2011
Annual Report
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Message from the Chairman

The accomplishments of the HEEACT in 2011 consisted of three aspects. First, in respect of management and administration, the First and the Second Term of the Board of Directors have successfully fulfilled their missions, and the Third Term of the Board of Directors was elected. In addition, there is a final agreement of moving the divisions that were located outside back to the main office.

Further, in the evaluation and accreditation affairs, HEEACT has conducted the follow-up evaluation and meta-evaluation of the first cycle program evaluation, planned for the general education evaluation and second cycle program evaluation. For the first time, HEEACT has planned and executed the institutional evaluation, and the follow-ups were being carried out continuously. TMAC has started conducting the follow-up on-site visit to six medical universities and on-site visits to newly established medical colleges. TNAC has started to carry out the on-site visits, evaluation and follow-up evaluation toward five universities and other vocational institutions that have nursing programs.

In 2011, HEEACT has finalized the following projects: “University Evaluation System Improvement Project,” “Technological and Vocational Universities Evaluation Improvement Project,” “Meta-evaluation for Programs in 2009,” “The Study of Selection and Training Planning of Evaluators in Higher Education Agencies,” and “College Navigator in Taiwan.” HEEACT has conducted several international cooperation projects. These are the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) task force on small states, the cooperation between Taiwan and Malaysian Quality Assurance, and the IREG Observatory on Academic Ranking and Excellence international conference, IREG-6: The Academic Rankings and Advancement of Higher Education - Lessons from Asia and Other Regions on April 2012.

These accomplishments have brought certain positive significances and influences to not only higher education, universities and college of Taiwan but also to HEEACT. Please refer to the annual report for the details of our accomplishments.

Without the contribution and collaboration of many other organizations and people, the achievement of the HEEACT in 2011 could have never been fulfilled. We are grateful for the dedication of every organization, institution and every single person that has helped HEEACT.

This annual report is a journal that records all the efforts and contributions from those who wish for the continuous improvements on the quality of Taiwanese higher education. I would like to give my greatest respect and appreciation to every one that has participated in this path. I look forward to receiving guidance and advices from all of you in the future.

Chang Jen-Ching
Established in 2005, The Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT) has become a strong and stable organization for the future transition and challenges. The strength of this groundwork was created under the leadership of the First and Second Term of its Board of Directors, the guidance of the former Chairman, Dr. Victor Wei-chi Liu, plus the contribution of all our colleagues. The Third Term of the Board of Directors elected Dr. Cheng Jei-cheng as the new chairman for HEEACT. Dr. Cheng is a professor with excellent teaching and researching skills, he was also the former President of the National Chengchi University. With his administrative experience at the university and as a former minister of education in Taiwan, he will bring a different perspective for the transition of HEEACT.

In 2011, HEEACT has completed the first cycle of program and institutional evaluation. Although there are some minor criticism and advices, HEEACT has become a connoisseur on evaluation procedures, and has built a good reputation among all the Taiwanese universities and our society. Moreover, the international participations and exchanges have made the quality and academic excellence of the Taiwanese higher education globally eminent.

In 2011, HEEACT has not just done the follow-up program evaluation and the institutional evaluation, HEEACT is eagerly planning the second cycle of program evaluation. During the institutional and second cycle program evaluation besides of using the PDCA model and ask for the improvements of self-evaluation from the universities, HEEACT will also focus on the “student learning outcomes.” In order for the higher education institutions to understand the importance and the meaning of the assessment of “student learning outcomes,” HEEACT has held several workshops, conferences and talks in the institutions. Further, in the Evaluation Bimonthly, there were numerous of articles explaining the need for including “student learning outcome” in the evaluation assessments. It is in our hope to establish a mechanism that will grass-root and function by itself in the self-evaluation of each institution.

The office of evaluation affairs has devoted great effort to the training of the evaluation reviewers for the preparation of the second cycle of evaluation. All the reviewers of the second cycle program evaluation must participate and finalize three core courses: “Ethic and Practice of Evaluation,” “Evaluation Report and Writing,” and “Establishing a Mechanism on the Quality of Student Learning Outcome.” About 1700 reviewers finished these three core courses in 2011. Institutions could invite reviewers from the database to engage their self-review if they need.

Internationalization is one of the major missions of HEEACT. Every year, HEEACT has been actively participating in international organizations, activities and conferences. Further, HEEACT took initiatives to organize various international conferences. With the purpose of presenting the Taiwanese higher education to the international society, HEEACT will be hosting the annual meeting of IREG Observatory in April 2012, and INQAAHE on 2013 at Taipei. This has shown the international recognition on the quality of the evaluation conducted by HEEACT and the tertiary education in Taiwan. It is with great expectations that under the leadership of Chairman Cheng and the efforts of all our colleagues, HEEACT will march into a new phase.
Organizational Profile
Brief History

As the number of higher education institutions increases at a speedy rate, the number of incoming students is decreasing drastically. This phenomenon has led to an escalating admission rate year after year. The population begins to worry about the student and higher education quality, and there was an urgent need for the establishment of an impartial and objective supervisory mechanism. In order to meet these needs, the Foundation for Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT) was then established jointly by the Ministry of Education and all the higher education institutions on December 26, 2005. Ever since 2006, HEEACT has conducted higher education quality assurance evaluations, and assisted the universities to develop distinguishing features, to enhance the teaching standards, and to improve the student learning outcomes.

HEEACT is a professional organization specializing in higher education evaluation. Our tasks include two major areas: to conduct evaluation on all programs in Taiwan’s universities and colleges; to conduct quality assurance research projects on domestic and worldwide higher education institutions.

With the aims of facilitating the internationalization of the domestic higher education quality, and to continuously grasp on the most current developments of quality assurance in higher education, HEEACT has been actively participating in numerous international organizations, networks and activities. By doing so, HEEAT has not merely outputted the Taiwanese Higher Education experiences, but has brought Taiwan’s Higher Education into a greater international visibility.
Vision and Mission

With the purposes of ensuring the quality of Taiwanese universities and colleges and enhancing Taiwan higher education standard, HEEACT conserves its vision of “impartial and professional striving for excellence;” actively and cautiously evaluates each higher education institution; participates in various international higher education evaluation organizations and events, learns from their experiences, to be more inline with the international practice on the higher education QA system. HEEACT has developed itself into a respectable and reliable professional QA organization in Taiwan to help the higher education institutions strive for excellence.

Our main missions are as follows:

1. To develop a set of indicators and mechanisms for higher education evaluation.
2. To implement higher education evaluation and accreditation commissioned by the Ministry of Education and advice to the Ministry of Education on policymaking based on evaluation reports.
3. To conduct training workshops and programs for reviewers, and to create a talent pool of higher education evaluation practitioners.
4. To announce various ranking reports of higher education institutions as the reference point for the public.
5. To publish journals, magazines, and books on higher education evaluation to disseminate the knowledge and techniques of evaluation.
6. To promote international collaboration and exchange in higher education evaluation, and to raise the quality of Taiwan’s higher education evaluation.
7. To participate in foreign professional quality assurance organizations networks to enhance Taiwan’s visibility in the global context of evaluation.
8. To assist universities and colleges to establish the self-improvement mechanism.
9. To engage in research studies on the trends and development of higher education evaluation.
10. To hold international academic conferences related on higher education evaluation.
Organization and Administration

Board of Directors and Supervisors
There are 19 members and 3 supervisors in the Board of Directors, responsible for selection and dismissal of chairman of the board; selection and appointment of president; fund raising and fund management; reviewing on protocols, annual budget and final accounting of revenue and expenditure; examination and supervision on designated agendas and plans of HEEACT.

Chairman of the Board
Directing the management of HEEACT, presiding over board meetings, and represents HEEACT to the public.

Advisory Committee
There are 13 advisory committee members providing consultation on higher education evaluation.

Expound and Arbitrate Committee
There are nine expound and arbitrate committee members examining and arbitrating the appealing cases.

Presidents
Administer all higher education evaluation tasks.

Office of General Affairs, Office of Evaluation Affairs, Office of Research and Development
Office of General Affairs
Oversees the “Administration Services Division,” the “Information Technology and Management Division,” and the “Public Relations and Media Division.” Tasks include human resources, general affairs, accounting, cashier, publication, and public relations.

Office of Evaluation Affairs
Oversees the “Project Planning Division” and the “Human Resource Development Division.” Tasks include planning and practice of evaluation related matters.

Office of Research and Development
Oversees the “Performance Ranking Division,” “International Exchange Division,” and “Research Planning Division.” Tasks include construction of evaluation mechanisms and evaluation standards, international exchange, and performance statistics.

Taiwan Medical Accreditation Council (TMAC)
The Taiwan Medical Accreditation Council (TMAC) was established in August 2000 within the National Health Research Institute. After the establishment of HEEACT in 2005, TMAC was officially transferred to the HEEACT office. Due to the unique professional features of medical education,
TMAC remains as an independent accrediting agency.

In 2002, TMAC attained the "comparable" qualification granted by the US National Committee on Foreign Medical Education and Accreditation (NCFMEA). This means that the TMAC's evaluation is comparable to the US evaluation.

The accredited credential of comparability was valid for six years until 2008. TMAC President Dr. Chi-Wan Lai and Commissioner Dr. Chi-Ho Lin consequently attended the NCFMFA Assembly to go through the re-determination process on March 30~31, 2009. TMAC was reaccredited and its comparable status was extended for another six years from September 2009.

Taiwan Nursing Accreditation Council (TNAC)

In consideration of the features and professionalization of the nursing education, the Ministry of Education established the Taiwan Nursing Accreditation Council (TNAC) in May 2006. TNAC conducts nursing program evaluation to improve the quality of nursing education.

Chart 1: Organizational Structure of HEEACT
Major Tasks
Institutional Evaluation

Idea and Objectives

HEEACT started to launch institutional evaluation in 2011 with an aim to improve the overall educational quality and ensure that higher education institutions can find their own roles and features, draw up developmental strategies, carry out management and administration well and establish internal self-evaluation mechanisms for quality improvement. Institutions should be able to collect and analyze data on school development to map out and implement their action plans to improve quality, establish an assurance of continuous quality improvement, and gain accountability by guaranteeing excellent student learning outcomes and faculty academic performances. It is our hope that through the internal self-evaluation and on-site visits, we can facilitate their self-improvement, and submit the evaluation result to the Ministry of Education to be the reference for drawing up related education policy in the future. Substantially speaking, the evaluation goals include:

1. Reviewing the competition environment and trend
   It focuses on propelling universities to analyze their own strengths, weaknesses, opportunities and advantages in the competition of the world universities and position their own teaching and research focus with the consideration of the trend of low birth rate and industry.

2. Implementing institutional development plan
   This requires universities to map out their institutional development plan and renew it based on their self-evaluation to establish a quality assurance mechanism for continuous improvement.

3. Accrediting the performance of teaching and research
   It is to accredit higher education performance based on the aspects of administration and organization, teaching, research, promotion, and student learning outcomes.

4. Awarding excellence and establishing benchmark universities
   It is to encourage higher education institutions to demonstrate their excellent performances or features along teaching, research, or administration, and establish benchmark universities to share their experiences for the benefit of other institutions.

5. Correcting development diversions
   Institutions listed as inadequate in either teaching and research or administration and management are required to improve within a period of time; and

6. Providing recommendations for policymaking
   The evaluation result will be analyzed as a whole to offer opinions on higher education development for policymakers to consider.
Evaluation Targets and Methods
For 2011, the targets for institutional evaluation were 81 universities and colleges. It took one year to complete on-site visits of all institutions. The two-day on-site visits were planned to be conducted separately in the first half and second half of 2011, and 4 to 5 schools were evaluated each week. The on-site visits were conducted from March 28, 2011 to December 29, 2011.

Institutional evaluations adopt a policy of accreditation from certified organizations, emphasizing an accreditation mechanism that meets professional evaluation criteria. Professionals who are familiar with institutional management and administration to undertake qualitative evaluation judgment rather than adopt quantitative indicators to rank universities in order to encourage institutions to position themselves and execute their professional, and strict quality control mechanism should implement them.

Evaluation Standards and Indicators
Under the premise of ensuring the institutional evaluation mechanism to keep up with the international standards, the evaluation standards of this institutional evaluation plan are formed after reviewing the higher education institutional evaluation mechanism adopted in the major countries of the world. In the spirit of quality assurance, institutional evaluation integrates the Total Quality Management with the concept of PDCA -- Deming Cycle of Plan-Do-Check-Act -- to launch a series of actions to pursue the improvement of institutional evaluation. The five standards of institutional evaluation are:

1. Self-positioning of institution;
2. Institutional governance and management;
3. Teaching and learning resources;
4. Accountability and social responsibility;
5. Continuous improvement and quality assurance system.

Evaluation Standards
Another core spirit of this institutional evaluation was to guide institutions to establish their own set of quality assurance mechanism to guarantee their student-learning outcome. Four important spirits must be emphasized in a sound quality assurance mechanism to guarantee student-learning outcome:

1. What to learn?
2. How to learn it?
3. How to evaluate learning?
4. How to improve?

Institutional Evaluation Accreditation Procedures and Processes
The entire institutional evaluation process is composed of five stages:

1. preparation;
2. self-evaluation;
3. on-site review;
Evaluation Accreditation Results

Institutional evaluation results adopt the spirit of accreditation. The handling of the accreditation result focuses on each evaluation item. The results can be categorized into three statuses: “accredited,” “accredited conditionally” or “denial.”

Objection and Appeal Mechanism

To ensure the opinions and rights of the institutions evaluated are respected and protected, the design of the complete evaluation mechanism provides two options for programs to take to keep good standing. One is to raise objection after on-site visits, and the other is to submit an appeal after the accreditation status has been announced.

Objection

After the draft of the on-site visit report is completed, HEEACT will send a copy to the institutions evaluated. If they regard those comments or suggestions in the report are inconsistent with fact, or think reviewers violated certain procedures during the two-day on-site visits, or have other requests of correction on the report draft, they can then file an objection to make sure the fairness of this evaluation.

Appeal

To protect the rights of schools under evaluation, HEEACT established “Principles for Appeals of Evaluation in Universities and Colleges.” According to these principles, HEEACT will invite nine experts or scholars with backgrounds or experiences in either Law or Higher Education Evaluation to organize the “Expound and Arbitrate Committee.” This Committee deals with all the appealing cases filed by the schools. A school can file an appeal if the evaluation result is “inconsistent with fact” or “violating procedure.” An appeal review meeting should be held within one month after receiving the appeal. The committee will decide that the outcome of the appeal is “rejected,” “admissible,” or “revoked,” and complete the “Resolution Report on Appeals” within four months to the school.

The First Cycle Program Evaluation: Follow-up Evaluation and Reevaluation

The Idea and Objectives of Follow-up Evaluation and Reevaluation
To help institutions establish a mechanism of quality assurance to continue their improvement, HEEACT, entrusted by the Ministry of Education to undergo universities and military and police university evaluations from 2006 to 2010, has completed department, graduate school and degree program evaluation in 79 institutions. The institutions that received the results in the categories of “denial” or “accredited conditionally” in the first cycle of evaluation should submit their “self-improvement plan and outcome” or “self-evaluation report” and be ready for the follow-up evaluation or reevaluation.

Program evaluation aims to use self-evaluation and on-site visits to understand the current teaching and learning quality of universities and thus assist each school to establish its own quality improvement mechanism. In order to strengthen the competitiveness of higher education, and facilitate the development of universities, HEEACT will submit the results of follow-up evaluation or reevaluation on the first cycle institutional evaluations to the Ministry of Education to serve as reference for policy formulation and actions.

The Process of the Follow-up Evaluation and Reevaluation and the Handling of the Result of Accreditation

The follow-up evaluation is undertaken by reviewers who have the similar professional background to offer advice over the improvement conditions of the suggestions from the initial on-site visits report and grant the undergraduate or graduate programs “improved” “partly improved” or “not improved” evaluation; reevaluation is to undergo the on-site visits again and compose a new report. The follow-up evaluation and reevaluation results can be categorized into “accredited,” “accredited conditionally” and “denial.” Moreover, it is valid through the rest of the five-year evaluation period.

Objection and Appeal Mechanism

Objection

After the draft of the improvement condition checklist and on-site visit report are completed, HEEACT will send a copy to the institutions evaluated. If they regard those comments or suggestions in the report are inconsistent with fact, or think reviewers violated certain procedures during the on-site visits, or have other requests on the report draft of improvement condition checklist, they can then file an objection to make sure the fairness of this evaluation.

In response to the objections from the institutions evaluated, HEEACT will invite the on-site visit team to review the opinions on the objections and make sensible decisions, and then mail the result to the institution concerned.

Appeal

To protect the rights of schools under evaluation, HEEACT established “Principles for Appeals
According to these principles, HEEACT will invite nine experts or scholars with backgrounds or experiences in either Law or Higher Education Evaluation to organize the “Expound and Arbitrate Committee.” This Committee deals with all the appealing cases filed by the schools. A school can file an appeal if the evaluation result is “inconsistent with fact” or “violating procedure.” An appeal review meeting should be held within one month after receiving the appeal. The committee will decide that the outcome of the appeal is “rejected,” “admissible,” or “revoked,” and complete the “Resolution Report on Appeals” within four months to the school.

Planning the Second Cycle Program Evaluation

Evaluation Idea and Objectives

General education and the second cycle program evaluation aims to continue the spirit of “ensuring institutions to provide students with an excellent learning environment” of the first cycle institutional evaluation, emphasizing the main axis of “ensuring student learning outcome.” Substantially speaking, the objectives of this evaluation include:

1. Understand the mechanism and practice of each program in ensuring their student-learning outcome.
2. Judge and recommend the accreditation status and validation period of programs of universities in their evaluation mechanism on implementing student-learning outcome.
3. Facilitate the quality improvement mechanism of programs.
4. Assist programs to develop their own educational features, moving toward excellence; help in-service master’s degree program to develop their own features and strengths to meet the needs of the business world.
5. Provide the government with the evaluation results for their reference in mapping out their higher education policy.

Evaluation Standards and Indicators

Program evaluation is based on the concept of systematic evaluation, aiming to assist programs and institutions to improve their evaluation mechanism on student learning outcomes and establish their self-improvement mechanism to undergo continuous quality improvement through
the information feedback system. The design of standards adopts the principles of systematization and integration to set benchmarks for programs. The content and standards of general education evaluation include:

1. Idea, goals, and features.
2. Curriculum formulation and design.
3. Teacher capabilities and teaching quality.
4. Learning resources and environment.
5. Organization, administration management and self-improvement mechanism.

The focus and criteria of the second cycle program evaluation include:

1. Objectives, core ability and curriculum design.
2. Teacher teaching and student learning evaluation.
3. Student counseling and learning resources.
4. Academic and professional achievement.
5. Performance of graduates and self-improvement mechanism.

In addition, “The integration of the entire development and resources of the college” will be added to the college affairs evaluation category.

The second cycle program evaluation will focus on student learning outcome and its main goals are to:

1. understand the development of student learning outcome assessment mechanism of programs;
2. decide and suggest the accreditation status and period of time of validity for programs;
3. assist programs to establish quality improvement mechanism;
4. help programs develop their strengths and features towards excellence, and promote the characteristics of in-service master’s degree programs in response to the need of industry; and
5. Advise strategies in higher education for the government according to the evaluation results.

The design of each standard includes its core mission, best practice and reference indicators. Considering the characteristics of each academic discipline, the Program Planning Committee on general education and 49 academic fields of HEEACT will make adjustments on the core mission, best practice and “reference indicators” in accordance with the evaluation standards of the evaluation plan.

Teacher Education Evaluation

A low birthrate in Taiwan has led to a shift in its demographic structure. As a result, the supply of teachers in primary and secondary education in Taiwan has exceeded the demand and needs
to be adjusted immediately. Thus, in 2005, the Ministry of Education initiated teacher education program evaluation. In order to make sure the evaluation model and indicators can actually assess the quality of teacher education programs, strengthen the counseling practice before students take pre-career education programs, award excellent cultivation units, establish the phase-out or consultations mechanism, and facilitate the integration of teacher education resources to help them establish their self development features, the new cycle of teacher education and cultivation evaluation will be designed in accordance with the 2012 program evaluations.

Medical Education Evaluation

Mission and Goals

The goal of medical school evaluation is to assist Taiwan’s medical programs to ascertain their directions and characteristics of development; improve the quality of medical practice; raise the academic research capacity of medical colleges; enhance teaching and administrative quality; and advance schools’ performance. Therefore, via medical accreditation, the 12 medical schools in Taiwan can provide and maintain best educational quality for the students and the public; follow the benchmarking of the top medical schools in the world; and cultivate good doctors offering quality health care for the public in Taiwan.

The missions of TMAC are to:

1. improve evaluation procedure and standards, conduct on-site visits, and write evaluation reports;
2. ensure that medical school graduates are capable to provide patients with a certain basic standards of medical treatment services;
3. ensure that the standards of
medical education can keep up with the trends and improve continuously;
4. keep close association and collaboration with international medical school evaluation agencies;
and
5. Undertake any other matters related to medical school evaluation.

Targets for Evaluation
The medical school evaluation targets all medical programs in public and private medical schools, including the National Defense Medical College’s medical programs and post-baccalaureate medical programs, but Chinese medicine programs and post-baccalaureate Chinese medicine programs are not included. Tentatively, medical school evaluations take place once every five to seven years. However, new medical schools must receive smaller-scale evaluations every academic year, and the number of days for on-site visits shall increase year by year until the schools have produced their first graduate. Once those new programs are regarded as qualified medical education, the frequency and days of on-site visits will be the same as other schools.

Revision of Evaluation Guidelines
In March 2010, TMAC invited Dr. Michael J. Reichgott, the former chair of the Subcommittee on Standards, Liaison Committee on Medical Education (LCME) to visit TMAC. Dr. Reichgott worked for two weeks together with the Sub-Committee on Standards of TMAC to draw up a set of new criteria as “TMAC Evaluation Guideline, New Edition.”

The revision took over a year of discussion and in November 2010 TMAC held a seminar “New Evaluation Guideline for Medical Schools,” inviting scholars and representatives from each medical school of Taiwan, to discuss the standards. As a precondition to not affecting the normal site-visit of 2012, same time the new edition is planned to have the trial assessment on site for verify its feasibility.

Evaluation Results
After examining each school’s self-evaluation report and the on-site visit reports, TMAC will make a final report, which lists the advantages and deficiencies by the six evaluation categories: teaching, research, service, resources, administration, and counseling. In addition, only schools of medicine will receive evaluation results of “Fully Accredited,” “Conditional Accredited,” “On Probation,” or “Not Passed.” The final results are submitted to the Ministry of Education.

Nursing Education Evaluation

Mission and Goals
The goal of the nursing education evaluation is to assist all nursing programs to establish their missions and goals; improve their teaching and research quality; enhance their performance; and consequently raise the level of medical care. Through peer review, nursing education evaluation
promotes self-management and self-development of programs. Therefore, the main missions of TNAC are to:

1. integrate evaluation indicators and publish evaluation handbook;
2. invite reviewers and set up pool of reviewers;
3. hold seminars or workshops for reviewers;
4. assist institutions to complete data collecting process for the evaluation handbook, and to provide consultations;
5. draft evaluation reports;
6. announce the evaluation results with the Ministry of Education in;
7. research on and conduct nursing education evaluation.

**Targets for Evaluation**

Nursing education evaluation is conducted on all the nursing programs in 40 public and private universities, colleges, and junior colleges. Since 2006, evaluations were conducted on nursing departments of junior colleges; nursing programs of technical colleges and of universities of technology; and nursing programs and graduate schools in comprehensive universities.

The cycle of nursing education evaluation is six years. To monitor the development of new nursing programs, TNAC will conduct smaller-scale evaluations each year until those new programs have produced their first graduates. If the evaluation result is affirmative, then the program will receive evaluation every six years.

On-site visit teams should draft a report on each institution. The reports include teaching quality and standards of the institution; quantitative data and qualitative information of each evaluation indicator; and matters that need to be improved or strengthened.

Reviewers will examine the institution’s self-evaluation report and onsite visit report to write a final report on nursing programs. The final report includes six major areas: education goals; management; faculty; student learning and counseling; curriculum and teaching; and nursing education resources; and teaching outcomes. The final report is submitted to the Ministry of Education for policy consideration.

**Research Projects**

HEEACT has undertaken several research projects to carry out the research and planning of higher education evaluation. They are listed as follows:
University Evaluation System Improvement Project
Commissioned by Ministry of Education, HEEACT composed a professional working team not only to evaluate the implementation problem and effectiveness of first cycle program evaluation, but also to take actions to perfect the incoming cycle of program evaluation. This project has completed on January 20, 2011.

Technological and Vocational Universities Evaluation Improvement Project
Commissioned by Ministry of Education, HEEACT made the improvement strategies of evaluation standards and procedures for technological and vocational universities. To understand the practical and pragmatic features of vocational education, policies and developing trends, the following research methods were adopted: content analysis, professional opinion collection via experts consulting conferences, and results from technological and vocational universities meta-evaluation. The purpose of this project is to provide suggestions to improve evaluation, which is going to be implemented in the future. The project has completed on April 25, 2011.

The Study of Terminology of Quality Assurance in Taiwan, Hong Kong and China
HEEACT collected quality assurance documents and materials from Taiwan, Hong Kong and China to compile “Terminology of Quality Assurance in Taiwan, Hong Kong and China.” This study can be regarded as a helpful reference for higher education professionals and experts in the field of quality assurance. The outcomes of this study included 205 terms and a list of 145 foreign and domestic quality assurance organizations.

Statistical Analysis of ESI Papers of Universities in Taiwan, China, Hong Kong and Singapore
HEEACT used the “Essential Science Indicators (ESI)” as a tool to collect data of papers published by universities or programs in Taiwan, China, Hong Kong and Singapore from January 1, 2000 to December 31, 2010. The analysis of ESI papers was mainly on those universities with top 1% of citations out of the world. The outcome presented an overall picture of universities and programs with top 1% of citations for Taiwan’s higher education, and provided a comparison among universities of Taiwan, of Asia, and of the world.

Meta-Evaluation for Programs in 2009
HEEACT accreditation commissions scholars and experts to conduct a meta-evaluation every year to further enhance the quality of accreditation. Through survey, HEEACT can understand
the perspectives and suggestions on the accreditation from institutions and programs. The meta-evaluation for programs evaluated in 2009 has completed on August 30, 2011.

2011 Performance Ranking of Scientific Papers for World Universities

The objective in conducting “Performance Ranking of Scientific Papers for World Universities” is to design a set of appropriate criteria for research universities in emerging and developing countries aimed to show research performance by statistical analysis.

The 2011 Performance Ranking of Scientific Papers for World Class Universities conducted the qualitative and quantitative statistics of scientific journal papers in the “overall statistics” categories. In “overall statistics,” HEEACT published the top 500 universities and their scores in the 8 indicators.

Performance Assessment on University and Industry Collaborations in 2011

The “2011 Performance Assessment on University and Industry Collaborations” were conducted in four groups: “national higher education institutions,” “private higher education institutions,” “national vocational and technical institutions,” and “private vocational and technical institutions.” The main focus for assessment is on three aspects: “competing for funding and efficiency of fund using,” “the scope and outcome of collaborations with industry,” and “output and benefits of intellectual property rights.” The top 10 institutions from each group of each aspect were announced. Besides, another list of institutions with best performance in “fund raising from business and industry and efficiency of funds using” and “profits from intellectual property rights” was also published. (Web site: http://uice.heeact.edu.tw)

Meta-Evaluation for Programs in 2010 and the Preliminary Plan of Meta Evaluation for Institutional Evaluation in 2011

In order to understand effectiveness of the accreditation in 2010 and prepare for the incoming institutional reviews, HEEACT has not only continued to evaluate the program accreditation in 2010, but also conducted the preliminary plan of meta-evaluation for institutional Evaluation in 2011. The preliminary plan is just like a formative meta-evaluation, HEEACT investigated the opinions about the review process from the institutions within one week after the onsite visits to have instant improvements. This project will be completed on March 3, 2012.

College Navigator in Taiwan

The College Navigator in Taiwan is a search engine to present the quality and performance of Taiwan higher education for domestic and international students. When using College Navigator in Taiwan, users can select indicators according to their preferences. This search engine is designed to meet every user’s needs with high flexibility by getting rid of a fixed set of indicators and ranking results as traditional ranking system.

“College Navigator” was launched on October 21, 2009 with a database of 69 general universities in Taiwan, and the data on technological and vocational universities and colleges were included in the system in 2010. In 2011, the data on those universities and colleges were updated.
By using “College Navigator,” the users can understand the development and academic performances of higher education institutions. Furthermore, it is published both in Chinese and in English to serve not only domestic users but also international students, then attracting more prospective students. The website is http://cnt.heeact.edu.tw

The Study of Selection and Training Planning of Evaluators in Higher Education Agencies

The project is focus on the selection and training planning of evaluators in the higher education agencies. As we know, the evaluator plays a very important role in the review process and the result decision making nowadays. That means the quality of the evaluators definitely deciding the quality of the reviews and results, but we just have had little attention on it. In order to understand and analyze the work higher education agencies have done, HEEACT launched this project and the results were sent to the MOE on January 2012.

Teaching and Training

In order to enhance the understanding of quality assurance and evaluation in higher education from stakeholders, HEEACT had endeavored to conduct a series of lectures and workshops. In each lecture and workshop, HEEACT invited qualified experts and scholars to talk on particular issues. The interactions between scholars and participants were warm and meaningful. The brief summary of the lectures and workshops are as follow:

Workshops

Seminar on “The Pursuit of Excellence in Higher Education”

The seminar was held on March 10, 2011. The two speakers were Dr. Seeram Ramakrishna, Vice President (Research Strategy), National University of Singapore; and Mr. Martin Ince, Former deputy editor, Times Higher Education (THE). They talked about how the international university ranking keeps quality assurance sustainable and roots the culture of excellence at universities.

Student Learning Outcomes Workshop: Five Faces of Innovation in Higher Education: Enhancing Student Learning with Outcome-based Approaches

The workshop was held on July 21 in Kaohsiung, July 21 in Taichung, and July 25 in Taipei. HEEACT had invited Dr. Edmond Ko, director of the Center for Engineering Education Innovation at The Hong Kong University of Science and Technology to talk about the famous issue “SLO.”

This workshop started with an introduction to the framework of outcome-based education (OBE) and took a critical look at OBE from five faces, or stakeholders, namely those of quality assurance bodies, university administrators, professors, students, and employers. From the perspective of each of the five faces, Dr. Ko discussed the opportunities offered by OBE and the challenges that must be overcome for it to be effective.

Lecture of “Evaluation Practices”

Lecture in July “Student Learning Outcomes and Evaluation”

In the lecture on July 27, 2011, the speakers were Dr. Shi-Huei Ho, Professor, Soochow University; and Dr. Yao Tang, Professor, National Chung Kung University. Dr. Ho introduced the evaluation mechanism of student learning outcomes, including purposes, ideas, and approaches at first. Then
Dr. Tang discussed about the evaluation from the perspective of teaching and learning.

**Lecture in August “Recognition of Professional Field”**
In the lecture on August 31, 2011, the speakers were Dr. Angela Yung-Chi Hou, Associate professor of Fu Jen Catholic University; Dr. Tian-Shing Li, Professor of Fu Jen Catholic University, and Dr. Mandy Man-Chun Liu, Deputy Executive Director of Institute of Engineering Education (IEET). Dr. Hou first analyzed the trend of international recognition of professional field, and Dr. Li and Dr. Liu introduced respectively the standards and practices of AACSB and the experiences of evaluation for engineering education in IEET.

**Lecture in September “Quality Assurance”**
In the lecture on September 30, 2011, the speakers were Dr. Ai-Hua Chiang, Associate professor of National Taiwan Ocean University; and Dr. Wen-Shiung Chang, Chairman of Jinwen University of Science and Technology. Dr. Chiang introduced the quality assurance and the transition in Australia, and Dr. Chang shared the experience of quality assurance for technology education in Taiwan, to give the participants some inspirations about preparing the data during the on-site visits.

**Lecture in October “Evaluation of Internationalization”**
In the lecture on October 26, 2011, the speakers were Dr. Li-Jiuan Jiang, professor of National University of Tainan, and Dr. Ming-Yue Tsai, professor of National ChengChi University. Dr. Jiang talked about why and how universities needed to internationalize and what the indicators of internationalization were. Furthermore, Dr. Tsai analyzed the indicators for international researches and the ways to use the database properly.

**Lecture in November “Higher Education Development and Quality Assurance in Asia”**
In the lecture on November 23, 2011, the speakers were Dr. Angela Yung-Chi Hou, Associate professor, Fu Jen Catholic University; Dr. Hilary, Professor Emeritus, University of South Australia, and Dr. Sheng-Ju Chan, Associate Professor, Graduate Institute of Education, National Chung Cheng University. Dr. Hou introduced Internationalization and Quality Assurance in Asian Higher Education first; Dr. Winchester talked about Australian Quality Assurance in Transition, and finally Dr. Chan analyzed Regionalization in Asia: Quality Issues in Higher Education.

**Academic Exchange and International Collaboration**

International collaboration has been one of the most important tasks ever since the establishment of HEEACT. We have been actively involved in several key international higher education evaluation
organizations, networks and academic conferences. With these involvements, we hope to elevate the international visibility, and to enhance the academic and professional standards of the Taiwanese higher education evaluation. Through these activities, HEEACT has provided an insight of the Taiwanese higher education evaluation developments to other accreditation bodies in the world; and grasped on the newest trend and developments of higher education evaluation system. The achievements of the 2011 international academic and cultural collaboration are as follow:

2011 International Workshop on “Using Student Learning and Graduate Outcomes to Measure Higher Education Quality”

HEEACT, in collaboration with Higher Education Strategy Associate (HESA), held an international workshop entitled “Using Student Learning and Graduate Outcomes to Measure Higher Education Quality,” on June 2, 2011.

2011 International Conference on “Internationalization of Standards in Higher Education: Accountability, Student Learning Outcomes and Collaborations in Quality Assurance Agencies”

HEEACT held an annual international conference entitled “Internationalization of Standards in Higher Education: Accountability, Student Learning Outcomes and Collaborations in Quality Assurance Agencies” on June 3, 2011. It was HEEACT’s honor to invite scholars with great reputation, such as Dr. Judith Eaton from Council for Higher Education Accreditation (CHEA); Dr. David Woodhouse from International Network for Quality Assurance Agencies in Higher Education (INQAAHE); Dr. Deane Neubauer from East-West Center (EWC); and Dr. Yiu-Kwen Fan from Hong Kong Accreditation of Academic and Vocational Qualifications (HKCAAVQ).
2011 International Seminar on “Selection, Training and Assessment of QA Reviewers in International Perspectives”

After the international conference, HEEACT held an international seminar entitled “Selection, Training and Assessment of QA Reviewers in International Perspectives” on June 4, 2011. The objective of the seminar is as follows:

1. To realize the selection process of QA reviewers;
2. To discuss the formula of training workshops for QA reviewers;
3. To share the assessment systems for QA reviewers;
4. To develop the QA of QA reviewers;
5. To share the good practice for building capability of international QA reviewers.

International Exchange Activities

HEEACT has been conducting international exchange activities by inviting international experts and scholar to our facilities with the intention of outputting the “Taiwanese Higher Education Evaluation Experience” into the world. These activities are mainly focused on the higher education evaluation system, quality assurance and ranking. Our visiting scholars from 2011 are as follow:

* On January 24, 2011, Dr. Seeram Ramakrishna, Vice President of National University of Singapore visited HEEACT to have a meeting with HEEACT staffs discussing about research projects on performance ranking and proving professional suggestions.

* On May 26-27, 2011, Dr. Lorenzo Lapitan and Dr. Nilo Colinares from the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP), firstly visited HEEACT after signing the MOU. During their stay in Taipei, they also took part in Institutional Evaluation On-site visit to the Asia University as observers.

* On October 17, 2011, Dr. Hoang-Oanh Duong from Vietnam National University, Ho Chi Minh City Visits HEEACT to have a meeting with HEEACT staffs discussing issues and trends in higher education and evaluation in both Taiwan and Vietnam.

* On October 19, 2011, Chief Executive Officer of Higher Education Authority, Mr. Tom Boland visits HEEACT. HEEACT introduced the development of higher education and the practical experience of evaluation in Taiwan to Mr. Boland.

* From October 19 to November 3, HEEACT is very pleased, and honored to have the chance to be the host agency for the INQAAHE Small States Internship and welcomed the intern representative, Ms. Alina Sargsyan, from Armenia to stay here in HEEACT for 15 days long. Through this internship, HEEACT helped the intern to get familiar with the operation of HEEACT; comprehended the development of Higher Education in Taiwan; knew more about Quality Assurance framework and system in Taiwan; and obtained more practical experiences in the field of the program accreditation and the institutional evaluation.

* On November 8-9, 2011, three representatives from Malaysian Qualifications Agency, MQA,
visited HEEACT and had a workshop with HEEACT staffs discussing issues about quality assurance and sharing experiences with each other. Three representatives also served as berserkers to join the onsite visit of institutional evaluation at Providence University, Taichung.

On December 5, 2011, Dr. Simon Marginson from University of Melbourne, visited HEEACT and had a meeting with HEEACT President, Dean and Researchers to provides some professional suggestions on publication of HEEACT’s English book.

Participation in Overseas Academic Exchange Activities

Apart from inviting international experts and scholars to HEEACT, the council also actively engages in many global higher education organizations to enhance its international visibility and to create exchanges and partnerships with international counterparts. International activities that HEEACT participated in 2011 are as follow:

- March 2-5: HEEACT President Dr. George Jiang and Dean of Research and Development Office- Dr. Angela Yung-Chi Hou attended the APQN conference held in Bangalore, India, with the topic of “Quality Assurance in Higher Education-Expectations and Achievements.” Dr. Yung-Chi Hou, Dean of Office of Research and Development, was elected as one of the APQN board members (from January 2011 to December 2012).

- March 15-16: HEEACT President Dr. George Jiang and Dean of Research and Development Office- Dr. Angela Yung-Chi Hou were invited to the Philippines to attend the conference held by the Accrediting Agency of Chartered Colleges and Universities in Philippines, AACCUP, and delivered the speech on the topic of “Evaluation and Ranking of Universities- the Taiwan Experiences.”

- April 4-7: HEEACT President Dr. George Jiang and Dean of Research and Development Office- Dr. Angela Yung-Chi Hou attended the INQAAHE conference “Quality Assurance: Foundation for the Future” held in Madrid, Spain. President George represented to join the panel discussions: Quality Assurance and rankings and Dean Hou presented a paper titled “International Accreditation in Taiwan Higher Education.” Crucially, HEEACT is selected to be responsible for holding 2013 INQAAHE Biennial Conference.

- May 16-17: HEEACT Dean of Research and Development Office- Dr. Angela Yung-Chi Hou attended the UNESCO Global Forum “Rankings and Accountability in Higher Education: Uses and Misuses,” in collaboration with the World Bank and IREG Observatory on Academic Ranking and Excellence (IREG Observatory) in Paris, France and discussed details concerning the “IREG-6 Conference,” which will be held in April 2012 in Taiwan.

- October 25: HEEACT Dean of Research and Development Office- Dr. Angela Yung-Chi Hou attended the APQN/INQAAHE Workshop on Good Practices in Quality Assurance. Dean Hou presented two cases of Good Practices: “Developing international capacity and enhancing research output” and “Student learning outcomes model on Institutional accreditation and its impact on quality of graduates in Taiwan higher education institutions.”
Membership in International Organizations and Networks of Quality Assurance

Ever since its establishment, HEEACT has actively participated in several leading international quality assurance organizations and networks. In 2011, HEEACT continues to be an active member of Asia Pacific Quality Network (APQN), International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and IREG Observatory on Academic Ranking and Excellence (IREG Observatory).

For these past few years, HEEACT has been successfully outputted its remarkable results in quality assurance in higher education to the international higher education community. These resulted in a victorious election where Dr. Yung-Chi Hou, Dean of Office of Research and Development, became a board member in APQN, she shall serve her term from January 2011 to December 2012. Dr. Yung-Chi Hou will represent Taiwan participating as one of the core decision makers in APQN. It will enhance the global academic influence of Taiwan.

Signing MOU with International Quality Assurance Agencies

HEEACT has entered into a Memorandum of Understanding (MOU) with eight foreign quality assurance agencies, namely:

1. The Office for National Education Standards and Quality Assessment (ONESQA) of Thailand in 2009.
2. National Assessment and Accreditation Council (NAAC) of India on June 4, 2010.
7. Shanghai Education Evaluation Institute, SEEI, in November 2011.
8. Taiwan Assessment Evaluation and Association, TWAEA, in November 2011.

HEEACT agreed to cooperate with all those agencies on international conferences, staff

<table>
<thead>
<tr>
<th>Name of Organization</th>
<th>Mission Statement</th>
<th>Membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia-Pacific Quality Network (APQN)</td>
<td>Enhance the quality of higher education in Asia and the Pacific region through strengthening the work of quality assurance agencies and extending the cooperation between them.</td>
<td>December 2007</td>
</tr>
<tr>
<td>IREG Observatory</td>
<td>Promote and enhance research of rankings on higher education.</td>
<td>March 2010</td>
</tr>
</tbody>
</table>
exchanges, mutual recognition and so on.

**TMAC — International Exchange Activities**

In June 2011, Dr. Chi-Wan Lai and Dr. Liu Keming participate the annual meeting of the Association for Medical Education in the Western Pacific Region (AMEWPR) as the representatives of TMAC. Professor Lai was invited to serve as the host of the first theme “the global role of the doctor in Healthcare,” and the keynote of the second session “Medical accreditation in Taiwan” to share the experience of medical education accreditation system in Taiwan. The purpose of AMEWPR is to enhance the medical education of the Western Pacific region and to support the Member States to maintain close relations with the World Health Organization (WHO) and World Federation of Medical Education (WFME).

Taiwan is not member of AMEWPR. In 2008 and 2010, Taiwan could only attend annual meetings as an observer. In 2011, the CEO of TMAC was invited to give a speech in the meeting. After the annual meeting, Dr. Ducksun Ahn, professor of Korea University Aham Hospital, current President of AMEWPR, invited Dr. Chi-Wan Lai to give a speech on “Experiences of Accreditation for Medical Education in Taiwan” at the General Assembly of Korea.

**TNAC — International Exchange Activities**

TNAC held a 2-day workshop for evaluation reviewers on September 2 and 3 this year. During the workshop, one of the most famous scholars in nursing, Dr. Helen Edwards who is a Professor of Queensland University of Technology were invited. The workshop attracted over one hundred domestic nursing experts and scholars to conduct a fruitful and meaningful discussion with Dr. Helen Edwards.

**Publications**

**Evaluation Bimonthly**

In May 2006, the first professional magazine on Higher Education Evaluation in Taiwan published its inaugural issue. The magazine, Evaluation Bimonthly, has its features on the latest evaluation knowledge, newest trends, in hope of creating a “platform for sharing evaluation knowledge” with the aim of allowing the public to understand the importance of evaluation.
Evaluation in Higher Education

Published in July 2007, Evaluation in Higher Education is a biannual academic journal released every June and December. The journal solicits contributions worldwide. It promotes the enhancement of the quality and quantity of higher education evaluation research, and it provides a channel of communication for domestic and international academic scholars to discuss and exchange information on various issues in Higher Education Evaluation and Quality Assurance.

Higher Education Evaluation Book Series and Other Publications

With the rapid growth of higher education and its commercialization, quality assurance has become an important public issue in Taiwan. HEEACT has invited numerous scholars and experts to publish a series of books on “Higher Education Evaluation.”

For years, Taiwanese scholars, experts, and all researchers in HEEACT have contributed extraordinarily for this series of books. Hence, these will become one of the most important references when it comes to the study of the Taiwanese Higher Education Evaluation System and Quality Assurance. Due to the above-mentioned reason, HEEACT will continue inviting scholars and experts to contribute to this great work. By the end of 2011, HEEACT has published seven books in this series.

ISO Certification

HEEACT was accredited by the United Kingdom Accreditation Service (UKAS) and received ISO9001:2008 and ISO/IEC 27001:2005 certification at the beginning of last year. In order to maintain our ISO9001:2008 on international quality management system and ISO/IEC 27001:2005 on information security management system, HEEACT will conduct one internal audit and management review inspections per year to examine our proceedings and to seek improvements. On January 4, 2012, HEEACT invited SGS Taiwan to conduct its first regularly scheduled inspection. We hope that through an excellent quality management inspection, we may continue our improvements, innovations, administrative efficiency, and create a reliable internet environment.
Contributions and Prospects
Contributions to Society

Considering the fact that the quality of higher education will affect the future international competitiveness of the state and its society, Higher Education Development has become one of the most important issues for nation states. Ever since the first cycle of program evaluation in 2006, HEEACT and all the university programs has contributed in the construction of a quality learning environment for students. Over past five years, HEEACT has successfully enabled Taiwan’s institutions and programs develop well-established quality assurance mechanism, which lead Taiwan higher education to be more competitive in the global setting.

According to meta-evaluation, it showed that HEEACT’s accreditation indeed enhanced the quality of higher education institutions, assisted quality culture rooted on campuses and brought Taiwan higher education toward excellence.

Along with this, HEEACT also contributed in the following issues:

1. Establishing the “College Navigator” website, which provides the parents and students with a much more complete and detailed information when selecting a higher education institution and exploring institutional research accountability.
2. Promoting and taking into account student learning outcome mechanisms during institutional evaluation.
3. Increase the international visibility and participation of the Taiwanese higher education evaluation system, and collaboration with other QA Agencies.

Future Prospects

“Impartial, professional, and striving for excellence”

HEEACT will not just live by its mission statement, HEEACT will develop into a research, consulting and training higher education evaluation institution. HEEACT has not only conducted cycles of evaluation programs, HEEACT has been learning from the international professional experience, in order to re-examine and improve its evaluation process and criteria. HEEACT will cooperate with the
national higher education policies, to increase our international competitiveness, and to cultivate other evaluation institutions. The common final aim of these prospects is to make the Taiwanese Higher Education System an excellent one.

In 2011, HEEACT achieved the following prospects:

1. Accomplish 83 comprehensive universities institutional evaluation.
2. Train nearly 2000 reviewers and numerous institutional staffs to benefit the incoming cycle of program evaluation.
3. Hold several quality assurance forum and international conferences to cumulate HEEACT core capacities and to disseminate new evaluation information and knowledge to universities.
4. Collaborate with international quality assurance organizations (including APQN, INQAAHE and IREG Observatory) to demonstrate Taiwan high education’s capacities and quality.
Financial Report
Higher Education Evaluation & Accreditation Council Of Taiwan
Independent Auditors’ Report

To The Board of Directors:

We have audited the accompanying Balance Sheet of Higher Education Evaluation & Accreditation Council Of Taiwan as of December 31, 2011 and 2010, and the related Statements of Income, Changes in Fund & Accumulated Surplus or Deficit and Cash Flows for the years then ended. These financial statements are the responsibility of the Council’s management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with generally accepted auditing standards in the Republic of China in Taiwan. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatements. The audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. The audit also includes assessing the accounting principles used and significant estimates made by the Council’s management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Higher Education Evaluation & Accreditation Council Of Taiwan on December 31, 2011 and 2010, and the results of its operations and its cash flows for the years then ended in conformity with accounting principles generally accepted in the Republic of China in Taiwan.

Hsiang, Kuo-Sung
Honsaty-Confidence & Co., CPAs
March 22, 2012
Higher Education Evaluation & Accreditation Council Of Taiwan
Income Statement
For The Years 2011 & 2010

(Expressed in Taiwan Dollars)

<table>
<thead>
<tr>
<th>Item</th>
<th>2011</th>
<th>%</th>
<th>2010</th>
<th>%</th>
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<tbody>
<tr>
<td></td>
<td>Amount</td>
<td></td>
<td>Amount</td>
<td></td>
</tr>
<tr>
<td>Revenues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bimonthly Journal</td>
<td>117,118</td>
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<td>67,120</td>
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<tr>
<td>Interest</td>
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<td>175,779</td>
<td>-</td>
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<td>Subsidies</td>
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<td>75,700,840</td>
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<td>Donation</td>
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<td>512,000</td>
<td>-</td>
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<td>Evaluation &amp; accreditation</td>
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<td>49</td>
<td>6,978,625</td>
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<td>Others</td>
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<td>910,724</td>
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<td>Total Revenues</td>
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<td>100</td>
<td>84,405,088</td>
<td>100</td>
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<tr>
<td>Expenses &amp; Losses</td>
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<tr>
<td>Payroll</td>
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<td>(28,177,965)</td>
<td>(34)</td>
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<td>Supplies</td>
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<td>(2,088,480)</td>
<td>(2)</td>
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<td>Rent</td>
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<td>(5,261,343)</td>
<td>(6)</td>
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<td>(2,511,925)</td>
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<td>(1,122,001)</td>
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<td>(18)</td>
<td>(8,318,187)</td>
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<td>(1,450,861)</td>
<td>(2)</td>
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<td>Miscellaneous</td>
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<td>(2,588,226)</td>
<td>(7)</td>
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<td>Professional service</td>
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<td>(16)</td>
<td>(5,700,980)</td>
<td>(7)</td>
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<tr>
<td>Evaluation &amp; accreditation</td>
<td>(7,859,470)</td>
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<td>(6,327,369)</td>
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<td>Research &amp; development</td>
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<td>(11,252,453)</td>
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<tr>
<td>General &amp; administration</td>
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<td>(4,089,549)</td>
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<td>Other miscellaneous</td>
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<td>(2)</td>
<td>(2,329,255)</td>
<td>(3)</td>
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<tr>
<td>Other non-operating expenses</td>
<td>(1,496,294)</td>
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<td>Total Expenses</td>
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<td>(101)</td>
<td>(84,313,444)</td>
<td>(106)</td>
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<td>Income Before Income Tax</td>
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<td>91,644</td>
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<tr>
<td>Income Tax</td>
<td>-</td>
<td>-</td>
<td>(87,672)</td>
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<tr>
<td>Net Income (Loss)</td>
<td>(747,039)</td>
<td>(1)</td>
<td>3,972</td>
<td>-</td>
</tr>
</tbody>
</table>

(The accompanying notes are an integral part of the financial statements.)

Chairman: [Signature]
President: [Signature]
Tabulation: [Signature]
Higher Education Evaluation & Accreditation Council Of Taiwan

Statements Of Changes In Fund & Accumulated Surplus or Deficit
For The Years Ended 2011 & 2010

<table>
<thead>
<tr>
<th>Description</th>
<th>Fund</th>
<th>Accumulated Surplus or Deficit</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance, January 1, 2010</td>
<td>36,300,000</td>
<td>5,582,968</td>
<td>35,882,968</td>
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<tr>
<td>Net Income(Loss) For 2010</td>
<td>-</td>
<td>3,072</td>
<td>3,072</td>
</tr>
<tr>
<td>Balance, December 31, 2010</td>
<td>36,300,000</td>
<td>5,586,940</td>
<td>35,886,940</td>
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<tr>
<td>Net Income(Loss) For 2011</td>
<td>-</td>
<td>(747,039)</td>
<td>(747,039)</td>
</tr>
<tr>
<td>Balance, December 31, 2011</td>
<td>36,300,000</td>
<td>4,839,901</td>
<td>35,139,901</td>
</tr>
</tbody>
</table>

(The accompanying notes are an integral part of the financial statements.)
## Higher Education Evaluation & Accreditation Council Of Taiwan
### Balance Sheet
#### December 31, 2011 & 2010

(Expressed In Taiwan Dollars)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Amount</td>
<td>%</td>
<td>Amount</td>
<td>%</td>
<td>Amount</td>
</tr>
<tr>
<td>Current assets</td>
<td></td>
<td></td>
<td>Current liabilities</td>
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<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>57,857,079</td>
<td>98</td>
<td>53,611,693</td>
<td>99</td>
<td>Accrued expenses</td>
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<tr>
<td>Accounts receivable</td>
<td>102,178</td>
<td>-</td>
<td>220,272</td>
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<td>Income tax payable</td>
</tr>
<tr>
<td>Other receivable</td>
<td>687,302</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>Other payables</td>
</tr>
<tr>
<td>Prepayments</td>
<td>-</td>
<td>-</td>
<td>279</td>
<td>-</td>
<td>Receipts in advance</td>
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<td>Total current assets</td>
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<td>90</td>
<td>58,898,814</td>
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<td>Deferred revenue</td>
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<tr>
<td></td>
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<td></td>
<td>Receipts under custody</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total current liabilities</td>
</tr>
<tr>
<td>Other assets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Other liabilities</td>
</tr>
<tr>
<td>Refundable deposit</td>
<td>369,800</td>
<td>1</td>
<td>369,800</td>
<td>1</td>
<td>Guarantee deposit received</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total liabilities</td>
</tr>
<tr>
<td>Fund &amp; Surplus or deficit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Fund</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Accumulated surplus or deficit</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Fund &amp; Surplus or deficit</td>
</tr>
<tr>
<td>Total Assets</td>
<td>59,016,959</td>
<td>100</td>
<td>54,188,614</td>
<td>100</td>
<td>Total Liabilities • Fund &amp; Surplus or Deficit</td>
</tr>
</tbody>
</table>

(The accompanying notes are an integral part of the financial statements.)

Chairman: [Signature]  President: [Signature]  Treasurer: [Signature]
Higher Education Evaluation & Accreditation Council Of Taiwan

Statement Of Cash Flows
For The Years 2011 & 2010

(Expressed in Taiwan Dollars)

<table>
<thead>
<tr>
<th>Item</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash Flows From Operating Activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net Income (Loss)</td>
<td>(767,009)</td>
<td>3,972</td>
</tr>
<tr>
<td>Adjusting Items:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loss on retirement of fixed assets</td>
<td>-</td>
<td>781,493</td>
</tr>
<tr>
<td>Decrease (Increase) in accounts receivable</td>
<td>1,651,514</td>
<td>(220,272)</td>
</tr>
<tr>
<td>Decrease (Increase) in other receivables</td>
<td>(647,942)</td>
<td>-</td>
</tr>
<tr>
<td>Decrease (Increase) in prepayments</td>
<td>2,196</td>
<td>-</td>
</tr>
<tr>
<td>Decrease (Increase) in other current assets</td>
<td>-</td>
<td>52,235</td>
</tr>
<tr>
<td>Increase (Decrease) in accrued expenses</td>
<td>823,542</td>
<td>(3,589,943)</td>
</tr>
<tr>
<td>Increase (Decrease) in income tax payable</td>
<td>(647,942)</td>
<td>87,100</td>
</tr>
<tr>
<td>Increase (Decrease) in other payables</td>
<td>(171,598)</td>
<td>116,197</td>
</tr>
<tr>
<td>Increase (Decrease) in unearned revenue</td>
<td>(410,811)</td>
<td>(2,389,449)</td>
</tr>
<tr>
<td>Increase (Decrease) in deferred revenue</td>
<td>5,456,510</td>
<td>(5,017,457)</td>
</tr>
<tr>
<td>Cash Flows from Operating Activities</td>
<td>(1,214,419)</td>
<td>4,970,465</td>
</tr>
<tr>
<td>Cash Flows From Investing Activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decrease (Increase) in refundable deposit</td>
<td>-</td>
<td>(280,504)</td>
</tr>
<tr>
<td>Cash Flows from Investing Activities</td>
<td>-</td>
<td>(280,504)</td>
</tr>
<tr>
<td>Cash Flows From Financing Activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash Flows from Financing Activities</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Net Increase (Decrease) In Cash And Cash Equivalents</td>
<td>4,210,415</td>
<td>(11,100,405)</td>
</tr>
<tr>
<td>Cash And Cash Equivalents On January 1</td>
<td>53,460,283</td>
<td>64,807,586</td>
</tr>
<tr>
<td>Cash And Cash Equivalents On December 31</td>
<td>57,817,679</td>
<td>59,808,283</td>
</tr>
</tbody>
</table>

(The accompanying notes are an integral part of the financial statements.)

Chairman:  
President:  
Treasurer:  

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