Kunming University – Civil Engineering Program Follow-up Survey Report on Graduates and Employer Satisfaction

(Part One: Graduate Follow-up Survey Report)

I. Basic Information

This survey was independently conducted by a third-party professional agency, MyCOS Company, commissioned by the university, to ensure the objectivity and neutrality of the data. In this graduate follow-up survey questionnaire, a total of 164 graduates from the Civil Engineering program participated. Among them, 3.7% had graduated for 1 year, 56.1% for 2 years, 17.7% for 3 years, 15.2% for 4 years, and 7.3% for 5 years.

II. Goal Achievement

1. Achievement of Talent Cultivation Objectives:
From the perspective of talent cultivation objectives, over 50% of graduates rated themselves at the highest level in three dimensions—namely, general competencies and qualities, professional abilities, and service areas and career achievements—while over 30% rated themselves at the second-highest level. Graduates also indicated that the reasonableness of the program's talent cultivation objectives in these three aspects was relatively high.

2. Demand for Relevant Knowledge in the Workplace:
In terms of the demand for relevant knowledge in their work, over 80% of graduates reported a high demand for computer and information literacy as well as professional knowledge and skills, while over 60% reported a high demand for interdisciplinary perspectives and foreign language proficiency. In the future, the program will introduce more specialized foreign language courses and interdisciplinary integrated courses, steadily promote bilingual instruction and interdisciplinary practical projects, incorporate industry case-based training, strengthen application-scenario teaching, and continuously enhance students' interdisciplinary and foreign language capabilities.

3. Demand for Ten General Competencies:
Graduates identified the following ten general competencies as being in relatively high demand in their work: information retrieval and processing,

lifelong learning, reading ability, environmental adaptability, communication and interpersonal skills, innovation ability, critical thinking, teamwork, problem-solving, and organizational leadership. At the same time, over 64% of graduates reported that they possessed all ten of these competencies.

III. Feedback on the Cultivation Process

1. Satisfaction with Six Teaching-Related Aspects:

During their studies, over 57% of graduates expressed satisfaction with the following six teaching-related aspects: teaching models that integrate theory with practice, experiences of interactive learning with classmates, effectiveness of faculty guidance, incorporation of cutting-edge concepts in knowledge delivery, adequacy of teaching resources for learning needs, and interdisciplinary learning experiences. Over 38% expressed a very high level of satisfaction.

2. Perceived Helpfulness of Courses and Suggestions for Improvement:

Graduates indicated that the specialized courses they took were very helpful (36%) or relatively helpful (43%) to their career development or further studies. They regarded core specialized courses as the most important for their career development, and their overall satisfaction with professional education reached 97%. They also noted that the program significantly contributed to broadening their knowledge base, enhancing professional competence, refining their values, and increasing their interest in the field. At the same time, they raised certain issues, including insufficient alignment with industry and corporate needs, inadequate internship and practical training, limited coverage of cutting-edge disciplinary developments, and a lack of interdisciplinary integration. In response, the program will continue to optimize the curriculum system, incorporate more frontier and interdisciplinary content, deepen university-industry collaboration, co-develop practical projects with enterprises, expand internship and practical training components, invite industry experts to participate in instructional design, and align course content more closely with job market demands, so as to comprehensively enhance the suitability of talent cultivation.

3. General Education:

With regard to general education, 62% of graduates considered the allocation of class hours between general education courses and specialized courses to be reasonable; 28% believed that general education courses should be strengthened, while 19% believed that specialized courses should be strengthened. Satisfaction with general education reached 99%, and graduates indicated that general education courses were very helpful to their career development or further studies. They also noted that general education courses greatly contributed to the enhancement of comprehensive

competencies (such as independent thinking, communication and teamwork skills), broadening of knowledge, refinement of values, expansion of personal interests, and strengthening of social responsibility.

4. Relevant Experiences During Studies:

The proportions of graduates who had various relevant experiences during their studies are as follows:

Relevant Experiences	**percentage**
Career Development and Employment Guidance Education (Career Planning Competitions, Mock Job Interview Competitions, etc.)	58%
Innovation and Entrepreneurship Education	46%
Internship and Practical Experience	92%
Academic Research Experience (Undergraduate Research Programs, Laboratory Work, "Challenge Cup" Competitions, etc.)	52%
Cross-university Exchange Experience	20%
Campus Cultural Activities (Student Club Activities, Extracurricular Cultural and Sports Events, etc.)	83%
Social Service Experience (Public Welfare Activities, Volunteer Services, etc.)	79%
Experience as a Student Leader or Award/Honor Recipient	64%

Graduates indicated that these experiences were very helpful to their career development or further studies, with particular emphasis on innovation and entrepreneurship education, which they felt enhanced their innovation and entrepreneurial abilities, overall comprehensive qualities, creative thinking, and entrepreneurial awareness.

5. Satisfaction with Practical Education:
Over 92% of graduates expressed satisfaction with the practical education they received during their studies. They noted that practical education significantly contributed to deepening their understanding of professional knowledge, enhancing professional competence and fostering a sense of responsibility, improving problem-solving abilities, and promoting innovation capabilities. At the same time, they identified four areas in need of improvement: insufficient coverage of cutting-edge disciplinary developments in practical education content, low alignment between practical education content and actual job requirements, limited hands-on operational opportunities during practical training, and inadequate facilities and equipment in laboratories and practice bases. In the future, the program will adhere to the philosophy of continuous improvement, regularly update practical education content by integrating frontier knowledge and job-specific operational skills, expand practical training sessions, and strengthen the development of hands-on abilities. The program will also improve the hardware and software facilities of laboratories and practice bases, ensure the full provision of necessary equipment, and comprehensively enhance the quality of practical education.

6. Satisfaction with Management Services, Teaching, and Faculty:
Graduates reported satisfaction rates of 91%, 94%, and 97% with the university's management services, teaching and education quality, and course instructors, respectively. The overall satisfaction rate with the university reached 96%, and 85% of graduates rated the academic atmosphere as good or above.

IV. Evaluation of Employment Status

The current employment rate of graduates is 100%, among which:

Type of Employer	Party and Government Organs	Public Institutions	State-Owned Enterprises	Private Enterprises	Self-Employment	Higher Education Institutions	Military	Other Public Institutions	Other
percentage	7%	8%	49%	13%	4%	4%	1%	1%	13%

31% of graduates believe that there are abundant job opportunities in their field of study, 48% consider there to be relatively many opportunities, and 18% regard the opportunities as average. 29% of graduates consider their current jobs to be highly relevant to their major, while 47% consider them basically relevant. 50% of graduates believe that the main reason for limited job opportunities is that they have not adequately mastered the knowledge required by employers. The key factors influencing successful job hunting include: higher educational qualifications, strong professional competence, rich practical and internship experience, possession of professional certifications, multiple awards and honors, experience as a student leader, access to sufficient employment information, and mastery of job-seeking skills. The current pre-tax average monthly salary distribution is as follows: below 3,000 RMB (13%), 3,000–5,000 RMB (25%), 5,000–8,000 RMB (45%), and above 8,000 RMB (17%). Over 69% of graduates expressed satisfaction or above with their current jobs; 62% of graduates are satisfied with the career development prospects of their chosen profession; over 80% of graduates believe that their educational qualifications match the requirements of their job positions; 66% of graduates have never changed jobs or switched employers, while 24% have experienced one job change or employer switch.

V. Recommendations for the University

Graduates recommend strengthening practical education, and suggest that the program should evolve in the direction of artificial intelligence, big data, and green/sustainable development. In addition, greater emphasis should be placed on psychological counseling and career guidance services.

(Part Two: Employer Follow-up Survey Report)

I. Evaluation of Talent Quality

Employers reported an overall satisfaction rate of 90% with the graduates, and 89% considered the overall performance of the graduates to be above average. The demand level of employers for the following eleven competencies—namely, problem-solving ability, lifelong learning ability, critical thinking, innovation ability, organizational and management skills, teamwork ability, communication and interpersonal skills, stress tolerance, hands-on operational ability, time management ability, and information technology skills—all exceeded 85%. Meanwhile, employers' satisfaction with our graduates in these eleven areas all exceeded 95%. In terms of five personal qualities—professional norms and ethics, sense of social responsibility, innovation awareness, political literacy, and initiative and proactiveness—employers' demand level reached 96% or above, and their satisfaction with our graduates' performance in these five qualities also

reached 96% or above. Regarding four knowledge domains—basic professional knowledge, cutting-edge professional knowledge, interdisciplinary expertise, and general knowledge—employers' demand level reached 83% or above, and their satisfaction with our graduates' possession of these four knowledge areas reached 95% or above. In terms of job stability, 57% or more of the graduates were considered by employers to be basically stable in their positions, while 40% were considered very stable. Compared with graduates from other universities, 56% of our graduates were rated at the average level in terms of the time required to become competent in their jobs, while 40% were rated above average. In terms of career advancement, 61% of our graduates were rated at the average level compared with graduates from other universities, while 33% were rated above average. The main factors contributing to career advancement among our graduates include strong sense of responsibility, strong initiative and proactiveness, continuous learning ability, good self-management skills, outstanding professional competence, and good presentation/expression skills.

II. Feedback on Talent Demand

95% of employers expressed their willingness to continue recruiting graduates from our university. The primary reasons for hiring our graduates are that their majors are well-matched and that their abilities and knowledge structures meet the work requirements of the employers. The most urgently needed types of professional talent among employers are postgraduates and undergraduates. The main channels through which employers recruit our fresh graduates include: job postings released by the university, university job fairs, recruitment information published on the employers' own websites, professional recruitment websites, internships with the employers, and unified recruitment examinations. In terms of future recruitment intentions, 47% of employers indicated that their willingness to recruit from our university would remain essentially unchanged, while 30% indicated that they would increase the number of hires.

III. Feedback on Cultivation Improvement

Employers believe that the following aspects of the talent cultivation process would benefit from employer involvement: determining the core competencies students need to possess, determining the core knowledge students need to master, curriculum system design, and the establishment of student internship and practical training programs. 75% of employers expressed their willingness to engage in collaborative university-industry education with our university. The primary way employers are currently collaborating with our university is by providing internship opportunities for students. Employers reported an 86% satisfaction rate with the university-industry collaborative education efforts they have undertaken with our university. The satisfaction

rate with the university's on-campus recruitment services was 91%, and over 86% of employers rated the university's career guidance services as good or above.

IV. Recommendations from Employers

Employers recommend strengthening the cultivation of students' abilities in the following areas: practical skills, hands-on operational ability, teamwork and collaboration, professional technical competence, official document writing skills, stress tolerance, lifelong learning ability, social/interpersonal skills, and willingness to take on challenges. At the same time, greater emphasis should be placed on guidance in areas such as employment preparation, interview techniques, mental health, everyday office software proficiency, and professional certification acquisition.

V. Summary

Based on the feedback from both the graduate follow-up survey and the employer follow-up survey, employers have expressed a relatively high level of satisfaction with graduates of this program. Graduates of this program are generally able to meet the job requirements of employers, and the turnover rate is relatively low. Graduates have shown a relatively high level of recognition for the program's teaching and education, faculty competence, and cultivation methods. Among the graduates, 49% are employed in state-owned enterprises, and 7% are employed in party/government agencies or public institutions, with 65% achieving high-quality employment. In terms of income, 62% of graduates have a monthly salary of 5,000 RMB or above; 66% have maintained stable employment without job changes, indicating an overall positive development trajectory for the students.

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