

# **Appendix A-11: Implementation method of rationality evaluation of talent training program in Hunan City College**

Xiangcheng Institute Evaluation [2020] No.19

## **Chapter I General Provisions**

Article 1: To further implement President Xi Jinpings important discourse on education and the spirit of the National Education Conference, to continuously deepen the reform of undergraduate education, promote the connotative construction of majors, establish an evaluation improvement mechanism based on output, and comprehensively ensure and improve the quality of talent cultivation, according to the General Plan for Deepening the Reform of Educational Evaluation in the New Era issued by the Central Committee of the Communist Party of China and the State Council, the National Quality Standards for Undergraduate Programs in Ordinary Higher Education Institutions (hereinafter referred to as the "National Standards"), the Standards for Accreditation of Engineering Education Programs, and the Standards for Accreditation of Teacher Education Programs in Ordinary Higher Education Institutions (hereinafter referred to as the "Accreditation Standards"), this method is specially formulated to continuously standardize the procedures and methods for evaluating the rationality of talent cultivation programs, in combination with the actual conditions of the school.

Article 2 The rationality evaluation of the talent training program includes the rationality evaluation of the talent training objectives, the rationality evaluation of the graduation requirements and the rationality evaluation of the curriculum system.

Article 3 The rationality evaluation of the talent training program shall follow the concept of "student-centered, output-oriented, continuous improvement".

Article 4 These measures shall apply to the undergraduate majors certified by our university, and other majors shall be implemented by reference.

## **Chapter II Organization of work**

Article 5 The rationality evaluation of talent cultivation programs is implemented through a two-level management system at the school and college levels, with the professional head responsible for it. The Academic Affairs Office of the university coordinates and supervises the rationality evaluation of talent cultivation programs across the entire university. The teaching college is responsible for organizing and implementing the evaluation of professional talent

cultivation programs, formulating improvement measures based on the evaluation results, and establishing a continuous improvement mechanism characterized by an "evaluation—feedback—improvement" closed-loop management.

Article 6: The School of Education is the responsible entity for organizing and implementing the rationality evaluation of talent cultivation programs, and should establish an evaluation working group with designated personnel responsible for the evaluation work. Referring to this implementation method and based on the requirements of the National Standards and "Certification Standards," a rationality evaluation method for talent cultivation programs suitable for this major should be formulated, regularly assessing the rationality of training objectives, curriculum systems, and graduation requirements, and forming evaluation reports. The evaluation results should be promptly fed back to all teachers and relevant departments, used for revising training objectives, graduation requirements, curriculum systems, teaching outlines, etc., serving as important references for professional faculty allocation and teaching resource allocation, promoting innovation in talent cultivation models, and deepening educational reforms. Through the rationality evaluation of talent cultivation quality and continuous improvement in talent cultivation work, each major will guide and promote the enhancement of professional talent cultivation quality.

### Chapter III Evaluation of the rationality of personnel training objectives

Article 7 Evaluation Basis. The rationality evaluation of talent cultivation objectives mainly relies on the alignment between the requirements set by relevant policies of the Party and the state for talent cultivation positioning, the cultivation goals of this major and the schools positioning, the needs of professional development, social development demands, and the expectations of stakeholders, etc. The established cultivation goals must effectively reflect the expected achievements that students are anticipated to attain five years after graduation in society and within their professional fields.

Article 8 Evaluation Subjects and Responsible Persons. The evaluation subjects for the rationality of professional training objectives include relevant management departments of the school, university-level supervisors, program leaders, college teaching supervisors, professional teachers, students, graduates, employers, student internship and practice units, parents, and other stakeholders. The Dean of the School of Teaching is responsible for evaluating the rationality of training objectives, while the Deputy Dean in charge of teaching and the program leader organize the specific implementation of the evaluation of the rationality of professional training objectives.

Article 9 Evaluation cycle. The evaluation of the rationality of training objectives shall be conducted every two years.

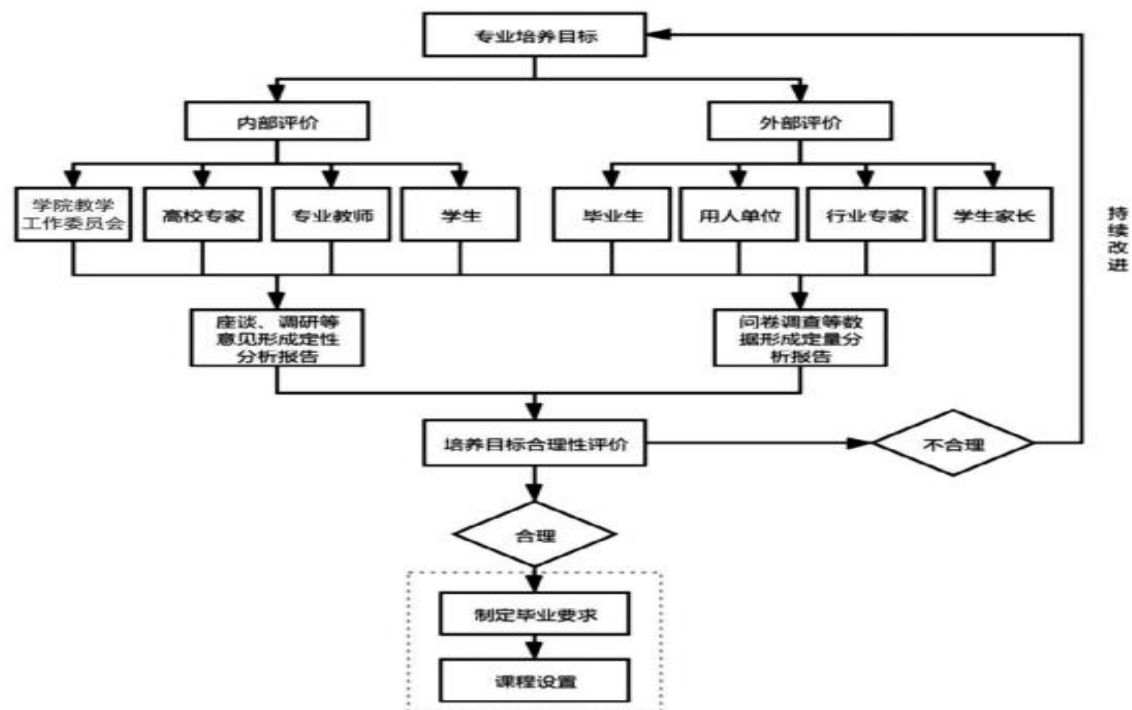
#### Survey information collection form for rationality evaluation of training objectives

Participating parties	Evaluation	Evaluation	Evaluation content
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		format	cycle	
desk evaluation	College teaching and work subcommittee	Seminar	two years	The degree of conformity between the training objectives and national policies, school positioning and professional training positioning
		comparative analysis	two years	Analysis of the achievement of the training objectives in the last round
	Colleagues at universities specialist	Questionnaire survey/panel discussion / deliberate	two years	The degree of conformity between training objectives and industry development needs
	Professional teachers	Questionnaire survey/panel discussion	annually	The degree of conformity between the training objectives and professional development and the characteristics of school operation
	student	Questionnaire survey/seminar	annually	The degree of conformity between the training objectives and the professional expectations
external evaluation	graduate	Questionnaire survey/panel discussion	annually	The degree of conformity between the development requirements and training objectives of students about 5 years after graduation
	employer	Questionnaire survey/panel discussion	annually	The degree of conformity between the demand and training objectives of employers for talents
	Industry expert	Questionnaire survey/seminar	annually	The degree of conformity between the demand and training of talents in the development of the industry and the training goals

Article 10 Evaluation Methods. The program evaluates the rationality of its training objectives through a combination of external and internal assessments, where: external assessment is conducted through interviews with graduates, employers, industry experts, and parent-teacher meetings; internal assessment is carried out by the colleges undergraduate teaching committee, peer experts from universities, professional faculty members, and current students through discussions, seminars, and questionnaires. Integrating the results of both internal and external

evaluations, the program forms a professional positioning that aligns with industry development and a report on societal talent demand, which is further analyzed and studied to ultimately determine the rationality of the training objectives. The specific evaluation process is as follows:



培养目标合理性评价流程图

Article 11 Evaluation Results and Application. The evaluation results of the rationality of training objectives are important references for revising and improving professional talent cultivation goals. Each major should conduct a comprehensive analysis of the evaluation results, provide conclusions on whether the training objectives are reasonable and suggestions for continuous improvement, and form a "Rationality Evaluation Record" document and analysis report, including professional talent cultivation goals, evaluation basis, evaluation subject, evaluation method, evaluation results and analysis, main issues, and improvement measures. The evaluation records and reports shall be archived by the teaching institute for six years.

Chapter IV Evaluation of the rationality of graduation requirements

Article 12 Evaluation Basis. The evaluation of the rationality of graduation requirements shall be based on the educational policies of the Party and the state, the National Standards, the "Certification Standards," the "Professional Competency Standards," the talent cultivation goals of this major, the correlation matrix between graduation requirements and the curriculum system, and the course syllabi. The professional graduation requirements established should support the talent cultivation goals of the major.

Article 13 Evaluation Subjects and Responsible Persons. The evaluation of the reasonableness

of graduation requirements involves all professional teachers, employers, graduates (both current and past), industry experts, etc., through reviewing and analyzing relevant materials to make an overall judgment on the reasonableness of graduation requirements. The Dean of the School of Teaching is responsible for the evaluation of the reasonableness of graduation requirements. The Deputy Dean in charge of teaching at the School of Teaching and the heads of the respective majors organize the specific implementation of the evaluation of the reasonableness of graduation requirements.

**Graduation requirements rationality evaluation survey information collection form**

<b>Participating parties</b>	<b>Evaluation format</b>	<b>Evaluation cycle</b>	<b>Evaluation content</b>
College evaluation task group	Review meetings	annually	Review the rationality of graduation requirements and whether graduation requirements can support the achievement of training objectives
Professional teachers	have an informal discussion	annually	The rationality of graduation requirements and the rationality of indicator point decomposition
this years graduates	Questionnaire survey/seminar	Every two years/adjustment period	The graduation requirements are in line with the students expectations
Graduates of previous years	Questionnaire survey/seminar	Every two years/adjustment	The degree of conformity between the mainstream career development of graduates and the graduation requirements
employer	Questionnaire survey/panel discussion	Every two years / before adjustment	The degree of conformity between the demand for talents and the graduation requirements
Industry expert	Questionnaire survey/seminar	Every two years/adjustment	The degree of conformity between the demand for talents in the development of the industry and the graduation requirements

Article 14 Evaluation cycle and object. The evaluation of the rationality of graduation requirements is mainly carried out every two years for the graduation requirements in the latest version of "Undergraduate Talent Training Program", and the graduation requirements are revised every two years and completely modified every four years.

Article 15 Evaluation Methods. The evaluation of the reasonableness of graduation requirements is mainly carried out through interviews and questionnaire surveys. The themes of the interviews and the main contents of the questionnaire surveys focus on the abilities and qualities related to the certification standards "one practice and three learning".

Article 16 Evaluation Results and Application. Each major must conduct a comprehensive analysis of the evaluation results, provide conclusions on whether the graduation requirements are reasonable and offer suggestions for continuous improvement, forming an "Evaluation Record and Analysis Report on the Reasonableness of Graduation Requirements." This report includes descriptions and explanations of the graduation requirements and their sub-indicators, evaluation criteria, evaluators, evaluation methods, evaluation results and analyses, main issues, and improvement measures. The evaluation results of the reasonableness of graduation requirements for each major shall be used for continuous improvement efforts. The analysis report and the evaluation records must be complete and traceable, archived by the teaching institute for six years.

## Chapter V Evaluation of the rationality of the curriculum system

Article 17 Evaluation Basis. Course settings are essential conditions for supporting the achievement of professional talent cultivation goals and graduation requirements. The evaluation of course system rationality should be based on the educational policies of the Party and the state, the National Standards, "Certification Standards," "Professional Competency Standards," school positioning, professional positioning, professional talent cultivation plans, professional cultivation objectives, and graduation requirements.

Article 18 Evaluation Object. The evaluation of the rationality of the curriculum system mainly evaluates whether the curriculum system can reasonably support all graduation requirements, and whether the teaching of courses can implement the supporting tasks of relevant graduation requirements.

Article 19 Evaluation Subjects and Responsible Persons. The evaluation subjects for the rationality of the curriculum system include students, graduates, program leaders, course (module) leaders, full-time teachers, college teaching supervisors and administrators, external experts, parents of students, student internship and practice units, employers, and other stakeholders. The Dean of the Teaching College is responsible for evaluating the rationality of the professional curriculum system, while the Deputy Dean in charge of teaching at the Teaching College and the program leader organize the specific implementation of the evaluation.

Article 20 Evaluation cycle. The evaluation of the rationality of the curriculum system and the evaluation of the talent training goal shall be carried out simultaneously, and shall be conducted every two years.

Article Twenty-One Evaluation Methods. The evaluation of the rationality of the curriculum

system mainly adopts qualitative evaluation methods, including but not limited to course setting questionnaires, individual interviews, and group discussions. There are two types of evaluation methods: one is the review-based evaluation conducted during the revision process of the professional training program to test the quality of the revision; the other is the diagnostic evaluation carried out based on the achievement of graduation requirements.

Article 22 Evaluation Results and Application. The evaluation results of the rationality of the professional course system are the fundamental guarantee and basis for whether the professional training objectives can meet the expected quality standards, and are also an important basis for guiding the continuous improvement of professional talent cultivation plans, training objectives, and course systems. Each major must form a "Rationality Evaluation Record" document and analysis report, including evaluation content, evaluation basis, evaluation subject, evaluation method, evaluation results and analysis, main issues, and improvement measures. The analysis report and evaluation records must be complete and traceable, archived by the teaching institute for six years.

## **Chapter VI Supplementary Provisions**

Article 23 These Measures shall come into force on the date of issuance and shall be interpreted by the Quality Monitoring and Evaluation Center.