

Rectification Report for ACBSP:

Program of E-commerce

I. Note on Criterion 6.1.7

1. The basic data of the program in Grade 2017 and Grade 2018

1.1 The enrollment and drop-out rate

Grade	Enrollment	Attendance rates	Dropout rates
2017	67	100%	4.40%
2018	61	100%	6.50%

1.1.1 Core course performance in Grade 2017

semester	course	Instructors	Pass rate	Evaluation of teaching achievements	Attendance rate
2017-2018 (1)	Programming Introduction	Zhang Cong	85%	92.1	97%
2017-2018 (2)	E-Commerce	Jiang Chuanjin	98.5%	92.0	98%
	Database	Lei Jing	94.1%	90.7	95.6%
	Academic papers	HanLinlin, Zhou Qiangqiang	98.5%	91.8	97%
2018-2019 (1)	Business Data Analysis	Ge Ruyi	86.4%	91.3	95.6%
	Mobile business	Na Ri	97%	92.9	97%
	CRM	Ge Ruyi	92.6%	91.4	97%
2018-2019 (2)	E-Marketing	Han Linlin	98.5%	91.6	98.5%
	Electronic commercial website planning	Hu Rong	98.5%	89.7	98.5%
	MIS	Long Qingyun	100%	92.0	95.6%

	Professional Practice	Cai Lingfei, Han Linlin, Ge Ruyi, Hu Rong, Li Zhouping Lei Jing, Na Ri	98.50%	92.9	98.50%
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1.1.2 Core course performance in Grade 2018

semester	course	Instructors	Pass rate	Evaluation of teaching achievements	Attendance rate
2017-2018 (2)	Programming Introduction	Zhang Cong	87.5%	91.07	98%
	E-Commerce	Jiang Chuanjin	100%	92.1	98%
2018-2019 (1)	Database	Lei Jing	91%	92.2	100%
2019-2020 (2)	Business Data Analysis	Ge Ruyi	91%	91.3	96.5%
	Academic papers	Han Linlin, Na Ri	98%	93	98%
	E-Marketing	Han Linlin	98%	93.4	100%
	Electronic commercial website planning	Hu Rong	100%	92.2	100%
2020-2021 (1)	MIS	Long Qingyun	96%	92.1	96.4%
	Professional Practice	Cai Lingfei, Han Linlin GeRuyi, HuRong, Na Ri	100%	93.9	98.1%
	Mobile business	Na Ri	98%	93.2	100%
	CRM	Ge Ruyi	93.4%	89	98.2%

The pass rates of grade 2017 and grade 2018 are shown in Figure 1:

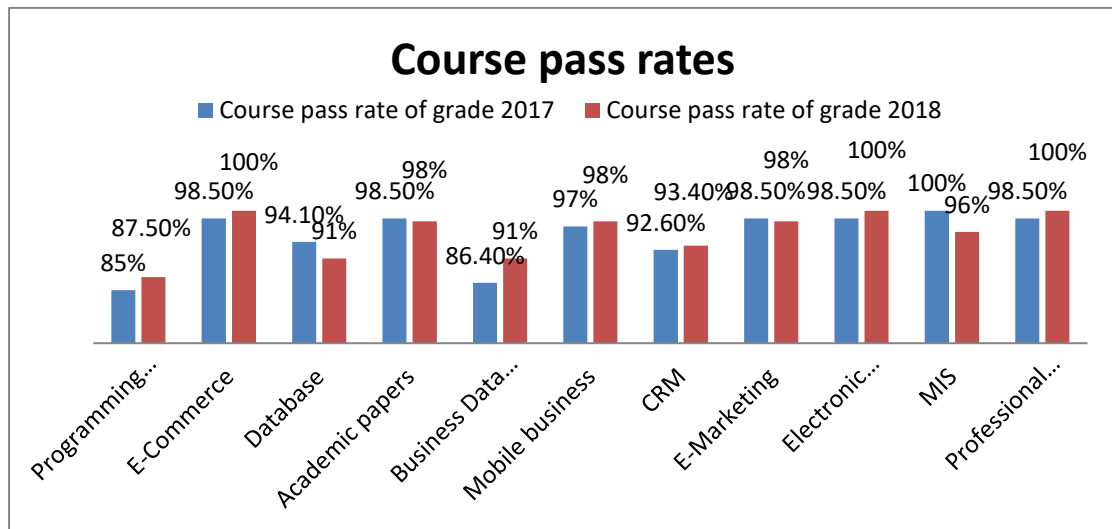


Fig 2 Pass rates of grade 2017 and grade 2018

2. Student feedback and reply of college leaders and professional leaders

2.1 Student complaints and feedback

2.1.1 Add more big data related courses to improve the ability of big data operation.

2.1.2 Learn more essay writing skills through the course of Academic papers.

2.1.3 Learn more knowledge about e-commerce operations that are in line with the market.

2.2 Reply of college leaders and professional leaders

2.2.1 The course management committee held a meeting at the end of the semester together with the department development committee and the school-enterprise joint development committee to discuss the rationality of the course. In accordance with the needs of the e-commerce industry, courses such as big data, big data analysis, data visualization technology, and social network analysis have been added.

2.2.2 Reform the content of academic papers, encourage students who are capable of writing and publishing scientific papers, and guide students to write innovative and entrepreneurial plans.

2.2.3 Reform the content of e-commerce operations courses such as e-commerce marketing and cross-border e-commerce, highlighting the characteristics of e-

commerce digital operations in the context of the big data era.

The feedback of grade 2016 and grade 2017 of e-commerce are shown in Figure 3.

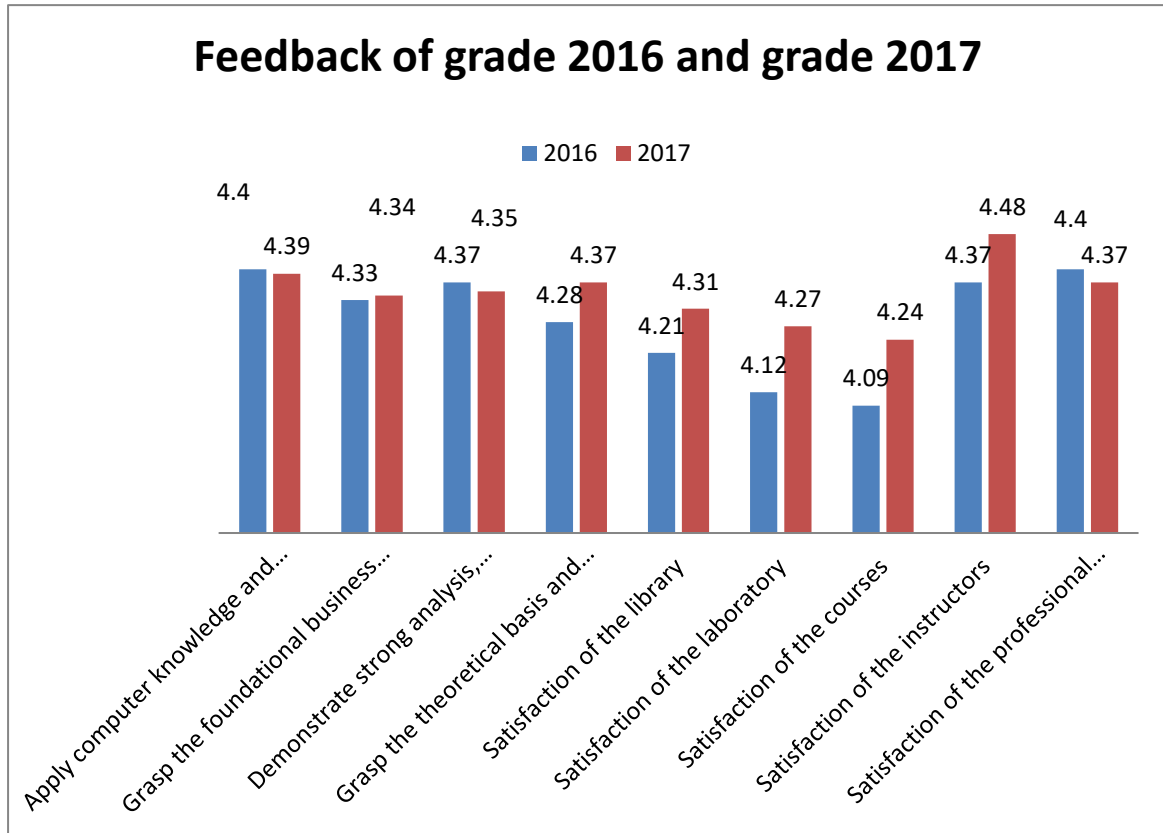


Fig 3 Feedback of grade 2016 and grade 2017

We surveyed the graduates of 2017 and 2018 around the following questions:

1. Apply computer knowledge and skills in the field of e-commerce
2. Grasp the foundational business and management theories and concepts
3. Demonstrate strong analysis, critical thinking skills including English
4. Grasp the theoretical basis and operational skills needed for e-commerce operation
5. Satisfaction of the library
6. Satisfaction of the laboratory
7. Satisfaction of the courses
8. Satisfaction of the instructors
9. Satisfaction of the professional Practice

Based on the survey data of grade 2016 of e-commerce, it is found that the

question of whether the curriculum is reasonable has the lowest score. Therefore, the curriculum management committee together with the department development committee and the school-enterprise joint development committee held a meeting at the end of the semester to discuss the rationality of the curriculum. Combining the demand of the e-commerce industry, we add new courses such as Big Data, Big Data Analysis, Data Visualization Technology and Social Network Analysis. Reform the teaching content of e-commerce operation courses such as E-Marketing and Cross-border E-Commerce, highlighting the characteristics of e-commerce digital operation in the context of the big data era. Reform the content of the Academic papers in different levels, encourage students who have the ability to write and publish scientific and technological papers, and guide students in the writing of innovation and entrepreneurship plans. The feedback of 2017 of e-commerce on whether the curriculum is reasonable or not has been significantly improved compared with 2016 students, from 4.09 to 4.24. The scores of students' evaluation of teaching in the two courses of E-Marketing and Academic papers have also been greatly improved.

II. “Fourteenth Five-Year” Development Plan of E-commerce

1. The background of the "Fourteenth Five-Year" Development Plan of E-commerce

The department of E-Commerce of Shanghai Business School began undergraduate enrollment in 2004. In 2008, it passed the acceptance of Shanghai Educational Highland Construction. In 2015, it was approved as a pilot program for Shanghai applied undergraduate. In 2017, it became the school's first batch of outstanding business education pilot programs and was approved by the Ministry of Education. — Data China's 100-school engineering industry-education integration innovation base, a national-level "new engineering" construction project. In 2018, it was selected as a leading program for the first-class undergraduate construction of universities in Shanghai, and was selected as the first batch of national-level first-class undergraduate professional construction sites in 2019.

Focusing on the new requirements of major national strategic initiatives such as the

"One Belt and One Road", "Supply-Side Structural Reform", "Strategic Manufacturing Power", "Internet +", "Big Data" and other major national strategic measures for talent training, promote education reform and innovation, and fully implement the construction of first-class undergraduate professional construction sites work, specially formulated the e-commerce professional "14th Five-Year" development plan.

2. The overall goal of development plan of E-commerce

During the "14th Five-Year Plan" period, the department of e-commerce will closely focus on the e-commerce development planning requirements of the State and the Shanghai Municipal Government, as well as the Shanghai Business School's philosophy of cultivating applied business talents. In the next five years, discipline construction will drive professional construction, deepen the integration of industry and education, school-enterprise cooperation, optimize the curriculum system and curriculum resources, and build a first-class faculty, Cultivate first-class applied innovative talents, improve the construction of teaching supporting laboratories, and build a scientific and reasonable teaching management and evaluation mechanism.

3. Specific plans of development plan of E-commerce

3.1 Discipline construction

During the 14th Five-Year Plan period, the program of e-commerce will condense the subject direction, and establish a distinctive subject direction based on the development needs of the industry and combined with its own advantages. Construct a faculty team composed of overseas distinguished professors and professional teachers, form a high-level subject echelon and academic group, rely on the construction of first-class program project to build a first-class subject base, and complete the application of professional master's programs. Through scientific research to drive teaching and practical activities, we will cultivate first-class applied innovative talents who serve Shanghai and radiate the Yangtze River Delta.

3.2 Integration of production and education, school-enterprise cooperation

Based on the regional advantages of e-commerce development in the Yangtze River Delta, closely linking industries and enterprises, linking industry chains and talent chains, strengthening professional industry backgrounds, relying on industry

enterprises, building a "dual-qualified" teacher team, and introducing high levels of industry practice capabilities Part-time teachers to realize the social connection of talent training.

During the 14th Five-Year Plan period, the e-commerce major intends to rely on the school-enterprise alliance and the practice base of the Ministry of Education of China Science and Technology Sugon to improve the professional talent training system, from the formulation of talent training programs, the training of "double-qualified" teachers, student internships, innovation and entrepreneurship, employment, etc. Deepen the integration of production and education in many ways.

3.3 Curriculum system and curriculum resource construction

Fully investigate the country and Shanghai's demand for e-commerce talents, based on the concept of new business talent training, based on the training of e-commerce professionals: the department of e-commerce cultivates comprehensive development of morality, intelligence, and Internet thinking, masters information technology, business data analysis, and new retail management theoretical knowledge, first-class new business applied talents with an international perspective, adapt to the national strategic emerging industries, and serve the economic capacity of the Yangtze River Delta region. During the 14th Five-Year Plan period, the e-commerce program is planned to be built based on e-commerce operations, supported by Internet information technology and business management course modules, and oriented toward business big data analysis and mobile e-commerce applications, and an advanced series of industry-education integration majors Practical courses are the output course system. Around the curriculum system, with the aid of school-enterprise cooperation, complete the construction of corresponding curriculum resources.

During the 14th Five-Year Plan period, relying on the construction of first-class program project, the program of e-commerce plans to build a curriculum system corresponding to the training of first-class professional talents, support teaching reforms and curriculum rebuilding for several courses, and obtain 2-4 provincial and ministerial education reform projects. Build 2-4 gold courses at all levels, win school-level and municipal-level teaching achievement awards, and publish no less than 2 teaching

reform papers.

4.4 Faculty construction

Based on the goals of discipline construction and professional construction, build a team of teachers with ideals and beliefs, moral sentiments, solid knowledge, and a benevolent heart. Focus on cultivating young and middle-aged academic backbone teachers or teaching and research teams. Based on the integration of industry and education, school-enterprise Cooperate to improve teachers' practical skills and form a first-class subject echelon.

During the 14th Five-Year Plan period, it is planned to introduce 2-3 teachers with academic literacy and potential, and encourage teachers to participate in various types and levels of academic training (including foreign visiting scholars, domestic visiting scholars, professional courses, etc.). During the 14th Five-Year Plan period, strive to apply for 2-3 provincial and ministerial-level scientific research or teaching research projects, strive to apply for national-level projects, and publish more than 3 high-level academic papers (SCI, SSCI, EI, CSSCI).

3.5 Laboratory construction

Taking the first-class professional construction as an opportunity, based on the requirements of the national and Shanghai e-commerce development planning, combined with the training needs of e-commerce professionals, and the base of the Ministry of Education of China Science and Technology Sugon to complete the laboratory construction related to new technologies, and improve the school training Base construction.

3.6 Construction of teaching management evaluation mechanism

Relying on the ACBSP certification standards, based on the national first-class professional three-level professional certification, through integration and reconstruction, the teaching management function committee was established, and the professional teaching quality management organization was established. Improve the closed-loop assessment and evaluation mechanism of teaching management to form a four-in-one professional teaching quality supervision mechanism for the government, certification agencies, society and schools.