

The Third Cycle Institutional Accreditation Planning Project

This study aimed to explore the planning concepts and practices of the third cycle institutional accreditation. The study uses document analysis as a research method to understand the development trend of higher education and the role of quality assurance institutions in the United States, the United Kingdom, Australia, and Taiwan (R.O.C) as well as analyses of the four countries' institutional accreditation standards and indicators. Furthermore, the study discusses the directions and measures of the third cycle of institutional accreditation for reference of its future implementation. The study has the following findings: it is advisable for institutional accreditations to (1) move toward an empowerment model; (2) be conducted according to classifications of HEIs; (3) be conducted in turn and on an annual term; (4) offer flexible period of validity; (5) publish the overall result of the accreditations; (6) establish the link between accreditation results and administrative rewards and punishments; (7) formulate different accreditation standard and indicator frameworks based on pathways; (8) promote the understanding of accreditation standards and indicators and incorporate the Higher Education Database. The study proposed the above eight conclusions and corresponding advice regarding the future implementation of the third cycle higher education institutional accreditation.