HEEACT

Higher Education Evaluation and Accreditation Council of Taiwan

HEEACT Program Accreditation

Handbook
(2024 Edition)

Higher Education Evaluation and Accreditation Council of Taiwan

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I. Introduction

1. Background

Accreditation is the most commonly employed method for assessing the performance of higher education institutions (HEIs) and fostering quality enhancement. While examining the higher education accreditation mechanisms in advanced countries, except for HEIs in the United Kingdom, France, and Australia, which utilize accreditation results as a partial basis for financial support, most countries consider institutional accreditation a crucial means for quality improvement. Institutional accreditation contributes to the continuous pursuit of excellence and growth by HEIs, enhancing their international competitiveness. In response to this trend, a dedicated entity for higher education accreditation, the Higher Education Evaluation and Accreditation Council of Taiwan (hereinafter referred to as "HEEACT") was established in 2005. This marked a significant milestone as Taiwan's endeavors in higher education evaluation officially entered the realm of third-party professional accreditation.

In 2006, HEEACT officially implemented an "accreditation system" for the First Cycle of HEEACT Program Accreditation, aiming to ensure and assist the programs in achieving the goal of "providing students with a high-quality learning environment." Regarding the Second Cycle of HEEACT Program Accreditation, there was a shift in focus toward the "process" aspect. This emphasized the implementation of mechanisms for evaluating student learning outcomes to guarantee the attainment of educational objectives and student core competencies, thereby ensuring the effectiveness of student learning outcomes.

In 2017, considering university autonomy and self-accountability, the Ministry of Education (MOE) introduced a significant policy change regarding program accreditation, rendering it a voluntary task rather than a mandatory one. Furthermore, HEIs may decide not to undergo program accreditation, provided they have "alternative mechanisms for ensuring teaching quality" in place.

HEEACT is dedicated to enhancing the quality of higher education in Taiwan. Our mission is centered on refining the professionalism of higher education accreditation and elevating the overall quality of higher education to align with the standards of advanced countries worldwide. HEEACT has consistently devoted significant efforts to the quality assurance (QA) of programs in HEIs. Actively participating in international QA conferences, it strives to gather the latest QA-related information. Moreover, in response to trends in higher education development both domestically and internationally, and through the integration of institutional affairs and practical experience, HEEACT has developed a new cycle of HEEACT Program Accreditation, which serves as a valuable reference for HEIs in implementing QA for their programs.

2. Goals of Accreditation

Through the HEEACT Program Accreditation, HEEACT aims to:

(1)   assist programs in enhancing their quality and developing distinct features

(2)   promote the establishment of internal QA mechanisms and self-improvement mechanisms within programs

(3)   enhance the international visibility of programs

(4) provide QA-related information as a reference for the general public to understand the quality and operations of programs

II. Quality Assurance Standards

QA standards, developed in alignment with the philosophy of "implementing internal quality assurance and enhancing the capacity of sustainable development", underpin the HEEACT Program Accreditation. Considering both domestic and international accreditation practices, the Plan-Do-Check-Act (PDCA) cycle is integrated into the design of QA standards to assist programs in examining their practices and outcomes across the three major dimensions: (1) Program Development, Governance, and Improvement; (2) Faculty and Teaching; and (3) Students and Learning. The core indicators specified within each standard represent the required components for HEEACT Program Accreditation, while programs maintain flexibility in devising distinctive indicators under the existing standards. The three major standards and 12 core indicators are outlined as follows (refer to Appendix A for more detailed information):

Standard 1: Program Development, Governance, and Improvement
1-1 Educational goals, features, and development plans
1-2 Curriculum development, implementation, and evaluation
1-3 Operation, administrative support, and effectiveness
1-4 Self-assessment and continual improvement

Standard 2: Faculty and Teaching
2-1 Faculty appointment, composition, professionalism, and their relation to educational goals, curriculum, and student learning
2-2 Capacity building in teaching and related support systems
2-3 Development of academic and professional pursuits, counseling, and services, and related support systems
2-4 Performance in teaching, academic and professional pursuits, counseling, and services

Standard 3: Students and Learning

3-1 Management of student enrollment and retention

3-2 Course-related learning and related support systems

3-3 Other forms of learning and related support systems

3-4 Student/graduate learning outcomes and feedback

III. Accreditation Process

1. Eligible Programs

The HEEACT Program Accreditation is designed to accommodate programs at universities, universities of technology, technical colleges, and junior colleges that confer associate degrees, bachelor's degrees, master's degrees, doctoral degrees, or other degree-granting programs.

2. Classification of Programs and Academic Fields

The HEEACT Program Accreditation is applicable to individual departments, graduate institutes, degree-granting programs, and merged departments and graduate institutes. The merged departments and graduate institutes can be further categorized into one department with one graduate institute or one department with multiple graduate institutes. Programs seeking HEEACT Program Accreditation must have at least one cohort of graduates for each degree level offered at the time of application.

To respect the diversity of programs in HEIs and to serve as a basis for the appointment of reviewers, programs seeking HEEACT Program Accreditation, including departments, graduate institutes, degree-granting programs, and merged departments and graduate institutes, must select an academic discipline aligned with their professional fields. Please refer to Appendix B for the classification list of 17 academic fields.

3. Accreditation Fees and Orientation Session

The accreditation fees include (1) an application fee; (2) a fee for document review and on-site visit; (3) a re-accreditation fee; and (4) a fee for the extension of the validation period, covering document

review and on-site visit. The application fee is charged per HEI basis and is based on the number of its programs seeking HEEACT Program Accreditation.

During the accreditation process, HEEACT will host one online orientation session for the HEI applying for accreditation.

4. Appointment of Reviewers

HEEACT will appoint two to four reviewers as a Review Panel to conduct an on-site visit for each program. If a program offers more than six degree levels, an additional reviewer may be appointed.

5. Submission of Self-Assessment Report (SAR)

A program is required to submit the electronic version of a SAR and supporting documentation to the online system designated by HEEACT. These will serve as the primary basis for document review and the on-site visit.

A program shall describe the current state of affairs within each degree level in its SAR. The main content of a SAR shall not exceed 150 pages and shall be written in 14-point standard DFKai-SB font with 22-point spacing. For each additional degree level, an increment of 10 pages is permitted. Supporting documentation (e.g., appendices) has no page limit, but must be compiled onto a CD for submission.

An HEI shall collect the hard copies of SARs and the CDs containing supporting documentation from its programs seeking HEEACT Program Accreditation, and subsequently mail them to HEEACT. For programs scheduled for evaluation in the first half of the year, the postmark deadline for document submission is February 15. In terms of programs scheduled for evaluation in the second half of the year, the postmark deadline for document submission is August 15.

6. Scope of Data Collection

Programs scheduled for evaluation in the first half of 2024 must provide the relevant information and data from the Fall semester of 2019 to the Fall semester of 2023, covering a total of 9 semesters. Programs scheduled for evaluation in the second half of 2024 must provide the relevant information and data from the Fall semester of 2019 to the Spring semester of 2024, covering a total of 10 semesters.

7. Itinerary of On-Site Visit

An on-site visit for the HEEACT Program Accreditation will be completed within one day. The date and itinerary of an on-site visit may be adjusted as needed. The schedules of a typical on-site visit are presented in Table 1 and Table 2.

During an on-site visit, the Review Panel will review the program according to the QA standards by using the following methods: (1) visitation of facilities; (2) group/one-on-one meetings with stakeholders; and (3) document review. The stakeholders may include department chair/institute director/program head, faculty members, administrative staff, students, and graduates.

Table 1 On-Site Visit Schedule

Time		Agenda
Morning	09:30 – 10:00	Arrival
	10:00 – 10:20	Review Panel preparatory meeting
	10:20 – 11:00	Opening and the program's presentation
	11:00 – 11:30	One-on-one meetings with the department chair/institute director/program head

Time		Agenda
	11:30 – 12:00	Visitation of facilities
	12:00 – 13:00	Lunch
Afternoon	13:00 – 14:00	Document review
	14:00 – 14:45	One-on-one meetings with faculty members and administrative staff
	14:45 – 15:30	One-on-one meetings with students
	15:30 – 15:40	Flexible time
	15:40 – 16:10	Group meeting with graduates
	16:10 – 16:50	Review Panel discussion meeting
	16:50 – 17:30	Group meeting with the program
	17:30 – 18:10	Review Panel comprehensive meeting
	18:10 –	Completion of Draft Review Report & Departure

Table 2 On-Site Visit Schedule (Evening)

Time		Agenda
Afternoon	13:00 – 13:30	Arrival
	13:30 – 13:50	Review Panel preparatory meeting
	13:50 – 14:30	Opening and the program's presentation
	14:30 – 15:00	One-on-one meetings with the department chair/institute director/program head
	15:00 – 15:30	Visitation of facilities
	15:30 – 16:30	Document review
	16:30 – 17:00	One-on-one meetings with faculty members and administrative staff
	17:00 – 18:00	Dinner

Evening	18:00 – 18:45	One-on-one meetings with students
	18:45 – 19:15	Group meeting with graduates
	19:15 – 20:00	Review Panel discussion meeting
	20:00 – 20:30	Group meeting with the program
	20:30 – 21:30	Review Panel comprehensive meeting
	21:30 –	Completion of Draft Review Report & Departure

8. Feedback on the Draft Review Report

After receiving the Draft Review Report of the HEEACT Program Accreditation, the program may submit the feedback to HEEACT within 10 working days. The feedback will be forwarded to the Review Panel for further discussion. Subsequently, after collecting the feedback from the program, as well as the opinions from the Review Panel, HEEACT will submit all related documents to each Academic Field Accreditation Recognition Committee for review and a final decision.

9. Accreditation Results

The accreditation results will be determined based on degree levels, namely associate degrees, bachelor's degrees, master's degrees, and doctoral degrees. A degree level may be awarded one of the following statuses for HEEACT Program Accreditation: (1) Accredited for a validation period of 6 years; (2) Accredited for a validation period of 3 years; or (3) Failed in accreditation. HEEACT will issue certificates in Traditional Chinese and English for each accredited degree level. The accreditation result(s) and Review Report for each program will be published on the HEEACT's official website as well as the Taiwan

Quality Institution Directory (TQID) website. Please refer to Table 3 for more details on the accreditation results.

Table 3 Accreditation Results and Further Actions

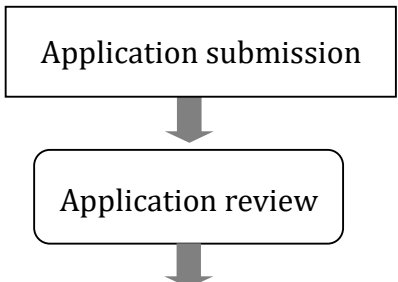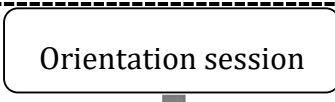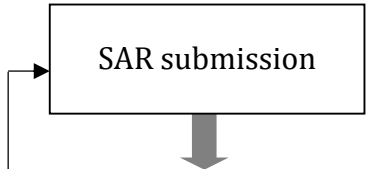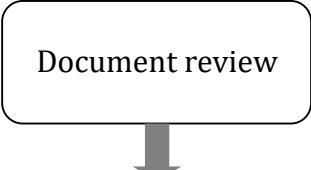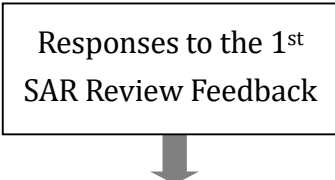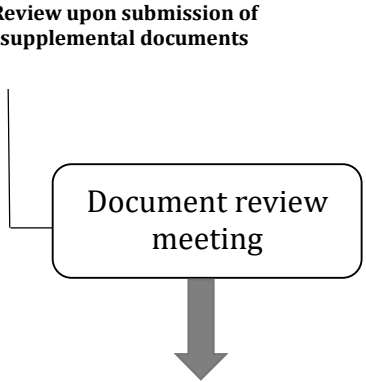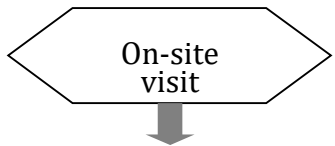| Accreditation Results	Further Actions
Accredited for a validation period of 6 years	1. After the announcement of accreditation result(s), there is a three-year self-improvement period for each accredited program. 2. After a three-year self-improvement period, each accredited program shall submit a self-improvement report which describes the implementation of relevant improvement measures. Programs that fail to submit the self-improvement report will be ineligible for HEEACT Program Accreditation in the next cycle.
Accredited for a validation period of 3 years	1. After the announcement of accreditation result(s), there is a three-year self-improvement period for each accredited program. 2. After a three-year self-improvement period, each accredited program shall submit a self-improvement report which describes the implementation of relevant improvement measures. Programs that fail to submit the self-improvement report will be ineligible for HEEACT Program Accreditation in the next

	cycle.
	3. To request an extension of the validation period, the accredited program must submit an application within 2.5 years after the announcement of the accreditation result(s). For such an accredited program, only one extension request per cycle is permitted. After the document review and on-site visit, HEEACT will decide whether to grant an extension. Programs that do not receive an extension are not eligible to apply for a new round of the accreditation process.
Re-accreditation	Programs must improve and re-organize their data and information and may apply for a new round of the accreditation process within one year after the announcement of accreditation result(s). Only one application request is permitted. An application submitted after one year shall be taken as a new application.

10. Appeals

A program may file a written appeal to HEEACT within 30 days from the next day after receipt of the notice of the accreditation result(s) if it objects to the accreditation result(s) for which HEEACT has been commissioned to conduct. HEEACT will then convene an Appeals Review Committee to take further actions.

11. Accreditation Procedures

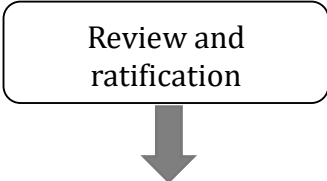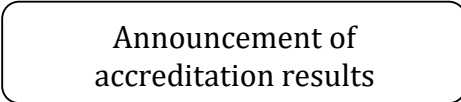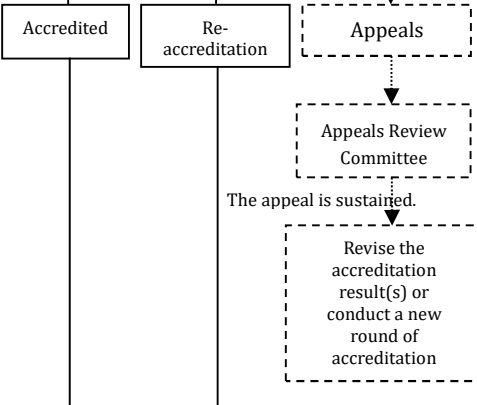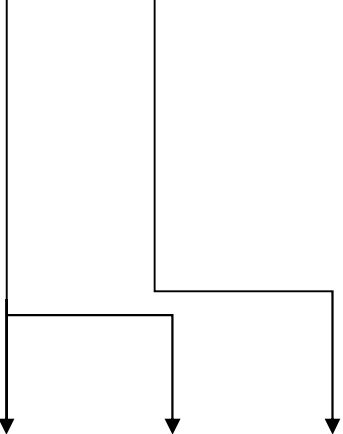| Procedures	Year		Details
Application submission	First half	Second half	• A HEI shall submit an application before January 31 of the preceding year.
Application review	By Jan. 31 of the preceding year	By Jan. 31 of the preceding year	• HEEACT reviews the application. • HEEACT plans an on-site visit and related procedures based on the HEI's type, size, and features.
Orientation session	By Feb. 15	By Aug. 15	• HEEACT hosts one online orientation session.
SAR submission	By Feb. 15	By Aug. 15	• A program submits its SAR according to the prescribed format. • HEEACT convenes a Review Panel. • HEEACT conducts an initial review of the formality aspect of SAR and may request supplemental documents.
Document review	Feb. – Mar.	Aug. – Sept.	• The Review panel proposes the 1st SAR Review Feedback.
Responses to the 1st SAR Review Feedback	Mar. – Apr.	Sept. – Oct.	• The program submits a written response to the 1st SAR Review Feedback within 7 working days from the next day after receipt of the notice.
Review upon submission of supplemental documents Document review meeting	Apr. – June	Oct. – Dec.	• The Review Panel convenes a document review meeting. • The Review Panel discusses the written response submitted by the program and drafts the Review Report. The Review Panel may also propose the 2nd SAR Review Feedback. • If an on-site visit is not possible for the Review Panel to conduct due to insufficient data or other reasons, supplemental documents may be requested no more than once. An on-site visit may be postponed depending on the circumstances.
On-site visit	May – June	Nov. – Dec.	• The Review Panel conducts an on-site visit. • The Review Panel completes a Draft Review Report.

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Feedback on the Draft Review Report	June – July	Next Jan. – Feb.	• After receiving the Draft Review Report, the program may submit the feedback to HEEACT within 10 working days from the next day after receipt of the notice. After collecting the feedback from the program, as well as the opinions from the Review Panel, HEEACT will submit all related documents to each Academic Field Accreditation Recognition Committee for review and a final decision.
Review and ratification	July – Aug.	Next Feb. – Mar.	• The proposed accreditation results, Draft Review Reports, and written responses to the feedback will be submitted to each Academic Field Accreditation Recognition Committee for resolution. • The accreditation results will be reported to the HEEACT's joint meeting of the Board of Trustees and Supervisors.
Announcement of accreditation results	Aug.	Next Mar.	• HEEACT will mail the accreditation results to each HEI, respectively. • The accreditation results and Review Reports will be published on the HEEACT's official website. • The accredited degree level(s) of each program will be published on the TQID website.
Accredited · Re-accreditation · Appeals → Appeals Review Committee → The appeal is sustained. → Revise the accreditation result(s) or conduct a new round of accreditation			• Should a program object to its accreditation result(s), it may file a written appeal to HEEACT within 30 days from the next day after receipt of such result(s). • HEEACT will convene the Appeals Review Committee for further actions. • If an appeal is sustained, HEEACT shall revise the accreditation result(s) or conduct a new round of accreditation.

			• Accredited for a validation period of 6 years:
			  ○ After the announcement of accreditation result(s), there is a three-year self-improvement period for each accredited program.
			  ○ After a three-year self-improvement period, each accredited program shall submit a self-improvement report which describes the implementation of relevant improvement measures. Programs that fail to submit the self-

After a three-year self-improvement period, programs accredited for a validation period of 6 years shall submit a self-improvement report. Programs that fail to submit the self-improvement report will be ineligible for HEEACT Program Accreditation in the next cycle.

Programs accredited for a validation period of 3 years must submit an application within 2.5 years after the announcement of accreditation result(s) to request an extension of the validation period.

Submit a self-improvement report that describes the implementation of relevant improvement measures, as well as receive document review and an on-site visit.

Submit an application

↓

Re-submit a SAR

↓

Start a new round of accreditation process

improvement report will be ineligible for HEEACT Program Accreditation in the next cycle.

- Accredited for a validation period of 3 years:
  o After the announcement of accreditation result(s), there is a three-year self-improvement period for each accredited program.
  o After a three-year self-improvement period, each accredited program shall submit a self-improvement report which describes the implementation of relevant improvement measures. Programs that fail to submit the self-improvement report will be ineligible for HEEACT Program Accreditation in the next cycle.
  o To request an extension of the validation period, the accredited program must submit an application within 2.5 years after the announcement of accreditation result(s). Only one extension request is permitted. After the document review and on-site visit, HEEACT will decide whether to grant an extension. Programs that do not receive an extension are not eligible to apply for a new round of the accreditation process.
  o An additional fee for the extension of the validation period is required, which covers document review and an on-site visit.
- Re-accreditation:
  o Programs must improve and re-organize their data and information and may apply for a new round of the accreditation process within one year after the announcement of accreditation result(s). Only one application request is permitted. An application submitted after one year shall be taken as a new application.
  o An additional fee for the re-accreditation is required, which covers document review and an on-site visit.

Note: In the event of any changes in the schedule, the latest announcement on the HEEACT's website shall prevail.

Appendix A Standards, Core Indicators, and Core Indicator Descriptors

Standard 1: Program Development, Governance, and Improvement
In response to higher education trends and societal demands, the program develops and adjusts its self-positioning, educational goals, and development plans or strategies accordingly. These components serve as the foundation for designing and offering courses that align with the needs of students, as well as for advocating educational goals and development directions to stakeholders. The program has a comprehensive and effective administrative management mechanism. It consistently disseminates educational information to its stakeholders through various channels, whether on a regular or irregular basis. Additionally, the program actively implements a self-analysis and continuous improvement mechanism to ensure the quality and effectiveness of its operations.

Core Indicator 1-1: Educational goals, features, and development plans			
Descriptions (Best Practice)	**Core Indicator Descriptors**	**Required Information**	**Supporting Documentation**
In response to the impacts of declining birth rates, changes in higher education, and policy adjustments, the program actively develops its self-positioning, educational goals, and development plans or strategies. The program comprehensively considers the	1-1-1 The program develops clear self-positioning, educational goals, and development strategies, and establishes mechanisms for adapting to changes in both internal and external environments (including the HEI's development	N/A	• Relevant information on self-positioning, educational goals, development strategies, distinctive features, and implementation plans • Meeting minutes (including consultation mechanisms) and regulations related to the

following aspects when making timely adjustments: the HEI's and the program's developmental directions, educational traditions or features, student development and current status, societal demands, industry and field development trends, faculty qualifications, graduate performance, employer feedback, and various accreditations and suggestions. The program's self-positioning, educational goals, and development plans or strategies demonstrate clear and reasonable coherence. 　　The program develops distinctive educational features based on its self-positioning and educational goals. These features may include enhancing	directions). 1-1-2 The program develops implementation plans and distinctive educational features based on its self-positioning, educational goals, and development strategies. 1-1-3 The program collaborates with its HEI in implementing strategies in response to the SDGs and USR. 1-1-4 The program communicates its practices regarding educational goals and development directions to its faculty, staff, and students.		development, review, and revision processes of self-positioning, educational goals, distinctive educational features, and implementation strategies • Mechanisms and practices for adapting to changes in both internal and external environments (including the HEI's development directions) • Implementation strategies and practices in alignment with its HEI's response to the SDGs and USR • Digital or printed materials (including brochures, information, documents, and records) to disseminate self-

students' moral and ethical education, practical skills, interdisciplinary integration and application capabilities, and global perspectives. The program develops its Sustainable Development Goals (SDGs) and University Social Responsibility (USR) initiatives related to its academic discipline by integrating the HEI's strategies. These initiatives facilitate students' effective engagement with the workplace, other disciplines, and the global community. The program effectively communicates its positioning, educational goals, and development directions to faculty, staff, and students, thereby supporting the			positioning, educational goals, educational features, and implementation strategies • If related documentation cannot be presented in the Self-Assessment Report (SAR), it should be accessible to the Review Panel during an on-site visit.

development of appropriate teaching and learning activities.			
Core Indicator 1-2: Curriculum development, implementation, and evaluation			
Descriptions (Best Practice)	**Core Indicator Descriptors**	**Required Information**	**Supporting Documentation**
The program develops educational goals and student core competencies based on the HEI's educational goals and development trends in student capabilities. The program develops a clear, appropriate, and logical curriculum framework. It provides a clear explanation of the design rationale for basic and professional courses, required and elective courses, the focus and allocation of learning in each school year, credit hours, regulations for inter-	1-2-1 The program develops student core competencies for each degree level in accordance with its educational goals and development strategies, and explains their relationships. 1-2-2 The program develops the overall curriculum framework and offers relevant courses and teaching activities based on student core competencies. 1-2-3 The program has a clear and appropriate mechanism in place for	[Universities & Colleges] • Graduation credit requirements • Actual credit hours offered in professional required and elective courses [Universities of technology, Technical colleges & Junior colleges] • A summary table of graduation credit	• Relevant information on student core competencies, curriculum framework, course planning, and course maps for each degree level • Regulations of the establishment of the Curriculum Planning Committee and the meeting minutes of committee meetings • Guidelines for course enrollment • Lists of actual courses offered in each academic year (including instructor names) • Course outlines and syllabi • Relevant data on student feedback

university/college/departmental courses, and the arrangement of experiments, hands-on products, internships, creative projects, capstone projects, and research projects. The program has a clear and appropriate mechanism in place for curriculum revision, review, and improvement, guiding the ongoing development and innovation of its courses.
 	
    The program offers various types of courses, including required, elective, and internship courses, based on its overall curriculum framework. The courses are offered in a reasonable manner.
 	
    The program establishes
	curriculum revision, evaluation, and improvement.
	
	1-2-4 The program establishes collaborative relationships with industry, government, and academia, which are realized in the planning and implementation of relevant teaching activities.
		requirements for new students
		• Lists of actual courses offered
			regarding curriculum development
			• Documents and evaluations of teaching activities in collaboration with industry, government, academia, local/international connections, and partnerships
			• If related documentation cannot be presented in the SAR, it should be accessible to the Review Panel during an on-site visit.

collaborative relationships with industry, government, and academia based on its educational goals, which are realized in curriculum planning and course offerings. The program places importance on the industrial and cultural development in local urban and rural areas, broadening students' learning perspectives and assisting in their career development.			
Core Indicator 1-3: Operation, administrative support, and effectiveness			
Descriptions (Best Practice)	**Core Indicator Descriptors**	**Required Information**	**Supporting Documentation**
The program establishes and follows its organizational structure and committee operation to make administrative decisions and allocate resources appropriately. Through effective management mechanisms	1-3-1 The program establishes and implements appropriate administrative management and support mechanisms. 1-3-2 The program establishes and	[Universities & Colleges] • Financial statements [Universities of technology, Technical colleges & Junior	• The program's organizational structure, regulations for establishing various committees and selecting chairs/directors, and documents related to the establishment and revision of

and practices, the program ensures the quality of its operations. The program reviews and revises its positioning, educational goals, and curriculum planning on a regular or irregular basis, to further refine its development plans accordingly. The program adopts appropriate and effective leadership and management systems to plan and provide administrative support and funding for its sustained development. It proactively integrates resources from the HEI/college/department/institute, collaborates with academia, government, and industry, applies for projects, and seeks support from its	implements response mechanisms for emergencies or crises. 1-3-3 The program disseminates and regularly updates educational information for its stakeholders.	colleges] • Financial statements	operational mechanisms • Administrative support, including administrative resources, personnel, space, facilities, equipment, and funding • Financial sources, procurement of teaching-related facilities and equipment, and guidelines for funding applications and allocation • Documents related to collaboration with industry, government, and academia, as well as the receipt of funding • Lists of space, facilities, and equipment owned by the program, regulations for property management, and

alumni. The program has clear and adequate mechanisms in place to plan, execute, and review its development, as well as the allocation, sharing, and integration of resources, including funding, facilities, and equipment. These mechanisms guide the program's curricular, teaching, research, services, and administrative activities, ensuring the attainment of established missions, educational goals, and development plans. The administrative management mechanisms within the program operate effectively and efficiently. The program establishes and implements appropriate regulations or guidelines for administrative planning and			records for property maintenance/repair • The number and job responsibilities of administrative staff (including teaching assistants and technical personnel) • Relevant data on the effective implementation of various administrative management and support mechanisms • Documents on mechanisms and their effectiveness in response to emergencies or crises (e.g., infectious diseases, natural disasters, accidents, and issues involving faculty and students) • Relevant information on

operations, the Faculty Evaluation Committee, and department/institute affairs meetings, demonstrating effective support for teaching, research, services, and counseling activities. The program establishes and implements response mechanisms to address sudden or threatening situations, ensuring its normal operation and development. The program maintains good interaction and communication with its faculty, staff, and students. It utilizes various channels to disseminate information to stakeholders, including students, faculty, parents, and the broader			disclosure and updates of educational information • If related documentation cannot be presented in the SAR, it should be accessible to the Review Panel during an on-site visit.

community, on a regular or irregular basis. The program ensures timely updates, enabling the public to understand its operations and effectiveness.			
Core Indicator 1-4: Self-assessment and continual improvement			
Descriptions (Best Practice)	**Core Indicator Descriptors**	**Required Information**	**Supporting Documentation**
The program has self-assessment and improvement mechanisms to analyze its current situation, educational effectiveness, national policy directions, and trends in relevant fields both domestically and internationally. These analyses serve as references for the program's educational goals, strategies, curriculum planning and implementation, administrative	1-4-1 The program has appropriate self-assessment and review mechanisms in place. 1-4-2 The program develops specific improvement plans and related measures based on the results of self-assessment and review. 1-4-3 The program effectively implements the developed self-	N/A	• Information on self-assessment and review mechanisms or guidelines • Information on specific improvement plans and measures developed in response to various evaluation and review results • Processes and related documentation for revising educational goals, student core

execution, student admissions, faculty recruitment, and student learning.

The program, based on the results of self-assessment, develops specific and appropriate development plans, along with reasonable and comprehensive improvement measures (e.g., the establishment and adjustment of administrative organization, curriculum adjustments, allocation of funding and human resources, schedule management, and review mechanisms).

The program effectively utilizes feedback from internal and external evaluations, including the most recent QA improvement, to propose sustainable development strategies or | improvement plans and measures (including the utilization, review, and improvement based on previous accreditation results), continuously engaging in feedback and enhancement. | | competencies, curriculum design, assessment of student learning outcomes, and faculty professional development in teaching, academic and professional pursuits based on self-improvement measures and feedback
• Relevant information on the utilization, review, and improvements of the previous accreditation results
• If related documentation cannot be presented in the SAR, it should be accessible to the Review Panel during an on-site visit. |

innovative actions for its ongoing operation. This enhances the environment for student learning and faculty teaching. Furthermore, the program implements self-assessment, improvement, and enhancement mechanisms to improve operational efficiency and ensure sustainable development.			

Standard 2: Faculty and Teaching			
The appointment, composition, and professionalism of faculty meet the requirements for student learning and program development. The program plans and effectively implements support systems for its faculty's teaching capacity, academic and professional development, counseling, and services, ensuring positive outcomes and continuous improvement of faculty performance.			
Core Indicator 2-1: Faculty appointment, composition, professionalism, and their relation to educational goals, curriculum, and student learning			
Descriptions (Best Practice)	**Core Indicator Descriptors**	**Required Information**	**Supporting Documentation**
The program establishes and effectively implements appropriate	2-1-1 The program establishes and implements appropriate	[Universities & Colleges] • The total number of	• Regulations and records of faculty appointment, evaluation,

guidelines and procedures for the appointment and reappointment of full- and part-time faculty members, contributing to the recruitment of excellent faculty members with expertise aligned with the program's needs. The program establishes clear requirements for the appointment, evaluation, and reappointment of faculty members. This information is made publicly available to ensure that faculty members understand their rights and obligations, guarantee their teaching quality, meet the learning needs of students, and align with the program's educational goals and development plans.	mechanisms for the selection and appointment of both full- and part-time faculty members. 2-1-2 The program has an appropriate composition and quality of both full- and part-time faculty members. 2-1-3 The program has qualified faculty members whose expertise aligns with its self-positioning, educational goals, and the courses offered. 2-1-4 The program assigns reasonable teaching workloads and class hours to both full- and part-	full- and part-time faculty members • Weekly teaching hours for full-time (including project-based) faculty members [Universities of technology, Technical colleges & Junior colleges] • The total number of full- and part-time faculty members • Weekly teaching hours for full-time (including project-based) faculty members	and reappointment (e.g., meeting minutes of the Faculty Evaluation Committee) • Statistics and information relevant to the faculty composition and appointment (including full-/part-time, project-based, academic ranks, educational qualifications, and teaching experience) • Faculty information (including basic information, courses offered, areas of expertise, research interests and projects, significant academic/practical experiences and achievements, professional licenses/certificates,
The composition of both full- and	time faculty members.	members	and other excellent

part-time faculty members in the program is appropriate. It considers factors such as the program's educational goals, course offerings, the distribution of expertise among faculty members, development trends in its academic discipline or industry, and the number, backgrounds, and needs of its students. The expertise, backgrounds, and experience of its faculty members align with the development needs of the program. In response to the provision of daytime/evening courses and inter-college/departmental courses, the program ensures that the overall teaching workload and class hours for its faculty members are appropriate.			accomplishments) • Lists of class hours for each faculty member, including the hours in each daytime/evening program, degree level, and degree-granting program • If related documentation cannot be presented in the SAR, it should be accessible to the Review Panel during an on-site visit.

It also allows faculty members to teach based on their expertise, thereby guaranteeing the learning rights of students.			
Core Indicator 2-2: Capacity building in teaching and related support systems			
Descriptions (Best Practice)	**Core Indicator Descriptors**	**Required Information**	**Supporting Documentation**
Faculty members are committed to capacity building in teaching. They continuously refine curriculum design, material selection, teaching approaches, and assessment methods based on factors such as student backgrounds, in-class performance, student engagement, various teaching feedback, student learning outcomes, and development trends in the field. This ongoing improvement satisfies the learning needs of students and	2-2-1 The program supports its faculty members in achieving teaching objectives and enhancing teaching quality. 2-2-2 The program provides its faculty members with adequate support for teaching, including space, facilities, and human resources. 2-2-3 The program develops and implements measures to support	N/A	• Course outlines, syllabi, and teaching materials (can be prepared along with the supporting documentation in 1-2) • Documents related to diverse teaching approaches • Documents related to diverse learning assessment methods, such as student assignments, project reports, practical work, and written reports (can be

enhances their teaching quality. Faculty members also consider the features and degree levels of the program in their teaching approaches and learning assessment methods. The HEI/program provides the space, facilities, equipment, and human resources to support faculty members in enhancing their teaching quality. The HEI/program provides appropriate support and incentives to assist its faculty members in professional development and promotion. This may include collecting course evaluation results to help faculty members reflect on their teaching, understanding students'	its faculty members in capacity building and improvement in teaching.		provided based on the nature of the program) • Lists of practicum/experiments/practical courses assisted by specialists (can be provided based on the nature of the program) • Documents related to the appointment and training of teaching/research assistants • Lists of Chinese and foreign-language books, journals, and electronic journals/databases related to the program's academic discipline • Lists of teaching-related professional hardware and software (can be prepared along

learning situations for teaching feedback, establishing regulations for rewarding teaching excellence, establishing mechanisms for capacity building in teaching, encouraging participation in various teaching seminars or workshops, and organizing teaching discussions, sharing sessions, and observations. All of these measures foster continuous development in teaching professionalism and support teaching promotion. The program effectively utilizes the results of course evaluation and teaching evaluation. For underperforming faculty members, it provides guidance mechanisms or			with the supporting documentation in 1-3) ◆ Documents related to mechanisms, implementation, and effectiveness of supporting capacity building in teaching • Documents related to the review, guidance, and improvement based on course evaluations or accreditation results • If related documentation cannot be presented in the SAR, it should be accessible to the Review Panel during an on-site visit.

opportunities for capacity building in teaching and monitors their engagement and outcomes, ensuring their teaching quality.			
Core Indicator 2-3: Continuous development of academic and professional pursuits, counseling, and services, and related support systems			
Descriptions (Best Practice)	**Core Indicator Descriptors**	**Required Information**	**Supporting Documentation**
The program provides appropriate and sufficient assistance and support for its faculty members in their academic and professional development. This may include helping secure internal and external resources, promoting reasonable sabbatical leave or reduced teaching hours based on the size and other conditions of the HEI/program, establishing regulations for faculty	2-3-1 The program develops and implements measures to support its faculty members in their academic and professional development. 2-3-2 The program develops and implements measures to support its faculty members in counseling and services.	[Universities & Colleges] • The number of full-time faculty members and the amount subsidized by the HEI for their research and further studies	• Lists of teaching hours, the number of advisees, the number of students in each course, and reduced teaching hours for each faculty member (can be prepared along with the supporting documentation in 2-1) • Documents related to the appointment and training of teaching/research assistants (can be prepared along with the

secondment or industry-academia collaborations, providing appropriate rewards for academic and professional performance, assisting in applying for various internal and external projects, and collaborating with the HEI to establish research teams and appropriate promotion procedures. For underperforming faculty members, the program provides guidance and support to foster their growth alongside the program and form an academic and professional team. The program provides its faculty members with appropriate and sufficient assistance and support for their counseling and services. This			supporting documentation in 2-2) • Regulations and measures for supporting faculty members in academic and professional development (including research projects, publications, exhibitions, industry-academia collaborations, patents and inventions, and technology transfer) and counseling and services (e.g., advisory consultations, cooperative education, and project guidance) • Lists of research-related professional hardware and software (can be prepared along with the supporting

may include establishing appropriate regulations for services (e.g., secondment or adjunct positions) and providing adequate supporting measures.			documentation in 1-3) • Regulations and measures for faculty promotion • Regulations and measures for faculty counseling and services • If related documentation cannot be presented in the SAR, it should be accessible to the Review Panel during an on-site visit.
Core Indicator 2-4: Performance in teaching, academic and professional pursuits, counseling, and services			
Descriptions (Best Practice)	**Core Indicator Descriptors**	**Required Information**	**Supporting Documentation**
Faculty members demonstrate appropriate performance in teaching, academic and professional pursuits, and services in accordance with the program's positioning, educational goals, innovative requirements in their areas of expertise, and their	2-4-1 The program ensures that faculty members' performance in teaching aligns with its development and student learning. 2-4-2 The program ensures that faculty members' performance in	[Universities & Colleges] • Research projects by full-time faculty members • Academic and competition awards received by full-time	• Information related to teaching achievements • Lists of research projects, journal articles/conference papers, monographs, public exhibitions or presentations, patents, advisory roles, cooperative

personal development needs.
 	
    Faculty members' teaching performance can be demonstrated through innovations and achievements in teaching, awards received by faculty members and students, achievements in developing teaching materials, and outcomes of teaching-related projects.
 	
    Faculty members' academic and professional performance are connected with the program's development goals and student learning, which can be shown in monographs, papers, research projects, patents, exhibitions and creative works, industry-academia collaborations and application,
	academic and professional pursuits aligns with its development and student learning.
	
	2-4-3 The program ensures that faculty members' performance in counseling and services aligns with its development and student learning.
		faculty members
		• Paper presentations at international academic conferences and instances of international academic collaborations by full-time faculty members
		• Journal articles, research papers, monographs, and exhibitions by full-time faculty members
		
		[Universities of technology, Technical colleges & Junior
			education or industry-academic collaborations, and interdisciplinary/inter-departmental research
			• Lists of performance in counseling and services
			• Lists of awards and honors
			• If related documentation cannot be presented in the SAR, it should be accessible to the Review Panel during an on-site visit.

technical reports, competitions or awards, and national or international academic collaborations. Faculty members contribute to the HEI and society based on their areas of expertise and the program's development goals. Their performance may include participation in the program's administrative management and student counseling, on- and off-campus talks/speeches, advisory consultations, community engagement and services, accreditation or QA, academic services (e.g., test development, review, oral examinations, evaluations, services in academic		colleges] • Lists of governmental projects, industry-academic collaborations, and technical services • Lists of practical experiences in the industry • Lists of off-campus professional services • Lists of academic/professional activities, papers, conferences, monographs, and patents/plant varieties by full-time	

associations), administrative services (including adjunct positions or secondment), industry-academic collaborations, and technology transfer. Faculty members' performance in teaching, academic and professional pursuits, counseling, and services aligns with the program's positioning, educational goals, and development directions. The program evaluates various aspects of faculty performance, encouraging continuous improvement. It aims to facilitate student learning, enhance its reputation or distinctive features, and ultimately bolster its social influence.		faculty members ✦ Lists of honors and awards received by full-time faculty members	

Standard 3: Students and Learning			
The program has well-functioning mechanisms in place for student enrollment and retention to understand and analyze student composition and characteristics. Course-related and other forms of learning, along with their corresponding support systems, are also meticulously planned and implemented for students, resulting in effective outcomes.			
Core Indicator 3-1: Management of student enrollment and retention			
Descriptions (Best Practice)	**Core Indicator Descriptors**	**Required Information**	**Supporting Documentation**
The program develops appropriate plans and approaches for student admissions and selection based on its educational goals, features, previous admissions experiences and outcomes, and students' past performance. The program attracts qualified students through effective promotion and makes adjustments based on the admission and selection situations. The program provides	3-1-1 The program develops, implements, and adjusts its approaches for student admissions and selection in alignment with its educational goals and development directions. 3-1-2 The program establishes and implements appropriate mechanisms for enrollment support and guidance. 3-1-3 The program establishes,	[Universities & Colleges] • The approved admission quota for departments/graduate institutes/degree-granting programs – "New Student Enrollment Rate" • The number of enrolled students • The number of withdrawn students	• Statistics of student admissions and enrollment, as well as the average year of study for students at each degree level in the past five years • Documents related to the analysis of student origins, as well as admission planning, implementation outcomes, and reviews for each degree level • Various academic regulations, such as the student handbook

orientations for new students (including transfer students, international students, and overseas Chinese students). The program assists them in understanding academic regulations and expectations, curriculum planning, graduation requirements, and future development directions, as well as prepares them for studies and coursework through senior mentor programs, residential arrangements, and mentorship. The program is proactive in discovering potential issues or problems that may arise during student enrollment and takes precautionary measures.			
	implements, and utilizes appropriate mechanisms for managing student information and learning processes.	until the end of the semester • The number of suspended students [Universities of technology, Technical colleges & Junior colleges] • The approved admission quota for departments/graduate institutes/degree-granting programs – "New Student Enrollment Rate" • The number of active students	and course planning guide (can be prepared along with the supporting documentation in 1-2) • Documents and records related to the planning and implementation of orientations for new students • Information on the establishment and utilization of student information and learning process archives/systems (applicable to undergraduate programs) • Analysis of student withdrawals, transfers, suspensions, and deferred graduations • Analytical results of student information and learning
The program has mechanisms in			

place for managing student information and learning processes. The program can analyze student composition and characteristics, and understand students' origins, backgrounds, family situations, previous experiences, abilities, and educational expectations. Moreover, it can gain insights into the situations and reasons for students' withdrawal, transfer, suspension, and deferred graduation. The management of student learning processes serves as the foundation for student counseling, learning improvement, and teaching.		• The number of withdrawn students until the end of the semester • The number of suspended students	processes, along with documents related to subsequent counseling efforts • If related documentation cannot be presented in the SAR, it should be accessible to the Review Panel during an on-site visit.

Core Indicator 3-2: Course-related learning and related support systems			
Descriptions (Best Practice)	**Core Indicator Descriptors**	**Required Information**	**Supporting Documentation**
The program monitors and analyzes students' course-related performance to support their learning effectively, which includes grade distribution, credit exemptions, course retakes, course failures or prerequisites, course selection, graduate qualification examinations, thesis/dissertation, and duration of study. The program provides counseling and assistance for students experiencing learning difficulties or facing challenges. It helps them understand the study requirements and progress, and enables them to gain access to course-	3-2-1 The program employs methods to analyze and understand students' course-related learning as a reference for guidance and counseling. 3-2-2 The program develops, manages, and utilizes learning resources to support students' course-related learning. 3-2-3 The program effectively implements mechanisms for guiding and ensuring the quality of theses/dissertations (applicable to graduate programs).	N/A	• Data on students' learning situations, such as grade distribution, credit exemptions, course retakes, and course failures or prerequisites • Records of counseling measures, including course selection guidance, withdrawal and suspension counseling, learning alerts, and remedial teaching • Regulations for the appointment and guidance of project/thesis/dissertation advisors, the guideline for the number of advisees, and mechanisms for ensuring the

related learning resources. The program provides appropriate course-related support to cultivate students' competencies. This may include faculty qualifications, administrative and human resources, hardware and software, operational funding, financial aid, international learning mechanisms, teaching and learning space with time arrangements, internships and apprenticeships, community services, regular and irregular speeches or visits, academic consultations, an academic alert system, mentorship, advisors, guidance from seniors, and learning resources and information. The program effectively develops,	3-2-4 The program effectively implements approaches to promote students' academic integrity.		quality of theses/dissertations • Measures and records of supporting students' course-related learning, such as internships, apprenticeships, visits, exchange programs, and speeches (can be prepared along with the supporting documentation in 1-2) • Information on supporting students' course-related learning by alumni, schools, corporations, non-governmental organizations, and the government (can be prepared along with the supporting documentation in 1-3) • Regulations and records for

manages, and utilizes course-related learning resources. This may include integrating various resources from alumni or society and establishing guidelines for the management, allocation, application, and use of resources to minimize resource idleness or waste. These benefit the majority of students, maximizing the overall effectiveness of the resources.

A thesis/dissertation (technical report) serves as one of the graduation requirements and a demonstration of student learning outcomes. The program appropriately oversees graduate students' selection of advisors, proposals for thesis/dissertation topics, | | | financial aid, including fellowships, assistantships, etc.
• Lists of Chinese/foreign-language books, journals, and electronic journals/databases (can be prepared along with the supporting documentation in 2-2)
• Lists of hardware and software related to teaching, research, and experiments (can be prepared along with the supporting documentation in 2-2)
• Regulations for graduate qualification examinations, and mechanisms and records for the quality control of theses/dissertations |

composition of thesis/dissertation oral examination committee members, and the quality and integrity of theses/dissertations. These measures aim to guarantee that graduate students achieve the educational and talent cultivation goals established by the program. The HEI/program establishes relevant regulations to ensure students' academic integrity and the achievement of the program's educational goals. Through various channels, students are educated to adhere to ethical and integrity standards in report preparation, thesis/dissertation writing, and the use of online resources.			• Guidelines or related information for adhering to ethical and integrity standards during report preparation, thesis/dissertation writing, and the use of online resources • If related documentation cannot be presented in the SAR, it should be accessible to the Review Panel during an on-site visit.

Core Indicator 3-3: Other forms of learning and related support systems			
Descriptions (Best Practice)	**Core Indicator Descriptors**	**Required Information**	**Supporting Documentation**
The program places emphasis on students' extracurricular learning, life skills training, lifelong learning, and career development, and provides robust support systems. The program encourages students to engage in appropriate extracurricular learning and provides adequate resources and guidance. These activities may include student self-government organizations, student associations, clubs, international learning, academic speeches or workshops, competitions, and performances. The program has a comprehensive plan and appropriate	3-3-1 The program develops and implements measures to support students' extracurricular learning. 3-3-2 The program develops and implements measures to support students' life skills training. 3-3-3 The program develops and implements measures to support students' lifelong learning and career development.	N/A	• Measures and related outcomes of assisting students in club activities, domestic and international academic conferences, exchange programs, domestic and international internships, national/international competitions, etc. • Mechanisms and related information on students' life skills training • Measures and related information on students' lifelong learning • Measures and related

human resources to support students' life coaching, including mentorship or guidance from seniors, and class/departmental websites and networks. Through diverse approaches, the program understands students' lives, interpersonal relations, economic conditions, work, housing, psychological states, and behaviors. When necessary, it provides appropriate counseling and support, including financial aid, job opportunities, counseling, and meetings. In case of need, the program makes referrals to professional help. The program has a career counseling mechanism and provides			information on students' career development • If related documentation cannot be presented in the SAR, it should be accessible to the Review Panel during an on-site visit.

appropriate resources for students' lifelong learning. This may include integrating resources from alumni and society to provide information on further studies and employment, connecting with the industry to provide information on visits and internships, and organizing self-awareness activities such as seminars, counseling, and assessments. The program helps students better understand their interests and encourages them to plan and prepare for their careers early on. The program assists students in understanding their vocational aptitude and the job market, preparing them for job searches. It			

implements various measures to help students plan and prepare for their career development, including providing career counseling, administering vocational aptitude tests, bringing in resources from alumni and industry, and organizing company visits, internships, workshops on certifications or employment exams, and career-related seminars.			
Core Indicator 3-4: Student/graduate learning outcomes and feedback			
Descriptions (Best Practice)	**Core Indicator Descriptors**	**Required Information**	**Supporting Documentation**
The program establishes quality control and assessment mechanisms for student learning outcomes. With requirements such as credits, coursework, exam grades, projects,	3-4-1 The program establishes and implements quality management mechanisms for student learning. 3-4-2 The program ensures that	[Universities & Colleges] • The number of local students studying abroad or participating in exchange programs	• Measures and records related to learning quality management, including graduation requirements, faculty's grading records for the past semester,

internships, grade thresholds, certifications, creative works and exhibitions, publications, and graduation requirements, it ensures that students possess the competencies developed by the program and achieve its educational goals. Based on the program's educational goals and their own learning and development, students demonstrate appropriate academic achievements, including course projects, creative works and exhibitions, hands-on products, publications (e.g., conference papers, journal articles, monographs, and theses/dissertations), certifications,	students' course-related performance aligns with its educational goals and development directions. 3-4-3 The program ensures that students' other learning performance aligns with its educational goals and development directions. 3-4-4 The program develops and implements measures to understand and analyze students' (including graduates') performance, thereby demonstrating the effectiveness of its operations.	• The number of students passing civil service examinations and obtaining professional certifications • The number of students obtaining foreign language certifications • The number of students winning awards in competitions • The number of students publishing papers and performing in exhibitions or presentations • The number of active students attending	and students' assignments and exam papers for the past semester • Lists of students' performance in research, creative works and exhibitions, hands-on products, professional certifications, domestic and international awards, and on- and off-campus services • Analytical results of alumni follow-up surveys and related information on feedback and improvements • Analytical results of employer surveys and related information on feedback and improvements • If related documentation cannot

patents or inventions, projects, and competitions.
 	
    Students make good and appropriate progress or performance in course-related learning, extracurricular learning, life skills training, lifelong learning, and career development. This aligns with the program's educational goals and student core competencies, showcasing the effectiveness of program operations.
 	
    According to the program's educational goals and their learning stages, students demonstrate appropriate performance in departmental, on- and off-campus, and international services, including
		international conferences
		• The total number of graduates
		
		[Universities of technology, Technical colleges & Junior colleges]
		• The number of students on internships
		• The number of local students studying abroad or participating in exchange programs
		• The number of students winning awards in
			be presented in the SAR, it should be accessible to the Review Panel during an on-site visit.

orientations for new students, social services and engagement, volunteer activities, service-learning with industry, government, and academia, and service-oriented clubs and associations. The program maintains good interactions with its alumni and implements an alumni follow-up mechanism. It contacts and interacts with alumni on a regular or irregular basis to track their career development and gather their feedback on the HEI/program, which serves as a reference for the evaluation of graduate performance and continuous improvement of program operations.		competitions • The number of students publishing papers and performing in exhibitions or presentations • The number of active students attending international conferences • The number of students obtaining technical certifications (excluding language ones) • The number of students obtaining foreign language certifications	

The program gathers opinions from relevant industry employers through various channels or approaches. It comprehensively analyzes the performance and feedback from current students and alumni as a basis for continuous improvement in program operations. This information is effectively communicated to its faculty members, allowing for discussions and improvements in admission plans, curriculum, course evaluations, faculty recruitment, student counseling, resource allocation, and overall development plans.		• The total number of graduates	

Appendix B Classification List of Academic Fields and Disciplines

No.	Academic Fields	Academic Disciplines
01	Agriculture	• Agriculture • Forestry • Fisheries • Veterinary medicine • Other
02	Applied Life Sciences	• Food science • Applied Life Sciences • Physical education and sports • Leisure • Tourism • Hospitality • Other
03	Communications	• Communications • Journalism and media • Library information • Other
04	Law	• General law • Professional law • Other
05	Education	• General education • Education for specific subject area • Pre-school education • Special education • Other
06	Social and behavioral sciences	• Psychology • Political science • Economics • Public affairs • Sociology • Other
07	Business and administration	• Business administration • Information management • Finance • Logistics management • General business • Accounting • Trade • Other
08	Social welfare and social work	• Social welfare • Social work • Other
09	Arts	• Fine art • Visual arts • Music • Performing arts

No.	Academic Fields	Academic Disciplines
		• General arts • Applied arts • Other
10	Design	• General design • Products design • Spatial design • Visual communication design • Other
11	Humanities	• Chinese languages and literatures • Foreign languages and literatures • History • Philosophy • Religion • Anthropology • Other
12	Engineering	• Electrical and electronic engineering • Mechanical and aerospace engineering • Chemical engineering • Material engineering • Industrial engineering • Environmental engineering • Civil engineering • Ocean engineering • Interdisciplinary engineering • Biomedical engineering • Other
13	Landscape, urbanity, and architecture	• Landscape design • Urban planning • Architecture • Other
14	Medicine and health	• Medicine • Dentistry • Public health • Nursing • Pharmacy • Medical laboratory and technology • Physical medicine and rehabilitation • Other
15	Mathematics and statistics	• Mathematics • Statistics • Other
16	Natural sciences	• Physics • Astronomy • Geography • Earth sciences • Life sciences

No.	Academic Fields	Academic Disciplines
		• Biotechnology • Marine science • Chemistry • Environmental sciences • Other
17	Computer science and information engineering	• Computer science • Information engineering • Other

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