

Customs and Foreign Trade Service Major

Standardized Academic Load Monitoring Process Document

(Corresponding to Accreditation Criterion 1.5: Student Academic Load)

Customs and Foreign Trade Service Program Office

This appendix is a supplementary document submitted by the Customs and Foreign Trade Service major in response to Accreditation Criterion 1.5 "Student Academic Load." It provides the standardized academic load monitoring process document, serving as evidence for the standardization and systematization of the program's academic load monitoring work.

The academic load monitoring work for this major has been in operation, with counselors regularly monitoring student academic overload conditions. However, a standardized written process document had not been formed, and long-term monitoring raw records had not been systematically archived. We have, as advices by the experts, supplemented and established this standardized monitoring process document, and simultaneously completed the English translation to ensure completeness, standardized formatting, and bilingual accessibility.

I. Monitoring Objectives and Principles

(i) Monitoring Objectives

To ensure that students' academic load is reasonable and balanced, preventing excessive burden from affecting learning outcomes and physical/mental health, while safeguarding teaching quality. Specific objectives include:

- (1) Monitoring weekly class hour distribution each semester to ensure it does not exceed reasonable upper limits;
- (2) Tracking students' out-of-class study time, identifying overload risks and intervening promptly;
- (3) Monitoring examination density to avoid too many exams concentrated in the same period;
- (4) Regularly assessing students' subjective feelings about academic load, and continuously improving course arrangements.

(ii) Monitoring Principles

Principle	Connotation	Implementation Method
Prevention First	Identify load risks in advance through semester-start planning	Course load estimation form, semester scheduling review
Dynamic Monitoring	Continuous tracking during semester to detect anomalies promptly	Monthly surveys, counselor meetings, system alerts
Data-Driven	Use quantitative data as basis for load reasonableness assessment	Class hour statistics, satisfaction surveys, GPA analysis
Closed-Loop Management	Problem → Analysis → Action → Effectiveness Verification	Semester monitoring report, improvement tracking form
Student-Centered	Respect individual differences; provide tiered support	Academic early-warning files, one-on-one assistance

II. Monitoring Organization Structure

Role	Source	Responsibilities	Frequency
------	--------	------------------	-----------

Program Director	Program Director	Oversee monitoring, review adjustment plans	Each semester
Academic Secretary	School Academic Office	Collect course load data, coordinate scheduling	Weekly / Each semester
Counselors (2)	Full-time counselors	Monitor overload, collect feedback, issue warnings	Monthly
Course Instructors	All course teachers	Control assignment volume, exam scheduling, out-of-class study	Per course
Student Reps (4)	Class monitors	Report class learning status, assignment burden feedback	Bi-weekly
Academic Mentor	Faculty (part-time)	Provide one-on-one academic guidance to 预警 students	As needed

III. Standardized Monitoring Process

(i) Beginning of Semester: Load Planning

#	Step	Responsible Party	Output Document
1	Each instructor submits "Course Academic Load Estimation Form"	Instructor	Load Estimation Form
2	Academic secretary compiles "Semester Academic Load Summary Table"	Academic Secretary	Semester Load Summary
3	Program director reviews reasonableness of each course load	Program Director	Review Record
4	Identify overloaded courses; coordinate adjustments to hours/assignments	Director + Secretary	Adjustment Record
5	Announce semester load overview to all students	Counselor	Semester Load Notice

Timeline: To be completed within the first 2 weeks of each semester.

(ii) Mid-Semester: Dynamic Monitoring

#	Step	Responsible Party	Output Document
1	Counselors conduct monthly academic load questionnaire surveys	Counselor	Monthly Survey Data
2	Student reps provide bi-weekly feedback on assignment burden	Student Reps	Feedback Record
3	Academic secretary 统计 homework volume and exam density	Academic Secretary	Homework/Exam Stats
4	If abnormal load detected (>warning threshold), issue alert within 24h	Secretary → Director	Load Warning Notice
5	Program director coordinates with instructors to adjust teaching	Program Director	Adjustment Record
6	Assign academic mentor for one-on-one support to 预警 students	Academic Mentor	Mentoring Record

Timeline: Monthly survey completed in the last week of each month; data analysis in the first week of the following month.

(iii) End of Semester: Evaluation

#	Step	Responsible Party	Output Document
1	Conduct semester-end academic load satisfaction survey	Counselor	Satisfaction Report
2	Compile actual academic load data for all courses	Academic Secretary	Actual Load Summary
3	Hold program committee meeting to evaluate load reasonableness	Program Director	Meeting Minutes
4	Produce "Semester Academic Load Monitoring Report"	Program Director	Semester Monitoring Report
5	Archive report and submit to Academic Affairs Office	Academic Secretary	Archive Confirmation

Timeline: To be completed in the last two weeks of each semester.

(iv) Next Semester Start: Improvement Implementation

#	Step	Responsible Party	Deadline
1	Based on previous report, formulate improvement measures list	Program Director	1 week before start
2	Adjust course arrangements and assignment allocation to balance load	Secretary + Instructors	Within 2 weeks
3	Track and evaluate improvement effectiveness for 预警 students	Mentor + Counselor	Within 4 weeks
4	Incorporate improvement measures into new semester load plan	Program Director	Ongoing

IV. Monitoring Indicators and Thresholds

Indicator	Normal Range	Warning	Intervention	Intervention Measure
Weekly out-of-class study time	10-15 hrs	>18 hrs	>22 hrs	Reduce assignments / provide time management guidance
Weekly total class hours	≤28 hrs	>30 hrs	>32 hrs	Adjust scheduling / reduce out-of-class tasks
Exams in same period	≤3 courses	≥4	≥5	Coordinate with registrar to reschedule
Student load satisfaction	≥80%	<70%	<60%	Hold forums / optimize course arrangements
Daily homework time	≤2.5 hrs/day	>3 hrs/day	>4 hrs/day	Negotiate with instructors to streamline
Warning student ratio	<10%	>15%	>20%	Launch targeted intervention / full review
GPA<2.0 student ratio	<5%	>8%	>10%	Academic warning + mentor support

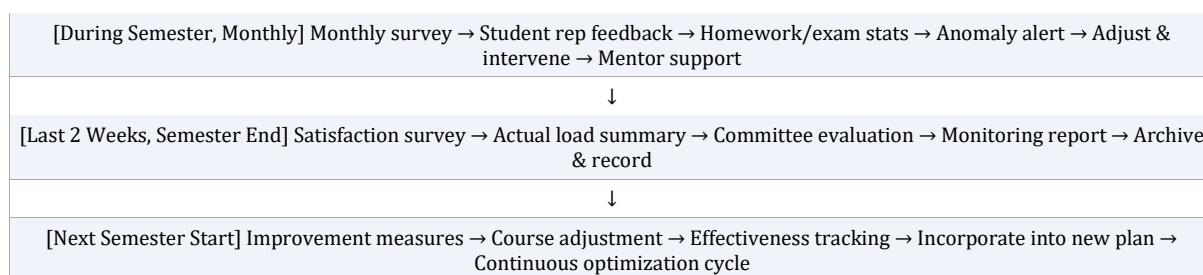
V. Supporting Documents List

No.	Document Name	Prepared By	Frequency	Archive Location
F1	Course Academic Load Estimation Form	Instructor	Each semester start	Program archive
F2	Semester Academic Load Summary Table	Academic Secretary	Each semester start	Academic Affairs record
F3	Monthly Academic Load Questionnaire	Counselor	Monthly	Program archive
F4	Student Rep Feedback Record	Student Reps	Bi-weekly	Counselor archive
F5	Homework/Exam Density Statistics	Academic Secretary	Monthly	Program archive
F6	Academic Load Warning Notice	Academic Secretary	As needed (threshold)	Program archive
F7	Academic Mentor Support Record	Academic Mentor	As needed (post-warning)	Counselor archive
F8	Semester Load Satisfaction Survey	Counselor	Each semester end	Program archive
F9	Actual Course Load Summary Table	Academic Secretary	Each semester end	Academic Affairs record
F10	Semester Academic Load Monitoring Report	Program Director	Each semester end	Academic Affairs record
F11	Improvement Measures Tracking Form	Program Director	Each semester start	Program archive
F12	Student Academic Warning File	Counselor	Continuously updated	Counselor archive

VI. Process Visualization

The following is the full-process schematic of the standardized academic load monitoring system (presented along the timeline):

Standardized Academic Load Monitoring Full Process
[Weeks 1-2, Semester Start] Course load estimation → Summary & review → Adjust & optimize → Announce to students
↓



VII. Existing Monitoring Work Foundation

The academic load monitoring work for this major has been in operation. The following describes the existing work foundation:

1. Regular counselor monitoring:

Full-time counselors have been conducting class meetings and individual talks every two weeks to understand students' learning status and record feedback on academic pressure, forming informal working records.

2. Academic secretary scheduling coordination:

The academic secretary, when scheduling courses each semester, has been attentive to avoiding excessive concentration of classes on single days and clustering of exams in exam weeks, accumulating valuable scheduling experience.

3. Student representative system:

Class monitors regularly report to counselors on overall class learning status and assignment burden, forming a normalized communication channel.

4. Academic warning mechanism (in embryonic form):

For students with GPA below 2.0 or more than 2 failed courses, counselors have conducted 谈话提醒 and notified parents, but a formal written warning file had not been established.

The establishment of this standardized monitoring process document systematizes, formalizes, and documents the above 分散 monitoring work, forming a closed-loop management system that is traceable, assessable, and sustainably improvable.

VIII. Continuous Improvement Plan

1. Documentation system completion (from September 2025):

Fully activate the F1-F12 supporting document templates according to this process document, ensuring complete archiving of monitoring records each semester.

2. Information platform development (from September 2025):

Relying on the school's academic management system, develop an online academic load reporting and warning module to achieve automated data collection and analysis.

3. Personnel training (August 2025):

Organize all instructors, counselors, and academic secretaries to participate in specialized training on the academic load monitoring process, ensuring effective implementation.

4. Annual evaluation (every July):

After each academic year, the Program Committee will conduct a comprehensive evaluation of the year's

monitoring work, producing an annual evaluation report as an important reference for revising the training plan.

5. Bilingual material development:

This process document will, as requested by the experts, simultaneously complete the English translation to ensure readability and verifiability for international review.

The above constitutes the Standardized Academic Load Monitoring Process Document for the Customs and Foreign Trade Service major. Together with Appendix 4 (Course-by-Course Credit Load Comparison Table and ECTS Conversion Standards), this appendix forms the complete evidence system for Accreditation Criterion 1.5 "Student Academic Load."

Customs and Foreign Trade Service Major
June 2025