluation at the institutional level and for monitoring the implementation across colleges.

Each college is responsible for organizing and conducting the social evaluation for its own programs. Program directors, department heads, and course leaders shall carry out the specific evaluation tasks.

Article 46

Evaluation content includes quality monitoring and assurance of all aspects and stages of the talent cultivation process. This includes, but is not limited to:

Evaluation of PEOs and talent cultivation schemes, such as validation of program orientation, development and revision of cultivation schemes, and program development planning.

Evaluation of the cultivation process, including curriculum system, course objectives, graduation requirement attainment, PEO attainment, course teaching, internships and training, career services, and campus culture.

Evaluation of talent cultivation performance, including the degree of attainment of educational objectives, and satisfaction with graduates' overall quality, employability, and career development trajectory.

Article 47

Social evaluation may be conducted independently or integrated with the university's internal evaluation system. It should combine qualitative and quantitative methods. Evaluation of the reasonableness of talent cultivation schemes, program educational objectives, and curriculum structure should focus on qualitative methods, while evaluation of course objectives, graduation requirements, and PEO attainment should emphasize quantitative methods. Applicable evaluation methods include, but are not limited to: research analysis, expert consultation, academic seminars, international exchanges, questionnaires, interviews, and discussion forums.

Article 48

Social evaluation participants include employers, industry enterprises, alumni, students' parents, and education administration authorities—key stakeholders involved in external quality assurance.

Article 49

The primary responsibilities of social evaluation are to assess the alignment between the program and social needs, evaluate whether program objectives, curriculum structure, and course content meet societal expectations, and provide consultative feedback and recommendations for program improvement and decision-making.

Article 50

The evaluation shall be conducted 1–2 times per academic year.

Article 51

Colleges shall keep detailed records of the social evaluation process and develop comprehensive documentation. They shall perform both quantitative and qualitative analyses of collected data and generate actionable evaluation results, followed by the

formulation of practical improvement plans.

Article 52

Colleges shall attach great importance to the application of social evaluation results, using them as critical references for revising program educational objectives, optimizing cultivation schemes, and improving curriculum systems and instructional content, thereby continuously enhancing the quality of talent cultivation.

Chapter 8: Supplementary Provisions

Article 53

The Academic Affairs Office is responsible for the interpretation of these provisions.

Article 54

These provisions shall take effect upon the date of issuance.

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