

Appendix A-1 Graduate Survey



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Graduate Survey Questionnaire

Dear Employers,

Thank you for your strong support to our university's employment work!

In order to improve the quality of talent training and employment work of our university, we specially carries out a feedback survey on the work performance of graduates and the employment service of our university for the majority of employers. This survey is anonymous, it will take you 2-3 minutes to answer the questionnaire, the information will be strictly confidential, please feel free to answer according to the actual situation.

Finally, your feedback is very important to us, thank you again for your support!

School of Art and Design, Shanghai University of Engineering Science



I. Basic Information

A1.(Required) Name of your organization:

A2. Which class of students are you recruiting?

A3. Current size of your organization (unit type selected as "7. State-owned enterprise, 8. Private enterprise/individual, 10. The answer of the person who is a "three-funded enterprise")

1. The World and China Top 500
2. Only the World Top 500
3. Only the China Top 500
4. Non-top 500 large enterprises
5. Medium-sized enterprises
6. Small and micro enterprises

A4. (Required Answer) Which majors does your company mainly recruit fresh graduates of our school?

II. the evaluation of the quality of talent training

1. Training orientation and training objectives

B1. The consistency of our school's talent training positioning and training objectives with the needs of industry talents

1. Very consistent
2. Consistent
3. Relatively consistent
4. Inconsistent

2. Graduation requirements

B2. The overall satisfaction of the fresh graduates of our school.

	Very satisfied	satisfied	Relatively satisfied	Not satisfied
Overall performance				
Political literacy				
Professionalism				
Professional ability				
Work ethic				
Practical ability				
Ability to learn				



Ability to innovate				
Organization and coordination ability				
Team spirit				
Communication skills				
Psychological quality and ability to work under pressure				

III. Curriculum System

B4. The consistency between the curriculum system offered by our school and the needs of talents for the development of the industry

1. Very consistent
2. Consistent
3. Relatively consistent
4. Inconsistent

B5. The degree of conformity between the teaching content of our courses and the actual work needs of the industry

1. Very consistent
2. Consistent
3. Relatively consistent
4. Inconsistent

B6. What do you think needs to be improved in talent training of our school?

1. It has been perfected and needs no improvement
2. Strengthen the training orientation, training objectives and social needs of the adaptation
3. Strengthen the adaptation of curriculum Settings, teaching content and social needs
4. Strengthen the cultivation of students' basic professional knowledge and skills
5. Strengthen professional practice teaching links
6. Strengthen students' comprehensive quality training
7. Strengthen students' professional ethics education
8. Others

IV. Comments on recruitment services

C1. Your organization's overall satisfaction with our recruitment service

1. Very satisfied



2. Satisfied
3. Relatively satisfied
4. Not satisfied

C2. Which recruitment services of our university do you think need improvement?(multiple choices)

1. No need to improve
2. Improve service attitude
3. Strengthen communication between school and enterprise
4. Expand service projects
5. Increase the number of recruitment sessions
6. Others



Achievement of Training Objectives for Industrial Design Major

1. The achievement of training objectives of graduates who have graduated for about 5 years

The graduates who graduated about 5 years ago were selected to conduct a questionnaire survey on the achievement of training goals, involving the classes of 2019 (4 people), 2020 (5 people), 2021 (5 people) and 2023 (13 people), and 27 samples were recovered. Most of the graduates of this major from 2019 to 2023 said that they had basically reached their professional training goals. The students generally said that they have a strong sense of responsibility, scientific rational spirit, leading aesthetic judgment, and systematic professional knowledge of industrial design. Master the design thinking, expression, communication and management skills of industrial design, be able to engage in industrial design research and development, promote professional development, undertake industrial design education and related research work, have the ability to start their own businesses, and are high-level applied industrial design professionals who meet the needs of China's socialist modernization. As well as compound applied industrial design talents to meet the needs of the country's social, economic and cultural development.

2. Career achievements and goals achieved five years after graduation

In the past five years, 44.4% of the graduates of this major work and major equivalent or basic equivalent. 7.41% of graduates earn more than 20,000 yuan, 33.333% of graduates earn more than 10,000 yuan, 14.81% of graduates earn 8000-10,000 yuan, 22.22% of graduates earn 5000-8000 yuan, and 22.22% of graduates earn 3000-5000 yuan, as shown in Figure 1.





Figure 1 Monthly income before tax

As shown in Figure 2, the working units of graduates of this major in the past five years are as follows: public institutions account for 3.7%, state-owned enterprises and foreign joint ventures account for 11.11% respectively, and private enterprises account for 59.26%, accounting for the largest proportion. Others account for 14.81%.

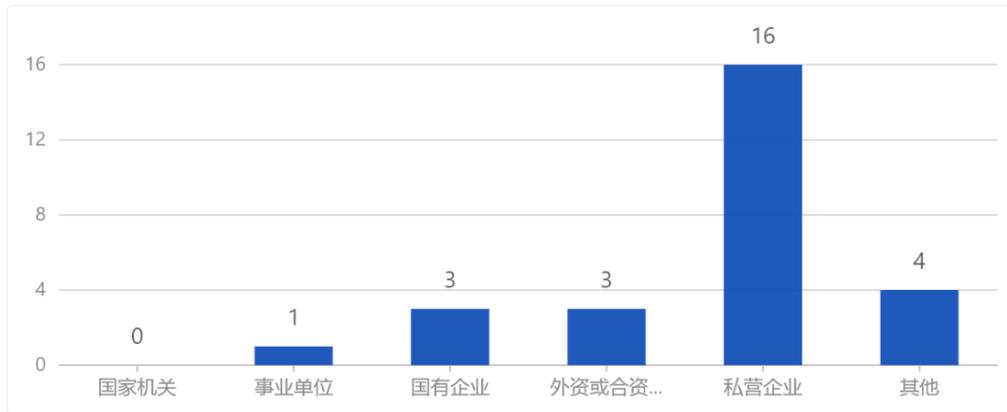


Figure 2 Work unit nature

Five years after graduation, the graduates of this major were promoted, 18.52% of them were reused, 48.15% were commended and praised, 25.93% were average performance, and 7.41% were not suitable for the current job. As shown in Figure 3.

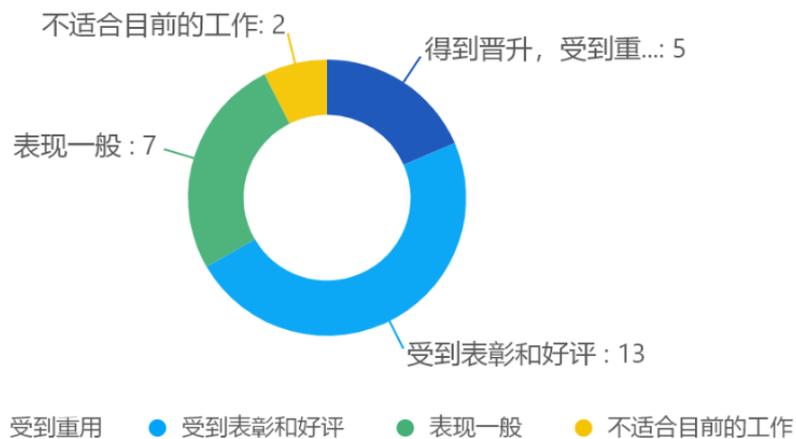


图3 工作表现

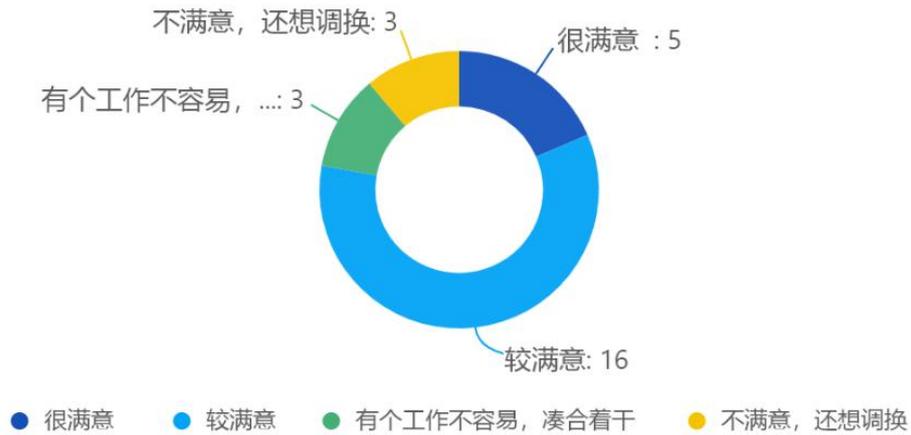


Figure 3 Work performance

Figure 5

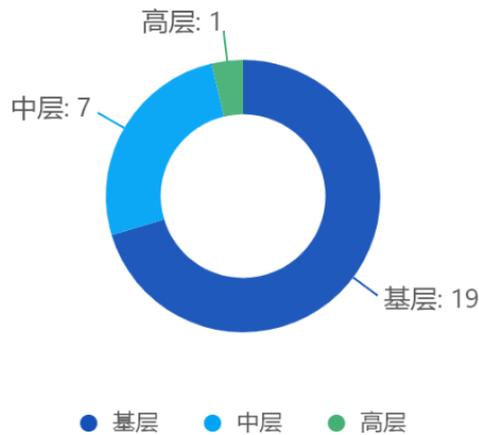


Figure 4 Satisfaction with current job status

As shown in Figure 4, 18.52% are very satisfied with the current work status, 59.26% are relatively satisfied, and 22.22% are moderately satisfied and dissatisfied. After graduation, 66.67% of the students have never changed their work units. 7.41% of the students started their own businesses. 11.11 percent went on to obtain a master's degree. 3.7% are pursuing a master's degree. 70.37 percent are working at the grassroots level, 25.93 percent at the middle level and 3.7 percent at the senior level.



Industrial design (transportation) professional training target rationality evaluation report

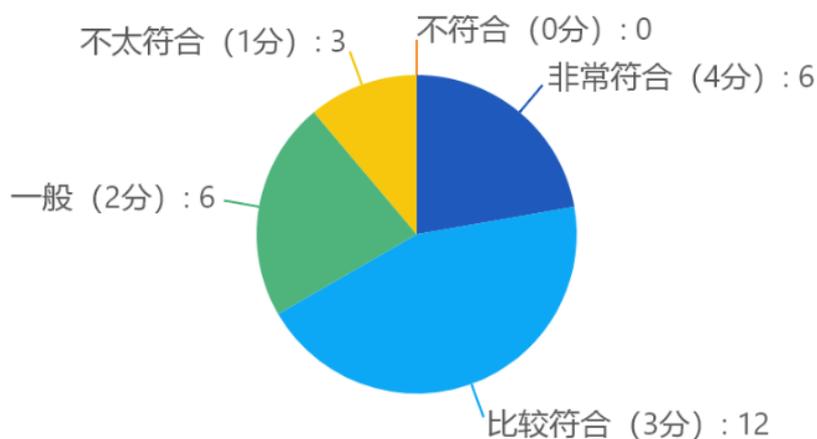
1. Training objectives of this major

This major aims to cultivate students with strong sense of responsibility, scientific rationality, leading aesthetic judgment, systematic professional knowledge of industrial design, master design thinking, expression, communication and management skills of industrial design, be able to engage in industrial design research and development, promote professional development, undertake industrial design education and related research work, and have the ability to start their own businesses. High-level, application-oriented industrial design talents to meet the needs of China's socialist modernization, and compound application-oriented industrial design talents to meet the needs of the country's social, economic and cultural development.

2. The rationality evaluation of the training goal of this major

The overall setting of training objectives of this major is reasonable, basically in line with the positioning of the school and the needs of social and economic development.

From the **overall evaluation** of the training objectives of this major, 22.22% think it is very reasonable, 44.44% think it is reasonable, accounting for two-thirds of the total number of graduates. According to the mid-term development of graduates, most of the graduates of this major are still engaged in professional-related work after many years of graduation, which shows that the training goal of this major has achieved a good effect. It reflects the recognition of the graduates of this major to the professional training objectives.



From the perspective of **school positioning**, 18.52% think that it is very consistent with the development and change of employers, and 40.74% think that it is relatively consistent. 33.33% think it is very consistent with the positioning of our school, and 40.74% think it is more consistent with the modern engineering application-oriented university. 18.52% think it is very consistent with the development and change of professional education, and 51.85% think it is more consistent. From the perspective of the development quality of mid-term graduates, graduates have strong competitive advantages in the market, and have a high level of ability and knowledge, which also reflects that the school has achieved a good position in running a school.

From the perspective of **meeting the needs of social and economic development**, 25.93% of



graduates think that it is very consistent with the global development trend, and 33.33% think that it is relatively consistent. 22.22 percent of graduates think it is very consistent with national and regional development and change, and 20.74 percent think it is relatively consistent. 25.93% think it is very consistent with the development and changes of the industrial design industry, and 40.74% think it is more consistent.

According to the professional cognition of students in this major, the proportion of students in this major who often pay attention to the industry hot spots and frontier trends related to this major is relatively low, especially freshmen and sophomores; At the same time, the proportion of students participating in professional cognition education is relatively low. On the one hand, schools should encourage students to participate actively and do a good job in publicity activities; On the other hand, it should enrich the skills and literacy requirements of the major and the dynamic development of the industry in terms of content, so that students can keep up with the pace of The Times and understand the latest development and changes of related industries.



Graduation requirements to achieve the degree evaluation

Ability level: graduates engaged in the current job, the corresponding ability to master the situation. A total of 15 abilities are divided into five options from lowest to highest, with 4 points for "very good", 3 points for "fairly good", 2 points for "average", 1 point for "not very satisfactory" and 0 points for "unsatisfactory".

From the perspective of the training goal of this major, this major is oriented to the needs of the industry, and aims to cultivate high-quality applied engineering and technical talents with solid professional theory and engineering practice ability. The achievement of the graduation requirements of this major has well supported the training objectives of the major.

Table 1 15 abilities of graduates of this major

Ability	Mastery level (%)				
	Very good	Better	Average	Less satisfied	Unsatisfied
Fundamentals and expertise	23.08 %	23.08 %	38.46 %	15.38%	0.00%
Ability to solve practical problems	38.46 %	23.08 %	30.77 %	0.00%	7.69%
The ability to use the knowledge to analyze the practical problems of the enterprise	23.08 %	30.77 %	38.46 %	0.00%	7.69%
Ability of literature research, analysis and application	30.77 %	30.77 %	30.77 %	7.69%	0.00%
Design innovation ability	38.46 %	23.08 %	30.77 %	7.69%	0.00%
Foreign language application ability	23.08 %	30.77 %	38.46 %	7.69%	0.00%
Social responsibility	38.46 %	46.15 %	15.38 %	0.00%	0.00%
Have scientific and sustainable green design concept and humanistic design awareness	30.77 %	53.85 %	15.38 %	0.00%	0.00%



Ability	Mastery level (%)				
	Very good	Better	Average	Less satisfied	Unsatisfied
Aesthetic literacy	38.46 %	46.15 %	7.69%	0.00%	7.69%
Engineering work ethic	30.77 %	46.15 %	23.08 %	0.00%	0.00%
Good mental state and ability to work in a team	30.77 %	61.54 %	7.69%	0.00%	0.00%
Communication skills	38.46 %	53.85 %	7.69%	0.00%	0.00%
Project management, organization and leadership skills	38.46 %	30.77 %	30.77 %	0.00%	0.00%
Self-directed and lifelong learning ability	30.77 %	46.15 %	23.08 %	0.00%	0.00%
The ability to adapt to enterprise and social development	38.46 %	23.08 %	23.08 %	15.38%	0.00%

The survey results show that the overall ability is generally good, individual ability is not good. Further analysis shows that Practical problem solving ability, design innovation ability, social responsibility, script science and sustainable green design concept and humanistic design consciousness, aesthetic quality, engineering professional ethics, good psychological state and teamwork ability, communication ability, project management, organization and leadership, independent learning and lifelong learning ability, ability to adapt to the development of enterprises and society, etc. Have a good grasp of the above. In terms of basic and professional knowledge and foreign language application ability, the students' grasp is average and needs to be strengthened. In addition, students are not satisfied with the ability to solve practical problems, the ability to use the knowledge to analyze the practical problems of enterprises, and the aesthetic quality of three aspects. The follow-up needs targeted improvement and improvement in this aspect.