



HEEACT

Higher Education Evaluation and
Accreditation Council of Taiwan

HEEACT Program Accreditation Handbook (2020)

Higher Education Evaluation and Accreditation Council of Taiwan

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I . Introduction

1. Background

Accreditation is the most common methods of measuring the performance of higher education institutions and promoting quality enhancement. Although some developed countries such as the UK, France, and Australia employ institutional accreditations to partially determine the amount of funding allocated to universities and colleges, most countries consider accreditation as a crucial method of improving the quality of institutions. Institutional accreditations are increasingly considered beneficial in promoting the sustainable growth of universities and colleges, encouraging the pursuit of excellence at such institutions, and enhancing their global competitiveness. In response to trends with this perspective toward institutional accreditation, Taiwan established the Higher Education Evaluation & Accreditation Council of Taiwan (hereinafter “the Council”) in 2005. This important milestone marks the official entry of higher education in Taiwan into a new era: an era of third-party evaluation and accreditation.

In 2006, the Council officially adopted the accreditation system to conduct the First Cycle of Program Accreditation, which was aimed at ensuring that programs under accreditation achieved the goal of providing students with a high-quality learning environment. As of 2010, a total of 1,907 programs from 79 institutions had been evaluated for the first cycle.

The Council performed a meta-evaluation following the First Cycle of Program Accreditation conducted by third-party, Council-commissioned, accrediting organizations. Results of the meta-evaluation indicated that the majority of programs accredited were amenable to an accreditation system serving as the core accreditation mechanism. Moreover, the results of the meta-evaluation can be used

to provide programs with specific recommendations for quality enhancement and as a means to demonstrate program accountability to society overall. In other words, the First Cycle of Program Accreditation successfully ensured that programs provide students with a high-quality learning environment.

The Council launched the Evaluation of General Education and the Second Cycle of Program Accreditation in 2012. To ensure that accreditations remained consistent and systematic, the Second Cycle of Program Accreditation followed the First Cycle of Program Accreditation and the First Cycle of Institutional Accreditations, thereby retaining the accreditation system as the foundation of the overall accreditation framework. The First Cycle of Program Accreditation focused on “input” at the program level and emphasized the importance of providing students with a high-quality learning environment and the First Cycle of Institutional Accreditation focused on creating a set of mechanisms to assess the learning outcomes of students. By contrast, the Second Cycle of Program Accreditation focused on the level of “process”; that is, how programs employed mechanisms to assess student learning outcomes in order to fully realize the program’s educational goals and ensure that students obtained the required core competencies. This new focus was aimed at ensuring that programs were proactive in guaranteeing student learning outcomes.

Since 2006, program accreditation in Taiwan have undergone two cycles of implementation and development. In 2017, the Ministry of Education (MOE) announced a major policy shift for program accreditations, according to which, the MOE will no longer conduct program accreditation for universities, vocational schools, and technical schools; instead, the individual institutions are responsible for making decisions regarding conducting accreditations as well as managing these accreditations. Since its foundation, the Council has consistently been commissioned by the MOE to conduct program accreditations. The Council has also been proactive in collecting

substantial amounts of crucial information related to accreditations. After a careful consideration of the current status of higher education in Taiwan as well as broader domestic and international educational trends, the Council has created a plan according to which institutions may commission an external agency to accredit the quality of their programs. This handbook can be used as a reference for higher educational institutions to make decisions regarding quality assurance (QA) as well as the mechanisms that must be created for such purposes.

2. Goals of Accreditation

The handbook has the following objectives:

- (1) To help programs enhance quality and develop distinct features;
- (2) To promote the establishment of internal QA mechanisms and self-improvement mechanisms within programs;
- (3) To help programs increase their visibility on the world platform;
- (4) To provide the wider community with information on QA and inform the general population regarding program quality and operations.

II . Quality Assurance Standards, Core Indicators, and Checklists

QA standards were designed according to the philosophy that programs should realize their unique academic position and create a culture of QA. After the practices and experience of accrediting organizations both in Taiwan and overseas were reviewed, the QA standards were combined with the plan-do-check-act (PDCA) management method to help programs review their practices and outcomes in three major standards: (1) development, operations, and improvement; (2) faculty and teaching; and (3) students and learning. The core indicators listed under the three QA standards must be

compulsorily evaluated during an on-site visit. Based on its distinct features or policy needs, a program may be evaluated using one or a combination of two or more of the following options: (1) Accreditation based on the program's display of distinct features for each core indicator; (2) Accreditation based on the program's display of distinct features for each core indicator as well as for new core indicators created by the program to showcase its distinct features; (3) New QA standards with a corresponding set of core indicators created by the program to showcase its distinct features. QA standards and core indicators are discussed in more detail below. For an in-depth explanation of QA standards and core indicators, please refer to Appendix A. The Quality Assurance Standard Checklist is presented in Appendix B.

Standard I: Program Development, Operations, and Improvement

- 1-1 Goals, distinct features, and development plans;
- 1-2 Curriculum planning and implementation;
- 1-3 Operations and administration support;
- 1-4 Self-analysis and continual improvement.

Standard II: Faculty and Teaching

- 2-1 Faculty composition and appointment of instructors for the program's educational goals, curriculum, and students' learning needs;
- 2-2 Development of instructors' teaching capacity and related support systems;
- 2-3 Development of instructors' academic careers and related support systems;
- 2-4 Teaching, academic, and professional performance of faculty.

Standard III: Students and Learning

- 3-1 Management of student enrollment and retention;
- 3-2 Course-related learning and support systems;
- 3-3 Other forms of learning and support systems;
- 3-4 Student/graduate learning outcomes and feedback.

III. Accreditation

1. Eligible Programs

This handbook is designed to accommodate programs at universities, universities of technology, technical colleges, and vocational colleges whose establishment was approved by the MOE and which confer associate bachelor's degrees, bachelor's degrees, master's degrees, doctoral degrees, or other degree-granting programs.

2. Preparing an Application and Selecting an Academic Discipline

Accreditation of a single program is applicable for the accreditation of an individual department, graduate program, degree-granting program, or combined department/graduate program. The accreditation for the combined department/graduate program further offers the following two options: (1) one department and one graduate program and (2) one department and multiple graduate programs.

During an accreditation cycle, a newly established bachelor's, master's, or doctoral program (not including a program that was created through the merging of existing programs) may apply to receive an on-site visit in the academic year that succeeds its first graduation cohort (4 years for bachelor's programs, 2 years for master's program, and 3 years for doctoral programs). When an on-site visit is performed to accredit a program with a newly established program with an existing cohort but without a graduation cohort yet, the program may be reviewed and accredited along with other program of the program. The accreditation of the program may also be delayed until the first cohort graduates and the validity period of the accreditation will start from the date it received its accreditation result.

To accommodate and respect the diversity and unique character of individual programs as well as to guarantee that qualified reviewers are appointed to conduct on-site visits, a program applying for

accreditation of a single program, academic discipline, or college/school must specify the academic discipline to which it belongs. The academic discipline must be selected from a list of 17 academic disciplines recognized by the Council. Please see Appendix C for the list and breakdown of the disciplines.

3. Appointment of Reviewers

In principle, two to four reviewers are appointed to conduct a program on-site visit.

4. Submission of the Self-Assessment Report

A program must submit a self-assessment report, which serves as the primary basis for document review and on-site visits. Each application must be accompanied with two copies of the self-assessment report (including a CD) and a basic information form. The electronic versions of related documents must also be uploaded to a designated system.

The main text of the self-assessment report must describe the current state of affairs within each program level (e.g., undergraduate level, master's level, and doctoral level). The self-assessment report should ideally be 120 pages long, but up to 10 pages may be added per program level added. The report should be written in 14-point standard Kai font with 22-point spacing. Supporting documents (appendices) have no page restriction, but they should be copied onto a CD to be used as reference for reviewers conducting the on-site visit. The format of the self-assessment report is presented in Appendix D.

An institution must collect the self-assessment reports of its individual programs for which accreditation are to be applied and then mail them to the Council. For a program to be evaluated in the first half of the year, the self- accreditation report must be mailed no later than February 15 (it must be post-marked as proof that it was mailed by February 15), whereas for a program to be accredited in the second half of the year, the self- accreditation report must be mailed no later

than August 15 (it must be post-marked as proof that it was mailed by August 15).

5. Scope of Required Information

A unit scheduled to receive an on-site visit in the first half of the year must provide data on the five most recent semesters (2.5 years); a unit scheduled to receive an on-site visit in the second half of the year must provide data on the six most recent semesters (3 years).

The basic information form should be completed by the applying unit itself, and the content should be based on the data available in the Higher Education Database established by National Yunlin University of Science and Technology or according to the Basic Database of Higher Technological and Vocational Education. Only some mandatory sections of the form and some basic numerical data must be filled by the unit.

6. Itinerary of On-Site Visit

An on-site visit to a program is usually completed in 1 day. The date and itinerary of the on-site visit may be adjusted as required. The itinerary of a typical on-site visit is presented in Table 1.

During the 1-day on-site visit, reviewers evaluate the different QA standards by using the following methods: observation of facilities, meetings, and discussions and data collection and review. Reviewers also collect information through interviews with deans, faculty members, administrative staff, students, graduates, and industry representatives.

Table 1: Itinerary of a Typical On-Site Visit

	Time	Task
Morning	09:30–10:00	Reviewers arrive at the institution
	10:00–10:20	Reviewers hold a preparatory meeting

	Time	Task
	10:20–11:00	Mutual introductions of reviewers and program personnel; the program personnel provides a brief report
	11:00–11:30	Reviewers hold a meeting with the director of the program
	11:30–12:00	Reviewers inspect facilities
	12:00–13:00	Lunch break
Afternoon	13:00–14:00	Information review and exchange
	14:00–14:45	Discussions with faculty and administrative representatives
	14:45–15:30	Discussion with student representatives and graduates
	15:30–16:00	Discussions with industry representatives
	16:00–16:40	Reviewers segregate into groups for discussion
	16:40–17:20	Comprehensive discussions
	17:20–18:10	Completion of the on-site visit, drafting a report, and leaving the institution

Note: If the discussion session with the industrial representative is cancelled, the timeslot is allocated for flexible activities. Mutual introductions of reviewers and program personnel are performed with all participants or in small groups. Events that are labeled as group activity involve individual units to be accredited.

7. Feedback for the Initial Draft of an On-Site Visit Report

After receipt of the initial draft of the on-site visit report on the day of the on-site visit, the program personnel may lodge an appeal at the Council within 10 working days. After soliciting the opinions of the on-site visit panel members, the Council then submits all appeal-related documents to the Accreditation Recognition Committee responsible for the academic discipline to which the program belongs. This committee is identified and referred to during the accreditation review.

8. Accreditation Results

Accreditation results are handled as follows:

An applicant must be a unit that confers an associate bachelor's degree, bachelor's degree, master's degree, and/or doctoral degree. An accreditation cycle lasts 6 years. A program may be given one of three possible results: accredited for a period of 6 years; accredited for a period of 3 years; or re-accreditation required. The Council provides the accredited unit with a certificate each in the Chinese and English languages. The Chinese-language certificate specifies all the program levels that have been accredited (e.g., undergraduate program and master's program). The accreditation results are published on the Council's website and on the Taiwan Quality Institution Directory (TQID) website. Please refer to Table 2 for more details on accreditation results.

Table 2: Accreditation Results

Accreditation result	Details
Accredited for a period of 6 years	<ol style="list-style-type: none">1. The 3 years following the announcement of the accreditation result is designated as the self-improvement period.2. After the self-improvement period, the unit must submit a self-improvement plan describing the

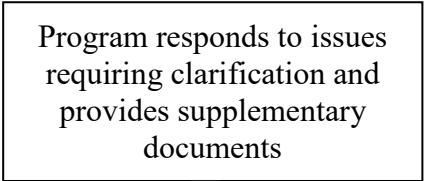
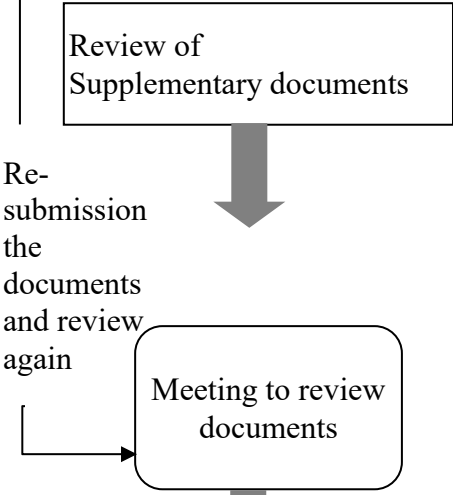


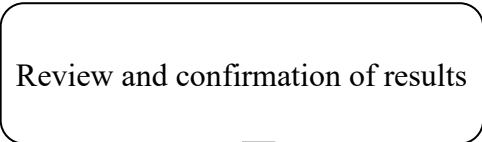
Accreditation result	Details
	implementation of related improvement measures, which is used as reference during the following accreditation cycle.
Accredited for a period of 3 years	<ol style="list-style-type: none"> 1. The 3 years following the announcement of the accreditation result is designated as the self-improvement period. 2. After the self-improvement period, the unit must submit a self-improvement plan describing the implementation of related improvement measures. The submitted information is used as reference data for subsequent accreditation. 3. The Council reviews these documents, and if required, may conduct an on-site visit to determine whether the program's accreditation status should be extended. The extension application must be submitted 2.5 years after the announcement of the accreditation result, and the unit may apply for an extension only once. If a program is not granted an extension, it may not apply for restarting the accreditation procedure.
Re-accreditation required	The program may reorganize its information, implement measures for improvement, and then reapply at the Council within 1 year for restarting the accreditation procedure. Such an application may be made only once per accreditation cycle. If a program applies after the 1-year deadline, the application is considered new.

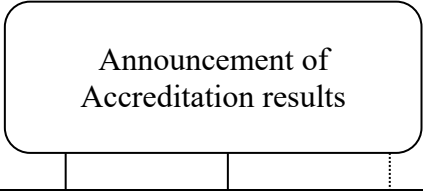
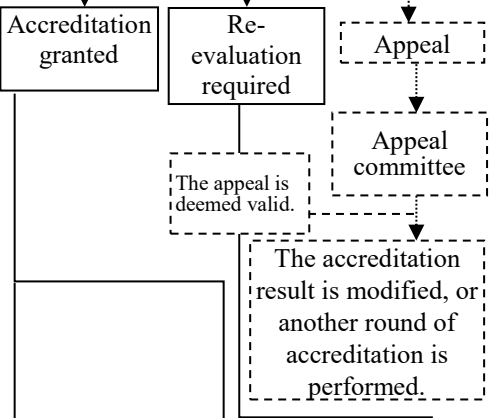
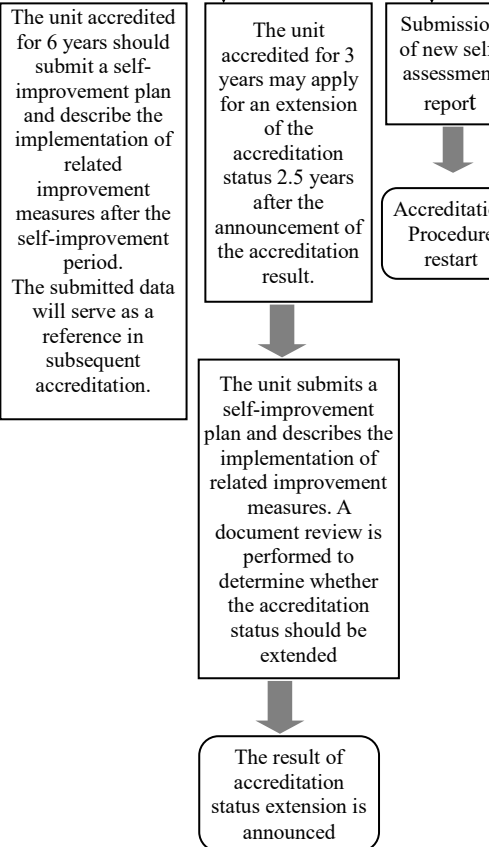
9. Lodging an Appeal

If a program disputes the accreditation results, it may lodge an appeal at the Council within 30 days of result announcement. The Council then convenes an appeal committee to review the appeal.

10. Accreditation Procedures

Procedures	When		Details
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Submit an application</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Document review</div>	First half of the year	Second half of the year	<ul style="list-style-type: none"> • An application must be submitted before the end of January, a year before the on-site visit is made. • The Council reviews the information and documents submitted by the institution. • The itinerary and evaluation procedures are planned based on the type, scope, and features of the program.
	By end of January, one year before on-site visit	By end of January, one year before on-site visit	
<div style="border: 1px solid black; border-radius: 10px; padding: 10px; margin-bottom: 10px;">On-campus consultation provided by the Council</div>	Before August 15	Before February 15	<ul style="list-style-type: none"> • An information session is organized on the campus to discuss related topics including accreditation indicators, preparation timelines, and information that must be prepared for the on-site visit. • An information session is organized to explain the requirements for a self-assessment report to be compiled by the applying unit.
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Submission of the self-assessment report</div>	Before August 15	Before February 15	<ul style="list-style-type: none"> • The program submits the self-assessment report (which must conform to the required format). • The Council forms an On-Site Visit Panel.
<div style="border: 1px solid black; border-radius: 10px; padding: 10px; margin-bottom: 10px;">Initial document review/request to submit missing documents</div>	August	February	<ul style="list-style-type: none"> • The Council reviews the format of the self-assessment report and notifies the institution to provide additional documents, when necessary.
<div style="border: 1px solid black; border-radius: 10px; padding: 10px; margin-bottom: 10px;">Document review</div>	September to October	February to March	<ul style="list-style-type: none"> • The on-site visit panel provides the first batch of issues requiring clarification.

Procedures	When		Details
 <p>Program responds to issues requiring clarification and provides supplementary documents</p>	October to November	March to April	<ul style="list-style-type: none"> The applying unit must provide a response to the first batch of issues requiring clarification within 8 working days.
 <p>Review of Supplementary documents</p> <p>Re-submission the documents and review again</p> <p>Meeting to review documents</p>	September to December	February to May	<ul style="list-style-type: none"> The on-site visit panel convenes a meeting to review documents. The on-site visit panel convenes a meeting to discuss the responses provided by the applying unit to the first batch of problems. The panel also completes an outline for the on-site visit report and provides the second batch of problems requiring clarification. If the on-site visit panel decides that the supplementary documents are insufficient or there is another reason due to which the on-site visit cannot be conducted on schedule, it may request additional documents for further review or delay the date of the on-site visit, if necessary.
 <p>On-site visit</p>	October to December	March to May	<ul style="list-style-type: none"> The on-site visit panel conducts the on-site visit. The on-site visit panel completes the on-site visit report draft.
 <p>Program applies for feedback to the on-site visit</p>	Before June	Before January of next year	<ul style="list-style-type: none"> The applying unit may submit a feedback form within 11 working days after receiving the on-site visit report draft. After soliciting the opinions of the on-site visit panel, the Council submits the appeal and related documents to the Accreditation Recognition Committee responsible for the academic discipline of the program, which is referred to during the accreditation review.
 <p>Review and confirmation of results</p>	July	Before February of next year	<ul style="list-style-type: none"> Recommendations for accreditation, the initial draft of the on-site visit report, and the reviewers' written response to a program's appeal are forwarded to the Accreditation Recognition Committee responsible for the

Procedures	When		Details
			academic discipline in question as reference for making decisions regarding accreditation results. The committee's decision is reported to the Board of Trustees.
	August	Before March of next year	<ul style="list-style-type: none"> • Accreditation results are mailed to the institution. • The names of programs that have been granted accreditation are published on the websites of the Council as well as the TQID
		<ul style="list-style-type: none"> • If an institution disputes accreditation results, it may lodge an appeal within 30 days from result announcement by the Council. • The Council convenes the Appeal Review Committee to review the appeal. • If an appeal is deemed valid, the accreditation result is changed; otherwise, a new round of accreditation is started. 	
		<ul style="list-style-type: none"> • The first 3 years after accreditation results are announced is considered the self-improvement stage. • Program accredited for a period of 6 years: <ul style="list-style-type: none"> - The 3 years following the announcement of the accreditation result is designated as the self-improvement period. - The unit accredited should submit a self-improvement plan describing the implementation of related improvement measures after the self-improvement period, which serves as reference for the next cycle of accreditation. • Program accredited for a period of 3 years: <ul style="list-style-type: none"> - The 3 years following the announcement of the accreditation result is designated as the self-improvement period. 	

Procedures	When	Details
		<ul style="list-style-type: none"> - The unit accredited should submit a self-improvement plan describing the implementation of related improvement measures after the self-improvement period. The submitted data serves as reference for subsequent accreditation. - The Council reviews these documents, and if required, may conduct an on-site visit to determine whether the program's accreditation status should be extended. The unit may apply for a status extension 2.5 years after the accreditation result is announced; each unit may apply for the extension only once. A program that is not granted an extension may not apply to restart the accreditation procedure. • Re-accreditation required <ul style="list-style-type: none"> - The program may implement improvements, re-organize its information, and then reapply at the Council within 1 year for restarting the accreditation procedure. Such an application may only be made once per cycle. If a program applies after the 1-year deadline, the application is considered new. - Additional fees are required for re-accreditation.

Note: Please refer to the latest announcements on the Council's official website regarding changes made to the accreditation timeline.

IV. Standards of Accreditation Fees

Fees required for accreditation include the following: application fee, document review and on-site visit fee, re- accreditation fee, document review and on-site visit postponement fee required for a recently established program/program level, document review fee required for the extension of accreditation status, and the fees for performing an on-site visit to evaluate the extension of the accreditation status.

The application fee is paid by the institution and is calculated on the basis of the total number of programs for which accreditation is applied. The fees for the document review and on-site visit are calculated according to the type of on-site visit, namely on-site visit for a single program, that for an academic discipline, and that for a college or school.

Based on need assessment, the Council may send representatives to provide a program with two free on-campus consultations. Additional fees are charged if further consultations are required.

Appendix A: Quality Assurance Standards and Core Indicators

Standard I: Development, Operations, and Improvements	
<p>The program’s self-positioning, educational goals, and development plans or strategies are related in a clear and logical fashion and are employed in planning and implementing curricula to meet the needs of students. The program has a comprehensive administrative system that operates efficiently, and mechanisms for conducting self-analysis and implementing continual improvements are established to guarantee the quality and effectiveness of program operations.</p>	
Core Indicator	Details
<p>1-1 Goals, distinct features, and development plans</p>	<p>The program designs plans and strategies for development based on its self-positioning and educational goals, and a clear, logical relationship exists between the plans/strategies, self-positioning, and educational goals. The program considers the following elements in a comprehensive manner when formulating plans/strategies and defining its self-positioning and educational goals: students’ current conditions and their future development; social demands; trends and developments within industry and in the program’s respective academic discipline; the direction of development both of the institution as a whole and the program itself; the program’s traditions and distinct features; the qualifications of instructors; the performance of graduates and employer feedback; and other forms of accreditation, feedback, and recommendations. The program is able to discuss feedback at appropriate intervals and make appropriate adjustments based on the results.</p> <p>Based on its educational goals and distinct features, the program is able to foster in their students practical skills, skills to integrate and apply cross-disciplinary knowledge, and skills required for international success, such that students can positively interact and engage with peers from other disciplines, the workplace, and the global community.</p> <p>The program is able to clearly articulate its positioning, educational goals, and direction of development to faculty and students, which supports the development of appropriate teaching and learning activities.</p>

<p>1-2 Curriculum planning and implementation</p>	<p>Based on its educational goals and core competencies students are expected to develop, the program designs a comprehensive curriculum framework, supported by a clear rationale, which follows a logical progression from basic subjects to specialized ones and prescribes required courses and electives. The program plans the following details for each year of the curriculum: learning focus; allocation and number of credits; guidelines for taking electives through another program; and experiments, hands-on training, internships, productions, special projects, and research projects. The program is able to clearly justify its considerations in designing the details described above, and clear, reasonable mechanisms exist to discuss, amend, and improve the curriculum to guide its ongoing development and innovation.</p> <p>The program offers required courses, electives, and internships based on its overall curriculum framework, and the curriculum is practically implemented.</p> <p>The program establishes collaborative relationships within academia, government, and industry, appropriate to its educational goals; these collaborative relationships are practically realized within the planning and implementation stage of the curriculum. The focus is on industry, cultural, and local urban and rural development, which serves to broaden students' learning perspectives and benefits their future career development.</p>
<p>1-3 Operations and administration support</p>	<p>The program establishes and operates an administrative and decision-making organization that is supported through appropriate funding and resources. The program utilizes effective practices and management mechanisms to ensure the quality of operations. The program reviews its self-positioning, educational goals, and curriculum planning at routine and non-routine intervals and is able to change and revise development plans based on the results of such reviews.</p> <p>The program employs appropriate, effective leadership and management systems to integrate resources at the institutional, college, and program levels; collaborate with academia, government, and industry; and gain access to projects/funding. The program provides planning, funding, and administrative support for its ongoing development. There are clear and</p>

	<p>reasonable mechanisms for the formulation, execution, and discussion of the program’s development with regard to the allocation and sharing of program resources, such as funding, facilities, and equipment. Such discussions are also used to guide decisions related to curriculum, teaching, research, service, and administrative practices to accomplish the mission, educational goals, and development goals of the program.</p> <p>Effective mechanisms are established to support administrative management, including administrative planning and operations, instructor evaluations, and holding meetings to discuss program affairs. These mechanisms are helpful in creating and fully implementing appropriate regulations and guidelines, which effectively support teaching, research, services, and counseling.</p> <p>There is healthy communication and interaction between faculty, students, and staff. The program uses a wide variety of channels to make announcements and convey information to students, faculty, parents, the wider community, and other stakeholders, both periodically and at non-routine intervals, to provide a greater understanding of the program’s state of affairs to interested parties and the general population.</p>
<p>1-4 Self-analysis and continual improvement</p>	<p>The program has established mechanisms for self-analysis and review. The program is able to assess the current climate, its strengths and weaknesses, and opportunities and threats when defining its educational goals, devising strategies, planning and implementing curricula, recruiting students, and hiring instructors.</p> <p>Based on the results of self-analysis, the program formulates concrete and reasonable development plans and improvement measures. Planning for required additional measures (e.g., allocation of funding and personnel, time lines, and review mechanisms) is comprehensive and reasonable. The program is able to make effective use of recommendations, feedback, and the results of internal and external evaluations (including the status of current improvements based on the most recent quality assurance evaluations) when proposing innovative practices and strategies for its sustainable development and operations, all of which is aimed at providing the best possible teaching and learning environment.</p>

	<p>The program is able to thoroughly implement improvements and is capable of honestly addressing any areas or weaknesses that cannot be improved in the immediate future to mitigate their potential negative impact.</p>
<p>Standard II: Faculty and Teaching</p>	
<p>The appointment of instructors and faculty composition satisfy the learning needs of students as well as the development needs of the program. The development of teaching capacity and the academic and professional performance of faculty as well as related support systems are appropriately planned and implemented and produce positive results.</p>	
<p>Core Indicator</p>	<p>Details</p>
<p>2-1 Faculty composition and appointment of instructors for the program's educational goals, curriculum, and students' learning needs</p>	<p>Regulations and timelines for the appointment of full- and part-time instructors as well as faculty contract extensions possess a clear logic, are concretely implemented, and are beneficial to ensuring the appointment of outstanding, properly qualified instructors. The program creates clear regulations for the appointment and performance evaluation of instructors as well as requirements for contract extensions. This information is made publicly accessible to ensure that instructors understand their rights and duties; to guarantee teaching quality; and to ensure that student needs, educational goals, and development goals are successfully achieved.</p> <p>There is a reasonable balance between the number of full- and part-time instructors. This balance considers the educational goals, curriculum requirements, and different areas of specialization of instructors. The expertise and background of instructors are able to satisfy the program's development needs based on the academic discipline, trends in industry development, and the number of students in the program as well as their individual backgrounds and needs.</p> <p>Instructors are given a reasonable number of responsibilities and teaching hours, and they teach courses related to their area of expertise.</p>
<p>2-2 Development of instructors' teaching capacity</p>	<p>Instructors engage in developing their teaching capacity and pedagogical skills. Instructors are constantly striving to improve and update their</p>

<p>and related support systems</p>	<p>curriculum design, teaching material selection, teaching methods, and student evaluations based on the backgrounds, classroom performance, feedback, and academic performance of students as well as on trends and developments in the academic discipline. This practice ensures the fulfillment of students' learning needs and enhancement of teaching quality. Instructor evaluations and student assessments are designed on the basis of unique features of the program in its entirety or of the respective program level (e.g., undergraduate and master's).</p> <p>The institution or program provides the necessary space, facilities, and administrative aid to ensure that instructors are given the necessary support to teach effectively.</p> <p>The institution or program has established reasonable measures to support and award instructors in the development of their teaching capacity. These measures include the collection of student feedback (e.g., instructor evaluations) and providing it to the instructor, thus affording him/her a better perspective toward enhancing teaching performance; using student performance as a means of feedback; establishing regulations to award teaching excellence; establishing mechanisms to assist faculty in developing their teaching capacity; encouraging the participation of instructors at conferences and workshops devoted to pedagogy; and arranging for discussions, sharing of experience, or classroom observations to support the ongoing pedagogical and professional development of instructors.</p> <p>The program makes appropriate use of instructor evaluations and teaching assessments by offering counseling and training opportunities to underperforming instructors. The program is aware of instructor participation in training programs and the effectiveness of such programs in order to guarantee teaching quality.</p>
<p>2-3 Development of instructors' academic careers and related support systems</p>	<p>The program provides reasonable and ample assistance and support to instructors for their career development. Based on a consideration of the size of the institution or program as well as other factors, this may include the following: helping instructors gain access to institutional and external resources; advocating for a reasonable number of sabbatical leaves or reduced</p>

	<p>teaching hours (or fewer classes to be taught); formulating regulations for temporary transfer or collaboration with academia, government, and industry; conferring appropriate rewards for academic and professional performance; assisting instructors in applying for various projects/funding both on- and off-campus; and pooling institutional resources to set up research teams.</p> <p>The program provides reasonable and ample assistance and support to instructors for services they are expected to perform. This may include formulating reasonable regulations for expected service (e.g., temporary transfers and part-time instruction) and offering appropriate supportive measures.</p>
<p>2-4 Teaching, academic, and professional performance</p>	<p>Instructors display adequate academic and professional performance based on the self-positioning and educational goals of the program, the innovation needs within the professional discipline, and their personal development needs. The academic and professional performance of instructors may be displayed through a broad range of avenues, including pedagogical/research monographs; academic papers; research projects; patents; productions/exhibitions; collaboration within industry and academia and the application of any results thereby produced; technical reports; competitions; awards; and other forms of academic collaboration either domestically or internationally.</p> <p>Based on their area of expertise and the educational goals of the program, instructors provide services to the institution and wider community. These services include the following: participation in the program's administrative management and student counseling; giving lectures on and off-campus as well as at international events; serving in the capacity of a consultant or advisor; participation and service in the community; academic services (proposing examination questions, serving as a reviewer/oral examiner/judge, and being active in student associations), administrative services (including part-time and temporary transfers); collaboration with industry; or technology transfer.</p> <p>A strong correlation exists among the academic performance, professional performance, and service performance of instructors and the program's self-</p>

	positioning, educational goals, and direction of development. This correlation is beneficial to advancing student learning, improving the program's reputation, showcasing the program's distinct features, and bolstering the program's social impact.
Standard III: Students and Learning	
<p>The program has established robust mechanisms to manage student enrollment and retention, which are used to analyze and gain complete information regarding the profile and unique qualities of the student body. Course-related learning, other forms of learning, and support systems are appropriately planned, implemented, and produce effective results.</p>	
Core Indicator	Details
3-1 Management of student enrollment and retention	<p>The program is able to examine its educational goals and distinct features, previous experience and success in recruiting students, and the performance of past students to prepare reasonable recruitment plans and methods. The program is able to utilize appropriate promotional materials for recruiting students suitable for the program.</p> <p>The program provides appropriate academic counseling to new students (including transfer students, students who changed from a different department, international students, and overseas Chinese students). The program employs a wide variety of systems, such as buddy systems, dormitory support systems, and counseling systems, which help new students to adequately prepare to pursue studies by informing them about academic regulations and program expectations, curriculum planning, graduation requirements, and plans for the program's future development. The program is able to proactively consider potential issues or problems new students may face to respond to or take appropriate measures to mitigate negative consequences.</p> <p>Systems are established to manage student learning and academic milestones. The program is aware of and is capable of analyzing the profile and unique traits of its student body. The program is aware of student demographics as well as its students' individual backgrounds, family situation, past experience, skills, and expectations from their education. The program understands why a student takes a leave of absence, transfers to another institution, or decides to discontinue</p>

	<p>studies completely. The program utilizes academic milestones as an important basis for instruction and student counseling.</p>
<p>3-2 Course-related learning and support systems</p>	<p>The program is cognizant of and capable of analyzing the course-related performance of students. This includes awareness and analysis of individual students' grade distribution, credit exemptions, retaken courses, failed courses, prerequisites, course registration details, and the time limit for completing their degree. Such awareness and analysis allows the program to effectively provide assistance to the students in their course-related learning. The program is able to provide counseling and assistance to underperforming students and to those facing difficulties. The program ensures that students are aware of curriculum demands and expected rates of progress and helps students gain access to counseling and other academic resources.</p> <p>The program provides adequate course-related support to students to help them develop skills and competencies. Support is provided on the following levels: administrative and human resources; software, hardware, and equipment; program funding; scholarships, bursaries, and work-study opportunities; sufficient teaching and learning spaces, along with proper scheduling arrangements; internships and opportunities for observation; routine and non-routine lectures and trips; academic consultation; warning systems for academic underperformance; counseling, mentoring, and buddy systems; and learning resources and information.</p> <p>The program is able to appropriately establish, manage, and utilize course-related resources. Examples include pooling learning resources donated by alumni and other social organizations; formulating appropriate regulations for the management, allocation, and use of resources as well as applications to access resources; and reducing the amount of idle or wasted resources, thereby ensuring that resources produce the greatest possible value for the greatest number of students.</p>
<p>3-3 Other forms of learning and support systems</p>	<p>The program values extracurricular and co-curricular activities, real-world learning, lifelong learning, and career learning and has established robust systems to support these forms of learning.</p> <p>Extracurricular and co-curricular activities: The</p>

	<p>program encourages and supports student engagement in appropriate extracurricular and co-curricular activities, such as student-run activities, activities hosted by student clubs and associations, international learning activities, academic lectures and workshops, and competitions and performances. The program likewise provides appropriate counseling and resources for the activities mentioned above.</p> <p>Real-world learning: The program has a comprehensive plan and suitable administrative personnel devoted to counseling students on subjects related to daily life. This includes counseling/mentoring/advising, buddy systems, and class- and program-level networks. The program makes use of diverse channels to understand the details of students' lives, such as their interpersonal relations, economic situation, work situation, living arrangements, psychological state, and behavior. Appropriate counseling and support are provided to students based on an assessment of their individual situation. Support can be achieved through scholarships, work opportunities, student counseling and meetings, and when necessary, referral to seek professional help.</p> <p>Lifelong learning: The program has established counseling mechanisms and provides suitable resources to students. This includes pooling resources from alumni and the wider community to help students in pursuing advanced studies or gaining access to employment information. The program helps students arrive at a greater understanding of their personal interests through visits, internships, counseling, and testing and encourages students to plan and prepare for their future careers as early as possible.</p> <p>Career learning: The program is able to help students understand the job market as well as their professional aptitudes and helps students prepare to seek work. This includes career counseling, aptitude tests, granting access to alumni and industry resources, or providing students with internship opportunities and visits to businesses. Other examples include assisting students obtain certification, take job placement examinations, and attend job fairs so that they can plan and prepare for their career development.</p>
3-4 Student/graduate	The program establishes quality control and

<p>learning outcomes and feedback</p>	<p>assessment mechanisms for the academic performance of students. This includes requirements covering credits, courses, test scores, special productions, internships, minimum grades, certifications, and graduation. These requirements are aimed at ensuring that students possess necessary competencies and that the educational goals of the program are achieved.</p> <p>Students display adequate academic performance and learning outcomes based on the educational goals of the program and their own personal education and development. Examples of performance and learning outcomes include the following: research findings, productions and exhibitions, results of hands-on work, publications (e.g., conference papers, journal articles, monographs, and theses/dissertations), certifications, invention patents, participation in projects, performance in competitions and contests, and special productions.</p> <p>Students display adequate performance and progress in course-related learning, extracurricular and co-curricular activities, real-world learning, lifelong learning, and career learning. This corresponds with the program's educational goals and the competencies students are expected to develop, while simultaneously showcasing the educational effectiveness of the program.</p> <p>Students are able to adequately provide service based on their educational level and the educational goals of the program, including service at the program, on- and off-campus, and in international venues. Examples of service include the following: providing guidance to new students with respect to their education and daily life; community service and participation; engagement in student associations; involvement as a volunteer; service learning within academia, government, or industry; and participation in clubs and associations that offer services both on- and off-campus.</p> <p>The program maintains stable contact with its graduates and employs mechanisms to monitor graduates' performance. The program communicates and interacts with its graduates both at routine and unscheduled intervals, follows the trajectory its graduates have taken, and knows the views and opinions graduates have toward the program. Interaction with graduates is used both to assess graduate performance and improve the program.</p>
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	<p>The program employs a wide variety of channels and arrangements to understand the opinions and views of employers and industry. The program is able to comprehensively analyze the performance and opinions of graduates and expected graduates as a basis for making improvements to program quality and operations. This information is faithfully conveyed to instructors, discussed, and then used to improve recruitment plans, curricula, teaching evaluations, appointment of instructors, student counseling, resource allocation, and overall development plans of the program.</p>
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Appendix B: Quality Assurance Standard Checklist

Standard	Criteria
Standard I: Program development, operations, and improvement	<ol style="list-style-type: none"> 1. Program positioning, educational goals, and development strategies have a clear and logical relationship. 2. Curriculum planning and implementation support the achievement of educational goals and are in accordance with correct procedures and timelines. 3. Appropriate administrative and management mechanisms are established to support operations; administrative resources, facilities, equipment; and funding support program operations and development. 4. Robust mechanisms are established for self-analysis and review; practices and strategies are thoroughly implemented for program improvement; the program continuously solicits feedback and incorporates it when enacting improvements.
Standard II: Faculty and Teaching	<ol style="list-style-type: none"> 1. There is a reasonable balance of full- and part-time instructors; there are clear mechanisms for the appointment of instructors; the professional expertise and experience of instructors satisfies the learning needs of students and development needs of the program. 2. Instructors are able to teach courses that have been appropriately designed based on the educational goals of the program and the unique qualities of students in class. 3. Reasonable and well-operating support systems are established for the pedagogical development and career development of instructors. 4. Instructors are able to produce outcomes that are appropriate based on the educational goals of the program; instructors' academic and professional performances meet the standards widely recognized within their professional field.
Standard III: Students and Learning	<ol style="list-style-type: none"> 1. Mechanisms are established to manage student enrollment and academic milestones to fully comprehend and analyze the student body profile and provide counseling to new students. 2. A comprehensive understanding and analysis of students' course-related performance is established, reinforced by counseling and support systems.

Standard	Criteria
	<p>3.Importance is placed on students’ extracurricular and co-curricular activities, real-world learning, lifelong learning, and career learning, which are reinforced through robust support systems.</p> <p>4.Mechanisms are established to solicit feedback and review student performance and learning outcomes; students display adequate academic performance and learning outcomes; the performance of graduates is tracked and used as feedback to improve the program.</p>

Appendix C: List and Breakdown of Academic Disciplines

01 Agricultural Sciences	* Agriculture	* Forestry	* Fishing and Animal Husbandry	* Veterinary Science
	* Other			
02 Applied Science of Living	* Food Science	* Applied Science of Living	* Physical Education and Sport	* Leisure Studies
	* Tourism	* Catering	* Other	
03 Communications	* Communications	* Journalism	* Library Studies	* Other
04 Law	* General Law	* Specialized Law	* Other	
05 Education	* Comprehensive Education	* Topic-Focused Education	* Early Childhood Education	* Special Education
	* Other			
06 Social and Behavioral Sciences	* Psychology	* Political Science	* Economics	* Public Affairs
	* Sociology	* Other		
07 Business and Management	* Business Management	* Information Management	* Finance	* Transportation and Logistics
	* General Business	* Accounting	* Trade	* Other
08 Social Services and Social Work	* Social Welfare	* Social Work	* Other	
09 Arts	* Fine Arts	* Visual Arts	* Music	* Theater & Dance
	* Comprehensive Arts	* Applied Arts	* Other	
10 Design	* Comprehensive Design	* Product Design	* Spatial Design	* Visual Communication Design
	* Other			

11 Liberal Arts	* Chinese Literature	* Foreign Languages	* History	* Philosophy
	* Religion	* Anthropology	* Other	
12 Engineering	* Electronics and Electrical Engineering	* Mechanical and Aerospace Engineering	* Chemical Engineering	* Materials Engineering
	* Industrial Engineering	* Environmental Engineering	* Civil Engineering	* Ocean Engineering
	* Comprehensive Engineering	* Biomedical Engineering	* Other	
13 Landscaping, Architecture, and Urban Planning	* Landscape Design	* Urban Planning	* Architecture	* Other
14 Medicine and Health	* Medicine	* Dentistry	* Public Health	* Nursing
	* Pharmacology	* Medical Technology & Testing	* Rehabilitative Medicine	* Other
15 Mathematics and Statistics	* Mathematics	* Statistics	* Other	
16 Natural Science	* Physics	* Astronomy	* Geography	* Earth Science
	* Life Science	* Biomedical Science	* Marine Science	* Chemistry
	* Environmental Science	* Other		
17 Computer Science and Information Engineering	* Computer Science	* Information Engineering	* Other	

Appendix D: Format of Self-Assessment Report

(Name of Institution)

**Quality Assurance Accreditation
Self-Assessment Report**

(Written in 28-point standard Kai font)

(Programs may also design their own cover)

Name of Program Applying for Accreditation
(Written in 24-point standard Kai font)

Contact Person: _____

Telephone: _____

Email: _____

Program Director: _____ (Signature or seal)

Date:

(YYYY/MM/DD)

Sample Self-Assessment Report

Abstract

Introduction

Institution's historical evolution and self-positioning

Process of self-assessment

Results of self-assessment (Each standard must include a description of the program's current situation, distinct features, the problems and difficulties it currently faces, strategies for improvement, and a summary)

Standard I: Program Development, Operations, and Improvement

(1) Current Situation

【Elements common to all program levels】

【Undergraduate program】

【Master's program】

【In-service master's program】

【Doctoral program】

- (2) Distinct Features
- (3) Problems and Difficulties
- (4) Strategies for Improvement
- (5) Summary of Standard I

Standard II: Faculty and Teaching

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Standard III: Student and Learning

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Additional Information

Conclusion

Note: It is recommended that programs first describe the current situation, distinct features, problems and difficulties, and strategies for improvement for each standard as they pertain to the program as a whole before going into the specifics for each individual program level.



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