

Self-Assessment Report

YUNNAN COLLEGE OF BUSINESS MANAGEMENT

Bachelor's Degree program

[Software Engineering / Digital Media Arts]

10. 2025

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A About the Accreditation Procedure

General Data

Name of the Higher Education Institution	Yunnan College of Business Management
Faculty/Department offering the Degree Program	School of Information and Intelligent Engineering / School of Arts and Media
Website of the Higher Education Institution	https://www.ynjgy.edu.cn/
Website of the Faculty/Department	SE: https://xxznxy.ynjgy.edu.cn/ DMA: https://yscm.ynjgy.edu.cn/

Seals applied for

Name of the degree program (in original language)	(Official) English translation of the name	Labels applied for	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC)
软件工程	Software Engineering Program	ASIIN, Euro-inf		04
数字媒体艺术	Digital Media Arts Program	ASIIN, Euro-inf		04

School Profile

Yunnan College of Business Management (YCBM) is a full-time regular undergraduate institution approved by the Ministry of Education. Its origins can be traced back to the "Yunnan Education Science and Technology Training School", established in 1992, making it one of the earliest private schools in Yunnan Province. In 2001, with the approval of the Yunnan Provincial Department of Education, it became a full-time regular secondary

specialized school named "Yunnan School of Economic Management". In 2004, it was upgraded to a full-time higher vocational college named "Yunnan Vocational College of Economic Management," and in 2014, it was further elevated to a full-time regular undergraduate institution under its current name, "Yunnan College of Business Management". The university is positioned to "base itself in Yunnan and serve regional economic and social development". It is located in Kunming, known as the "Spring City", and has two campuses: one in Anning and the other in Haiyuan. The total campus area covers 1,305.18 acres. Currently, it has a full-time enrollment of 22,527 students.

In 2024, the university successfully passed the undergraduate teaching qualification assessment organized by the Ministry of Education, demonstrating that its overall educational teaching level has met the national standards for undergraduate programs. The educational philosophy of Yunnan College of Business Management is "Virtue and Action", which reflects the commitment to nurturing students with profound moral integrity while emphasizing the development of practical skills and real-world application. The university upholds a campus culture characterized by "Educating with Love, Learning through Practice", highlighting a teaching style that leads by example, fosters broad knowledge, and inspires curiosity, as well as a learning atmosphere that encourages joy in learning, critical thinking, understanding of principles, and mastery of skills.

B Characteristics of the Degree Program

Name (English translation)	Final degree (original/English translation)	Areas of Specialisation (if compulsory)	Corresponding level of the EQF	Mode of Study	Double/Joint Degree	Duration	Credit points/unit	First time of offer
Software Engineering Program	工学学士/Bachelor of Engineering	/	Level 6	Full time	/	8 semesters	220	2019
Digital Media Arts Program	艺术学学士/ Bachelor of Arts	/	Level 6	Full time	/	8 semesters	205	2018

Name	Intake rhythm	Intake Capacity per cohort	Average starting cohort size	Average number of graduates per cohort	Average time required to complete studies
Software Engineering Program/	Each semester/annually	Max. 70 students	45 students	39 students	8 semesters/4 years
Digital Media Arts Program/	Each semester/annually	Max. 50 students	45 students	45 students	8 semesters/4 years

C Self-Assessment Report for ASIIN Accreditation

Ba Software Engineering

The Software Engineering Program at Yunnan College of Business Management was established in 2019. In 2025, the college passed the undergraduate program evaluation conducted by the Ministry of Education, demonstrating that the institution has met the nationally recognized standards for undergraduate education and teaching. As of September 2025, the program has enrolled a total of 318 students, with 118 graduates and 240 active students. The program is closely aligned with the development needs of local industries and is dedicated to cultivating high-quality applied software professionals. In collaboration with renowned enterprises such as Beijing Seeyon Internet Software Corp., Ltd., Neusoft Corporation, iSoftStone Information Technology (Group) Co., Ltd., and Yunnan Dayuan Software Co., Ltd., the program has established over 10 high-quality off-campus practice bases, fully ensuring the integration of industry and education as well as meeting internship and employment demands.

The program has established a distinctive applied talent cultivation system by innovating theoretical teaching to strengthen the mastery of knowledge structures; creating a "industry-tailored scenarios for each major" engineer training mechanism that drives students to fully participate in standardized development processes through real campus projects; building a multi-tiered practical teaching system that progresses from "theoretical foundation to professional application and to comprehensive ability", addressing the disconnection between theoretical study and practical use; and vigorously promoting "learning through competitions" with students consistently achieving outstanding results in national and provincial academic competitions.

Curriculum development has been continuously optimized, with the establishment of 2 college-level Grade B courses and 40 Grade C courses. Significant achievements have been made in faculty development, with 3 new provincial teaching competition awards and industry-academia-research projects added in 2024. Teaching resources are of high quality, with national-level planned and outstanding textbooks accounting for 91% of the total. One published textbook was recognized as one of the "Top Ten Outstanding Cloud Textbooks in China". The program has demonstrated outstanding outcomes in cultivating students' abilities, evidenced by a substantial increase in academic competition awards. Since 2024, students have won over 60 awards in provincial-level or higher academic competitions.

Based on the SWOT analysis, the following strategies should be adhered to in program development: Deepen the integration of industry and education 2.0 and create a “Southeast Asia Digital Industry Service” feature; persist in upgrading research capabilities and enhance achievements in academic and curriculum development; update the curriculum system according to industry trends and construct a localized employment ecosystem. For detailed SWOT analysis of Software Engineering Program, please refer to Appendix 04.02 SWOT Analysis-Software Engineering.

Ba Digital Media Arts

Yunnan College of Business Management launched the Digital Media Arts Program program in 2018, and in 2025 it successfully passed the comprehensive undergraduate evaluation conducted by the Ministry of Education. Digital Media Arts Program relying on the Rural Revitalization Research Institute, the Urban and Rural Cultural Design discipline team, and the Intangible Cultural Heritage Research Center, transforms Yunnan's ethnic art resources into teaching cases and develops distinctive courses such as "Ethnic Cultural Tourism IP Design," achieving an organic integration of traditional culture and digital technology. The major has trained a total of 247 students, with 120 graduates and 137 current students. The teaching team of Digital Media Arts has undertaken more than 10 educational reform projects and received support from the Ministry of Education's industry-education collaborative talent training projects, forming a talent cultivation model of "research feeding back into teaching and project-driven innovation". The major is equipped with nine types of professional experimental venues, including a graphics output center and a film and television post-production special effects studio, to build a two-tier practice chain of "basic training - project combat". Through the Digital Media Project Studio, which undertakes real commercial cases, students' works have won more than 100 provincial-level and above awards in the past three years, with a practical result conversion rate of 68%.

The Digital Media Arts Program program draws on Yunnan's rich ethnic cultural resources and the growing demand of the digital economy, with the integration of “Empowering Ethnic Culture through Digital Media” as its core feature. Through deepened industry-education integration and well-resourced practical platforms, it has developed distinct differentiating advantages. However, it faces challenges such as a shortage of faculty with doctoral qualifications and insufficient research accumulation. Focusing on the strategic direction of "digitization of ethnic culture", the university collaborates with the government and enterprises to jointly build an industry-education-research collaborative innovation platform. Relying on university-government and university-enterprise cooperative projects, it

adopts a “focused and meticulously crafted” research strategy to overcome the shortcomings in faculty development and research capacity.

1 Program: Concepts, Content, and Implementation

1.1 Objectives and learning outcomes of a degree program

5 1.1.1 Educational Objectives of Software Engineering Program

The Software Engineering Program is oriented toward the talent demands of information technology development in the Yunnan region. It aims to cultivate high-quality applied professionals with strong humanistic qualities, social responsibility, and engineering ethics, innovative and teamwork awareness, a systematic mastery of natural sciences and computer science fundamentals, as well as robust Software Engineering Program literacy and practical R&D capabilities. Graduates will be qualified to assume roles such as product manager, project manager, software development engineer, software testing engineer, and software operations and maintenance engineer in information technology development projects.

Based on the analysis of supporting factors for cultivating applied talents in engineering practice, it is essential to design comprehensive and multi-level supporting indicator points for educational objectives across natural science knowledge, fundamental engineering knowledge, the scope of complex engineering activities, and complex engineering elements. These indicator points are summarized into the following 12 graduation requirements:

R1. Engineering Knowledge: Ability to apply fundamental knowledge of natural sciences, computer science, and Software Engineering Program to solve complex Software Engineering Program problems.

R2. Problem Analysis: Ability to identify, articulate, and analyze complex engineering problems in the software domain using fundamental principles of natural sciences, computer science, and Software Engineering Program, supported by literature research, to draw valid conclusions.

R3. Design (Development) Solutions: Ability to design solutions for software project development and application domain problems, including software system architectures and specific functional module algorithms, while demonstrating innovation and considering social, health, safety, legal, cultural, and environmental factors.

R4. Research: Ability to conduct research on specific Software Engineering Program problems in applied software domains using Software Engineering Program principles and scientific methods, including designing software functional and algorithmic models, analyzing the strengths of applied industry software platforms, and identifying their limitations.

R5. Use of Modern Tools: Ability to select and employ appropriate software technologies, resources, modern software tools, and information technology tools to address specific Software Engineering Program problems and complete software development processes.

R6. Engineering and Society: Ability to analyze engineering contexts and information technology application scenarios to evaluate the impact of Software Engineering Program practices and problem-solving solutions on society, health, safety, law, and culture, and to understand corresponding responsibilities.

R7. Environment and Sustainable Development: Ability to understand and evaluate the impact of engineering practices in Software Engineering Program on environmental and social sustainable development.

R8. Professional Norms: Possessing literacy in humanities and social sciences, and a strong sense of social responsibility, and the ability to understand and adhere to engineering professional ethics and norms in Software Engineering Program practices, fulfilling responsibilities accordingly.

R9. Individual and Team: Ability to recognize the relationship between oneself and the team in multidisciplinary information technology project teams, and to collaborate or organize teams for learning, daily life, and work activities.

R10. Communication: Ability to effectively communicate and exchange ideas with industry peers and the public on complex engineering problems in Software Engineering Program, including writing reports and design documents, delivering presentations, clearly expressing or responding to instructions, and communicating in cross-cultural contexts.

R11. Project Management: Ability to understand and apply Software Engineering Program project management principles and economic decision-making methods, possess software project management capabilities, and apply them in multidisciplinary settings.

R12. Lifelong Learning: Possessing awareness of autonomous and lifelong learning, and the ability to continuously learn and adapt to development.

1.1.2 Educational Objectives of Digital Media Arts Program

Guided by the Concept of Local focus, Digital travel, the program aims to empower students through essential competencies in digital art and design. The curriculum spans expressive techniques, design principles, visual language, along with the foundational theories and methodologies of Digital Media Arts Program. Students are expected to demonstrate proficiency in digital media creation tools, and to independently produce works such as digital illustrations, motion graphic shorts, 2D animated films, and 3D character rigging and animation design. The curriculum is designed to foster the integration of theory and practice, enabling students to apply conceptual knowledge to real-world projects and to employ digital media design in domains such as cultural preservation and new media content creation. The courses place strong emphasis on developing interdisciplinary thinking. By engaging in collaborative projects with industry partners and comprehensive practical training, students are prepared to deliver innovative contributions to regional economic development.

Through systematic instructional design and practical training, students are equipped with solid capabilities in Digital Media Arts and design, cross-disciplinary application, teamwork, and innovation, enabling them to pursue professional careers in digital art creation, user experience design, and new media production.

Graduation Requirement 1: Ideas and quality requirements

1.1: Demonstrate understanding of the basic principles of Marxism and modern Chinese history, practice the core socialist values, and exhibit political identity and a strong sense of national commitment.

1.2: Comply with laws and regulations, demonstrate integrity, professional spirit, and responsibility, and uphold sound civic virtues and professional ethics.

1.3: Identify, analyze, question, and evaluate phenomena and issues within the discipline, and articulate critical perspectives.

1.4: Understand the patterns of artistic development and demonstrate strong humanistic literacy, aesthetic appreciation, and critical judgment.

1.5: Respect and understand cultural diversity, and develop international perspectives and cross-cultural understanding.

Graduation Requirement 2: Professional expertise required

2.1: Be familiar with national policies related to Digital Media Arts Program and relevant laws and regulations on intellectual property.

2.2: Comprehend the development course, master the frontier knowledge, and innovative directions of the program, and apply acquired knowledge to interpret relevant works in the field.

5 2.3: Understand the creative process and fundamental theories of Digital Media Arts Program, acquire professional expertise in the field, and cultivate integrated competencies across art, technology, and interdisciplinary practice.

2.4: Explore the latest industry trends and master communication theories and application methods in Digital Media Arts Program.

Graduation Requirement 3: Professional Competency Requirements

10 3.1: Apply techniques such as animation, post-production, web interaction, and audiovisual media to create Digital Media Artsworks.

3.2: Explore and innovate in technology and application, and design creative solutions for Digital Media Arts projects.

15 3.3: Select and utilize appropriate modern design tools to address design problems in the field of Digital Media Arts Program.

Graduation Requirement 4: General capability requirements

4.1: Employ modern digital technologies and software tools to collect, analyze, and process data, prepare reports or design documents, and clearly express professional insights.

20 4.2: Demonstrate the ability to communicate effectively with peers and the public within the field of Digital Media Arts Program.

4.3: Effectively apply knowledge and skills in Digital Media Arts Program to support regional economic development.

25 4.4: Utilize disciplinary knowledge to contribute to cultural preservation and transmission.

4.5: Understand the fundamentals of a foreign language, complete basic listening, speaking, and reading tasks, and support cross-cultural communication in professional contexts.

4.6: Demonstrate the ability to collaborate effectively within cross-disciplinary teams.

30 The cultivation objectives and learning outcomes of the two above-mentioned programs can be accessed through the official websites (Ba. Software Engineering Program: <https://xxznxy.ynjgy.edu.cn/XZASIIN/>; Ba. Digital Media Arts Program: <https://xxznxy.ynjgy.edu.cn/XZASIIN/>) or through the respective program handbooks (see Appendix 01.01 Programme Handbook – SE; 01.02 Programme Handbook – DMA).

1.1.3 The Development Process of Expected Competency Profiles

According to the "programManagement Measures for the Talent Cultivation program of Yunnan College of Business Management (Revised)" (see Appendix 02.03 YCBM Talent Cultivation Programs Management Regulations), each academic program undergoes a major revision of its talent cultivation plan every four years. Annually, based on changes in social employment demands and actual student learning conditions, minor adjustments are made to the teaching content and instructional design of the cultivation plan. The currently implemented version is the 2022 edition of the Talent Cultivation program.

According to the college's talent cultivation plan management requirements, surveys have been conducted among employers, peer programs in other institutions, graduates, and current students. The talent cultivation plan has been developed in collaboration with enterprises and industries.

Phase 1: Industry and Enterprise Research Professional faculty conducted research on industry and enterprise job requirements (see Appendix 02.10 SE Talent Cultivation Programs Revision Industry Position Survey Report - SSOMP; Appendix 02.11 SE Talent Cultivation Programs Revision Industry Position Survey Report - SDP). Surveys were also administered to students and their parents (see Appendix 02.12 SE Talent Cultivation Programs Revision - Survey report on students and parents). Software Engineering Program emphasizes that the skill requirements for software developers are shifting from "code implementation" to "demand analysis, system design, and toolchain application", while comprehensive qualities (communication, collaboration, resilience) have become key competitive advantages. Talent cultivation must keep pace with technological trends (e.g., distributed applications, microservices architecture) and balance technical capabilities with soft skills training to adapt to future industry changes. Digital Media Arts, as an interdisciplinary field integrating art, technology, and communication, emphasizes capabilities in creative expression, technical implementation, interdisciplinary collaboration, and social value.

Phase 2: Revision and Expert Review. Based on the requirements of the education administration authorities, the initial draft of the talent cultivation plan was revised. Experts from provincial universities were invited to evaluate the plan (see Appendix 02.13 SE Talent Cultivation Programs Revision - Expert Demonstration Form). The plan was further refined based on the feedback from this evaluation.

Phase 3: Development and Approval of the Talent Cultivation Plan. Based on the relevant research reports and the initial draft of the plan, and guided by the Outcome-Based Education (OBE) teaching philosophy as well as the "National Quality Standards for Teaching

in Undergraduate programs of Regular Higher Education Institutions (Part 1)" (see Appendix 06.01 National Teaching Quality Standards in Undergraduate programs of Regular Higher Education Institutions) the following documents were developed: "Yunnan College of Business Management 2022 Edition Software Engineering Program Talent Cultivation Plan" (see Appendix 02.13 SE Talent Cultivation Programs Revision - Expert Demonstration Form)" and Yunnan College of Business Management 2022 Edition Digital Media Arts Program. Talent Cultivation Plan" (see Appendix 01.01 Programme Handbook – SE). The plans were finalized and approved in accordance with these frameworks.

Phase 4: Publication. The plan was published on the official website.

1.1.4 Analysis of the Correspondence with Learning Outcomes of SSC04

Software Engineering Program

The correspondence between this program and TC04(see Appendix 07.03 Objective-Module-Matrix- SE).

The competency profile (graduation requirements) of this program generally aligns with the sample learning outcomes of TC04's SSC and meets the standards of EQF Level 6.

The SSC04 standard applies to both Informatics and Computer Science fields. In China's undergraduate education system, these two fields belong to two major disciplinary categories: Electronic Information and Computer Science. As an undergraduate program under the Computer Science category, Software Engineering Program exhibits the following differences when compared to the knowledge domains defined in SSC04:

Relatively weak support for core competencies in Software Engineering Program: "Analysis and Numerics" and "Digital Technology and Computer Organization" domains in SSC04 reveals a focus on fundamental research in computer science. In contrast, the Software Engineering Program at our college emphasizes applied software development and engineering practices. As a result, alignment with these domains is only weakly supported through two courses: "Data Structures and Algorithms" and "Principles and Applications of Databases".

There are some additional knowledge areas in the Software Engineering Program, including Ideological Morality and the Rule of Law, The Outline of Modern and Contemporary Chinese History, Basic Principles of Marxism, The Introduction to MAO Ze-dong Thought and the Theoretical System of Socialism with Chinese Characteristics, The Introduction to Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, Mental Health Education

for College Students, National Security Education, etc., which are required for cultivating students' all-round development, shaping correct values and moral concepts, inheriting and promoting excellent traditional culture, and advancing social harmony and stability.

Digital Media Arts Program

- 5 Digital Media Arts Program is an interdisciplinary program characterized by the deep integration of science and art. It primarily draws on disciplines such as Arts and Engineering, with core fields including Drama and Film Studies, Fine Arts, Design, and Computer Science and Technology, while also maintaining close connections with Information and Communication Engineering, Network Engineering, Art Theory, and Communication Studies.
- 10 Currently, there is no directly corresponding SSC sample of learning outcomes; instead, the SSC learning outcomes for Digital Media Arts Program have been formulated in accordance with the National Quality Standards for Teaching in Undergraduate programs of Digital Media Arts Program program in Higher Education Institutions (see 07.04 Objective-Module-Matrix- DMA).
- 15 In the process of talent cultivation, we have always adhered to the basic idea of continuous improvement. We optimize and adjust the course content and teaching methods every semester. Against the backdrop of the era when artificial intelligence reshapes the industrial structure, we have added the course "Artificial Intelligence and Computational Thinking" to the curriculum system. The purpose is to enrich the interdisciplinary knowledge system and
- 20 enhance the efficiency of software design and implementation processes by leveraging the knowledge system and tools of artificial intelligence.

When defining and revising the competency goals of the Digital Media Arts Program program, the School systematically collects social demands, feedback from employers in the digital media industry, and students' opinions. Based on these inputs and emerging

25 technological trends (e.g., virtual reality, game development, digital film production), the program academic leader drafts an initial proposal. Subsequently, a review panel composed of enterprise experts, senior industry practitioners, and faculty members is convened to deliberate, evaluate, and refine the competency goals, ensuring close alignment with cutting-edge industry skills.

- 30 Once finalized, the competency goals are made publicly available on the School's official website for social supervision and consultation. At the same time, institutional feedback channels such as the Dean's Mailbox and the President's Mailbox are maintained to collect opinions from both students and faculty on the program design. These suggestions are

incorporated into the annual revision process and serve as an important basis for optimizing the competency goals.

Through this process, students and faculty are fully engaged in the formulation, revision, and implementation of competency goals. Students, for instance, may reflect their skill requirements through practical courses (e.g., short video production, 3D modeling), while faculty members adjust teaching content in response to industry changes (e.g., integrating training on AI-assisted drawing tools). This bidirectional interaction mechanism ensures that competency goals are not only industry-relevant but also responsive to the needs of students and faculty, thereby achieving broad consensus and recognition within the program.

In accordance with the knowledge, skills, and qualities required for professional positions, the program adopts an application-oriented approach to construct a “platform–module” curriculum system. This framework promotes the shift in talent cultivation from a “knowledge-input orientation” to a “competence-output orientation”. By integrating school–enterprise collaboration and combining in-class with out-of-class practice, the program emphasizes cultivating students’ innovative spirit and practical ability.

Foundations and Theories: Employers place particular emphasis on students’ grounding in visual design and traditional fine arts, requiring digital works to combine aesthetic value with solid visual storytelling ability. Students are expected to use tools such as storyboards and shooting scripts to translate abstract concepts into concrete visual narratives.

Software Proficiency: Mastery of essential tools—such as Photoshop (image processing), Illustrator (vector graphics), Premiere Pro (video editing), and After Effects (special effects)—is required to solve practical problems in professional contexts. Students are also trained to apply mainstream digital media technologies, including animation, post-production, interactive design, and data visualization, to create Digital Media Artsworks. Notably, in the revised 2022 talent cultivation plan, the proportion of practical training hours was increased to 54.6%.

Innovation and Entrepreneurship: With the rapid development of science and technology, digitalization and new media communication have generated increasing demand for innovative talents. Accordingly, enterprises expect graduates to possess creative thinking and entrepreneurial capability, enabling them to continually generate new ideas and solutions.

1.2 Name of the Degree program

The naming of undergraduate programs in Chinese universities is uniformly formulated and announced by China's Ministry of Education, and all universities follow and adopt them consistently. The Software Engineering Program is no exception. To date, the Ministry of Education has established 845 undergraduate programs, which are classified into 93 undergraduate program categories and further grouped under 12 academic disciplines.

The Software Engineering Programs and the Digital Media Arts Program both follow the National Quality Standards for Teaching in Undergraduate programs in Regular Higher Education Institutions (see Appendix 06.01 National Teaching Quality Standards in Undergraduate programs of Regular Higher Education Institutions) to standardize basic teaching content and rationalize relatively consistent expectations for graduates' profiles. In addition, the Software Engineering Program major carries out professional development in accordance with the higher-quality requirements of the Engineering Education Accreditation Quality Standards.

1.3 Curriculum

1.3.1 Content and Structure

The Academic Affairs Office has issued a unified template for all programs' handbook of educational specifications, including the curriculum architecture, to ensure consistency across the college. In support of program educational objectives and graduate outcomes—also referred to as the expected competency profile—each program's curriculum is structured into three educational platforms: the General-Education Platform, the Major-Education Platform, and the Comprehensive-Quality Platform. Depending on the specific learning outcomes expected of each program, different module clusters are defined. Each cluster consists of a set of courses that collectively support the achievement of graduate outcomes, and every course is designed with several course-level learning outcomes that are mapped to these graduate outcomes. All courses are collaboratively developed by the course instructor and relevant faculty members in accordance with the college's course-design process and course-design standards.

Courses across all platforms are categorized as either required or elective. Based on instructional methodology, they are further divided into foundational courses and practicum courses. And foundational courses include both theory-only and theory-practice integrated courses.

The college offers a total of 200 interdisciplinary elective courses, which are grouped into ten thematic areas: Origins of Civilization and Historical Evolution, Human Thought and Self-cognition, Literary Cultivation and Art Appreciation, Scientific Discovery and Technological Innovation, Economic Activity and Social Governance, Chinese Classics and Cultural Heritage, Innovation and Entrepreneurship, Foundational of Personal Growth, Personal Development, and General Competencies. These courses are designed to broaden students' perspectives and enhance their knowledge base and humanistic literacy.

Software Engineering Program

To underpin the Software Engineering Program's intended learning outcomes, six curricular modules-course groups-have been engineered: G1.General-Education Module, G2.Disciplinary Foundational Education Module, G3.Software-Product-Design and Software-Process-Management Competences Module, G4.Software-Product-Development Skills Module, G5.Software-Testing and DevOps/Ops Competences Module, and G6.Engineering-Practicum Module.

The competency targets each module is mandated to achieve and the corresponding course mappings are laid out in **Table 1**.

Table 1 Software Engineering Program Modules and Course Offerings

Sequence number	Module name	Foundational courses (including Theoretical Courses and Theory-Practice Integrated Courses)	Elective courses	Practical courses
G1	General Education	Ideological Morality and the Rule of Law, The Introduction to Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, Basic Principles of Marxism , The Outline of Modern and Contemporary	General Education Electives Artificial Intelligence Technology and Applications	Innovation and Entrepreneurship Practical Project Quality Education Development program Social Practice

		Chinese History, The Introduction to MAO Ze-dong Thought and the Theoretical System of Socialism with Chinese Characteristics, Situation and Policy, College Chinese, College English, Beauty and Life— (The Cultivation of a Noble Character), Military Theory and Training, College Sports (Club), Health Education for College Students, Career Planning and Employment Guidance, Entrepreneurship education		
G2	Disciplinary Foundational Education	Advanced Mathematics, College Physics, Linear Algebra, Discrete Mathematics, Probability Theory and Mathematical Statistics, Data Structures and Algorithms, Structured Pprogramming , Object-Oriented programming, Computer Networks, Operating System		

G3	Software- Product-Design and Software-Process-Management Competences	Introduction to Software Engineering Program, Software Requirements Engineering, Software Project Management, Software Architecture ,		Human-Computer Interaction Techniques
G4	Software-Product-Development Skills	Web Design Fundamentals, Advanced JavaScript Programming	Dynamic Web Development Technology, Vue.js Framework Technology, SSM Framework Technology, SpringBoot Framework Technology, Mobile App Development, Mini Program Development	
G5	Software-Testing and DevOps/Ops Competences	Software Quality Assurance and Testing, Database Principles and Applications		
G6	Engineering Practicum			Engineering Training, Cognitive Internships, Integrated Project Design of Software Engineering Program, Software

				Engineering Program Curriculum Practice, Final-year Internship, Graduation Thesis (Design)
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The credit distribution of each module is shown in **Fig. 1**:

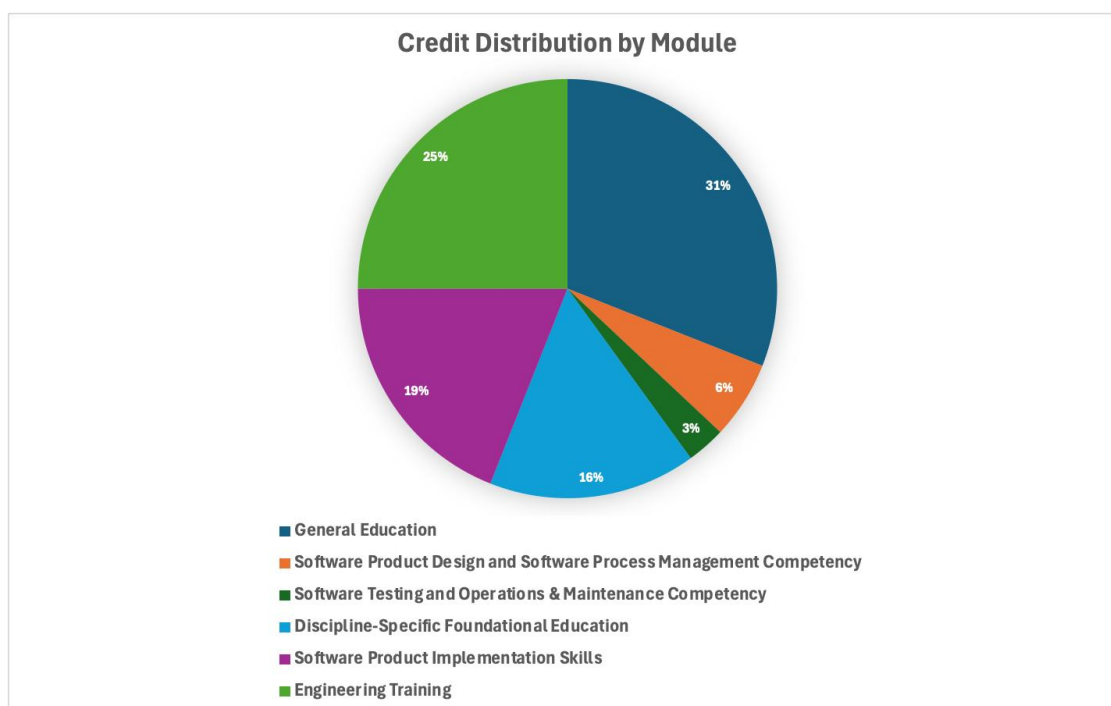


Fig. 1 Credit ratio of each module in Software Engineering Program

Under the framework of 6 modules (course groups), there are 56 courses in Software Engineering Program, and the latest version is V2022.3. (See Appendix 09.01 Module Handbook - SE) for details.

The course manual defines the supporting relationships between each course and graduation requirements(see Appendix 07.01 Course-Graduation Requirements Support Matrix- SE). It should be noted that the collegeoffers approximately 200 elective courses for students to choose from. To simplify course descriptions, we have selected 18 representative electives for inclusion in the course list. These courses are highly recommended programand predominantly attended by students of this program.

The modules of Software Engineering Program G1-G6 form an organic whole, with logically progressive course structures (see **Fig. 2**) that help students build a systematic knowledge framework and enhance professional skills. The G1 General Education Module provides

ideological education, patriotism cultivation, life philosophy guidance, and physical fitness training, fostering proper academic attitudes and career perspectives while ensuring students acquire both technical expertise and ethical integrity. Modules G2 through G5 constitute the core competency development components of this program, as detailed in Appendix 08.03 Course Topology Diagram -SE.

To cultivate core competencies in software development, we implement progressive skill-building through pedagogical principles: First, a foundational knowledge framework is established. Second, students' ability to analyze and design software solutions is developed based on real-world problems and requirements. Third, students' ability to evaluate project social value is fostered from perspectives of engineering and society, sustainable development, and socio-economic impacts, thereby achieving project-level software development proficiency. Finally, students' practical engineering skills, innovative thinking and hands-on project capabilities are enhanced (progressive relationship diagram shown in Fig. 2).

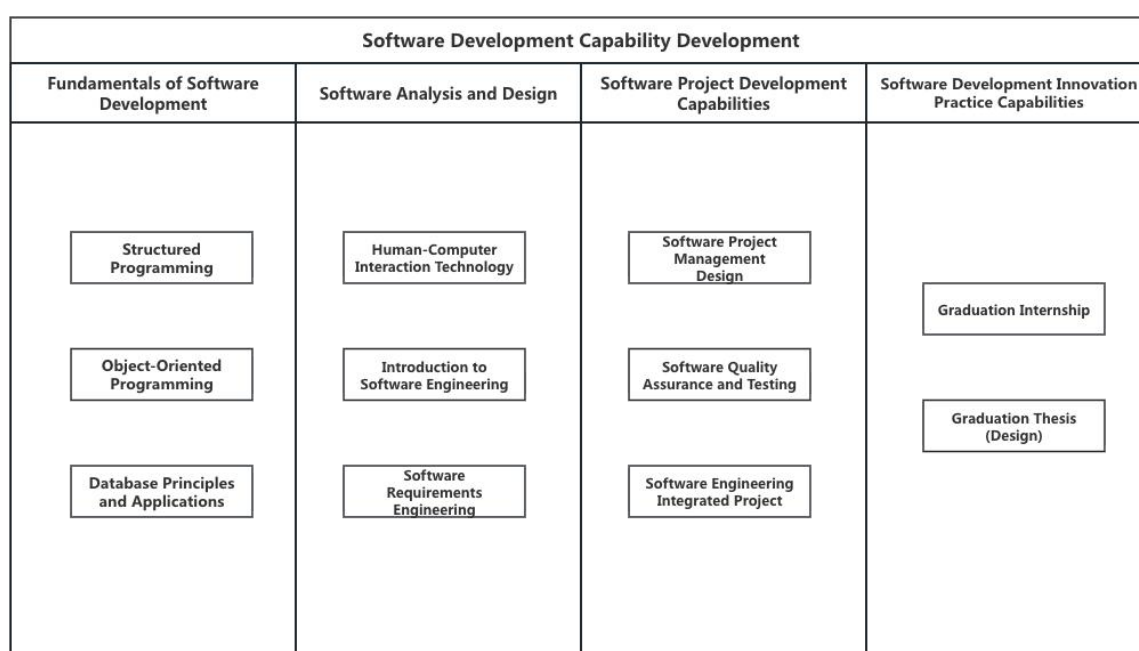


Fig. 2 Software development competency development curriculum topology diagram

Digital Media Arts Program program

To support the achievement of the Digital Media Arts Program program's educational objectives and graduation requirements, the curriculum is organized into five major modules (course groups):

- G1. Self-Development Module
- G2. Foundations and Theories Module
- G3. Software and Technical Skills Module
- G4. Digital Content Industry Module
- G5. Innovation and Entrepreneurship Module

Each module has its corresponding competency goals. Courses are categorized as compulsory or elective. Based on instructional methods, courses are further classified into foundational courses and practical courses. Foundational courses are subdivided into two types: theoretical courses and theory-practice integrated courses.

- 10 The competency goals to be achieved by each module and the corresponding course arrangements are presented in **Table 2**.

Table 2 Modules and Course Structure of the Digital Media Arts Major

No.	Module Name	Basic Courses (including theoretical courses, theory and practice mixed courses)	Elective Courses	Elective Courses
1	Self-Development Module	Military Theory, Current Affairs and Policies, Ideological and Moral Cultivation and Rule of Law, Outline of Modern and Contemporary Chinese History, Basic Principles of Marxism, Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics, Introduction to Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, College Health Education, Chinese Language, Aesthetics and Life — Gentlemen’s Class / Ladies’ Class, Career Planning and Employment Guidance, Fundamentals	General Education Elective Courses (including courses on the “Four Histories” and Excellent Traditional Chinese Culture, etc.)	College Physical Education I, College Physical Education II, College Physical Education III, College Physical Education IV, Labor Education

		of College Computer Science		
2	Fundamental Module	Modeling Fundamentals (1), Modeling Fundamentals (2), Modeling Fundamentals (3), Design Composition, Digital Illustration Design, History of Chinese and Foreign Design, Introduction to Digital Media, History of Modern World Design	Audiovisual Language, Graphic Creativity Design, Storyboard Design	History of Modern World Design
3	Software Technology Module	Computer-Aided Design, Digital 2D Motion Design, Digital Video Editing and Composition, Digital 3D Motion Design, Motion Graphics Design, Fundamentals of User Experience and Interaction Design, Information Visualization Design	User Interface Design, Film and Television Special Effects Design, Digital Sound Art	—
4	Digital Content Industry Module	Digital Video Shooting	Digital Cultural Tourism IP Design, Digital Media Arts and Ethnic Culture Communication, New Media Video Creation and Production, Character Design	Comprehensive Practice of Digital Media Design Application II, Field Study

5	Innovation and Entrepreneurship Module	Entrepreneurship Education	Innovative Design Thinking, Online Advertising Creativity and Design, Thesis Writing, Field Research and Literature Study	Comprehensive Practice of Digital Media Design Application I , Graduation Design, Graduation Internship
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The credit ratio of each module is shown in **Fig. 3**.

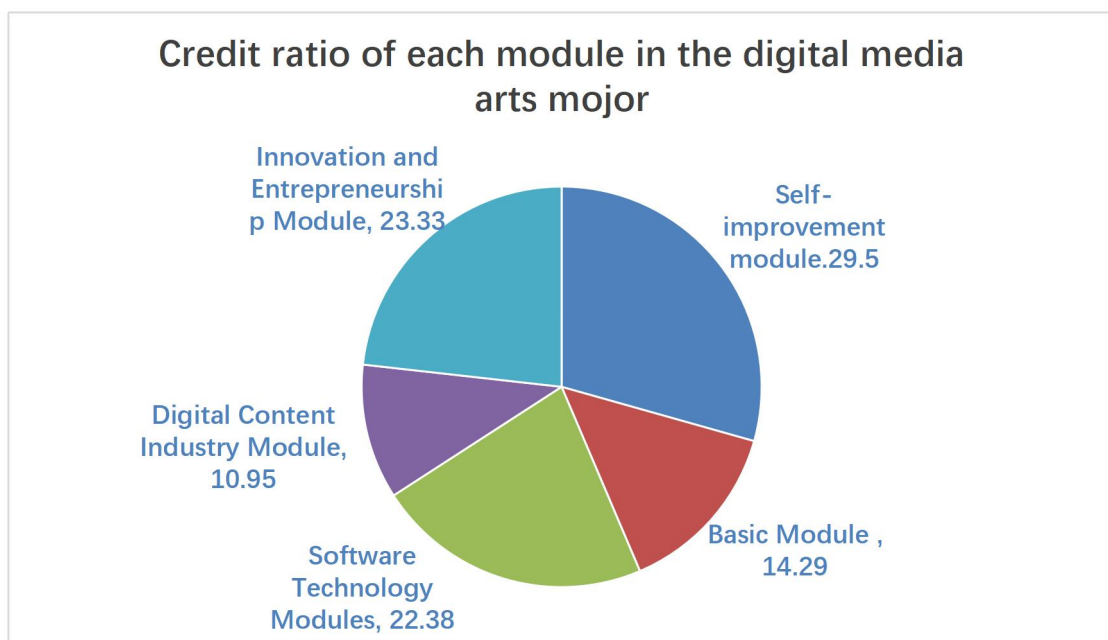


Fig. 3 Credit ratio of each module in the Digital Media Arts major

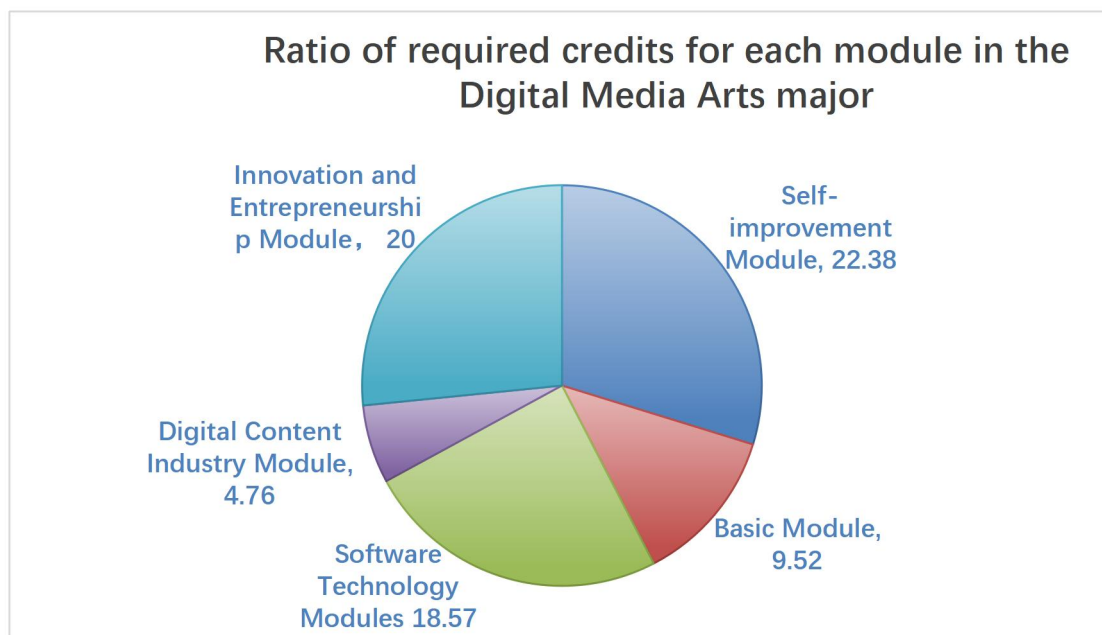


Fig. 4 Ratio of required credits for each module of the Digital Media Arts major

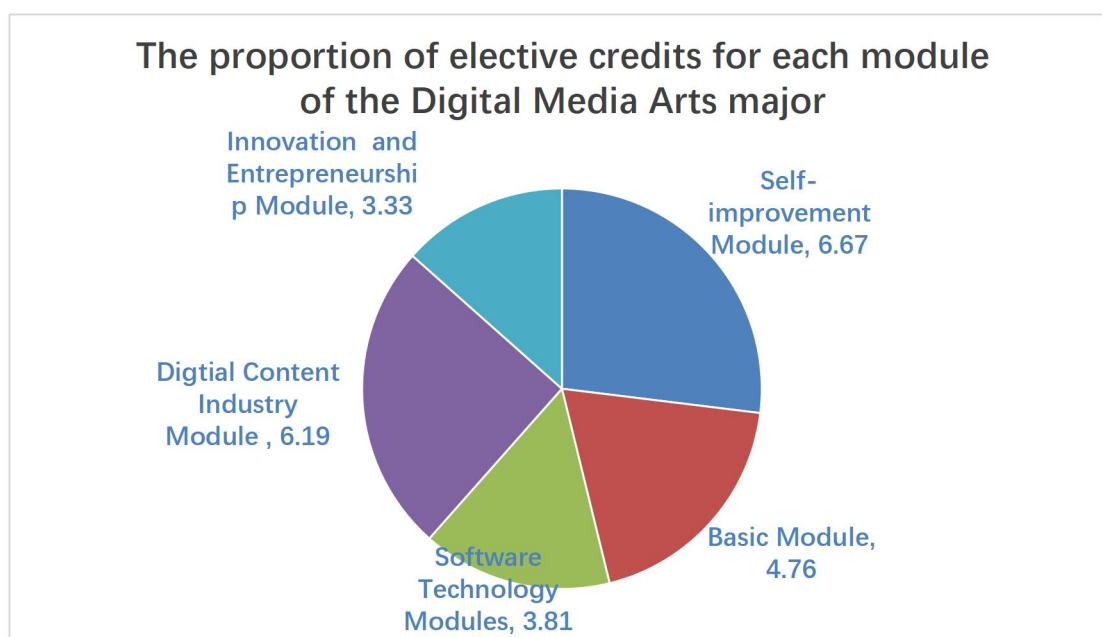


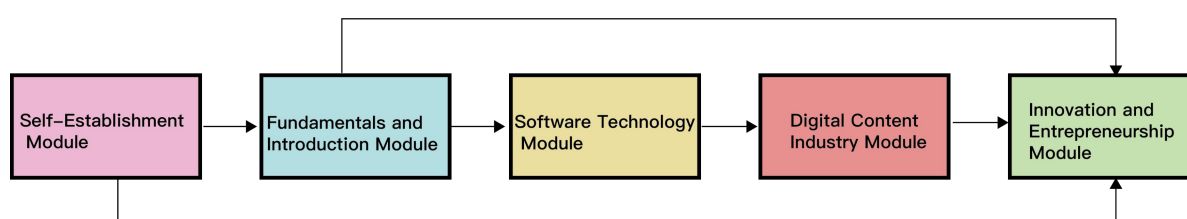
Fig. 5 The proportion of elective credits in each module of the Digital Media Arts major

Under the five major modules (course groups), a total of 53 courses are offered in the latest version V2022.3 (see Appendix 09.02 Module Handbook - DMA). Each course is defined by the course instructor and team members according to the school's established procedures and methods, with the support and approval of the program Construction Committee and relevant experts. The courses are aligned with the program's educational objectives and

graduation requirements and are regularly reviewed and updated. Additionally, the contribution of each course to the graduation requirements is detailed in the program handbook.

The five curriculum modules of Digital Media Arts Program form an integrated whole. The Self-Development Module (G1) provides education on ideals and beliefs, patriotism, life values, and physical fitness, helping students develop proper academic attitudes and professional ethics. While mastering professional knowledge, students also cultivate strong moral character and professional conduct. The Interdisciplinary Modules integrate knowledge from different disciplines, offering students broader academic perspectives, which enable students to connect and synthesize knowledge across fields, forming a comprehensive knowledge system and deepening their understanding of professional courses.

The curriculum modules are: G1 Self-Development Module, G2 Foundations and Theories Module, G3 Software and Technical Skills Module, G4 Digital Content Industry Module, and G5 Innovation and Entrepreneurship Module. The modules are organized in a logical and progressive sequence. To be specific, the relationships among the modules, as illustrated below, form a logically integrated and advancing structure.



The five modules (G1–G5) of the Digital Media Arts Program program form an integrated whole, with a logically progressive sequence among the courses within each module (see Figure 2). This structure facilitates students in gradually building their knowledge system and enhancing their professional skills. The G1 General Education Module provides instruction in ideals and beliefs, patriotism, life values, and physical fitness, helping students develop correct academic attitudes and professional ethics. While mastering professional knowledge, students also cultivate strong moral character and professional conduct. The G2, G3, G4, and G5 modules constitute the core competency development modules of the program (see Appendix 08.04 Course Topology Diagram -DMA).

Within these five modules (course groups), a total of 54 courses are offered in the latest version V2022.3 (see Appendix 09.02 Module Handbook - DMA).

1.3.2 Student Mobility

We attach great importance to international exchanges and cooperation for our students. The Office of International Exchange and Cooperation is solely responsible for this matter and carries out annual planning and implementation. Taking the year 2025 as an example, the Office has carefully designed two programs: a summer in-depth study tour to prestigious Japanese universities and an ecological practice camp with Universiti Malaysia Sabah (see Appendix 10.01 YCBM's 2025 Summer Study Tour Program). In the summer of 2025, one student majoring in Software Engineering Program participated in the program (see Appendix 10.02 Statistics on Student Mobility - SE). Currently, student participation in international exchange programs is relatively low and limited in scope, particularly among students majoring in Software Engineering Program and Digital Media Arts Program. In the future, the program plans to actively promote faculty and student exchanges with universities abroad—especially in Southeast Asia—leveraging Yunnan's strategic position as a bridgehead facing South and Southeast Asia. By providing technical services for informatization development in Southeast Asian countries, it aims to enhance the college's educational influence and competitiveness.

The Software Engineering Program and Digital Media Arts Program programs are both four-year degrees; under normal progression more than 95 % of students graduate on time. A small fraction, however, must extend their studies because the capstone project (thesis) is judged unsatisfactory; academic performance falls below the threshold; credits remain insufficient; or they have taken a leave of absence, enlisted in military service, or encountered other impediments—see Appendix 16.01 Statistics on Academic Success-SE.

1.3.3 Regular evaluation of courses

In terms of external evaluation, the college passed the undergraduate education qualification assessment organized by the Ministry of Education in 2024, indicating that the school has achieved the undergraduate education and teaching level recognized by the Ministry of Education on the whole.

In terms of internal assessment, to promote the development of first-class courses and continuously improve and enhance the quality of courses, the university has formulated a work plan for the evaluation of undergraduate course quality levels, and carries out the evaluation of course quality levels every semester. The plan is attached 02.04 Implementation Programs of YCMB for Improving the Quality of Undergraduate Talent Cultivation.

Every newly launched course listed in the talent-cultivation scheme must undergo the course quality grade evaluation. The evaluation covers content, faculty, teaching resources,

assessment design and learning outcomes. The procedure follows a "two-tiered approach involving academy self-evaluation followed by college re-evaluation: the hosting department organises the self-review, while the College Course Center manages the re-review. The course instructor uploads evidence to the Course Quality Grade Evaluation System. Both the academy self-evaluation and college re-evaluation process are conducted entirely through this platform. After the college's review, its Course Quality Grade Evaluation Committee examines delivery and quality, assigns a provisional grade, and forwards it to the Course Centre, which commissions experts from other universities and from the expert bank for on-line re-review. Subsequently, the final course grade is then ratified, publicly posted and officially released.

At the conclusion of each semester, students are invited to evaluate their courses. The student evaluation system focuses on teaching quality and learning outcomes, covering aspects such as professional ethics, teaching attitude, curriculum content, instructional methods, and educational effectiveness. Detailed implementation guidelines are outlined in Appendix 02.14 YCBM's Notice on the Implementation and Management Measures for Student Evaluation of Teaching.

After each graduating class completes their final-year internship, the academic department organizes a symposium with key internship representatives from internship host organizations to summarize practical experiences and review corporate evaluations of students' workplace competencies. Following graduates' employment, the department conducts follow-up interviews with employers to collect feedback on student performance. The feedback received has been consistently positive.

Consistent with the college's fundamental philosophy of continuous improvement, the course content and pedagogy are refined every semester. Against the backdrop of artificial intelligence reshaping industrial structures, the course Artificial Intelligence and Computational Thinking has been added to the curriculum to broaden interdisciplinary knowledge and strengthen students' ability to leverage AI concepts and tools for more efficient software design and implementation.

1.4 Admission requirements

China's National College Entrance Examination (NCEE) admission system guarantees that every undergraduate admitted to our college has met or exceeded the current year's minimum undergraduate admission cut-off score. Each year the provincial education authority fixes the enrolment quota in advance; candidates are then assigned to academies

and majors strictly on the basis of their NCEE score, their chosen high-school subjects and their application preferences within a transparent, rules-based system. When admitting students (see Appendix 06.02 YCBM 2025 Admissions Regulations), the college applies the principle “score priority, preference compliance”—i.e. higher-score candidates are processed first, while each candidate’s program choices are honoured in the order declared.

Software Engineering Program additional entry requirement: beyond attaining the undergraduate admission cut-off score, applicants must have taken both Physics and Chemistry in senior high school. Digital Media Arts Program additional entry requirement: in addition to reaching the undergraduate admission cut-off score, candidates must also pass the provincial unified professional examination for arts programs (see Appendix 11.02 YCBM 2025 Application Guide).

Each Chinese university sets its own admission requirements for international students under the overall supervision of the competent authorities. Applicants should consult the target university’s admissions brochure or official website for detailed entry criteria and application procedures. To safeguard the quality of incoming international students, standardise admission screening and uphold minimum thresholds, the college has enacted the Implementation Rules (Provisional) for Entrance Examinations of International Students at Yunnan College of Business Management . The assessment consists of three parts: (1) document review, (2) remote interview, and (3) on-campus written examination(See Appendix 11.03 Interim Detailed Rules for the Admission Examination and Assessment of International Students at YCBM).

The Software Engineering Program and the Digital Media Arts Program program are able to complete the domestic enrollment plan every year, but currently no international students are admitted to this school. See the attached 12.01 Statistics on Admission Rate SE.

1.5 Workload and credits

China’s credit system still equates one credit with a fixed number of classroom-contact hours and makes no formal allowance for self-learning workload. In preparation for ASIIN accreditation we therefore adopted the ECTS methodology: every domestic credit was mapped to its ECTS equivalent and we introduced procedures to measure, collect and verify the total student workload (lectures plus guided practice plus independent study). The resulting regulation, Measures for Monitoring Self-Study Workload of ASIIN-program Students, is now in force for both programs.(See Appendix 15.01 YCBM's Management Measures for ECTS Credit Conversion)

Yunnan College of Business Management has issued two official notices: the Interim Credit Recognition and Course Replacement Management Measures and the Course Credit Replacement Comparison Chart. According to the regulations, students may also earn credits by obtaining vocational skill certificates(see Appendix 13.01 YCBM's Comprehensive Implementation Plan for the Undergraduate Credit System, 13.02 Administrative Measures for Course Substitution and Credit Recognition at YCBM).

1.5.1 Workload and credits

Over the eight-semester Software Engineering Program curriculum students take 56 courses (nine of which are electives) , amounting to a total of 220 ECTS credits; the ECTS allocation for every course is given in Appendix 08.01 Study Plan-SE.

The Digital Media Arts Program program spans eight semesters and comprises a total of 54 courses, including 9 electives, amounting to 205 ECTS credits. Detailed information on the ECTS credits for each course can be found in Appendix 08.02 Study Plan-DMA.

1.5.2 Assessment and Adjustment of Student Workload

According to the administrative measures, the workload is calculated according to the standard of 25-30 credit hours per credit. The learning workload covers teaching hours and self-study hours, and the corresponding teaching hours and self-study hours of the course are defined in the course manual.

The teaching hours for students are calculated based on the teaching plan, while the self-study hours are determined according to the "Administrative Measures for ECTS Credit Conversion and Monitoring of Student Independent Study Workload at Yunnan College of Business Management". (See Appendix 15.01 YCBM's Management Measures for ECTS Credit Conversion), which evaluates all students' extracurricular academic activities and is typically reflected in the course description documents.

Self-learning time estimation and statistics are mainly through the following ways:

Estimation: Based on teaching experience, the instructors make an assessment of all students' extracurricular teaching activities, which is reflected in the course description document (see Appendix 09.01 Module Handbook - SE, 09.02 Module Handbook - DMA).

Statistics: At the end of the semester, the instructors for each course are required to complete an online survey (see Appendix 14.01 Questionnaire on Self-study Workload for SE Major, 14.03 Questionnaire on Self-study Workload for DMA Major). This enabled the collection of actual self-learning time data from students and subsequent data analysis (see

Appendix: 14.02 Statistical Table of Self-study Workload Questionnaire for SE Major; 14.04 Statistical Table of Self-study Workload Questionnaire for DMA Major).

Feedback and adjustment:

5 If the average workload (comprising self-learning hours and contact hours) for students in a class deviates by 25-30 hours per credit, the instructors will first be required to make necessary adjustments. These include modifying course content, teaching methods, and assignment requirements to ensure all curriculum objectives are achieved while maintaining an overall student workload of 25-30 class hours per credit.

10 In addition, if necessary — usually in cases of significant deviation (e.g., more than 10%), the curriculum committee will consider adjusting the curriculum credits to match the credits and student workload.

1.6 Teaching method

1.6.1 Introduction to Teaching Methods

15 Effective teaching strategies and methodologies are crucial for successful degree program implementation. Teaching methods encompass the principles and approaches educators use to facilitate students' effective learning. As early as 2,500 years ago, Chinese sage Confucius proposed the concept of "teaching according to individual aptitude", where "aptitude" refers not only to subject characteristics but also to students' individual differences. Therefore, the selection of teaching methods should align with educational objectives, student characteristics, and learning styles. Modern education places greater emphasis on cultivating creativity, encouraging reasoning abilities, and fostering original thinking.

20 Course delivery must be grounded in Outcome-Based Education. The selection of content, resources, instructional techniques and organizational format are all driven by the course learning outcomes and the competencies students are expected to demonstrate. Only when every class answers the three questions “What should be learned? How will it be learned? How will the outcome be verified”? can students see the purpose and targets of their study. Teaching tools and methods are therefore the key levers for ensuring that student capability development and knowledge acquisition remain the central focus of the learning process.

30 First, the selection and application of teaching tools and methods directly shape students' learning experience and outcomes. Modern instruments—learning-management systems, VR/AR environments, AI-based sandboxes—deliver richer, more immersive resources that

heighten motivation and engagement. Complementary pedagogical varieties such as case-based instruction and project-driven learning deepen conceptual understanding and transfer, simultaneously sharpening practical competence and innovative capacity.

Second, OBE-aligned tools and methods are sensitive to individual variance and need. By strategically orchestrating multiple media and pedagogies—adaptive e-tutorials for visualisers, flipped labs for kinaesthetic learners, scaffolded sprints for quick starters, milestone clinics for those who need more time—instructors can deliver personalised pathways that maximise every student’s opportunity to attain the prescribed outcomes and develop holistically.

Moreover, OBE-driven instruments and pedagogies foreground continuous assessment and feedback. Online quizzes, Git-based project audits, rubric-graded demos and learning-analytics dashboards let lecturers map each learner’s trajectory against the stated outcomes in real time, pinpoint gaps, and iteratively retune content, pacing or scaffolding. Timely, criterion-referenced feedback simultaneously shows students where they stand and what they must do next, sustaining motivation and steering them toward successful achievement of the intended competencies.

In short, OBE-aligned teaching tools and methodologies—by supplying rich resources, animating authentic environments, accommodating individual variance and embedding continuous assessment with actionable feedback—convert curricular intentions into demonstrable learning outcomes. Consequently, every degree course should deliberately deploy such instruments to amplify teaching effectiveness and secure the successful realization of its stated learning goals.

In the specification of every module the same pedagogical taxonomy is applied; full details are given in the Module Descriptions (Appendix 09.01 Module Handbook - SE). Adopting the Weston & Granton typology, we recognise four method families:

Instructor-centred methods: exposition, Socratic questioning, structured argumentation, worked-example demonstration.

Interactive methods: plenary discussion, small-group debate, peer instruction, collaborative design sessions.

Individualised methods: programd instruction, modularized units, independent capstone design, computer-based tutorials.

Practical methods: Including project-based teaching, studio learning, role-playing, simulation and gaming, and practice.

The teaching methods of Software Engineering Program related courses are summarized in the Fig.6.

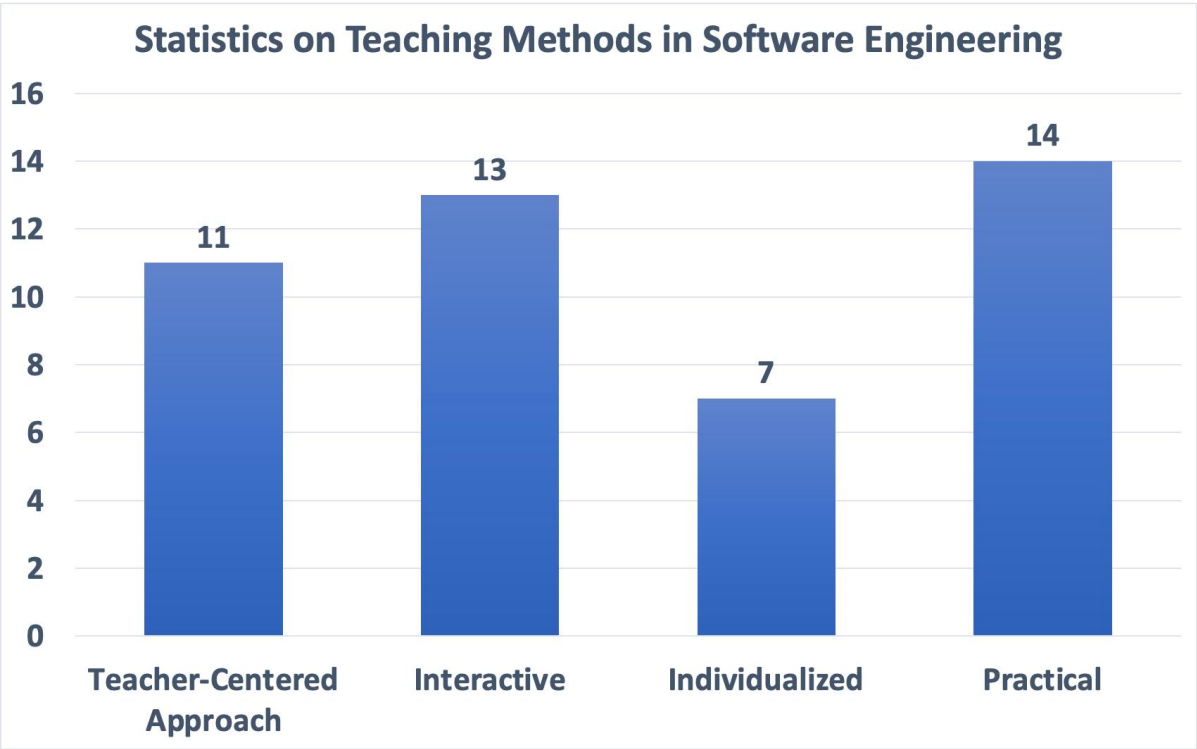


Fig. 6 Statistics of teaching methods in Software Engineering Program courses

5

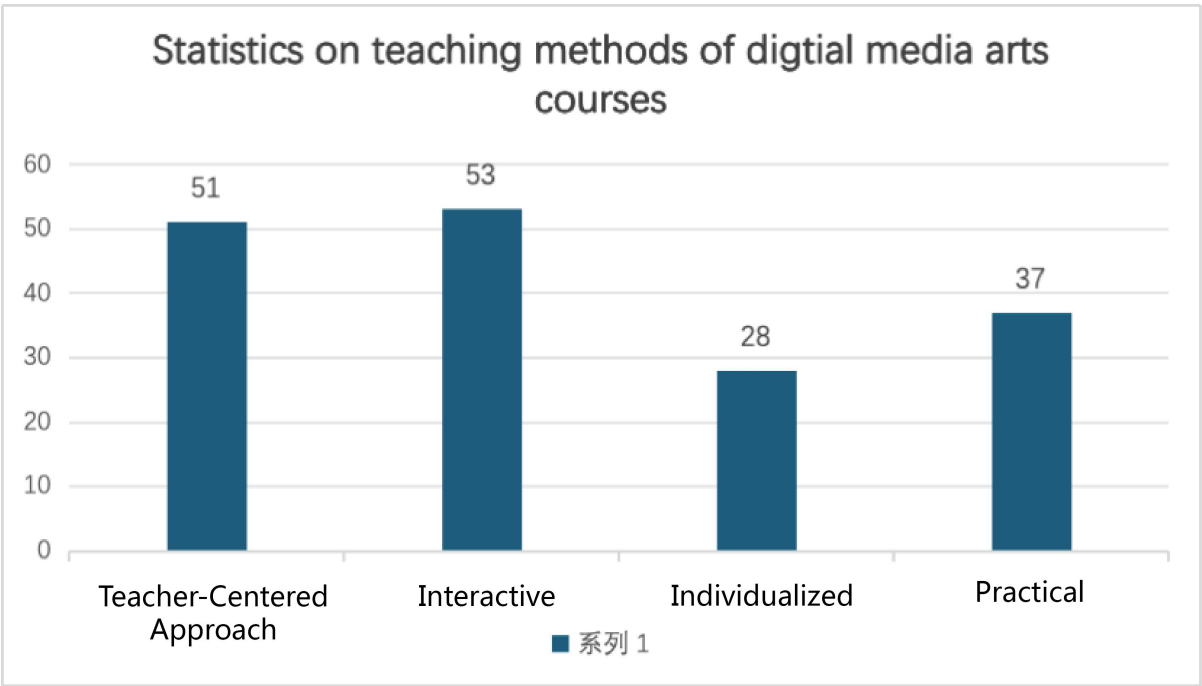


Fig. 7 Statistics on teaching methods of digital media arts courses

The definition of each course is based on the above-mentioned teaching method classification system. For details, please refer to the introduction document of each course (Appendix 09.02 Module Handbook - DMA).

1.6.2 Elements that support students' independent scientific work

- 5 Independent scientific learning denotes the autonomy, self-reliance and initiative students display while engaging with science. Under staff guidance they plan and conduct their own activities, explore problems, discover knowledge and develop personal scientific thinking as well as problem-solving capability. At our college such independence is mainly cultivated through the graduation thesis (project), final-year internship, social practice projects and
- 10 discipline-specific competitions. The following factors are considered decisive for its success.

Academic literacy and research skills: Four years of coursework give graduates solid subject knowledge and methodological awareness; the critical thinking and innovative mindset acquired in class and in earlier research exercises provide the intellectual foundation for the thesis, final-year internship and social practice projects.

- 15 **Supervision:** Supervisors define research directions, give methodological advice and troubleshoot difficulties, ensuring that the thesis and final-year internship proceed smoothly and at an acceptable academic level.

- Research infrastructure:** Well-stocked libraries, discipline-specific laboratories and standardised software/hardware platforms supply the material and technical resources
- 20 indispensable for empirical or design-oriented graduation work.

Academic climate and communication: A vigorous seminar culture, regular research talks and student conferences expose candidates to current debates, stimulate intellectual curiosity and offer arenas for presenting and refining their own findings.

- Rigorous administration and assessment:** Detailed regulations (YCBM Rules for the
- 25 Management and Evaluation of Graduation Theses and Final-year Internships) impose milestone monitoring, format standards and blind review, guaranteeing quality and encouraging students to take every stage seriously.

- Interdisciplinary curriculum structure (especially in Digital Media Arts Program):** A fused training in computing technology, visual arts, human-computer interaction and cinematic
- 30 expression equips students with integrative analytical skills and the confidence to tackle complex, open-ended problems independently.

Project-driven course design: Most advanced modules (e.g. Interaction Design, Digital Video Production) operate on a “real brief plus prototyping” model; students are required to generate concepts, build functional prototypes and defend them publicly, thereby practising planning, research, execution and reflective evaluation cycles.

- 5 **Competitions and innovation/entrepreneurship practice:** Students are encouraged to enter contests such as the National College Digital Art Competition (NCDA), the “Internet+” Innovation & Entrepreneurship Contest and the “Challenge Cup” Science and Technology Competition. Credits are awarded for participation, awards or granted patents; preparing entries under light-touch supervision trains students to manage full R&D cycles and
- 10 teamwork.

Time and resource guarantees: A dedicated thesis semester, modest research grants and access to fabrication facilities ensure that students have sufficient uninterrupted time and financial support to complete high-quality graduation work.

- 15 Taken together, these elements—academic competence, committed supervision, rich infrastructure, a stimulating scholarly environment, strict quality control and reliable resource backing—create the conditions that allow every graduate to conduct rigorous independent scientific work.

2 Exam: Systems, Concepts, and Organization

2.1 Exam format and grades

20 **2.1.1 Evaluation methods for course modules**

- The college operates a comprehensive examination regime. The “Regulations for the Administration of Undergraduate Examinations of Yunnan College of Business Management (Revised)” (See Appendix 17.01 Measures for the Administration of Undergraduate Examination of YCBM) have been updated and an “N plus1” assessment model is now
- 25 implemented, strengthening the monitoring of continuous assessment and establishing uniform criteria for process-oriented evaluation in every undergraduate module. Examinations are a key instrument for verifying the attainment of course learning outcomes; together with the quality of the graduation thesis (project) and the final-year internship they provide the evidence that the program’s graduation requirements have been met.

To determine how far each course learning outcome has been achieved, the following sequence is applied: defining the learning outcomes, designing the assessment content, administering the examination, grading and analyzing, evaluating the degree of learning outcome attainment, and providing feedback for continuous improvements.

- 5 For individual courses the final examination mark is composed under one of three patterns:

For theoretical courses and theory- practice integrated courses in which practical hours are fewer than theory ones:

Final mark = coursework mark $\times$ 0.3 + written-exam mark $\times$ 0.7.

For theory-practice integrated courses in which practical hours equal or exceed theory ones:

- 10 Final mark = coursework mark $\times$ 0.4 + written-exam mark $\times$ 0.6.

For practical courses:

Software Engineering Program: Final mark = coursework mark $\times$ 0.5 + written-exam mark $\times$ 0.5.

Digital Media Arts Program: Final mark = coursework mark $\times$ 0.4 + written-exam mark $\times$ 0.6.

- 15 Before, during and after a module students can consult the course handbook—available in the LMS—to see exactly how each assessment maps to the published learning outcomes. Item-level performance on tests or tasks is used to quantify outcome attainment; the resulting analytics are returned to both learners and staff so that students know where they stand and lecturers see how well their pedagogy is working. These data trigger fine-tuning of
- 20 objectives, content and delivery in the next cycle. All marks (coursework + examination) are released transparently through the Academic Affairs Information System immediately after ratification.

- For the final-year internship the university applies the “YNUBM Internship Administration Measures” (Appendix 02.09 Administrative Measures for Undergraduate Internship Teaching at YCBM). Each student signs an internship pledge, files a weekly log of tasks in the Alumni-Link management system, and receives on-line feedback from the university supervisor. At the end of the placement the student submits a comprehensive internship report and the host company (via its designated mentor) provides a formal evaluation of the student’s performance.

30 **2.1.2 Graduation thesis (design) evaluation and grade**

For the graduation thesis (design), the college follows *Management Measures for Graduation Theses (Design) of Yunnan College of Business Management (Revised)* (see

Appendix 02.08: Administrative Measures for Undergraduate Internship Teaching at YCBM). Students are required to produce a complete thesis, including raw data, experimental records, and a reference list. If the project involves a specific product, a physical prototype must also be presented. Prior to the defense, students must prepare a comprehensive presentation covering their design rationale, methodology, results, and conclusions. During the defense, students are expected to clearly articulate their design rationale, methodology, findings, and conclusions, and to respond to questions from the evaluation panel. Students' performance should demonstrate professional competence and overall capabilities. And students are required to sign an Graduation Thesis Academic Integrity Statement, pledging to comply with academic standards and to refrain from plagiarism or intellectual theft. The college has established an academic integrity review mechanism, which includes plagiarism checks and content audits, to ensure the independence and originality of the thesis.

The final thesis/project mark is derived from a weighted aggregate of the assessment from supervisor, the reviewer and the defence committee. The final grade is mapped to one of five degree classifications: Excellent, Good, Average, Fair or Poor. Please find attached the graduation theses for the Software Engineering program classes of 2024 and 2025 (See Appendix 17.02 Undergraduate Thesis (Design)-SE, 17.03 Undergraduate Thesis (Design)-DMA).

2.2 Calculation degree of Course Learning Outcome

The examination results of each student in every course must be translated into course learning outcome attainment levels, which are ultimately aggregated to determine the attainment level of the program's educational objectives (also graduation requirements). Each student's graduation requirement attainment level across all eight semesters is continuously collected and monitored.

For both programs, the grading scale used for evaluating outcome attainment—including both course learning outcome attainment and program educational objective/graduation requirement attainment—is a five-level assessment system: Excellent, Good, Medium, Pass, and Fail.

All final examination scores and regular assessment scores for each course are recorded on a percentage scale (0-100). The final course grade is calculated according to the respective grading rules (see Appendix 09.01 Module Handbook - SE and Appendix 09.02 Module Handbook - DMA). The conversion method for transforming course grades into course learning outcome attainment levels is detailed in **Table 3**.

Table 3 Method for Calculating Course Objective Achievement

Assessment results in a 100-point system	0-59	60-69	70-79	80-89	90-100
Degree of Course Objective Attainment	Fail	Pass	Medium	Good	Excellent

It should be noted that we currently do not calculate the attainment level for each Course Learning Outcome (CLO) individually but only the overall course objective attainment. By default, the attainment level of each CLO within the course is assumed to be equivalent to the overall course attainment level. For example, if the overall attainment level of a course is 9, then the attainment levels of all three CLOs under that course are also 9.

Both the graduation project assessment and the internship assessment employ five-level assessment system (Excellent, Good, Medium, Pass, and Fail), ensuring alignment with the evaluation scale used for learning outcome attainment levels.

Software Engineering

The attainment level of all courses (including the graduation project and internship assessment), measured per credit, equivalently supports the attainment level of the corresponding graduation requirements. For example, assume that according to the objective matrix, graduation requirement R_i is supported by three courses (which may include the graduation project and internship), namely C_1 , C_2 , and C_3 . The credit values of the three courses are 1, 2, and 3 respectively, and Student A's attainment levels in these three courses are 7, 8, and 9. Then, Student A's attainment level for R_i would be 8. The calculation process is shown in **Table 4**.

Table 4 Calculation Process for Graduation Goal Achievement Rate

Course	Student A's Course Objective Achievement	Contribution to Graduation Objective R_i	Calculation Formula
1	7	1.2	$D3*(C3/SUM(C\$3:C\$5))$
2	8	4.7	$D4*(C4/SUM(C\$3:C\$5))$

3	9	4.5	D5*(C5/SUM(C\$3:C\$5))
Student A's Ri Achievement Level		8	SUM(E3:E5)

The methodology for the comprehensive assessment calculation is as follows:

Comprehensive Assessment Value (rounded)=

$$\frac{R1 + R2 + R3 + R4}{4} \times 0.5 + \frac{R5 + R6 + R7 + R8 + R9 + R10 + R11 + R12}{8} \times 0.5$$

The evaluation results corresponding to the Comprehensive Assessment Value are as follows:

- 5 10: Excellent
- 9: Good
- 8: Medium
- 7: Pass
- 6: Fail

- 10 The comprehensive assessment results are applied to Item 4.5 of the Diploma Supplement. For details, please refer to Section 4.2.3 of this document and the relevant appendices.

For students enrolled in the Software Engineering Program from 2022 to 2024, the graduation requirement attainment data for all students can be found in Appendix 05.02 Statistical Table for Graduation Requirement Attainment in SE. This appendix includes the graduation requirement attainment data for each student, with exemplary student data shown in **Fig. 8**.

- 15

Student Graduation Requirement Achievement Query

↓ Select StudentID Here ↓

StudentID:	20221001043
------------	-------------

ClassID:	22-SE
----------	-------

Entry-year:	2022
-------------	------

GRs	St Achievement	Grade Average
R1	7	8,2
R2	7	8,4
R3	8	8,2
R4	7	8,1
R5	8	8,3
R6	8	8,4
R7	8	8,7
R8	8	8,5
R9	9	9,0
R10	8	8,7
R11	9	8,7
R12	9	8,7

Overall	良Good	良Good
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Note: Course Incomplete, not the final graduation grade

Achievement Radar Chart

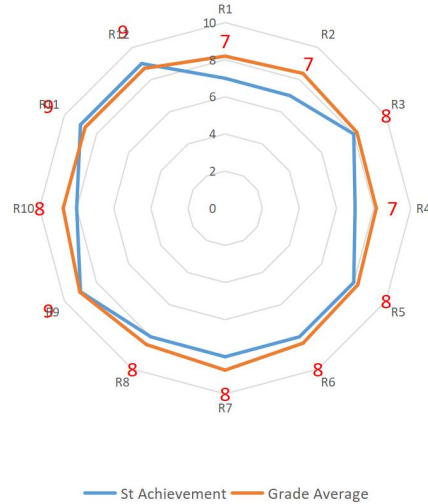


Fig. 8 Example of SE Graduation Requirements Achievement

Digital Media Arts Program

The attainment level of all courses (including the graduation project and internship assessment), measured per credit, equivalently supports the attainment level of the corresponding graduation requirements. For example, assume that according to the objective matrix, graduation requirement R_i is supported by three courses (which may include the graduation project and internship), namely C_1 , C_2 , and C_3 . The credit values of the three courses are 1, 2, and 3 respectively, and Student A's attainment levels in these three courses are 7, 8, and 9. Then, Student A's attainment level for R_i would be 8. The calculation process is shown in Table 14 below:

The methodology for the comprehensive assessment calculation is as follows:

$$\text{Comprehensive Assessment Value (rounded)} = \frac{R2+R3}{2} \times 0.5 + \frac{R1+R4}{2} \times 0.5$$

The evaluation results corresponding to the Comprehensive Assessment Value are as follows:

10: Excellent

9: Good

8: Average

7: Pass

6: Fail

For students enrolled in the Digital Media Arts Program from 2022 to 2024, the graduation requirement attainment data for all students can be found in Appendix 05.04 Statistical Table for Graduation Requirement Attainment in DMA. This appendix includes the graduation requirement attainment data for each student, with exemplary student data shown in **Fig. 9**.

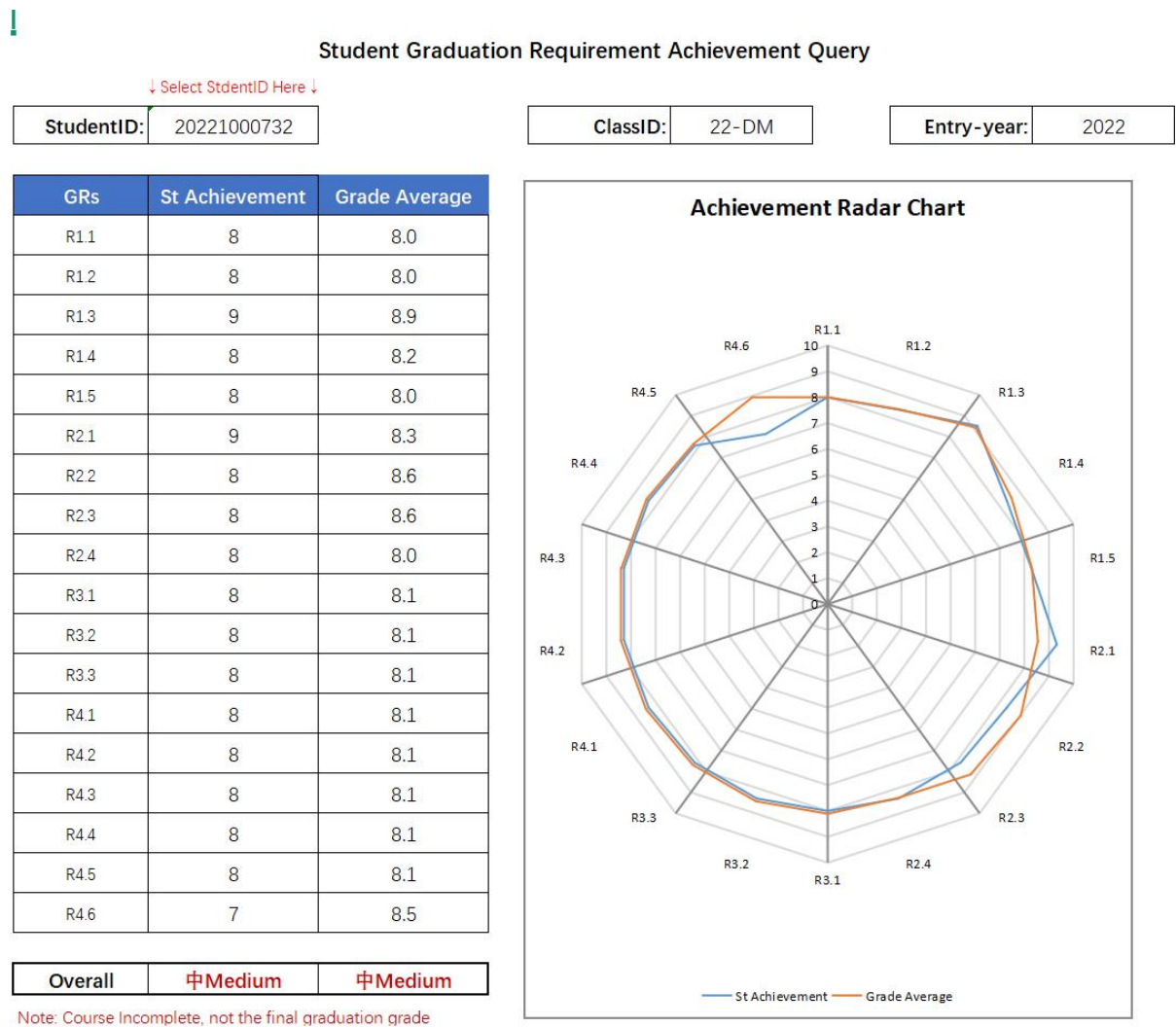


Fig. 9 Example of DMA Graduation Requirements Achievement

2.3 Exams: Organization and Implementation

2.3.1 Transparency in Assessment Criteria

To ensure that examination assessment criteria are transparent for both students and teachers, the following measures have been implemented:

- 5 Clear Publication of Assessment Criteria: At the beginning of each semester, the evaluation methods, grade composition ratios, examination scope, and assessment indicators are clearly communicated.

Clear Publication of Examination Schedules: Each semester is structured as follows:

- Weeks 1 to 16: Teaching weeks
10 Weeks 17 and 18: Student review and preparation period for assessments
Week 19: Examination and assessment week

- Transparent Grading Process: In accordance with the university's provisional regulations on test paper grading (see Appendix 17.01 Measures for the Administration of Undergraduate Examination of YCBM), after examinations conclude, the Teaching and Research Office
15 collectively conducts centralized grading, score entry, verification, and analysis of learning outcome attainment.

2.3.2 Compensation measures under unfavorable exam conditions

Compensatory Measures for Adverse Exam Conditions

- According to the Regulations for the Administration of Undergraduate Examinations of
20 Yunnan College of Business Management, it is explicitly stipulated that students who are unable to participate in the final examination of a course due to legitimate reasons must submit a deferral request at least one week prior to the exam. The request must be approved by the academic leadership of their college and subsequently submitted to the Academic Affairs Office for final review before the deferral can be granted.

25 2.3.3 Handling of academic misconduct

To ensure fairness, equity, and integrity in the academic and examination environment, Yunnan College of Business Management has established clear management policies regarding examination violations, fraud, plagiarism, and breaches of academic integrity.

- For instances of examination misconduct, such as cheating during exams or negligence in
30 proctoring duties by faculty, the college strictly adheres to the "Yunnan College of Business

Management Examination Violation Handling Procedures" (see Appendix 17.01 Measures for the Administration of Undergraduate Examination of YCBM).

2.4 Assessment and Improvement of Examinations

As stipulated by institutional policies, exam assessment serves as a critical mechanism and integral component of course quality monitoring, while course evaluation relies on exam assessment data. The two processes complement each other and jointly contribute to the enhancement of course quality. Exam assessment directly reflects students' mastery of course knowledge as well as their ability to apply what they have learned to solve problems. It helps identify issues and shortcomings in course instruction, thereby providing a basis for course improvement.

Upon completion of each course examination, the instructor conducts analysis and summary of the exam through test paper review and student evaluations of teaching. The test paper analysis focuses primarily on evaluating students' learning attainment across various knowledge modules. Based on the level of attainment, subsequent instructional designs are adjusted accordingly. Meanwhile, student evaluations of teaching provide valuable feedback for refining exam assessment methods.

3 Resources

3.1 Faculty and Faculty Development

3.1.1 Current Status of the Teaching Team

Software Engineering Program

The Software Engineering program currently has a total of 14 full-time and part-time faculty members, with a student enrollment of 200. The student-faculty ratio is 1:14, which meets the national standards for engineering programs. The faculty structure is well-balanced, comprising 3 professors, 4 associate professors, and 5 lecturers. Senior professional titles account for 50% of the faculty, and 86% hold a master's degree or higher.

Statistics on the age, professional title, and educational background of the faculty group are shown in the following **Fig. 10**:

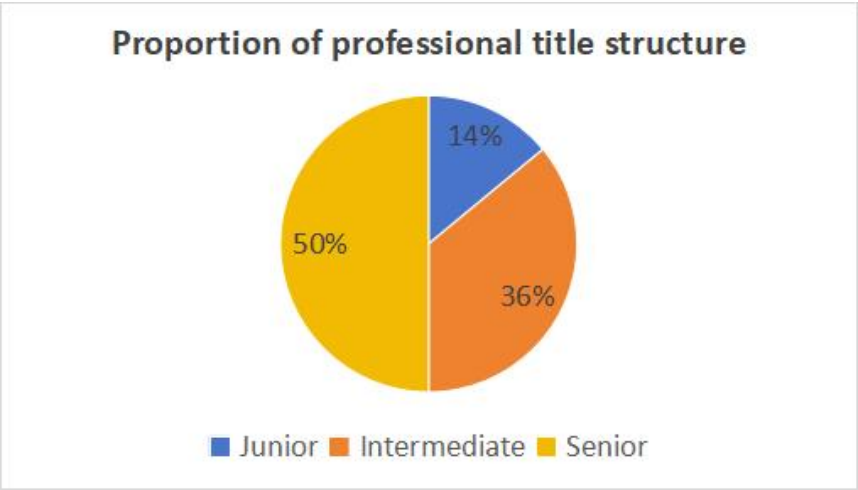


Fig.10 Propotton of professional title structure

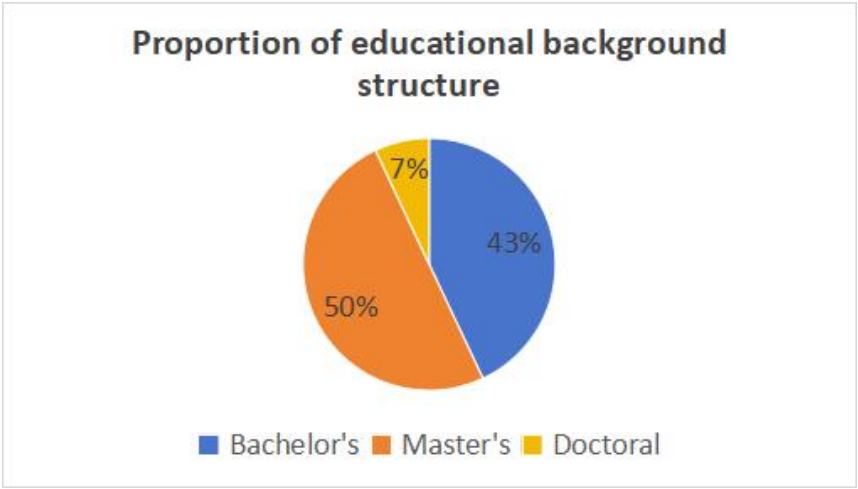


Fig. 11 Proportion of educational background structure

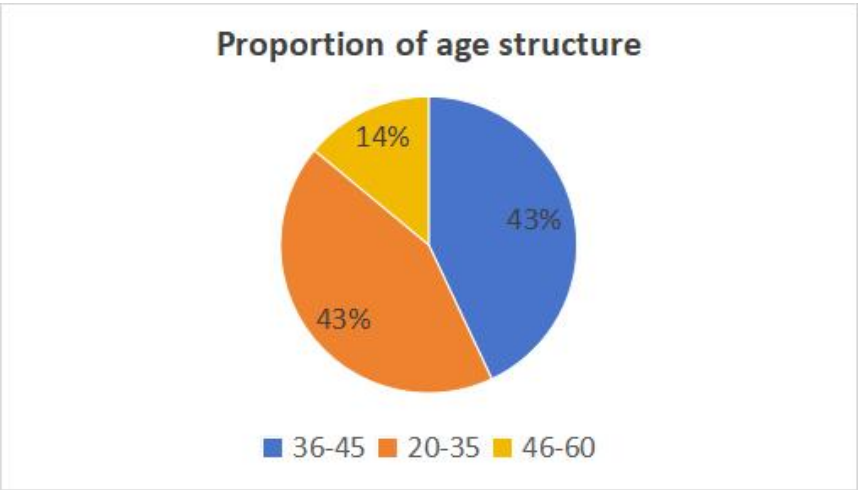


Fig. 12 Proportion of age structure

The teaching staff demonstrates a well-structured composition in terms of age, educational background, and professional and technical positions, with overall qualifications that fully meet the institutional positioning and talent cultivation objectives.

A detailed list of faculty structure ratios can be found in (Appendix 19.01 Staff Handbook -SE).

Digital Media Arts Program

The faculty team of the Digital Media Arts Program program has been further optimized in terms of composition. Among the 21 faculty members, 10% hold senior professional titles; 50% of the full-time faculty hold associate senior titles; 100% possess graduate-level degrees; and 24% are “dual-qualified” professionals combining academic and practical expertise (see **Fig.13**). All main instructors on the roster hold at least the rank of lecturer or a master’s degree, with one faculty member holding a doctoral degree and three others currently pursuing doctorates. These faculty members are deeply engaged in fields such as digital media technology applications and the cultural and creative industries, integrating their research projects closely with teaching content. Overall, the quality and qualifications of the teaching staff adequately meet the requirements for talent cultivation in this discipline.

A detailed list of faculty structure ratios can be found in (Appendix 19.02 Staff HandBook -DMA).

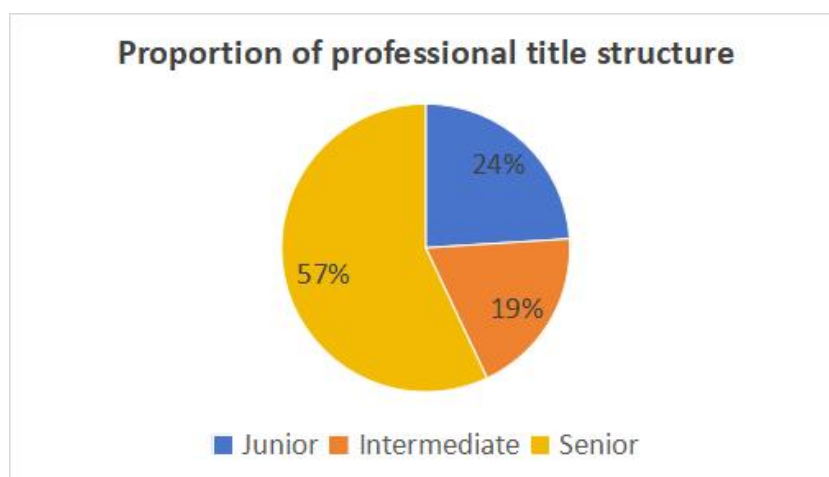


Fig.13 Proportion of professional title structure

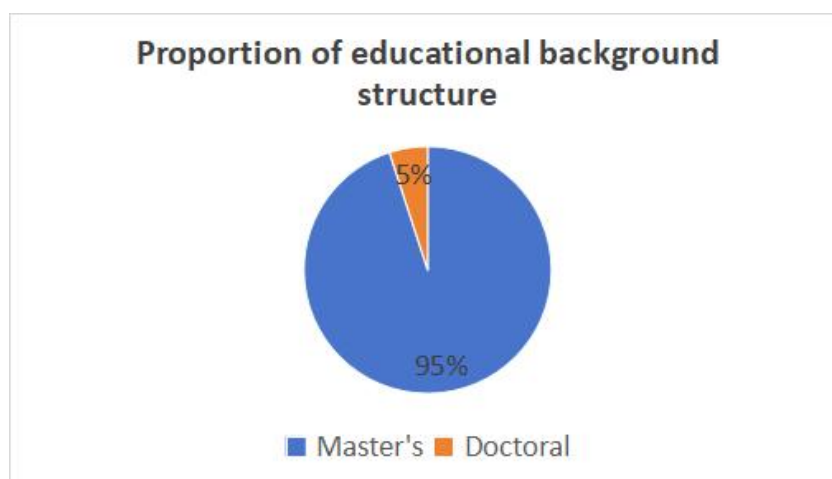


Fig. 14 Proportion of educational background structure

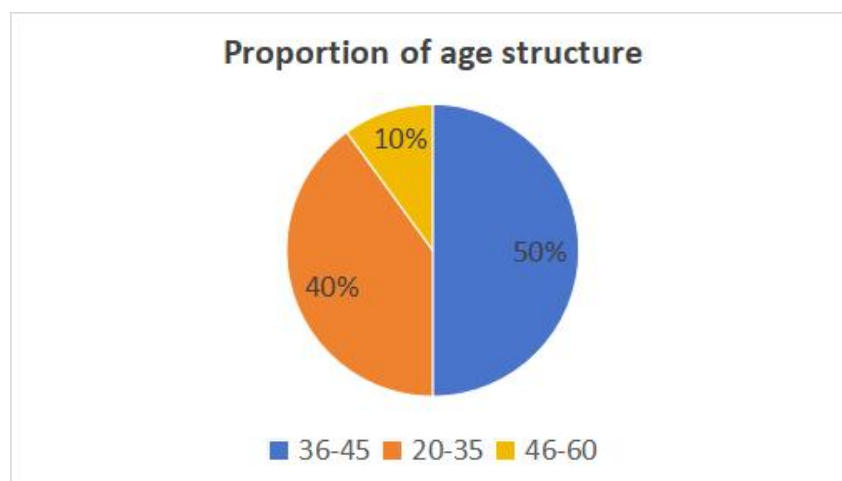


Fig.15 Proportion of age structure

5 3.1.2 Teacher Development Policy and Planning

The college places great emphasis on faculty development. In its development plan (see Appendix 04.03 School Development Plan), it emphasizes the requirement of "simultaneously introducing external talents and cultivating internal resources to build high-level disciplinary teams". The specific goals include further optimizing the structure of the disciplinary team, continuously enhancing the research capabilities of academic leaders and key members, and making the cultivation of outstanding young academic talents the core task of disciplinary team construction to promote sustainable and healthy development of the disciplines. The school aims to establish and nurture no fewer than 10 teaching and research teams at the college level annually.

15 To strengthen the talent development system and enhance the training and development of faculty and staff, the college has formulated the "Yunnan College of Business Management

Regulations on Improving Faculty Academic Qualifications and Professional Competence (Revised)" (see Appendix 20.01: Notice on the Regulations for Improving Faculty Academic Qualifications and Professional Competence). These regulations clarify the focus on teachers' professional development and the long-term growth of the college, with the goal of updating professional knowledge and comprehensively improving professional competence. The key emphasis is on optimizing the academic qualification structure of the faculty, continuously enhancing the educational level, academic capability, and innovation capacity of teachers, particularly young and middle-aged key faculty members, and building a high-quality teaching team that meets the college's development needs. The regulations also specify details regarding the target groups, basic principles, and policy support for faculty development.

The cultivation of young teachers is an important component of faculty development. To help newly recruited young teachers quickly establish professional commitment, improve their professional competence, and undertake the responsibility of educating students, the college plans to implement the "Mentoring Project" (Qinglan Project). The "Notice on the Implementation Plan for the college's 'Mentoring Project'" (see Appendix 20.03: Implementation Plan for the College's "Mentoring Project") provides detailed planning on specific training objectives, working principles, target participants, duration, and other related matters.

To further standardize the recruitment and management of part-time faculty, fully leverage and motivate their enthusiasm, utilize outstanding external talent resources, and build a long-term, stable, and morally and professionally excellent part-time faculty team, the school has formulated the "Yunnan College of Business Management Regulations on the Management of Part-Time Faculty (Revised)" (see Appendix 20.02 Notice on the Management Regulations for External Faculty of YCBM). These regulations specify the responsibilities, recruitment criteria, hiring procedures, compensation, and management during the appointment period for part-time faculty.

3.2 Student Support and Student Services

Yunnan College of Business Management provides comprehensive support and services to students, ensuring they receive ample assistance and guidance in academic, life, and career development aspects. Centered on "student development", the institution has established functional departments such as the Career Guidance Center, Student Center, Mental Health Center, and Student Financial Aid Center, forming a college- and academy-level student affairs management and service system. The institution has formulated the "Yunnan College

of Business Management Counselor Work System" and the "Yunnan College of Business Management Class Teacher (Academic Advisor) Management Measures (Trial)" (see Appendix 20.04 YCBM Academic Advisor Appointment Management Measures), ensuring a full and strong team of academic advisors, counselors, psychological counseling teachers, and career guidance instructors. Teachers are encouraged to actively participate in student mentoring. Platforms such as the President's Mailbox, University Leadership Reception Day, and the "One-Stop" Student Service Center have been established to create communication mechanisms among the institution, teachers, and students.

3.2.1 Organizational Structure

The functional departments providing student support and services can be categorized into the following four types:

(1) Academic Support

The library offers students abundant academic resources and learning spaces, including an art gallery, study rooms, lecture halls, and smart classrooms, to meet diverse learning needs.

The Academic Affairs Office ensures smooth academic progression through systematic student record management, course scheduling, and teaching resource development.

(2) Life Support

The University Hospital provides medical, healthcare, and psychological consultation services to safeguard students' physical and mental well-being. The Security Office maintains campus safety and handles emergencies to ensure a secure living environment. The Infrastructure and Logistics Department is responsible for campus maintenance, catering services, and utility supply, facilitating students' daily lives.

(3) Career Development

The Employment and Admissions Office offers career guidance and planning services, organizes recruitment events, and assists students in achieving high-quality employment. The Practical Training Center and the College of Innovation and Entrepreneurship enhance students' practical skills and entrepreneurial capabilities through hands-on training and innovation education.

(4). Comprehensive Services

The Student Affairs Office oversees ideological education and daily student management, providing financial aid and mental health counseling. The Student Union, as a representative

body, safeguards student rights, organizes campus activities, and promotes holistic student development.

Through the collective efforts of these departments, Yunnan College of Business Management is committed to delivering all-round support and services to meet students' academic, daily life, and developmental needs during their studies, thereby providing a solid foundation for cultivating high-quality applied talents.

3.2.2 Student Services

(1) Enhancing Academic Guidance and Career Planning Education

A comprehensive academic support team has been established, primarily composed of academic advisors, counselors, and professional faculty, to create a student development-oriented academic guidance system. This system leverages the roles of professional faculty, academic advisors, and counselors to provide hierarchical, all-round, and whole-process academic guidance to students. Freshmen receive strengthened orientation and academic guidance, with a focus on cultivating their learning abilities. A mentorship system is implemented for all grade levels, emphasizing the development of practical and innovative skills. Graduates receive focused employment guidance and entrepreneurship training.

(2) Strengthening Employment and Entrepreneurship Guidance and Services

A leading group for employment and entrepreneurship has been established, equipped with a team of employment and entrepreneurship mentors. Courses such as "Career Planning and Employment Guidance" have been introduced. An employment mentoring program has been implemented, with annual career planning competitions and innovation and entrepreneurship contests organized. Industry experts and alumni are invited to deliver series of thematic lectures, while SYB and online entrepreneurship training programs are conducted. High-quality employment bases have been developed, and specialized employment initiatives such as the "Special Post Plan" and "Three Supports and One Assistance" are implemented. A "pairing assistance" program for graduates from economically disadvantaged families has been launched. Regular online and offline campus job fairs are held annually to provide graduates with ample employment opportunities. The "Regulations on the Supervision and Management of Graduate Employment Statistics at Yunnan College of Business Management", the "Verification System for Graduate Destination Settlement Statistics at Yunnan College of Business Management," and the "Graduate Quality Tracking Survey System at Yunnan College of Business Management" have

been revised. A graduate tracking mechanism has been established, utilizing methods such as questionnaires, seminars, site visits, and telephone interviews to conduct in-depth follow-up surveys. This comprehensive approach aims to fully understand the quality of talent cultivation and provide data support for program adjustments and teaching reforms.

5 **(3) Emphasizing Mental Health Education**

A "1245" mental health work system has been established. The Implementation Measures for Mental Health Work have been formulated to improve the four-level (college-faculty-class-dormitory) linkage mechanism for psychological crisis warning and prevention. The construction of the university's Mental Health Education Center and college-level psychological workstations has been strengthened, providing students with both online and offline one-on-one counseling services.

(4) Enhancing Financial Aid Services

A comprehensive financial aid system has been established, including scholarships, grants, loans, compensation, work-study programs, and tuition waivers. A "Green Channel" is set up to ensure that no student is deprived of education right due to financial difficulties.

3.3 Funding and Equipment

3.3.1 Funding Sources and Budgetary Standards

The university's funding sources include tuition revenue, research grants, social donations, and other channels, ensuring diversity and stability in financial resources. The institution implements scientific and rational financial planning, formulating annual budgets and long-term development plans to ensure the reasonable allocation and effective utilization of funds.

Investment in funding and equipment meets the undergraduate teaching evaluation indicators, which include:

25 Annual Routine Teaching Expenditure per Student $\geq$ RMB 1,200 (pending confirmation from the Academic Affairs Department)

Formula: Annual routine teaching expenditure per student = Total routine teaching expenditure/Equivalent full-time student enrollment.

Routine Teaching Expenditure refers to expenses incurred in undergraduate teaching activities and auxiliary operations, specifically including commodity and service expenditures under basic teaching costs. These cover office expenses (including examination fees,

handling charges, etc.), printing, consulting, postage, transportation, travel, international expenses, maintenance, leasing, conferences, training, specialized materials (including sports maintenance), labor costs, and other teaching-related commodity and service expenditures (such as student activity fees, membership fees for teaching consultative research institutions, teaching reform and research operational costs, and commissioned services). Data are drawn from final accounting statements.

Routine Teaching Expenditure as a Percentage of Total Recurrent Budgeted Educational Funds and Tuition Revenue $\geq 13\%$ (Statistical caliber for routine teaching expenditure aligns with the above description.)

Proportion of Newly Added Teaching and Scientific Research Equipment Value

Proportion of newly added teaching and scientific research equipment (with reference to the Ministry of Education document Jiao Fa [2004] No. 2): The proportion of newly added teaching and scientific research equipment should be $\geq 10\%$. For universities with a total value of teaching equipment exceeding 100 million yuan, if the newly added value of teaching equipment in the current year exceeds 10 million yuan, this indicator is considered met.

Teaching and Research Equipment Value per Student

Formula: Teaching and research equipment value per student = Total value of teaching and research equipment/Equivalent full-time student enrollment (refer to Ministry of Education Document JiaoFa [2004] No. 2).

Standards:

Comprehensive, normal, and ethnic universities; engineering, agricultural, forestry, and medical institutions: $\geq$ RMB 5,000 per student.

Physical education and art institutions: $\geq$ RMB 4,000 per student.

3.3.2 Quantity and Quality of Infrastructure

The total value of the university's teaching and research equipment reaches RMB 181.7586 million. The library houses 2.5179 million printed books and 1.6019 million electronic books. The university has established 24 experimental (practical training) centers, including those for Preschool Education, Software Engineering Program, and Basic Medicine. Among these, one is recognized as a Key Laboratory of Yunnan Provincial Universities, one as a Yunnan Provincial Experimental Teaching Demonstration Center, and one as a Yunnan Provincial Virtual Simulation Experimental Center. Additionally, 343 off-campus internship and training

bases have been jointly built with industries, enterprises, and institutions. A high-speed, stable, and efficient campus network has been implemented, achieving 10-Gigabit connectivity to buildings, 100-Megabit access to desktops, and comprehensive wireless coverage.

- 5 The college has established 10 research institutions, including the Modern Supply Chain Research Institute, Industrial Intelligent Application Technology Research Institute, and Big Data Accounting Research Institute. It possesses one Engineering Research Center of Yunnan Provincial Universities and one Yunnan Provincial University Scientific and Technological Innovation Team. The university has undertaken 1 National Social Science Fund project, 3
10 National Natural Science Foundation projects (as the second participating unit), and 1 Youth Project of the Ministry of Education Humanities and Social Sciences Fund. Furthermore, 111 provincial-level research projects and 41 horizontal projects have been approved. The faculty has published 179 academic works, edited 51 textbooks, and produced 262 core journal papers. A total of 2,322 patents (invention patents, utility model patents, and
15 software copyrights) have been authorized. The university has also carried out 839 social service projects.

Software Engineering Program

- The School of Information and Intelligent Engineering comprises five major experimental centers: Information Engineering Experiment, Electrical Comprehensive Experiment,
20 Intelligent Manufacturing Experiment, Engineering Training, and Automotive Engineering Experiment. Among these, the Information Engineering Experiment Center includes the Software Project Development Laboratory, Software Development Fundamentals Laboratory, Communication Network Laboratory, Communication Technology Laboratory, Big Data Application Laboratory, Big Data Governance Laboratory, and Communication Network
25 Laboratory. Supported by a funding investment of RMB 3.66 million, these laboratories collectively form a comprehensive support system ranging from basic skills to engineering practice, and from single-technology training to integrated application. This solid foundation ensures the effective delivery of teaching across various courses.

Digital Media Arts Program

- 30 The Digital Media Arts Program program boasts advanced teaching facilities and equipment, which are capable of supporting experimental teaching activities. In addition to shared public laboratories on campus, there are 9 specialized laboratories for the program, including 7 dedicated labs and 2 shared labs.

In 2024, an investment of 6.21 million yuan was made to establish a new Black Box Immersive Theater Lab, among other facilities. The campus laboratories fully meet the needs for course instruction and practical training projects, ensuring a 95% utilization rate for experimental teaching. The total investment in teaching facilities and equipment has reached nearly 6.8 million yuan, covering systems such as motion capture and facial capture, 3D printing, 3D scanning, graphics workstations, digital illustration devices, photography and videography equipment, and film post-production equipment.

3.3.3 Construction of Off-Campus Training Bases

Off-campus practical teaching bases are one of the fundamental operational conditions of the institution. The construction and management level of these bases directly impact the quality of practical teaching and play a crucial role in cultivating the practical, innovative, and entrepreneurial abilities of high-quality application-oriented talents. To further deepen educational and teaching reforms, fully leverage the role of off-campus practical teaching bases in the practical teaching process, strengthen their management, and promote their development, the "Yunnan College of Business Management Regulations on the Construction and Management of Off-Campus Practical Teaching Bases (Revised)" (see Appendix 03.01 YCBM Regulations on the Construction and Management of Off-Campus Practical Teaching Bases) has been revised in accordance with the institution's actual circumstances.

Software Engineering Program

The Software Engineering Program has established teaching practice partnerships with over 20 enterprises in the information and digital services industry, including 6 deep collaboration partnerships. In 2025 alone, 30 students will undertake internships or employment at these enterprises. (See Appendix 03.03 School-Enterprise Cooperation Agreement Document-SE).

Company Name	Location	Industry	Main Business Direction
Beijing Seeyon Collaborative Software Co., Ltd.	Southwest Region (Chongqing)	Software Services	Software Development and Services
Yonyou Network Technology Co., Ltd.	Yunnan Region	Software Services	Software Development and Services
Chengdu Zhida Chengyuan Technology Co., Ltd.	Chengdu	Software Services	Software Development and Services

Beijing Woodpecker Cloud Health Technology Co., Ltd.	Yunnan	Software Services	Software Development and Services
Yunnan Dayuan Software Co., Ltd.	Yunnan	Software Services	Software Development and Services
Yunnan Yiwujie Medical Network Technology Co., Ltd.	Yunnan	Software Services	Software Development and Services

Digital Media Arts

The Digital Media Arts Program program has established 9 high-quality off-campus practice bases, offering students abundant opportunities for hands-on experience. Collaborative agreements with local governments and organizations, including the Nansha Town People's Government and Yunnan Rural Blue Store Technology Co., Ltd., have been signed to facilitate these off-campus practice bases. Students' participation has injected new vitality into the rural revitalization efforts in Yuan Yang County, bringing innovative ideas and providing new perspectives and action plans to address local challenges. Through these practical experiences, students gain an understanding of the implementation and challenges of rural revitalization strategies, accumulating valuable experience for their future studies and career development.

Off-campus practice base agreements include a collaboration with Yunnan Taistinn Cultural Communication Co., Ltd., a creative CG art team that has won international awards. The company, with a 20-member CG production team, specializes in next-generation games, UE film commercials, educational training, and animation derivative product development. It is one of the few provincial companies outside of Yunnan providing large-scale CG outsourcing services for top-tier domestic and international game art projects, including those for Tencent, NetEase, Youzu, Shengqu, and Giant.

Another collaboration is with Beijing Mars Times Technology Co., Ltd., one of the earliest companies to enter the digital art field in China. For over 20 years, Mars Times has been dedicated to providing industry-wide services in CG, including information, talent, art, and technology support. Their services cover all CG applications, including game design, interactive media, film animation, and architectural visualization. The company also owns various professional service institutions in areas such as online media, career education, online education, publishing, and design production, and is recognized as a "Double Soft"

enterprise and a high-tech company by the government. (The full agreement is attached 03.04 School-Enterprise Cooperation Agreement Document -DMA). Specific cooperating units are shown in the table below:

No.	Internship Base Name	Category	Establishment Time	Function	Professional	Is there an agreement
1	Yunnan Rural Landian Off-campus Practical Teaching Base	Sole proprietorship	2023.04	Employment Internship	Digital Media Arts Major	Yes
2	Jiabao Culture Media Off-campus Practical Teaching Base	Sole proprietorship	2023.12	Employment Internship	Digital Media Arts Major	Yes
3	Yunnan Jincai Xiaoguo Culture Communication Co., Ltd. Off-campus Practical Teaching Base	Sole proprietorship	2023.11	Employment Internship	Digital Media Arts Major	Yes
4	Yuxi Jinyu Stone Industry Co., Ltd. Off-campus Practical Teaching Base	Sole proprietorship	2023.05	Employment Internship	Digital Media Arts Major	Yes
5	Yuanyang County Nansha Town Off-campus Practical Teaching Base	Sole proprietorship	2023.07	Employment Internship	Digital Media Arts Major	Yes
6	Beijing Mars Times Technology Co., Ltd. Off-campus Practical Teaching Base	Sole proprietorship	2024.04	Employment Internship	Digital Media Arts Major	Yes
7	Yunnan Taisiding Culture	Sole	2023.0	Employ	Digital	Yes

	Communication Co., Ltd. Off-campus Practical Teaching Base	proprie torship	8	ment Internshi p	Media Arts Major	
8	Jianshui Ancient City Tourism Investment Co., Ltd. Off-campus Practical Teaching Base	Sole proprie torship	2024.0 4	Employ ment Internshi p	Digital Media Arts Major	Yes
9	Kunming Daotuo Culture Communication Co., Ltd. Off-campus Practical Teaching Base	Sole proprie torship	2023.0 5	Employ ment Internshi p	Digital Media Arts Major	Yes

4 Transparency and Documentation

4.1 Module Description

According to the template provided by ASIIN, our Module Descriptions include the following elements:

Course Title, Course Level (program Level): Undergraduate, Course Code: (Internal university coding system), Module Category: (Course category, with a total of 5 major categories), Semester Offered, Course instructor, Lecturer(s), Language of Instruction: Mostly Chinese, Course Type: Compulsory or Elective, Teaching Methods, Workload: Converted according to ECTS standards, Credits, Prerequisites, Intended Learning Outcomes (ILOs) and Corresponding program Objectives/Graduation Requirements: Includes ILO number, description, and corresponding program objective/graduation requirement, Course Content, Learning and Assessment Requirements, including Assessment Methods, Teaching Media, Reading List, The above course description framework is fully compatible with the format provided in the ASIIN template.

Students can access the latest version of the Module Handbook for their program on the official website (<https://xxznxy.ynjgy.edu.cn/XZASIIN/>, https://yscm.ynjgy.edu.cn/YC_ASIIN/) (see Appendix 09.01 Module Handbook - SE, 09.02 Module Handbook - DMA), which provides a comprehensive overview of all courses offered in the program; Academic advisors

and course instructors also remind students to review the full course descriptions before the start of classes and especially prior to selecting electives, with particular attention to key elements such as workload, credits, prerequisites, and assessment methods.

4.2 Diploma and Diploma Supplement

4.2.1 Academic Credentials and Degree Certificates

According to the university's student management regulations (See Appendix 01.03 Regulations on Student Management of YCBM), students officially registered at the university who, within the maximum allowable duration of study, complete all courses specified in the curriculum plan, pass all required assessments, obtain the minimum total credits for graduation, acquire relevant vocational qualification certificates, and meet graduation requirements in terms of moral, intellectual, physical, aesthetic, and labor education, will be approved for graduation and awarded a graduation certificate (See Appendix 21.04: Sample Diploma Certificate, 21.05: Sample Degree Certificate).

Undergraduate students who meet the degree-awarding criteria will also receive a Bachelor's Degree Certificate (See Appendix 21.05 Sample Degree Certificate). The university has established a University-level Degree Committee and various Sub-committees. The University-level Committee includes a Bachelor's Degree Office (under the Academic Affairs Department) responsible for day-to-day operations. Sub-committees are organized by academic disciplines and departments. The issuance of Bachelor's degrees follows the regulations outlined in the university's Constitution of the Bachelor's Degree Evaluation Committee, in accordance with the Degree Regulations of the People's Republic of China (see Appendix 21.01 Constitution of the Degree Evaluation Committee of YCBM). To ensure the quality and security of degree information, the university has also implemented a Degree Information Management Policy which defines the responsibilities for managing degree-related information (see Appendix 21.02 Degree Information Management Policy of YCBM).

4.2.2 Diploma Supplement

The Diploma Supplement (see Appendix 21.03 Diploma Supplement - SE) is designed with reference to the ECTS requirements and sample modules of diploma supplements, while incorporating appropriate adjustments based on the operational practices of Chinese universities.

4.3 Related Regulations

Yunnan College of Business Management operates under a governance model in which the President is responsible under the role of the political core and the function of oversight and safeguards, with the Party Committee playing under “decision-making by the board of directors, political leadership by the Party committee, president being responsible, academic governance by professors, and democratic management”. The university has established a governance structure that integrates the decision-making power of the Board, the political leadership of the Party Committee, the administrative responsibility of the President, academic governance by faculty, and democratic participation. The university has also instituted a range of organizational systems, including the Board of Directors, Party Committee, President’s Executive Meeting, Joint Party-Administration Meeting, Faculty Congress, and Student Congress. This framework ensures sound regulations, standardized decision-making processes, and effective oversight, enhancing the university’s governance capability based on the rule of law and scientific decision-making.

4.3.1 program Objectives and Curriculum Structure

The program objectives and curriculum structure of Yunnan College of Business Management clearly define the graduation requirements and course standards that students must meet. These form a mutual agreement between the institution and students, outlining respective rights and obligations. For example:

Student Obligations: To fulfill all curricular requirements, master foundational theories, specialized knowledge, and basic professional skills, and develop preliminary abilities to engage in professional or technical work.

Institutional Obligations: To offer corresponding courses and teaching resources, ensuring students are supported in achieving program goals, along with providing necessary assistance and facilities

4.3.2 Rights and Obligations Defined by Institutional Policies

Beyond program goals and curricula, the college has established multiple policy documents that further define the rights and obligations of both the institution and students, including but not limited to the following:

(1) Student Integrity Record Management Policy

Rights: Students have the right to access and manage their integrity records. The university is responsible for safeguarding students' privacy and ensuring the authenticity, fairness, and completeness of record data.

- 5 Obligations: Students must follow school rules, provide truthful information in their integrity records, commit to honesty, and accept supervision from relevant parties.

(2) Student Appeal Handling Policy

- 10 Rights: Students have the right to file an appeal if subjected to disciplinary actions and to expect fair and just handling. The Appeal Committee is responsible for reviewing and resolving such appeals.

Obligations: Students must comply with university rules, face disciplinary facts honestly, file appeals through proper procedures, and provide necessary supporting evidence.

(3) Financial Aid Policy for Economically Disadvantaged Students

- 15 Rights: Economically disadvantaged students have the right to apply for financial aid and benefit from various assistance programs offered by the university.

Obligations: Students must truthfully report their financial situations, use aid appropriately, and must not falsify information or misuse resources.

(4). Student Dormitory Management Regulations

- 20 Rights: Students have the right to use the dormitory facilities provided by the university and enjoy a safe and comfortable living environment.

Obligations: Students must adhere to dormitory rules, take care of public property, maintain cleanliness and safety, and refrain from damaging or misusing facilities.

All rights and obligations mentioned above are detailed in the Student Affairs Office's relevant policy documents.

(5). Student Union

- 25 Rights and Obligations: The Student Union is a mass organization under the guidance of the University Party Committee and the Youth League Committee. Members have the right to participate in university governance, voice student concerns, and safeguard student interests. They must also comply with the Student Union charter, actively participate in its
30 activities, and support its work.

Management Mechanism: A strict evaluation system is in place to ensure discipline and work efficiency among Student Union members. Performance is monitored through quantitative assessments to promote effective and healthy development of the organization.

(6).Teacher-Related Policies

5 Teachers are the core and soul of a university, responsible for teaching, research, social service, and cultural innovation. To protect Teachers' rights and clarify their duties and ethical standards, the university has developed a Teacher Management Manual. In accordance with the Faculty Management Manual established by the institution, faculty enjoy the following rights and must fulfill the following obligations:

10 **Teacher Rights:** 1. Autonomy in teaching and education 2. Academic freedom and the right to professional development 3. Participation in democratic governance and oversight 4. Access to professional support and institutional protection 5. Legal protection and respect for personal dignity

15 **Teacher Obligations:** 1.Uphold professional ethics and comply with legal standards 2.Educate and mentor students 3.Pursue academic innovation and serve society 4.Safeguard the university's interests and reputation 5. Participate in public service and academic collaboration

To support these rights and obligations, the university has established organizations such as the Labor Union and Women's Federation, along with corresponding regulations: (1) **Labor Union:** Acts as a bridge between the Party and faculty/staff, represents their interests in university governance, and protects their legal rights. Members are encouraged to actively participate in union activities and contribute to the university's stability and harmony. (2). **Women's Federation:** Protects the legal rights of female faculty, promotes the implementation of gender equality policies, and encourages members to participate in its activities and enhance their awareness and capacity to protect their own rights under the law. (See Appendix for results of full-school satisfaction survey)

5 Quality Management: Quality Assessment and Development

30 Yunnan College of Business Management firmly upholds the educational philosophy of "putting people first" and "prioritizing quality". It has successively formulated the Implementation Plan for Enhancing the Quality of Undergraduate Talent Cultivation (see

Appendix 02.04 Implementation Programs of YCMB for Improving the Quality of Undergraduate Talent Cultivation) and the Outline of the Education and Teaching Quality Assurance System (see Appendix 02.05 Notice on YCBM on Issuing the Outline of Education and Teaching Quality Assurance System) A systematic quality assurance system has been

established, deeply integrated with the Outcome-Based Education (OBE) philosophy, along with a full participation mechanism, achieving continuous improvement in professional quality. The deep involvement of students and faculty, data-driven decision-making mechanisms, and resource development through industry-academia collaboration together form the core competitiveness of the internal quality assurance system, as illustrated in the

Fig. 16.

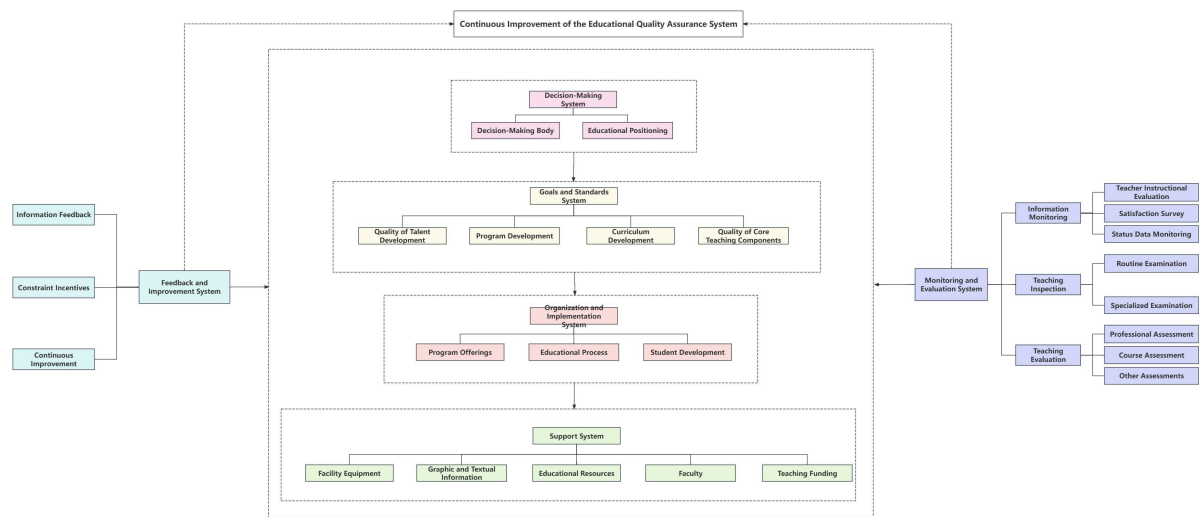


Fig. 16 Framework of the Education and Teaching Quality Assurance System

In the comprehensive evaluation of undergraduate programs in Yunnan Province, the principles of "promoting development through evaluation" and "promoting improvement through evaluation" are followed. programs are evaluated comprehensively across key dimensions such as curriculum, faculty, and teaching materials, aiming to align program development with the university's overall strategic positioning. Continuous efforts are made to strengthen teaching quality monitoring, optimize the allocation of educational resources, and enhance the quality of talent cultivation—ultimately delivering more high-quality, application-oriented graduates to society and supporting the high-quality development of the university's educational mission.

5.1 Overview of the Teaching Supervision System

To fully implement the international accreditation philosophy of “student-centered, outcome-oriented, continuous improvement”, the Software Engineering Program has established a three-tier supervision mechanism under a dual level (college + academy) teaching supervision framework: “college-level coordination — academy as primary responsible body —program-level execution. This ensures that quality throughout the process of talent cultivation is controllable, measurable, and improvable.

I. Institutional Basis and Organizational Structure

- College-level regulations: Guided by the "Teaching Supervision Regulations at College and Academy Levels of Yunnan College of Business Management" (see Appendix 02.16 Notice on Issuing the Teaching Supervision Regulations at College and Academy Levels of YCBM) and the "Notice on Establishing the Teaching Supervision Team for the First Semester of 2024-2025 in the School of Information and Intelligent Engineering" (see Appendix 02.17 Announcement of the Teaching Supervision Team for the 2024-2025 First Semester by -CIIE) (hereinafter collectively referred to as the "Teaching Supervision Regulations at College and Academy Levels"), the supervision tasks, working models, information feedback, and appeal channels are clearly defined.

- Organizational structure: The system implements supervision groups at college and academy levels. The university forms a University Teaching Supervision Team, and each secondary college (or unit) establishes a College level Teaching Supervision Team.

II. Duties and Working Modes

- First level duties of the college Level Teaching Supervision Team

(1) Based on the Regulations on college & academy Level Teaching Supervision, to conduct specialized investigations and evaluations across the university relative to talent training goals, focusing on areas such as the talent cultivation plan, course construction, faculty, classroom teaching, practical teaching, etc., and to offer constructive suggestions.

(2) Using the “teaching supervision, learning supervision, management supervision” triad model to carry out class observations, inspections, teacher student discussions, questionnaire surveys, etc., in order to identify and report common issues in teaching, providing basis for institutional teaching reform and quality enhancement.

(3) To guide, inspect, and assess the teaching supervision work of the academy, ensuring effective collaboration between college and academy level supervision systems.

- Second level duties of the academy-level Teaching Supervision Team

(1) Under the leadership of academy administration (Party & administrative leaders), responsible for monitoring the order, norms, and quality of regular teaching operations in that academy, especially at the start, mid term, and end of semester; evaluating classroom teaching quality.

(2) Around the key phases of professional/course development, faculty, selection of textbooks, practical teaching, graduation thesis (or design), final examinations, etc., performing pre checks, process monitoring, outcome evaluation; producing written reports and providing suggestions for improvement.

(3) Tracking the implementation of improvements within the college; at least twice each semester participate in teaching & research activities; conduct special class observations and assistance for newly appointed teachers, adjunct/external teachers, and teachers whose teaching effectiveness is unsatisfactory; ensuring continuous improvement in teaching quality.

III. Information Feedback, Appeal & Continuous Improvement

- Feedback mechanism: Supervision information is communicated to relevant teachers and teaching units in three forms: on site feedback, monthly feedback, and special feedback.

- Appeal process: Parties involved may file an appeal to the college level supervision office within 3 working days; if the college level cannot resolve, the appeal is escalated to the university level supervision office. The university office, in coordination with related departments, investigates and resolves the matter, giving a decision within 10 working days.

Through the above system, each academy has formed a teaching supervision system characterized by “clear standards — normative operation — data support — effective improvement”, providing a solid guarantee for meeting ASIIN accreditation requirements and ensuring quality in talent cultivation.

5.2 Overview of the Course Assessment Implementation Plan

In accordance with the "Undergraduate Course Quality Rating Evaluation Work Plan of Yunnan College of Business Management" (see Appendix 02.04 Implementation Programs of

YCMB for Improving the Quality of Undergraduate Talent Cultivation), the implementation plan for course evaluation at our institution is outlined as follows:

I. Guiding Ideology

5 Guided by Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era; implementing the spirit of the Ministry of Education's Opinions on First Class Undergraduate Course Construction; fulfilling the fundamental mission of moral education; uncovering elements of ideological and political education in courses; benchmarking first class standards, good courses with good remuneration; making courses high quality, strengthening teachers, engaging students, applying rigorous management, and achieving real effects; and
10 constructing a higher level talent cultivation system.

II. Objectives and Significance

Using the closed loop mechanism of "course team self evaluation → expert evaluation → feedback and rectification" to comprehensively understand the current state of course teaching; based on evaluation results, propose targeted improvement suggestions; promote
15 continuous optimization of course content, teaching methods, faculty, teaching resources, and assessment methods; use the course level evaluation as leverage to ensure high quality, effective supply of courses and support for first class program construction.

III. Basic Tasks

Through assessment of course self evaluation reports and supporting materials, course
20 construction plans, and evaluations from the school and students about course teaching, fully understand the actual situation of course teaching; provide improvement suggestions and recommendations; and push forward sustained construction of first class undergraduate courses.

IV. Assessment Principles

25 **Advancement:** Benchmark against national and provincial level first class courses; absorb advanced teaching philosophies and building experience; continuously optimize course objectives, content, and structure.

Layeredness: Depending on the positioning of the course in the talent cultivation plan, disciplinary characteristics, and the target students, evaluate in different dimensions;
30 emphasize student learning outcomes and degree of achievement of course objectives.

Improvement oriented: Combine student evaluations, peer evaluations, expert evaluations; combine self evaluation with re-evaluation; combine qualitative and quantitative;

immediately correct identified problems; form long term mechanism for continuous improvement.

Guidance: Strengthen integration of ideological and political education in courses; highlight application oriented course features; link course levels to remuneration (better courses get better pay); motivate teachers to invest in course construction and strive for excellence.

Objectivity, Science, Democracy, Fairness, Efficiency: The assessment process should not disrupt normal teaching order; ensure data are real, conclusions credible, results usable.

V. Evaluation Methods

Implement a “academy self evaluation + college revaluation” model. academy self evaluation organized by the department responsible for the course; college re evaluation organized by the Course Center; when necessary perform classroom observations, teacher student discussions or sampling.

VI. Implementation Procedures

Course self evaluation: Course team carries out self evaluation according to the indicator system, writes a self evaluation report, prepares a “class presentation” video, prepares Appendix materials.

Submit materials: Course team submits the self evaluation report and related materials to the University Academic Affairs Office (Course Center).

Expert evaluation: University draws experts from the expert pool to review the materials item by item, and suggests a course level.

Summarize & rectify: The department responsible for the course construction summarizes experience and shortcomings based on the review feedback; formulates improvement measures; launches a new round of course construction; courses rated D must complete rectification within one year and participate in re evaluation.

VII. Use of Assessment Results

Assessment results are divided into four levels: A (Excellent), B (Good), C (Meets Standard), D (Does Not Meet Standard):

- Level A courses are retained for 5 years, included in exemplary course management, and serve as demonstrations and models.
- Level B courses are retained for 4 years, included in development course management.

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- Level C courses are retained for 3 years, included in standard meeting course management.
 - Level D courses are given a one year deadline for rectification and re evaluation in the following year; courses rated D for three consecutive years are discontinued.

5 The university, based on the Yunnan College of Business Management Teacher Course Teaching Quality Assessment Measures (Trial), conducts semesterly assessments of course teaching quality and increases course remuneration based on course level to incentivize teachers to build first class courses continuously.

5.3 Overview of Teacher Teaching Quality Evaluation

10 In full implementation of the "Implementation Plan for Enhancing the Quality of Undergraduate Classroom Teaching at Yunnan College of Business Management" (see Appendix 02.04 Implementation Programs of YCMB for Improving the Quality of Undergraduate Talent Cultivation) and in accordance with the "Outline of the Education and Teaching Quality Assurance System at Yunnan College of Business Management" (see
15 Appendix 02.05 Notice on YCBM on Issuing the Outline of Education and Teaching Quality Assurance System), the university regards classroom teaching as the primary channel and main front. It integrates the evaluation of teaching quality into the college and academy-level quality assurance systems, forming a closed-loop mechanism for continuous improvement through a four-dimensional evaluation system involving "students, supervisors,
20 peers, and academic units."

I. Evaluation Dimensions

Teacher teaching quality evaluation mainly covers the following dimensions:

Teaching norms: teacher ethics and conduct, posture and demeanor in teaching, classroom discipline and attendance management.

25 **Teaching operation:** preparation before class, instructional design, adherence to teaching calendar, updates to lesson plans/courseware.

Classroom teaching effectiveness: teaching methods (BOPPPS, flipped classroom, blended learning, etc.), use of information technology, student attentiveness and participation.

Course construction: setting course standards, textbook selection and evaluation, construction of online/open courses and case repositories.

Teaching management: baseline classroom management (e.g. single lecture $\leq$ 75 minutes, self study $\leq$ 20 minutes, etc.), completeness of teaching documentation.

- 5 **Teaching reform & research:** innovation in teaching modes, publishing research in teaching & learning, leading teaching reform projects at college level or above.

Teaching achievements & contributions: guiding students to participate in competitions, construction of “Golden Courses”, teaching achievement awards, and contributions by the teacher to the college/academy.

10 ***II. Evaluation Methods***

Teaching quality evaluation comprises four parts: student evaluation, supervision evaluation, peer evaluation, and evaluation by the academy. Each part uses a percentage score; the final result is one of four grades: Excellent, Good, Pass, Fail.

Student evaluation (30%)

- 15 In accordance with the "Notice on the Implementation and Management Measures for Student Evaluation of Teaching at Yunnan College of Business Management" (see Appendix 02.18: Notice on the Implementation and Management Measures for Student Evaluation of Teaching at YCBM) and other relevant documents, student evaluations are conducted mid-semester each term. The evaluation criteria focus on professional ethics and conduct,
- 20 classroom management, the currency of content, and learning gains. The average score from two semesters is included in the overall evaluation.

Supervision evaluation (20%)

- College level and academy level supervisors conduct class evaluations and scoring in accordance with the "College and Academy Level Teaching Supervision Regulations", with
- 25 the best score from two semesters being selected. Emphasis is placed on the classroom observation of "complex engineering problem-solving skills".

Peer evaluation (20%)

- The teaching/research office or course team organizes it once per semester; evaluation dimensions include “integration of ideological and political education in the course” and
- 30 “incorporation of innovation & entrepreneurship elements”; the proportion of “excellent” grades is capped at $\leq$ 40%.

Evaluation by the teaching unit (30%)

The College's joint Party administration meeting makes a comprehensive score based on annual teaching & research activities, course construction, teaching contributions, and effectiveness of rectification; results are publicly announced for 3 working days; if no objections, they take effect.

III. Evaluation Process

Start of semester: Teachers submit syllabus, teaching plans, and final assessment scheme; the college archives these materials.

Mid semester: Supervision and peer observation of classes and student online evaluations take place in parallel.

End of semester: Research unit aggregates evaluation results from all four parts; the college converts scores uniformly and publishes them.

During winter/summer break: Academy organizes feedback meetings; outstanding teachers share experience; teachers needing improvement make rectification plans; college tracks and follows up.

IV. Use of Results

- **Grade Definitions:** Excellent (≥ 90); Good (80 90); Pass (60 79); Fail (< 60).

- **Positive incentives:** Those rated Excellent are prioritized in title promotion, position appointment, awards; two consecutive Excellent ratings may qualify a teacher as a university level key instructor.

- **Constraint mechanism:** Those rated Fail are suspended from lecturing rights, required to attend academy organized teaching skills improvement training; re eligibility only after passing evaluation; those failing for two consecutive years are reassigned off main lecturing duties.

Through the above measures, the College ensures that teacher evaluation emphasizes both bottom lines: norms of teaching and high standards of moral & educational mission, forming a quality culture of continuous improvement and striving for excellence.

5.4 Overview of the program Construction Self Evaluation Implementation Plan

According to the Undergraduate program Construction Self Evaluation Implementation Plan of the School of Information & Intelligent Engineering (see Appendix 02.16: Notice on Issuing the Teaching Supervision Regulations at College and Academy Levels of YCBM), the self evaluation and construction plan for all undergraduate programs in the university (including the two accredited programs) can be summarized as follows:

I. Guiding Ideology

Using the college's positioning of "application oriented, regionally rooted, open" as the overall guideline; upholding the principle of "evaluation promotes construction, evaluation promotes improvement, evaluation promotes management, evaluation and construction combined, emphasis on construction"; focusing on the thread of "student centered, outcome oriented, continuous improvement"; using goal orientation, problem guidance, and factual judgement methods; strengthening the central role of talent cultivation; clarifying each program's training objectives and positioning; promoting substantial construction and characteristic development; comprehensively improving the level of undergraduate program construction and quality of talent cultivation.

II. Principles for Self Evaluation

Subjectivity: programs are the primary body responsible for quality; conduct self diagnosis, self improvement, and self advancement.

Goal orientation: Based on college positioning and talent cultivation objectives; pay attention both to outcomes and to the process of implementation.

Developmental: Focus on deep content building and sustained quality improvement; perfect long term internal quality assurance mechanisms.

Guidance: Use evaluation to promote construction; coordinate faculty, resources, funding; favor key programs and characteristic directions.

Empirical: Speak with data, support with cases, compare with standards; ensure conclusions are objective and credible.

III. Objects of Self Evaluation

All undergraduate programs of the college (excluding those which are no longer enrolling or have been discontinued).

IV. Evaluation Methods

- 5 Adopt a two level model of “Academy self evaluation + college expert group re-evaluation”; the indicator system references the Yunnan Province comprehensive professional evaluation scheme; in total 6 first level indicators, 17 second level indicators, 38 observation points plus 2 additional items, covering training objectives, graduation requirements, faculty, teaching resources, quality assurance, cultivation outcomes etc.; data collection period is the most
- 10 recent three years, adjustable dynamically in line with new directives from the Ministry of Education or Provincial Education Department.

V. Organization and Responsibilities

1. Academic Affairs Office: Overall coordination of the annual self evaluation plan; issuing notices; organizing university expert group review; publication and filing of results.
- 15 2. Academy: Main responsibility for self evaluation; the dean is the primary accountable person; responsible for mobilizing, coordinating, resource allocation, and major issue decision making.
3. program Leader: Specifically organizes data reporting for their program; writing materials; preparing supporting documents; formulating and implementing rectification plans.

VI. Implementation Steps

(1). Academy Self Evaluation

Training documents: organize all teachers to study the indicator system and evaluation spirit;

- 25 Data collection: complete the program Basic Data Table, collate data on talent cultivation status over the past three years;

Report writing: complete program self evaluation report, issue list of problems and improvement strategies;

Preliminary review of materials: internal pre review by the Academy Teaching Guidance Committee; feedback from Academic Affairs Office for revisions.

(2). Expert Review

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Review materials: expert group reviews self evaluation materials a week in advance;

On site inspection: listen to program report, conduct in depth interviews, examine original records, visit labs and practice bases;

Feedback: on site feedback meetings + written Expert Review Opinion Report.

5 **(3). Rectification & Construction**

Formulate plan: program submits rectification/construction plan within one month based on expert opinions;

Implementation of improvements: academy tracks implementation; Academic Affairs Office carries out mid term sampling checks;

- 10 Submission of report: after one year of rectification, submit report on implementation; this serves as important evidence in the next self evaluation cycle.

VII. Evaluation Results & Application

(1). Classification of results: Results divided into four levels: Excellent, Good, Pass, Fail. Excellent: total score ≥ 90 ; Good: $80 \leq \text{score} < 90$; Pass: $70 \leq \text{score} < 80$; Fail: < 60 .

- 15 **(2). Application of Results:** programs rated “Excellent” receive rewards and are prioritized in applying for undergraduate teaching engineering and teaching reform projects. programs rated “Fail” have admission quotas restricted; subject to re-evaluation; if still fails, admission is suspended.

- 20 **(3). Rectification Plans:** Each program drafts a rectification plan per the expert group's opinions, submits within one month; after one year, submits a report on rectification, used as important evidence for the following self evaluation.