

Evaluation Report on the Appropriateness of the Educational Objectives for the 2023 Human Resource Management Undergraduate Program

1. System and Measures for Evaluating the Appropriateness of Educational Objectives

(1) Evaluation System and Procedure

In accordance with the Implementation Measures for the Evaluation of Undergraduate Program Quality Achievement at Hunan Institute of Engineering, the evaluation of the appropriateness of the educational objectives includes both internal and external assessments. Evaluation methods include questionnaires, discussion forums, and field visits.

A dedicated Evaluation and Revision Committee for the educational objectives has been established for the Human Resource Management program. The committee is chaired by the Associate Dean of Teaching and consists of the program director, heads of teaching and research sections, core faculty members, and 6–8 experts from industry or enterprises.

The committee collects qualitative and quantitative data through internal and external evaluations. Quantitative results are obtained from statistical analysis of questionnaire responses. Based on both qualitative conclusions and quantitative data, the committee determines whether the current educational objectives are appropriate and proposes any necessary revisions.

The evaluation findings are compiled into an Evaluation Report on the Appropriateness of the Educational Objectives, which is submitted to the School Teaching Committee for review, then forwarded to the Associate Dean of Teaching for approval, and finally submitted to the Academic Affairs Office for final confirmation.

(2) Evaluation Methods and Indicators for Assessing the Appropriateness of Educational Objectives

The appropriateness of the educational objectives for the Human Resource Management program is assessed through a combination of internal and external evaluations. Internal evaluations target the School Teaching Committee, faculty members, and current students, while external evaluations target alumni, employers, and experts from relevant industries or enterprises.

The specific forms and primary tasks associated with each evaluation method are detailed in

Table 1.1. These diverse methods form a multi-dimensional and comprehensive assessment system for evaluating the rationality of the educational objectives.

When using questionnaire surveys, each evaluation item corresponding to an observation point of the educational objectives is rated on a five-point scale:

Very Appropriate, Appropriate, Relatively Appropriate, Basically Appropriate, and Inappropriate.

After questionnaires are collected, the proportion of responses for each rating category is statistically analyzed.

Table 1.1 Evaluation Methods for Assessing the Appropriateness of Educational Objectives

Target groups		Methods	Coordinators	Main tasks
Internal evaluations	members of school Teaching Committee	discussion forums	Associate Dean of Teaching	The degree of alignment between the training objectives and the school's educational positioning and talent cultivation positioning.
	faculty members	discussion forums	Associate Dean of Teaching	The degree of alignment between the training objectives and the distinctive features of the program.
	current students	questionnaires, discussion forums	Deputy Secretary of Student Affairs	The degree of alignment between training objectives and career expectations
External evaluations	alumni	questionnaires	Deputy Secretary of Student Affairs	The degree of alignment between the career development needs of graduates and the training objectives
	employers	questionnaires, field visits	Deputy Secretary of Student Affairs	The degree of alignment between the demands of employers for talents and the training objectives.
	experts from relevant industries or enterprises	discussion forums	Associate Dean of Teaching	The degree of alignment between the demand for talents in the industry/enterprise development and the training objectives

2. Most Recent Evaluation of the Appropriateness of Educational Objectives

(1) Evaluation Results from Employers, Alumni, and Industry Experts

The most recent external evaluation of the Human Resource Management program's educational objectives was conducted prior to the formulation of the 2023 edition of the talent cultivation scheme. A draft version of the educational objectives was distributed in the form of questionnaires to employers and alumni who had graduated approximately five years prior. In addition, panel discussions were held with industry and enterprise experts, and internal discussions were conducted with the School Teaching Committee and program faculty members. Details of these activities are presented in Table 2.1.

The Evaluation and Revision Committee compiled feedback from the discussion sessions and the statistical results from the questionnaires to form the Evaluation Report on the Appropriateness of the Educational Objectives for the 2023 edition of the training scheme.

The main evaluation results are shown in Table 2.2. Among alumni respondents, 93.05% to 99% rated the objectives as "Very Appropriate" or "Appropriate." Among employer respondents, the proportion was between 93.55% and 100%.

After review by the Teaching Committee of the School of Business, it was concluded that the data in the evaluation report were valid and met institutional requirements. The revised version of the 2023 educational objectives was deemed aligned with societal needs, the university's educational positioning, and program training objectives. Based on multi-source evaluation and comprehensive judgment, the revised objectives were confirmed as appropriate, and the proposal was approved for submission to the Academic Affairs Office.

Table 2.1 Most Recent Evaluation Activities on the Appropriateness of Educational Objectives

Time	Methods	Implementation Status
2023.06-07	Graduate Evaluation (Questionnaire)	Electronic questionnaires were distributed via the WeChat platform "Wenjuanxing," and 232 valid responses were collected. The questionnaire can be found in [Appendix 22.4].
2023.06-07	Employers Evaluation (Questionnaire)	A total of 26 questionnaires were distributed to employers, and 22 questionnaires with the employers' official seals were retrieved. The survey questionnaires can be found in [Appendix 22.2].

2023.07	Experts from relevant industries or enterprises evaluation (discussion forums)	Seven experts from industry and enterprises were invited, including two experts from design institutes, one expert from an engineering construction enterprise, and four experts from universities.
2023.07	Members of the school Teaching Committee and the faculty (discussion forums)	All members of the college's teaching committee and all faculty members of the program participated in the discussion meeting.

Table 2.1 Results and Feedback of the Most Recent Evaluation Activities on the Appropriateness of Educational Objectives

Methods	Opinions and suggestions	Results					
Graduate Evaluation (Questionnaire)	41.38% of graduates believe teaching practices should be strengthened to enhance applied skills. 10.34% of graduates believe foundational knowledge instruction should be reinforced and knowledge breadth expanded. 55.17% of graduates recommend strengthening teaching in core foundational courses within their discipline.	Target	Perfectly appropriate	Appropriate	Relatively appropriate	Basically appropriate	Not appropriate
		Overall objective	30.60%	57.33%	11.64%	0.43%	0.00%
		Goal 1	29.74%	59.91%	9.91%	0.43%	0.00%
		Goal 2	28.88%	59.48%	11.64%	0.00%	0.00%
		Goal 3	30.60%	58.62%	10.34%	0.43%	0.00%
		Goal 4	28.88%	59.05%	12.07%	0.00%	0.00%
		Goal 5	30.17%	57.76%	11.64%	0.43%	0.00%
Employers Evaluation (Questionnaire)	1. Enhance the cultivation of practical abilities, innovative thinking, self-learning skills, and humanistic qualities. 2. Maintain a strong sense of responsibility, strengthen professional technical skills, and improve abilities in teamwork, communication, feedback, and summarizing/reporting.	Target	Perfectly appropriate	Appropriate	Relatively appropriate	Basically appropriate	Not appropriate
		Overall objective	23.08%	65.38%	7.69%	3.85%	0.00%
		Goal 1	23.08%	76.92%	0.00%	0.00%	0.00%
		Goal 2	26.92%	65.38%	3.85%	3.85%	0.00%
		Goal 3	11.54%	80.77%	3.85%	3.85%	0.00%
		Goal 4	23.08%	69.23%	7.69%	0.00%	0.00%
		Goal 5	26.92%	69.23%	3.85%	0.00%	0.00%

Experts from relevant industries or enterprises evaluation (discussion forums)	Students' awareness during internships and employment requires improvement.	/
Members of school Teaching Committee (discussion forums)	certain course titles be adjusted, which should be renamed to reflect a public administration-related subject. Emphasis should be placed on delivering knowledge and providing guidance relevant to civil service examinations.	/
Faculty members (discussion forums)	Reduce the number of courses offered in the first semester of the final year to facilitate students' postgraduate entrance examinations and job searches.	/

(2) Evaluation Results from Current Students on the Appropriateness of Educational Objectives

After the revision of the 2023 edition of the training scheme was completed, an evaluation of the appropriateness of the educational objectives was conducted among students who had been enrolled for more than one year. The purpose of this evaluation was to assess the alignment between the educational objectives and students' career expectations and professional development plans. The evaluation was carried out through a questionnaire survey. (See Appendix 22.3 for the questionnaire content.) The implementation details and evaluation results are presented in Table 2.3. Across all cohorts surveyed, the proportion of responses rating each observation point as "Very Appropriate" or "Appropriate" ranged from 75.81% to 82.50%, indicating that the educational objectives are generally well-aligned with students' career goals and expectations.

Table 2.3 Evaluation of Current Students on the Appropriateness of Educational Objectives

Time	Target Students and Evaluation Methods	Implementation Status	Results					
2023.05	Students of Grade 2021 (Questionnaire)	70 paper questionnaires were received	Target	Perfectly appropriate	Appropriate	Relatively appropriate	Basically appropriate	Not appropriate
			Overall objective	31.43%	54.29%	14.29%	0.00%	0.00%
			Goal 1	25.71%	57.14%	17.14%	0.00%	0.00%
			Goal 2	28.57%	52.86%	15.71%	2.86%	0.00%
			Goal 3	25.71%	55.71%	17.14%	1.43%	0.00%
			Goal 4	31.43%	51.43%	15.71%	1.43%	0.00%
			Goal 5	25.71%	58.57%	14.29%	1.43%	0.00%
2023.05	Students of Grade 2020 (Questionnaire)	31 paper questionnaires were received	Target	Perfectly appropriate	Appropriate	Relatively appropriate	Basically appropriate	Not appropriate
			Overall objective	25.81%	54.84%	19.35%	0.00%	0.00%
			Goal 1	22.58%	58.06%	12.90%	6.45%	0.00%
			Goal 2	25.81%	67.74%	6.45%	0.00%	0.00%
			Goal 3	29.03%	58.06%	9.68%	3.23%	0.00%
			Goal 4	25.81%	58.06%	16.13%	0.00%	0.00%
			Goal 5	25.81%	64.52%	6.45%	3.23%	0.00%
2023.06	Students of Grade 2019 (Questionnaire)	38 paper questionnaires were received	Target	Perfectly appropriate	Appropriate	Relatively appropriate	Basically appropriate	Not appropriate
			Overall objective	23.68%	63.16%	13.16%	0.00%	0.00%
			Goal 1	15.79%	65.79%	13.16%	5.26%	0.00%
			Goal 2	28.95%	55.26%	15.79%	0.00%	0.00%
			Goal 3	26.32%	63.16%	7.89%	2.63%	0.00%
			Goal 4	21.05%	60.53%	13.16%	5.26%	0.00%
			Goal 5	26.32%	52.63%	18.42%	2.63%	0.00%

3. Most Recent Revision of Educational Objectives

(1) Revision System of Educational Objectives

The Implementation Measures for the Evaluation of Undergraduate Program Quality Achievement at Hunan Institute of Engineering provides the institutional basis for revising

educational objectives. Revisions are made in alignment with socioeconomic development needs and the university's strategic positioning, and are informed by evaluation results concerning the appropriateness of current objectives. The revision process is guided by the general and program-specific criteria for the accreditation of Human Resource Management programs.

① Revision Committee: A dedicated Educational Objectives Revision

Committee was formed. It is chaired by the Associate Dean of Teaching and includes the program director, heads of teaching and research sections, core faculty members, and 3–6 experts from industry or enterprises.

② Basis for Revision: Quantitative and qualitative evaluation results, as well as the comprehensive Evaluation Report on the Appropriateness of Educational Objectives.

③ Revision Cycle: In principle, revisions are conducted every four years.

(2) Revision Process and Outcomes

To better align with evolving requirements for graduates' knowledge structure and skill sets, the most recent revision of the educational objectives was conducted in August 2023, based on both the General Criteria and Program Criteria for Human Resource Management Accreditation. From May to July 2023, the program conducted an evaluation of the appropriateness of its educational objectives through questionnaires and panel discussions, resulting in the official Evaluation Report on the Appropriateness of Educational Objectives for the 2023 edition of the training scheme.

The report analyzed the feedback collected during the evaluation process and identified aspects that were insufficiently addressed in the 2021 version, and therefore emphasized in the 2023 revision. These included: Cultivation of practical and applied abilities; ability to solve Management problems using interdisciplinary knowledge; Enhancement of teamwork and communication skills. In addition, the report provided suggestions on curriculum design and instructional processes, which were used as references for developing the course system and teaching strategies.

Table 3.1 compares the 2021 and 2023 versions of the educational objectives, showing how feedback from industry experts and employers has been incorporated into the revised version. Following review by the School Teaching Committee, the 2023 revised version was deemed reasonable and appropriate. The revised objectives were submitted to the Academic Affairs Office for official approval and subsequently finalized.

Table 3.1 Comparison of Training Objectives between the 2021 Edition and the 2023 Edition

Training Objectives for 2021 Edition	Revised Draft of Training Objectives for 2023 Edition	Reasons for Revision
Master the basic theories and knowledge of modern human resource management systematically, possess critical thinking and innovation capabilities, and be able to apply the theories and technical methods of human resource management. Evaluate and solve the problems that arise in the aspects of organizational design, job analysis, human resource planning, recruitment and talent assessment, training and development, performance management, compensation and benefits, and employee relations management required by enterprises, institutions, government departments and human resource service agencies in the field of human resource management, improve the operational level of human resource management, and promote sustainable development.	Master the basic theories and knowledge of modern human resource management systematically, possess critical thinking and innovation capabilities, and be able to apply the theories and technical methods of human resource management. Effectively address the challenges in organizational design, job analysis, human resource planning, recruitment and talent assessment, training and development, performance management, compensation and benefits, and employee relations management required by enterprises, institutions, government departments and human resource service agencies in the field of human resource management, thereby enhancing the operational level of human resource management and promoting sustainable development.	Change from "evaluating and solving problems" to "effectively solving challenges", emphasizing the solution effect and elevating the problem to a "challenge".
Possess strong knowledge acquisition and reconstruction capabilities, innovative practical abilities, and team communication and collaboration skills within the professional field. Be able to adapt to the digital operation and management working environment of enterprises, institutions, government departments, and human resource	In the professional field, one should possess strong abilities in knowledge acquisition and reconstruction, innovative practice, and team communication and collaboration. They should be able to adapt to the digital operation and management working environment of enterprises, public institutions, government departments, and	Add the word "skilled" to emphasize that the requirement for proficiency in digital tools is even higher.

service agencies, and take on a backbone or leadership role in the work team.	human resource service agencies, and take on the role of a backbone or leader in the work team.	
Having a global perspective and the awareness, knowledge and ability to adapt to global development, understanding the global trends in human resource management, being able to acquire new human resource management knowledge and skills through on-the-job training and self-study, enhancing the professional continuous development ability, and expanding new career development opportunities.	Having a global perspective and the awareness, knowledge and ability to adapt to global development, understanding the global trends in human resource management, being able to acquire new human resource management knowledge and skills through on-the-job training and self-study, enhancing the professional's continuous development capabilities, and expanding new career development opportunities.	Change "Expanding new career development opportunities" to "Expanding new career development opportunities" to adapt to the new business school development opportunities.

In July 2021, in response to the university's requirement that "undergraduate training schemes that have not been revised for more than two years must be updated in principle," the Human Resource Management program conducted a comprehensive revision and formulated the 2021 edition of the undergraduate training scheme. In August 2023, to better adapt to changes in society and industry, optimize the curriculum structure, improve teaching effectiveness, and support student development, the program underwent another round of revision, resulting in the 2023 edition of the undergraduate training scheme.

(3) Participation of Industry/Enterprise Experts in the Revision Process

After being discussed and reviewed by the School Teaching Committee, the 2023 training scheme was further revised based on feedback collected through panel discussions with industry and enterprise experts.

Table 3.2 summarizes the experts' opinions on the educational objectives and the training scheme.

Table 3.2 Experts' opinions on the educational objectives and the training scheme

Time	Name	Unit	Title/Position	Opinions
2023.07	Liu Ding	Hunan Honghai Human Resources Co., Ltd.	HR Manager	It is recommended to add a course titled "Practical Project in HR Digital Transformation" to the elective curriculum. This course should be driven by real corporate cases, requiring student teams to complete the entire process from needs analysis and system design to impact evaluation, addressing the gap where students "understand tools but lack context."
2023.07	Luo Xianyan	BBG Commercial Chain Co., Ltd.	HR Manager	The ratio and distribution of courses assessed via "Pass/Fail" versus "Graded Exams" in the plan require more scientific planning. For some core competency courses (e.g., "HR Big Data Analysis") using a pass/fail method, clearer quantitative rubrics need to be designed to effectively measure the stated objective of "proficient use."
2023.07	Sun Hongxin	China University of Mining and Technology (Beijing)	Vice Professor/dean	The plan reflects a "broad foundation," but core business courses such as "Financial Management" and "Marketing" have relatively low credit hours (only 2-2.5 credits each). It is recommended to appropriately increase their credit hours or offer advanced short courses focused on the "HR perspective" of these subjects to deepen students' business acumen.

2023.0 7	Sheng Yan	Hunan Agricultural University	Vice Professor/dean	The "Training and Development" course should significantly increase the practical proportion dedicated to modern learning technologies, curriculum design, and impact evaluation (currently, it has no lab hours). It is recommended to introduce practical modules such as "Micro-Course Design and Production" and "Learning Program Operation."
2023.0 7	Zhao Zhenjun	Hunan University of Science and Technology	Vice Professor/dean	While the plan includes considerable practical hours, it lacks a concentrated "Comprehensive HR Simulation Training" course. It is suggested to introduce a 1-2 week cross-module comprehensive simulation in Semester 7, mimicking the annual end-to-end HR work of an enterprise.
2023.0 7	Jiang Zibin	Hunan University	Vice Professor/dean	There is overlap and repetition among elective courses across the three specializations (Enterprise, Public Sector, Service)—for example, "Management Communication" is listed under all three. It is recommended to restructure the course modules, allowing students to choose based on a clear "Professional Competency Map" to avoid curricular redundancy.

All experts agreed that the educational objectives outlined in the 2023 edition of the training scheme are scientifically sound and well-structured, demonstrating a keen grasp of industry trends and possessing strong potential for reform and innovation. The program profile is grounded in regional strategic planning, with clear educational objectives focused on cultivating "strategic, applied, composite, and digital" talent. This aligns closely with the contemporary demand for human resource management to transition from transactional to strategic functions. The inclusion of courses such as "Digital and Intelligent Human Resource Management" and "Digital Recruitment and Talent Assessment" reflects a strong connection to industry practice. The curriculum comprehensively covers the entire human resource management process, with balanced allocation of credit hours and study time, thereby establishing a relatively systematic knowledge framework for students. Digital Recruitment and Talent Assessment," demonstrates close alignment with

industry practice. The curriculum comprehensively covers the entire human resource management process, with balanced allocation of teaching hours and credits, thereby establishing a relatively systematic knowledge framework for students.

Meanwhile, the experts also provided constructive suggestions regarding the curriculum structure and instructional components that support the attainment of the educational objectives and graduation requirements.

Based on their feedback, further refinements were made to the training scheme, resulting in the finalized version of the 2023 Undergraduate Training Scheme.