



**Higher Education Evaluation and  
Accreditation Council of Taiwan**

**Third Cycle of Institutional  
Accreditation**

**Handbook  
(2023-2025)**



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## **I. Introduction**

### **1. Background**

The purposes of higher education (HE) are to pursue and disseminate knowledge, to commit to research and clarify values, and to promote social development. As time goes by, the development of HE has shifted from elite education to universal education. In order to examine the goals and ensure the quality of HE, the development of quality assurance (QA) in HE across the globe mainly focuses on the following three aspects: (1) resolving the quality issues resulted from universal, diversified HE and budget cuts; (2) meeting accountability expectations of HE; and (3) enhancing competitiveness and mutual recognition of quality between countries.

Under the premise of the alignment between the evaluation mechanisms of institutional accreditation in Taiwan's HE and the international standards, the Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT), commissioned by the Ministry of Education (MOE), adopted the U.S. accreditation system to conduct the first and the second cycle of institutional accreditation. The first cycle of institutional accreditation was implemented in 2010, aiming to improve and ensure the quality of education. Through the self-assessment carried out by each higher education institutions (HEI) and the on-site visit conducted by the review panel, it ensured that HEIs' institutional operations could meet their purposes and goals, assisted them in self-positioning, identifying strengths and weaknesses and strengthening features, as well as facilitated their self-improvement. The second cycle of institutional accreditation was

implemented from 2017 to 2018. Its purposes and goals were an extension of those from the previous cycle, intending to ensure that HEIs strived to excellence in internal QA practices and constantly made improvements, demonstrating their institutional effectiveness and fulfillment of social responsibility.

In general, these two cycles of accreditation, developed based on the requirements of QA and integrated with the Plan-Do-Check-Act (PDCA) cycle, improved institutional management and operations. The accreditation results were not for university rankings. Instead, they aimed to promote HEIs' continuous improvements in institutional quality and to serve as QA for their management and operations, thereby demonstrating the achievements of Taiwan's HE.

The third cycle of institutional accreditation is scheduled to be implemented from 2023 to 2025. Based on the existing institutional QA and the promotion of various HE policies in Taiwan, it examines HEIs' operational effectiveness, as well as their strategies and actions in response to operational risks, in a hope of ensuring and continuously improving their educational and institutional effectiveness in the highly competitive HE environment.

## **2. Goals**

In addition to adopting the purposes and goals of the previous two cycles, the third cycle of institutional accreditation ensures that HEIs can independently analyze the trend of HE at home and abroad, strive to excellence in internal and external QA practices and constantly make improvements. Through the execution of self-assessment and the assistance of external reviewers, it ensures

that the implementation and effectiveness of the strategic plan formulated by a HEI can support itself to achieve the purposes and development goals, to demonstrate its institutional effectiveness, and to fulfill social and global civic responsibility. Lastly, with the analysis of accreditation results, the third cycle of institutional accreditation provides recommendations on the development of HE as a reference for institutional development and HE policies. To be more specific, the goals of the third cycle of institutional accreditation are presented as follows:

- (1) To implement an institutional strategic plan and demonstrate distinct features: An HEI is expected to formulate an institutional strategic plan based on its self-positioning, to continuously make adjustments through institutional research (IR) and QA practices, and actively put it into effect, thereby demonstrating its institutional features and achieving educational goals.
- (2) To evaluate institutional effectiveness: The institutional effectiveness of a HEI is evaluated from various aspects, including institutional governance and management, teaching, research, services, and learning.
- (3) To fulfill social responsibility: HEIs demonstrate the positive influences of education, research and development, as well as student development on the country and society.
- (4) To serve as a reference for institutional development and policy making: The third cycle of institutional accreditation makes recommendations on institutional development through on-site visit reports and accreditation results. It also analyzes the overall

development situation and needs of HEIs as a reference for policy making.

### **3. Concepts**

The third cycle of institutional accreditation aims to ensure the educational effectiveness and institutional quality of HEIs, to demonstrate their institutional effectiveness and features, and to facilitate their self-improvement. Given that each HEI has its distinctive educational goals and self-positioning, the accreditation standards in the third cycle of institutional accreditation are devised based on the trend of evaluation and accreditation in HE at home and abroad. In addition, this cycle offers flexibility for HEIs to demonstrate their distinctive features. HEIs can carry out self-assessment accordingly and show their uniqueness. More specifically, the concepts of institutional accreditation are specified as follows:

(1) Adoption of the empowerment model:

The empowerment model guides HEIs' to integrate internal QA and IR, so as to review, analyze and improve the quality of various aspects such as institutional governance, faculty and teaching, and student and learning. HEIs are empowered to add new indicators, which emphasizes the importance of internal QA and self-enhancement.

(2) Adoption of the PDCA cycle:

The PDCA cycle guides HEIs for continuously excellence and enhancement in institutional quality.



(3) Importance of internal QA and institutional effectiveness:

The first cycle of institutional accreditation developed its evaluation mechanisms for student learning outcomes based on the “process”. The second cycle incorporated the aspects of process and outcomes and paid attention to “implementing internal QA, demonstrating institutional effectiveness, and fulfilling social and civic responsibility” as well as “implementing the mechanisms for student learning outcomes and demonstrating students’ competitiveness”. In order to ensure systematic and consistent accreditation practices, the third cycle of institutional accreditation focuses on “implementing the mechanisms for internal QA and risk management” and “demonstrating institutional effectiveness and fulfilling social responsibility”, under the premise of fostering HEIs’ self-assessment and self-enhancement.

## **II. Standards and Core Indicators**

Under the premise of the alignment between the evaluation mechanisms of institutional accreditation in Taiwan’s HE and the international standards, the accreditation standards in the third cycle of institutional accreditation are devised based on the practices of institutional accreditation in major countries across the globe. With the philosophy of QA, it incorporates the PDCA cycle to ensure HEIs’ institutional quality and continuous improvements.

In the third cycle of institutional accreditation, there are four main standards, that is, Institutional Governance and Management,

Teaching and Academic Professionalism, Student Learning and Outcomes, and Social Responsibility and Sustainable Development. As outlined below, core indicators under each standard are the required components for institutional accreditation.

To encourage HEIs to develop and demonstrate their distinctive features and uniqueness, they may adopt either of the following ways to undergo accreditation based on their features or needs:

- (1) Demonstrating how the features meet the existing core indicators; or
- (2) Adding new indicators under the existing standards.

For more details, please refer to Appendix A.

#### Standard 1: Institutional Governance and Management

- 1-1 Mission, organizational structure, resource planning, and institutional development
- 1-2 Institutional management, decision-making, and organizational adjustments and operations
- 1-3 Mechanisms and their effectiveness for the quality of institutional governance and management
- 1-4 Disclosure of institutional information and engagement of stakeholders

#### Standard 2: Teaching and Academic Professionalism

- 2-1 Faculty performance, evaluation, and rewards
- 2-2 Appointment, quality, administrative support and its operations of faculty and staff
- 2-3 Planning, review, and implementation of curriculum and teaching
- 2-4 Quality assessment in curriculum and teaching

### Standard 3: Student Learning and Outcomes

3-1 Undergraduate education and outcomes

3-2 Graduate education and outcomes

3-3 Evaluation mechanisms and their effectiveness for general education and interdisciplinary education

3-4 Evaluation mechanisms and their effectiveness for inter-collegiate/cross-border education

### Standard 4: Social Responsibility and Sustainable Development

4-1 Practices and effectiveness for equal educational opportunities

4-2 Practices and effectiveness for social responsibility

4-3 Practices and effectiveness for financial sustainability

## **III. Accreditation Process**

### **1. List of Higher Education Institutions (HEIs)**

The third cycle of institutional accreditation is a 3-year project. It is expected to evaluate a total of 83 HEIs from 2023 to 2025, including 67 public and private universities, 8 religious schools, 6 military schools, and 2 open universities. A list of HEIs is illustrated as follows:

(1) A total of 13 HEIs are scheduled for evaluation in the first half of 2023: CTBC Business School, MingDao University, Dharma Drum Institute of Liberal Arts, R.O.C. Air Force Academy, R.O.C. Navy Academy, Aletheia University, Open University of Kaohsiung, National Quemoy University, Taiwan Baptist Christian Seminary, University of Kang Ning, Kainan University, University of Taipei, and Christ's College Taipei

- (2) A total of 19 HEIs are scheduled for evaluation in the second half of 2023: I-Kuan Tao College, Tatung University, Chinese Culture University, Taiwan Graduate School of Theology, Hsuan Chuang University, Fo Guang University, Air Force Institute of Technology, Nanhua University, Mackay Medical College, National Open University, National University of Kaohsiung, National Taitung University, Tainan National University of the Arts, National Taiwan University of Arts, National Taiwan University of Sport, National United University, National Taiwan Sport University, National Defense Medical Center, and R.O.C. Military Academy.
- (3) A total of 15 HEIs are scheduled for evaluation in the first half of 2024: Da-Yeh University, Chung Shan Medical University, Chung Hua University, Yuan Ze University, Asia University, Chang Jung Christian University, National Pingtung University, National Kaohsiung Normal University, National Chiayi University, National Taipei University of Education, National Dong Hwa University, National Defense University, I-Shou University, Shih Chien University, and Providence University.
- (4) A total of 16 HEIs are scheduled for evaluation in the second half of 2024: I-Kuan Tao Chong-De School, Shih Hsin University, Soochow University, National Ilan University, National Changhua University of Education, National Chi Nan University, National Taichung University of Education, National Taipei University, Taipei National University of the Arts, National University of Tainan, Tamkang University, Huafan University, Tzu Chi University, Fu Jen Catholic University, Ming Chuan University, and

Tainan Theological College.

(5) A total of 10 HEIs are scheduled for evaluation in the first half of 2025: China Medical University, China Evangelical Seminary, Tunghai University, National Central University, National Chung Cheng University, National Cheng Kung University, National Tsing Hua University, National Taiwan Normal University, National Taiwan Ocean University, and Taipei Medical University.

(6) A total of 10 HEIs are scheduled for evaluation in the second half of 2025: Chung Yuan Christian University, Chang Gung University, Weixin Shengjiao College, Kaohsiung Medical University, National Sun Yat-sen University, National Chung Hsing University, National Chengchi University, National Yang Ming Chiao Tung University, National Taiwan University, and Feng Chia University.

## **2. Process and Schedule**

The third cycle of institutional accreditation is divided into the first half and the second half each year. The entire accreditation process starts from April 2022 and ends in December 2029. There are a total of five stages in such process: (1) Preparation; (2) Self-Assessment; (3) Document Review; (4) On-Site Visit; (5) Decision-Making.

For more details about the above five stages, please refer to Appendix B. In the event of any changes, the revised schedule will be mailed to each HEI.

## **3. Appointment and Composition of Reviewers**

In order to ensure the objectivity of self-assessment conducted by

each HEI as well as the reliability and validity of such results, HEEACT will appoint professional peers as a review panel to conduct an on-site visit. The panel members should either hold the position of professor with experience in serving an executive position at a HEI, or have professional prestige and possess expertise in the field of educational evaluation. Relevant industry representatives may also be invited as part of the review panel. To ensure the professionalism and objectivity, the panel members are required to participate in a reviewer training program held by HEEACT. Before an on-site visit, the information about the review panel will be mailed to each HEI. Should there be concerns about qualifications or other legitimate reasons, a HEI may apply for the recusal of such panel member(s) by clearly stating its reasons along with the supporting facts. In addition, all panel members are required to sign the “Consent Form for Ethics and Avoidance of Conflict of Interest for Reviewers”, so as to ensure objectivity and impartiality of an on-site visit.

The composition of a review panel is determined based on the total enrollment of each HEI. Regarding a HEI with less than 1,499 enrolled students in total, its review panel will be composed of four to six members. As for a HEI with more than 1,500 enrolled students in total, its review panel will be composed of eight to ten members. Such data are obtained from the Department of Statistics of MOE, and the total enrollment of a HEI in the previous academic year before the evaluation is adopted as the criteria. Take a HEI scheduled for evaluation in the first half of 2023 as an example. Its total enrollment in the academic year of 2021-2022 will be used to determine the

composition of the review panel. If a HEI has a branch campus (other than the main campus, a campus with independent administrative and academic offices, located in another municipality, county (city), or country) with more than 500 enrolled students in the day school, additional one to three reviewers will be appointed to conduct an on-site visit for the branch campus.

#### **4. Self-Assessment**

Self-assessment is the core of institutional accreditation whose purpose is to recognize and improve the quality of HEIs. With the accreditation standards, HEIs shall develop a self-assessment mechanism according to their self-positioning and institutional strategic plan. After the implementation, each HEI shall submit its self-assessment report (SAR) as the basis for an on-site visit. Take a HEI scheduled for evaluation in 2023 for example. Its institutional strategic plan shall include the content from 2019 to 2024 (or for the academic year of 2019-2024). For more details about the entire self-assessment process, please refer to Appendix C.

When conducting self-assessment, a HEI shall fully understand the key points of each standard and core indicator, as well as relevant supporting documents and evidence (see Appendix A). Based on its self-positioning and development needs, a HEI shall use quantitative data or qualitative descriptions with related supporting documents to comprehensively present its current situation under each standard. In addition, it is required to analyze its strengths and weaknesses, verify the quality and features, and make recommendations for future improvements.

Scope of data collection in the SAR (including fact sheets): For a HEI scheduled for evaluation in the first half of 2023, it should provide the data from Fall 2019 to Fall 2022, with a total of seven semesters (3.5 years). With regard to a HEI scheduled for evaluation in the second half of 2023, it should provide data from Fall 2019 to Spring 2023, with a total of eight semesters (4 years). For more details about the fact sheets in the SAR, please refer to Appendix D.

## **5. Document Submission and Review**

The main text of a SAR should not exceed 120 pages and should be written in 14-point standard DFKai-SB font with 22-point spacing. There is no page restriction for supporting documents and evidence (appendices).

After self-assessment, a HEI shall submit two hard copies of SAR (excluding appendices) and one CD (including the SAR and appendices), and upload all the electronic files to HEEACT's SAR Online Review System as the basis for document review and on-site visit. For a HEI scheduled for evaluation in the first half of the year, the postmark deadline for document submission is February 15<sup>th</sup>. In terms of a HEI scheduled for evaluation in the second half of the year, the postmark deadline for document submission is August 15<sup>th</sup>. In addition, the deadline for uploading documents to the SAR Online Review System will be mailed to each HEI.

In order to lessen HEIs' administrative burden, as well as to conserve energy and reduce carbon emissions, the document review will be conducted in the SAR online Review System. This is also the platform for submitting materials, feedback and responses during the



entire accreditation process.

## **6. On-Site Visit**

During an on-site visit, the review panel will evaluate a HEI according to the accreditation standards through the visitation of facilities, one-on-one/group meetings with stakeholders, and document review. Besides, relevant data will be also collected from its executives of administrative and academic offices, faculty members, administrative staff, students, and external stakeholders. The schedule for an on-site visit is arranged based on the total enrollment of each HEI. Regarding a HEI with more than 1,500 enrolled students in total, its on-site visit will be completed in 2 days. For a HEI with less than 1,499 enrolled students in total, its on-site visit will be completed in 1.5 days. An on-site visit for a branch campus will be completed in 1 day. For the on-site visit schedules, please refer to Appendix E.

## **7. Feedback on the Draft On-Site Visit Report**

A HEI may submit its feedback to HEEACT within 14 working days from the next day after receipt of the draft on-site visit report. Such feedback will be submitted to the review panel for further discussion. After collecting the feedback from the HEI as well as a written response from the review panel, HEEACT will then submit all the related documents to the Accreditation Recognition Committee for resolution.

## **8. Accreditation results**

A HEI will be granted with either of the following three types of

accreditation results:

- (1) Accredited for a validation period of 6 years;
- (2) Accredited for a validation period of 3 years; and
- (3) Re-accreditation.

The accreditation result of a HEI will be proposed by the review panel based on its performance under each standard, the SAR, and the on-site visit.

Through the two-stage deliberative process (i.e., the review panel's proposed results, and the Accreditation Recognition Committee's resolution), the accreditation results will be reported to the HEEACT's joint meeting of Board of Trustees and Supervisors for further ratification, and to MOE for its records.

The accreditation results will be announced on the HEEACT's website. The on-site visit reports, applications for feedback on the draft on-site visit reports, and the written responses to such feedback will also be released and made available to the public. Besides, in order to strengthen the understandings about the quality of Taiwan's HE from the world, the accreditation results will be published on the Taiwan Quality Institution Directory (TQID) website. The explanations about accreditation results and follow-up actions are depicted in Table 1.

Table 1 Accreditation results and follow-up actions

<b>Accreditation result</b>	<b>Follow-up action</b>
Accredited for a validation period of 6 years	After 2 years of being accredited, the HEI shall submit a self-improvement report which describes the implementation of related improvement measures to HEEACT for its records.
Accredited for a validation period of 3 years	<ol style="list-style-type: none"> <li>1. After 2 years of being accredited, the HEI shall submit a self-improvement report which describes the implementation of related improvement measures, as well as a SAR.</li> <li>2. The accredited HEI shall improve and re-organize the data and information. In the third year after the announcement of accreditation result, an on-site visit will be conducted again. The accreditation may result in either “extension granted for a validation period of 3 years” or “extension denied.” After 2 years of such extension, the accredited HEI shall submit a self-improvement report which describes the implementation of related improvement measures to HEEACT for its records.</li> </ol>
Re-accreditation	<ol style="list-style-type: none"> <li>1. One year after receipt of the result, the HEI shall submit a self-improvement report</li> </ol>


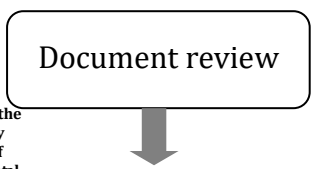
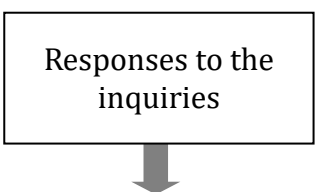
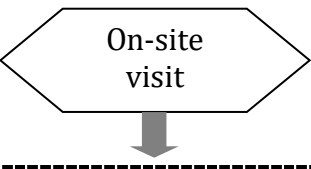
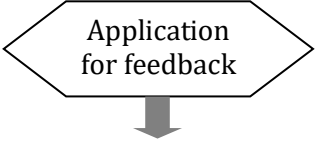
<b>Accreditation result</b>	<b>Follow-up action</b>
	<p>which describes the implementation of related improvement measures, as well as a SAR.</p> <ol style="list-style-type: none"> <li>2. The HEI shall improve and re-organize the data and information. One year after receipt of the result, an on-site visit will be conducted again. The HEI will be granted with either of the following accreditation results: (1) Accredited for a validation period of 3 years; and (2) Re-accreditation.</li> <li>3. The HEI shall take follow-up actions based on its granted result after the re-accreditation.</li> <li>4. The HEI may apply for re-accreditation no more than twice.</li> </ol>


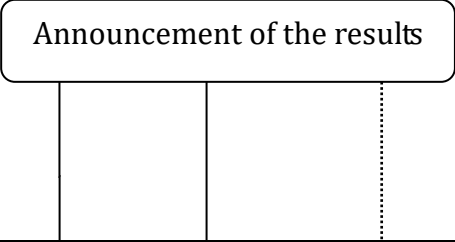
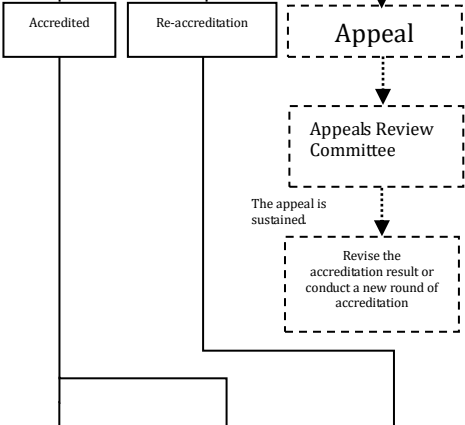
\* If an institution is in the valid period of accreditation when the Ministry of Education announces it as a school under special guidance, the accreditation of such an institution will be terminated by the Council.

## **9. Appeal**

Should a HEI object to its accreditation result, it may file a written appeal to HEEACT within 30 days from the next day after receipt of such result. HEEACT will then convene the Appeals Review Committee for further actions.

## 10. Accreditation procedures

Procedure	Year		Details
	First half	Second half	
 <p>Submission of SAR</p>	By Feb. 15 <sup>th</sup>	By Aug. 15 <sup>th</sup>	<ul style="list-style-type: none"> <li>A HEI submits its SAR according to the prescribed format.</li> <li>HEEACT convenes a review panel.</li> <li>HEEACT conducts an initial review on the formality aspect of SAR, and may request supplemental documents.</li> </ul>
 <p>Document review</p> <p>Review on the formality aspect of supplemental documents</p>	Mar. – Apr.	Sept. – Oct.	<ul style="list-style-type: none"> <li>The review panel proposes inquiries identified through document review.</li> </ul>
 <p>Responses to the inquiries</p>	Mar. – Apr.	Sept. – Oct.	<ul style="list-style-type: none"> <li>The HEI shall submit a written response to the above inquiries proposed by the review panel within 7 working days from the next day after receipt of the notice.</li> <li>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 circumstances.</li> </ul>
 <p>On-site visit</p>	May – June	Nov. – Dec.	<ul style="list-style-type: none"> <li>The review panel conducts an on-site visit.</li> <li>The review panel completes a draft on-site visit report, and proposes the accreditation result.</li> </ul>
 <p>Application for feedback</p>	Sept. – Oct.	Next Mar. – Apr.	<ul style="list-style-type: none"> <li>The HEI may submit its feedback to HEEACT within 14 working days from the next day after receipt of the draft on-site visit report. After collecting a written response from the review panel, HEEACT will then submit all the related documents to the Accreditation Recognition Committee for resolution.</li> </ul>

Procedure	Year		Details
	Nov. – Dec.	Next May – June	<ul style="list-style-type: none"> <li>• The proposed accreditation results, draft on-site visit reports, and the written responses to the feedback will be submitted to the Accreditation Recognition Committee for resolution.</li> <li>• The accreditation results will be reported to the HEEACT's joint meeting of Board of Trustees and Supervisors for further ratification.</li> <li>• The accreditation results will be reported and mailed to MOE for its records.</li> </ul>
	Next Jan.	Next July	<ul style="list-style-type: none"> <li>• HEEACT will mail the accreditation result to each HEI, respectively.</li> <li>• The accreditation results will be announced on the HEEACT's website as well as the TQID website.</li> </ul>
			<ul style="list-style-type: none"> <li>• Should a HEI object to its accreditation result, it may file a written appeal to HEEACT within 30 days from the next day after receipt of such result.</li> <li>• HEEACT will convene the Appeals Review Committee for further actions.</li> <li>• If an appeal is sustained, HEEACT shall revise the accreditation result or conduct a new round of accreditation.</li> </ul>

Procedure	Year	Details
<pre> graph TD     A[Accredited for a validation period of 6 years: After 2 years of being accredited, the HEI shall submit a self-improvement report which describes the implementation of related improvement measures.] --&gt; B[After 2 years of being accredited, an on-site visit will be conducted again.]     C[Accredited for a validation period of 3 years: After 2 years of being accredited, the HEI shall submit a self-improvement report which describes the implementation of related improvement measures, as well as a SAR.] --&gt; B     C --&gt; D[One year after receipt of the result, the HEI shall submit a self-improvement report which describes the implementation of related improvement measures, as well as a SAR.]     E[One year after receipt of the result, the HEI shall submit a self-improvement report which describes the implementation of related improvement measures, as well as a SAR.] --&gt; F[One year after receipt of the result, an on-site visit will be conducted again.]     </pre>		<ul style="list-style-type: none"> <li>• Accredited for a validation period of 6 years:             <ul style="list-style-type: none"> <li>- After 2 years of being accredited, the HEI shall submit a self-improvement report which describes the implementation of related improvement measures to HEEACT for its records.</li> </ul> </li> <li>• Accredited for a validation period of 3 years:             <ul style="list-style-type: none"> <li>- After 2 years of being accredited, the HEI shall submit a self-improvement report which describes the implementation of related improvement measures, as well as a SAR.</li> <li>- The accredited HEI shall improve and re-organize the data and information. In the third year after the announcement of accreditation result, an on-site visit will be conducted again. The accreditation may result in either “extension granted for a validation period of 3 years” or “extension denied.” After 2 years of such extension, the accredited HEI shall submit a self-improvement report which describes the implementation of related improvement measures to HEEACT for its records.</li> </ul> </li> <li>• Re-accreditation:             <ul style="list-style-type: none"> <li>- One year after receipt of the result, the HEI shall submit a self-improvement report which describes the implementation of related improvement measures, as well as a SAR.</li> <li>- The HEI shall improve and re-organize the data and</li> </ul> </li> </ul>

Procedure	Year	Details
		<p>information. One year after receipt of the result, an on-site visit will be conducted again. The HEI will be granted with either of the following accreditation results: (1) Accredited for a validation period of 3 years; and (2) Re-accreditation.</p> <ul style="list-style-type: none"> <li>- The HEI shall take follow-up actions based on its granted result after the re-accreditation.</li> <li>- The HEI may apply for re-accreditation no more than twice.</li> </ul>

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

### The Third Cycle of Institutional Accreditation Standards and Core Indicators

#### Standard 1: Institutional Governance and Management

In response to the trend of the times and changes in HE, the HEI has clear and reasonable mission, vision, and goals. It has a sound organizational hierarchy and structure, as well as comprehensive resource planning and allocation, in order to carry out institutional development, achieve the goals, and ensure the quality of institutional governance. In addition, the HEI has robust institutional management and interaction mechanisms to ensure that an appropriate institutional strategic plan and features are developed in accordance with its goals, organizational structure and resource planning, and that reasonable administrative decision-making mechanisms are established. Based on its decision-making process and results, the HEI effectively allocates human and non-human resources and adjusts academic units.

The HEI has specific approaches for institutional research, as well as internal QA mechanisms, external evaluation mechanisms and emergency response mechanisms in place, which are proved effective. It makes use of various channels to disclose and update relevant institutional information to its stakeholders on a regular or irregular basis, and strengthens the engagement of the stakeholders, in order to become a high-quality HEI.

<b>Core Indicators</b>	<b>Descriptors</b>	<b>Supporting Documents and Evidence</b>
<p>1-1 Mission, organizational structure, resource planning, and institutional development</p>	<p>1-1-1 The HEI has clear and reasonable mission, vision, and goals, in response to the changes in higher education.</p> <p>1-1-2 The HEI has a sound organizational hierarchy and structure, as well as comprehensive resource planning and allocation, in order to carry out institutional development and achieve the goals.</p> <p>1-1-3 The HEI has robust institutional management and interaction mechanisms (operations of the Board of Trustees are included for private HEIs).</p> <p>1-1-4 The President has clear concepts of governance and leadership strategies to achieve development goals.</p>	<ul style="list-style-type: none"> <li>● Documents related to the HEI’s vision, self-positioning, or development</li> <li>● Documents related to organizational hierarchy and structure, as well as resource planning and allocation</li> <li>● Regulations and documents related to duties and powers of the President, as well as the interaction between the President and the HEI (applicable to public HEIs)</li> <li>● Regulations and documents related to organization, functions and operations of the Board, duties and powers of the President, as well as interaction between the Board and the HEI (applicable to private HEIs)</li> <li>● Documents related to the President’s concepts of governance and leadership</li> </ul>

		<p>strategies</p> <ul style="list-style-type: none"> <li>● If related documents cannot be presented in the SAR, they should be accessible to the review panel during an on-site visit.</li> </ul>
<p>1-2 Institutional management, decision-making, and organizational adjustments and operations</p>	<p>1-2-1 In accordance with its goals, organizational structure and resource planning, the HEI develops an appropriate institutional strategic plan to ensure the effectiveness of institutional management.</p> <p>1-2-2 In accordance with its institutional strategic plan and features, the HEI establishes reasonable administrative decision-making mechanisms.</p> <p>1-2-3 In accordance with its decision-making process and results, the HEI effectively allocates institutional resources and adjusts</p>	<ul style="list-style-type: none"> <li>● An institutional strategic plan</li> <li>● Operation records of institutional development mechanisms</li> <li>● Meeting minutes of administrative decisions related to the implementation of an institutional strategic plan</li> <li>● Documents related to the allocation of institutional resources (including human resources, financial resources, and material resources)</li> <li>● Documents related to the adjustment of academic units and allocation of human</li> </ul>

	<p>organizational resources.</p>	<p>resources (including faculty members, administrative staff, and research fellows)</p> <ul style="list-style-type: none"> <li>● If related documents cannot be presented in the SAR, they should be accessible to the review panel during an on-site visit.</li> </ul>
<p>1-3 Mechanisms and their effectiveness for the quality of institutional governance and management</p>	<p>1-3-1 Based on its institutional development, the HEI establishes and implements the internal quality assurance mechanisms.</p> <p>1-3-2 The HEI makes use of institutional research to effectively enhance the quality of institutional governance.</p> <p>1-3-3 The HEI carries out follow-ups, reviews and improvements from the previous accreditation cycle, as well as presents the mechanisms, practices and effectiveness of quality assurance for its programs.</p>	<ul style="list-style-type: none"> <li>● Documents related to approaches for IR</li> <li>● Documents related to internal QA mechanisms (e.g., administration, teaching, learning, curriculum, and research)</li> <li>● Documents and meeting minutes related to follow-ups, review, and improvements from the previous accreditation cycle</li> <li>● Documents related to mechanisms, practices, and effectiveness of QA for programs</li> <li>● Documents related to the effectiveness of institutional governance and management</li> <li>● Implementation of emergency response</li> </ul>

	<p>1-3-4 The HEI presents the effectiveness of institutional governance and management which meet its institutional strategic plan.</p> <p>1-3-5 The HEI effectively implements the emergency response mechanisms.</p>	<p>mechanisms</p> <ul style="list-style-type: none"> <li>● If related documents cannot be presented in the SAR, they should be accessible to the review panel during an on-site visit.</li> </ul>
<p>1-4 Disclosure of institutional information and engagement of stakeholders</p>	<p>1-4-1 The HEI makes use of various channels to disclose relevant institutional information to its stakeholders on a regular or irregular basis.</p> <p>1-4-2 The HEI updates and maintains its institutional information.</p> <p>1-4-3 The HEI has and implements the mechanisms for its stakeholders to engage in institutional governance or to provide feedback.</p>	<ul style="list-style-type: none"> <li>● Disclosure, updates, and maintenance of institutional information</li> <li>● Documents related to mechanisms (e.g., communication channels) and practices for collecting feedback from the stakeholders (including faculty and staff, students, and employers)</li> <li>● If related documents cannot be presented in the SAR, they should be accessible to the review panel during an on-site visit.</li> </ul>

**Standard 2: Teaching and Academic Professionalism**

The HEI provides various support systems (including reward, development and evaluation mechanisms for teaching, academic, professional, and career development) for faculty teaching and professional performance to enhance the capacity and performance of their teaching activities and academic development. The HEI has appropriate mechanisms for the recruitment and appointment of faculty and staff, and has sufficient, qualified faculty and staff with expertise that meets the development of its colleges/departments. It also has and implements appropriate support systems and evaluation mechanisms for administrative affairs and professional development for staff members. In addition, the HEI has and carries out the mechanisms for planning, examining, analyzing, reviewing, and improving curriculum and teaching, so as to ensure the quality of teaching and learning.

<b>Core Indicators</b>	<b>Descriptors</b>	<b>Supporting Documents and Evidence</b>
2-1 Faculty performance, evaluation, and rewards	2-1-1 The HEI has and implements the support systems for faculty teaching, academic and professional performance, as well as career development. 2-1-2 The HEI implements the mechanisms for faculty evaluation and promotion, as well as	<ul style="list-style-type: none"> <li>● Documents related to mechanisms, implementation, and effectiveness of faculty teaching and professional development</li> <li>● Documents related to support systems for faculty career development (e.g., workshops, community, and mentor-mentee program)</li> </ul>

	<p>counseling and improvements.</p> <p>2-1-3 The HEI has and implements multiple reward mechanisms.</p> <p>2-1-4 The HEI has and implements the mechanisms for academic integrity.</p> <p>2-1-5 The HEI demonstrates that its faculty teaching, academic and service performance are in line with the institutional strategic plan.</p>	<ul style="list-style-type: none"> <li>● Regulations and documents related to faculty evaluation and promotion (e.g., faculty evaluation, and multi-track promotion system)</li> <li>● Documents and meeting minutes related to review, counseling, and improvements based on the results of teaching or relevant evaluation</li> <li>● Documents related to multiple reward mechanisms (e.g., incentives for teaching, academic achievement and services)</li> <li>● Documents related to mechanisms and their implementation for faculty academic integrity</li> <li>● List of faculty teaching, academic, and service performance</li> </ul>
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		<ul style="list-style-type: none"> <li>● If related documents cannot be presented in the SAR, they should be accessible to the review panel during an on-site visit.</li> </ul>
<p>2-2 Appointment, quality, administrative support and its operations of faculty and staff</p>	<p>2-2-1 The HEI has and implements appropriate mechanisms for the recruitment and appointment of faculty and staff.</p> <p>2-2-2 The HEI has sufficient, qualified faculty and staff with expertise that meets the development of its colleges/departments.</p> <p>2-2-3 The HEI has and implements appropriate administrative support systems for faculty members.</p> <p>2-2-4 The HEI has and implements appropriate support systems and evaluation mechanisms for administrative affairs and professional development for staff members.</p>	<ul style="list-style-type: none"> <li>● Regulations and documents related to the recruitment and appointment of faculty and staff</li> <li>● List of the number, qualifications, and expertise of faculty members</li> <li>● List of the number, qualifications, and expertise of staff members</li> <li>● Documents related to administrative support for faculty members (including space, funding, human resources, finance, and accounting)</li> <li>● Documents related to supports systems and their effectiveness for administrative affairs</li> </ul>



		<p>and professional development for staff members</p> <ul style="list-style-type: none"> <li>● Documents related to evaluation mechanisms and their effectiveness for staff members</li> <li>● If related documents cannot be presented in the SAR, they should be accessible to the review panel during an on-site visit.</li> </ul>
<p>2-3 Planning, review, and implementation of curriculum and teaching</p>	<p>2-3-1 The HEI's curriculum framework and credit allocation are clearly and logically related to its educational goals.</p> <p>2-3-2 The HEI has appropriate planning, review, and implementation of curriculum and teaching in general education.</p> <p>2-3-3 The HEI has appropriate planning, review, and implementation of curriculum and</p>	<ul style="list-style-type: none"> <li>● Curriculum framework (e.g., core required courses, general education courses, professional required and elective courses, and interdisciplinary courses) and its credit allocation</li> <li>● Documents related to the connection between curriculum framework (e.g., core required courses, general education courses,</li> </ul>

	<p>teaching in double majors, minors, and degree programs.</p> <p>2-3-4 The HEI has appropriate planning, review, and implementation of curriculum and teaching in interdisciplinary education.</p>	<p>professional required and elective courses, and interdisciplinary courses) and credit allocation, and the educational goals</p> <ul style="list-style-type: none"> <li>● Documents related to planning, review, and implementation of curriculum and teaching in general education</li> <li>● Documents related to planning, review, and implementation of curriculum and teaching in double majors, minors, and degree programs</li> <li>● Documents related to planning, review, and implementation of curriculum and teaching in interdisciplinary education</li> <li>● If related documents cannot be presented in the SAR, they should be accessible to the review panel during an on-site visit.</li> </ul>
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<p>2-4 Quality assessment in curriculum and teaching</p>	<p>2-4-1 The HEI analyzes the quality of its curriculum and teaching appropriately.</p> <p>2-4-2 The HEI reviews the quality of its curriculum and teaching appropriately.</p> <p>2-4-3 The HEI improves the quality of its curriculum and teaching appropriately.</p>	<ul style="list-style-type: none"> <li>● Analysis of the quality of curriculum and teaching</li> <li>● Review of the quality of curriculum and teaching</li> <li>● Documents related to the improvements of the quality of curriculum and teaching</li> <li>● If related documents cannot be presented in the SAR, they should be accessible to the review panel during an on-site visit.</li> </ul>
<p><b>Standard 3: Student Learning and Outcomes</b></p>		
<p>Student learning outcomes is the key to institutional effectiveness. The HEI should emphasize and ensure that student recruitment strategies, admission channels and student characteristics meet its development goals. It establishes and implements sound learning and counseling support, such as mentorship, academic learning, internships, international exchange programs, and extracurricular learning. In addition, the HEI has and implements the mechanisms to support and evaluate student learning progress, development, and outcomes (including employment of graduates).</p>		

<b>Core Indicators</b>	<b>Descriptors</b>	<b>Supporting Documents and Evidence</b>
<p>3-1 Undergraduate education and outcomes</p>	<p>3-1-1 The HEI's student recruitment strategies, admission channels and student characteristics meet its development goals appropriately.</p> <p>3-1-2 The HEI establishes, implements, and evaluates its support systems and counseling mechanisms for students' academic learning.</p> <p>3-1-3 The HEI establishes, implements, and evaluates its learning and counseling support for extracurricular activities, campus life, lifelong learning and career development.</p> <p>3-1-4 The HEI demonstrates the learning outcomes of its undergraduates.</p>	<ul style="list-style-type: none"> <li>● Documents related to student recruitment plans, admission channels, and the responsible unit (e.g., the Division of Admissions)</li> <li>● Analysis of student sources and characteristics</li> <li>● Documents related to learning and counseling support (including academic learning, digital learning, extracurricular activities, campus life, lifelong learning, and career development) for students (including graduates)</li> <li>● Materials educating students to comply with ethics and integrity when making presentations and using online resources</li> </ul>

		<ul style="list-style-type: none"><li>● Regulations and documents related to international exchange programs, advanced studies, and extracurricular learning</li><li>● List of students' learning performance (e.g., research, creations and exhibitions, hands-on work, certificates, awards from national and international competitions)</li><li>● List of graduates' performance (graduated no more than 3 years)</li><li>● Analysis, review, feedback, and improvements of students' various learning performance</li><li>● Analysis, feedback, and improvements of graduate survey data</li><li>● If related documents cannot be presented in the SAR, they should be accessible to the</li></ul>
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		<p>review panel during an on-site visit.</p>
<p>3-2 Graduate education and outcomes</p>	<p>3-2-1 The HEI’s recruitment strategies, admission channels, and characteristics of graduate students meet its development goals appropriately.</p> <p>3-2-2 The HEI establishes, implements, and evaluates its support systems and counseling mechanisms for graduate students’ academic learning.</p> <p>3-2-3 The HEI has and implements its mechanisms to support and evaluate learning integrity of graduate students.</p> <p>3-2-4 The HEI demonstrates the learning outcomes of its graduate students.</p>	<ul style="list-style-type: none"> <li>● Documents related to student recruitment plans, admission channels, and the responsible unit (e.g., the Division of Admissions)</li> <li>● Analysis of student sources and characteristics</li> <li>● Documents related to support systems for students’ (including graduates’) academic learning, digital learning, and counseling</li> <li>● Regulations and documents related to the mechanisms for reviewing the quality of thesis/dissertation (including the alignment between the title and content of a thesis/dissertation and the field of the</li> </ul>

		<p>department, the HEI's review procedures of theses/dissertations applying for prohibition from public access, and accountability of thesis/dissertation advisors)</p> <ul style="list-style-type: none"><li>● Regulations and documents related to international exchange programs and advanced studies</li><li>● List of students' learning performance (e.g., research, creations and exhibitions, hands-on work, certificates, awards from national and international competitions)</li><li>● List of graduates' performance (graduated no more than 3 years)</li><li>● Analysis, review, feedback, and improvements of students' academic performance</li></ul>
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		<ul style="list-style-type: none"> <li>● Analysis, feedback, and improvements of graduate survey data</li> <li>● If related documents cannot be presented in the SAR, they should be accessible to the review panel during an on-site visit.</li> </ul>
<p>3-3 Evaluation mechanisms and their effectiveness for general education and interdisciplinary education</p>	<p>3-3-1 The HEI has appropriate evaluation mechanisms for students' learning in general education.</p> <p>3-3-2 The HEI has appropriate and effective evaluation mechanisms for students' learning in double majors, minors, and degree programs.</p> <p>3-3-3 The HEI has appropriate and effective evaluation mechanisms for students' learning</p>	<ul style="list-style-type: none"> <li>● Documents related to evaluation mechanisms for students' learning in general education</li> <li>● Documents related to evaluation mechanisms and their effectiveness for students' learning double majors, minors, and degree programs</li> <li>● Documents related to evaluation mechanisms and their effectiveness for</li> </ul>



	<p>in interdisciplinary education.</p>	<p>students' learning in interdisciplinary education</p> <ul style="list-style-type: none"> <li>● If related documents cannot be presented in the SAR, they should be accessible to the review panel during an on-site visit.</li> </ul>
<p>3-4 Evaluation mechanisms and their effectiveness for inter-collegiate/cross-border education</p>	<p>3-4-1 The HEI has appropriate mechanisms for domestic or foreign inter-collegiate collaboration and development.</p> <p>3-4-2 The HEI has effective learning support systems and evaluation mechanisms for domestic or foreign inter-collegiate students.</p>	<ul style="list-style-type: none"> <li>● Documents related to mechanisms and their evaluation for domestic or foreign inter-collegiate collaboration and development</li> <li>● Documents related to learning support systems and evaluation mechanisms, as well as their effectiveness for domestic or foreign inter-collegiate students</li> <li>● If related documents cannot be presented in the SAR, they should be accessible to the review panel during an on-site visit.</li> </ul>

**Standard 4: Social Responsibility and Sustainable Development**

In the face of the severe HE environment, the HEI has countermeasures for its sustainable development. With stable financial development, it provides learning opportunities and support for students from low socioeconomic status (SES), demonstrating its features and influences when fulfilling the social responsibility. In addition, the HEI takes its stakeholders' opinions, graduates' performance, and industry trends into consideration to adjust its development and goals, as well as to enhance the quality of education.

<b>Core Indicators</b>	<b>Descriptors</b>	<b>Supporting Documents and Evidence</b>
4-1 Practices and effectiveness for equal educational opportunities	4-1-1 The HEI effectively provides learning opportunities and support for students from low socioeconomic status. 4-1-2 The HEI effectively provides students with multiple admission channels and learning support. 4-1-3 The HEI effectively provides financial support for students.	<ul style="list-style-type: none"> <li>● Regulations and documents related to learning opportunities and life support for low-SES students</li> <li>● Regulations and documents related to multiple admission channels and learning support for students</li> <li>● Regulations and documents related to financial support for students (including scholarships and grants, and work-study</li> </ul>

		<p>jobs)</p> <ul style="list-style-type: none"> <li>● If related documents cannot be presented in the SAR, they should be accessible to the review panel during an on-site visit.</li> </ul>
<p>4-2 Practices and effectiveness for social responsibility</p>	<p>4-2-1 The HEI's practices for social responsibility are closely related to its institutional strategic plan.</p> <p>4-2-2 The HEI demonstrates its features and influences when fulfilling the social responsibility.</p> <p>4-2-3 The HEI has strategies and practices in response to the Sustainable Development Goals (SDGs) adopted by the United Nations.</p> <p>4-2-4 The HEI makes an annual achievement report, and publishes related information on a regular basis.</p>	<ul style="list-style-type: none"> <li>● Documents related to the practices of social responsibility (e.g., local linkage, industry linkage, and international linkage)</li> <li>● Strategies and practices in the institutional strategic plan in response to the SDGs</li> <li>● Annual achievement reports and their accessibility to the public</li> <li>● If related documents cannot be presented in the SAR, they should be accessible to the review panel during an on-site visit.</li> </ul>

<p>4-3 Practices and effectiveness for financial sustainability</p>	<p>4-3-1 The HEI has strategies in place and effectively increases its revenue.</p> <p>4-3-2 The HEI has strategies in place and effectively reduces its expenditure.</p> <p>4-3-3 The HEI ensures its financial stability to execute the strategic plan effectively.</p>	<ul style="list-style-type: none"> <li>● Practices and effectiveness for increasing revenue (e.g., revenue generation, fundraising, and startup companies)</li> <li>● Practices and effectiveness for reducing expenditure (e.g., energy conservation and green campus)</li> <li>● Financial structure, solvency, and operating capacity</li> <li>● Documents related to the connection between its finance and the strategic plan</li> <li>● If related documents cannot be presented in the SAR, they should be accessible to the review panel during an on-site visit.</li> </ul>
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## Appendix B Schedule for the third cycle of institutional accreditation

### 1. Schedule for the third cycle of institutional accreditation

Stage	Year	2023	2024	2025	Task
Preparation		Apr. 2022	Apr. 2022	Apr. 2022	HEEACT releases the handbook for the third cycle of institutional accreditation.
Self-Assessment	First half	By Jan. 2023	By Jan. 2024	By Jan. 2025	HEIs conduct self-assessment (applicable to those scheduled for evaluation in the first half of the year).
		Jan. 2023	Jan. 2024	Jan. 2025	HEIs apply for recusal of panel member(s) (applicable to those scheduled for evaluation in the first half of the year).
		By Feb. 15, 2023	By Feb. 15, 2024	By Feb. 15, 2025	HEIs submit and upload a SAR (applicable to those scheduled for evaluation in the first half of the year).
		Feb. – Mar. 2023	Feb. – Mar. 2024	Feb. – Mar. 2025	HEEACT holds a preparatory meeting for the review panel before an on-site visit.
	Second half	By July 2023	By July 2024	By July 2025	HEIs conduct self-assessment (applicable to those scheduled for evaluation in the second half of the year).
		July 2023	July 2024	July 2025	HEIs apply for recusal of panel member(s) (applicable to those scheduled for evaluation in the second half of the year).
		By Aug. 15, 2023	By Aug. 15, 2024	By Aug. 15, 2025	HEIs submit and upload a SAR (applicable to those scheduled for evaluation in the second half of the year).
		Aug. – Sept. 2023	Aug. – Sept. 2024	Aug. – Sept. 2025	HEEACT holds a preparatory meeting for the review panel before an on-site visit.
Document Review	First half	Mar. – Apr. 2023	Mar. – Apr. 2024	Mar. – Apr. 2025	The review panel conducts document review (applicable to HEIs scheduled for evaluation in the first half of the year).

Stage	Year	2023	2024	2025	Task
	Second half	Sept. – Oct. 2023	Sept. – Oct. 2024	Sept. – Oct. 2025	The review panel conducts document review (applicable to HEIs scheduled for evaluation in the second half of the year).
On-Site Visit	First half	May – June 2023	May – June 2024	May – June 2025	The review panel conducts an on-site visit to each HEI scheduled for evaluation in the first half of the year.
		Aug. 2023	Aug. 2024	Aug. 2025	HEEACT mails a draft on-site visit report to each HEI evaluated in the first half of the year.
	Second half	Nov. – Dec. 2023	Nov. – Dec. 2024	Nov. – Dec. 2025	The review panel conducts an on-site visit to each HEI scheduled for evaluation in the second half of the year.
		Feb. 2024	Feb. 2025	Feb. 2026	HEEACT mails a draft on-site visit report to each HEI evaluated in the second half of the year.
Decision-Making	First half	Sept. 2023	Sept. 2024	Sept. 2025	HEIs apply for feedback on the draft on-site visit report (applicable to those evaluated in the first half of the year).
		Oct. 2023	Oct. 2024	Oct. 2025	The review panel completes a written response to such feedback (applicable to the HEIs evaluated in the first half of the year).
		Nov. 2023	Nov. 2024	Nov. 2025	HEEACT convenes a meeting of the Accreditation Recognition Committee for the resolution of accreditation results (applicable to the HEIs evaluated in the first half of the year).
		Dec. 2023	Dec. 2024	Dec. 2025	HEEACT reports to the HEEACT’s joint meeting of Board of Trustees and Supervisors for further ratification (applicable to the HEIs evaluated in the first half of the year).

Stage	Year	2023	2024	2025	Task
		Jan. 2024	Jan. 2025	Jan. 2026	HEEACT reports and mails the accreditation results to MOE for its records, and announces the results (applicable to the HEIs evaluated in the first half of the year).
	Second half	Mar. 2024	Mar. 2025	Mar. 2026	HEIs apply for feedback on the draft on-site visit report (applicable to those evaluated in the second half of the year).
		Apr. 2024	Apr. 2025	Apr. 2026	The review panel completes a written response to such feedback (applicable to the HEIs evaluated in the second half of the year).
		May 2024	May 2025	May 2026	HEEACT convenes a meeting of the Accreditation Recognition Committee for the resolution of accreditation results (applicable to the HEIs evaluated in the second half of the year).
		June 2024	June 2025	June 2026	HEEACT reports to the HEEACT's joint meeting of Board of Trustees and Supervisors for further ratification (applicable to the HEIs evaluated in the second half of the year).
		July 2024	July 2025	July 2026	HEEACT reports and mails the accreditation results to MOE for its records, and announces the results (applicable to the HEIs evaluated in the second half of the year).

Note: In the event of any changes, the latest announcement on the HEEACT's website shall prevail, and the revised schedule will be mailed to each HEI.

## 2. Follow-up schedule for the HEIs granted with "accreditation for a validation period of 3 years"

Stage	Year	2023	2024	2025	Task
Self-Improvement	First half	By Jan. 2026	By Jan. 2027	By Jan. 2028	HEIs conduct self-assessment (applicable to those scheduled for evaluation in the first half of the year).
		Jan. 2026	Jan. 2027	Jan. 2028	HEIs apply for recusal of panel member(s) (applicable to those scheduled for evaluation in the first half of the year).
		By Feb. 15, 2026	By Feb. 15, 2027	By Feb. 15, 2028	HEIs submit and upload a self-improvement report which describes the implementation of related improvement measures, as well as a SAR (applicable to those scheduled for evaluation in the first half of the year)
		Feb. – Mar. 2026	Feb. – Mar. 2027	Feb. – Mar. 2028	HEEACT holds a preparatory meeting for the review panel before an on-site visit.
	Second half	By July 2026	By July 2027	By July 2028	HEIs conduct self-assessment (applicable to those scheduled for evaluation in the second half of the year).
		July 2026	July 2027	July 2028	HEIs apply for recusal of panel member(s) (applicable to those scheduled for evaluation in the second half of the year).
		By Aug. 15, 2026	By Aug. 15, 2027	By Aug. 15, 2028	HEIs submit and upload a self-improvement report which describes the implementation of related improvement measures, as well as a SAR (applicable to those scheduled for evaluation in the second half of the year)
		Aug. – Sept. 2026	Aug. – Sept. 2027	Aug. – Sept. 2028	HEEACT holds a preparatory meeting for the review panel before an on-site visit.



Stage	Year	2023	2024	2025	Task
Document Review	First half	Mar. – Apr. 2026	Mar. – Apr. 2027	Mar. – Apr. 2028	The review panel conducts document review (applicable to HEIs scheduled for evaluation in the first half of the year).
	Second half	Sept. – Oct. 2026	Sept. – Oct. 2027	Sept. – Oct. 2028	The review panel conducts document review (applicable to HEIs scheduled for evaluation in the second half of the year).
On-Site Visit	First half	May – June 2026	May – June 2027	May – June 2028	The review panel conducts an on-site visit to each HEI scheduled for evaluation in the first half of the year.
		Aug. 2026	Aug. 2027	Aug. 2028	HEEACT mails a draft on-site visit report to each HEI evaluated in the first half of the year.
	Second half	Nov. – Dec. 2026	Nov. – Dec. 2027	Nov. – Dec. 2028	The review panel conducts an on-site visit to each HEI scheduled for evaluation in the second half of the year.
		Feb. 2027	Feb. 2028	Feb. 2029	HEEACT mails a draft on-site visit report to each HEI evaluated in the second half of the year.
Decision-Making	First half	Sept. 2026	Sept. 2027	Sept. 2028	HEIs apply for feedback on the draft on-site visit report (applicable to those evaluated in the first half of the year).
		Oct. 2026	Oct. 2027	Oct. 2028	The review panel completes a written response to such feedback (applicable to the HEIs evaluated in the first half of the year).
		Nov. 2026	Nov. 2027	Nov. 2028	HEEACT convenes a meeting of the Accreditation Recognition Committee for the resolution of accreditation results (applicable to the HEIs evaluated in the first half of the year).

Stage	Year	2023	2024	2025	Task
		Dec. 2026	Dec. 2027	Dec. 2028	HEEACT reports to the HEEACT's joint meeting of Board of Trustees and Supervisors for further ratification (applicable to the HEIs evaluated in the first half of the year).
		Jan. 2027	Jan. 2028	Jan. 2029	HEEACT reports and mails the accreditation results to MOE for its records, and announces the results (applicable to the HEIs evaluated in the first half of the year).
	Second half	Mar. 2027	Mar. 2028	Mar. 2029	HEIs apply for feedback on the draft on-site visit report (applicable to those evaluated in the second half of the year).
		Apr. 2027	Apr. 2028	Apr. 2029	The review panel completes a written response to such feedback (applicable to the HEIs evaluated in the second half of the year).
		May 2027	May 2028	May 2029	HEEACT convenes a meeting of the Accreditation Recognition Committee for the resolution of accreditation results (applicable to the HEIs evaluated in the second half of the year).
		June 2027	June 2028	June 2029	HEEACT reports to the HEEACT's joint meeting of Board of Trustees and Supervisors for further ratification (applicable to the HEIs evaluated in the second half of the year).
		July 2027	July 2028	July 2029	HEEACT reports and mails the accreditation results to MOE for its records, and announces the results (applicable to the HEIs evaluated in the second half of the year).

Note: In the event of any changes, the latest announcement on the HEEACT's website shall prevail, and the revised schedule will be mailed to each HEI.

### 3. Follow-up schedule for the HEIs requiring “re-accreditation”

Stage	Year	2023	2024	2025	Task
Self-Improvement	First half	By Jan. 2025	By Jan. 2026	By Jan. 2027	HEIs conduct self-assessment (applicable to those scheduled for evaluation in the first half of the year).
		Jan. 2025	Jan. 2026	Jan. 2027	HEIs apply for recusal of panel member(s) (applicable to those scheduled for evaluation in the first half of the year).
		By Feb. 15, 2025	By Feb. 15, 2026	By Feb. 15, 2027	HEIs submit and upload a self-improvement report which describes the implementation of related improvement measures, as well as a SAR (applicable to those scheduled for evaluation in the first half of the year)
		Feb. – Mar. 2025	Feb. – Mar. 2026	Feb. – Mar. 2027	HEEACT holds a preparatory meeting for the review panel before an on-site visit.
	Second half	By July 2025	By July 2026	By July 2027	HEIs conduct self-assessment (applicable to those scheduled for evaluation in the second half of the year).
		July 2025	July 2026	July 2027	HEIs apply for recusal of panel member(s) (applicable to those scheduled for evaluation in the second half of the year).
		By Aug. 15, 2025	By Aug. 15, 2026	By Aug. 15, 2027	HEIs submit and upload a self-improvement report which describes the implementation of related improvement measures, as well as a SAR (applicable to those scheduled for evaluation in the second half of the year)
		Aug. – Sept. 2025	Aug. – Sept. 2026	Aug. – Sept. 2027	HEEACT holds a preparatory meeting for the review panel before an on-site visit.
Document Review	First half	Mar. – Apr. 2025	Mar. – Apr. 2026	Mar. – Apr. 2027	The review panel conducts document review (applicable to HEIs scheduled for evaluation in the first half of the year).

Stage	Year	2023	2024	2025	Task
	Second half	Sept. – Oct. 2025	Sept. – Oct. 2026	Sept. – Oct. 2027	The review panel conducts document review (applicable to HEIs scheduled for evaluation in the second half of the year).
On-Site Visit	First half	May – June 2025	May – June 2026	May – June 2027	The review panel conducts an on-site visit to each HEI scheduled for evaluation in the first half of the year.
		Aug. 2025	Aug. 2026	Aug. 2027	HEEACT mails a draft on-site visit report to each HEI evaluated in the first half of the year.
	Second half	Nov. – Dec. 2025	Nov. – Dec. 2026	Nov. – Dec. 2027	The review panel conducts an on-site visit to each HEI scheduled for evaluation in the second half of the year.
		Feb. 2026	Feb. 2027	Feb. 2028	HEEACT mails a draft on-site visit report to each HEI evaluated in the second half of the year.
Decision-Making	First half	Sept. 2025	Sept. 2026	Sept. 2027	HEIs apply for feedback on the draft on-site visit report (applicable to those evaluated in the first half of the year).
		Oct. 2025	Oct. 2026	Oct. 2027	The review panel completes a written response to such feedback (applicable to the HEIs evaluated in the first half of the year).
		Nov. 2025	Nov. 2026	Nov. 2027	HEEACT convenes a meeting of the Accreditation Recognition Committee for the resolution of accreditation results (applicable to the HEIs evaluated in the first half of the year).
		Dec. 2025	Dec. 2026	Dec. 2027	HEEACT reports to the HEEACT’s joint meeting of Board of Trustees and Supervisors for further ratification (applicable to the HEIs evaluated in the first half of the year).

Stage	Year	2023	2024	2025	Task
		Jan. 2026	Jan. 2027	Jan. 2028	HEEACT reports and mails the accreditation results to MOE for its records, and announces the results (applicable to the HEIs evaluated in the first half of the year).
	Second half	Mar. 2026	Mar. 2027	Mar. 2028	HEIs apply for feedback on the draft on-site visit report (applicable to those evaluated in the second half of the year).
		Apr. 2026	Apr. 2027	Apr. 2028	The review panel completes a written response to such feedback (applicable to the HEIs evaluated in the second half of the year).
		May 2026	May 2027	May 2028	HEEACT convenes a meeting of the Accreditation Recognition Committee for the resolution of accreditation results (applicable to the HEIs evaluated in the second half of the year).
		June 2026	June 2027	June 2028	HEEACT reports to the HEEACT's joint meeting of Board of Trustees and Supervisors for further ratification (applicable to the HEIs evaluated in the second half of the year).
		July 2026	July 2027	July 2028	HEEACT reports and mails the accreditation results to MOE for its records, and announces the results (applicable to the HEIs evaluated in the second half of the year).

Note: In the event of any changes, the latest announcement on the HEEACT's website shall prevail, and the revised schedule will be mailed to each HEI.

## **Appendix C Guidelines for self-assessment**

Self-assessment is the core of accreditation. In order to help HEIs successfully conduct self-assessment, a self-assessment model with four stages (i.e., Preparation and Design, Organization, Execution, and Results and Discussion) is proposed through synthesizing and analyzing the self-assessment practices of advanced countries. Based on its own conditions and needs, each HEI may make adjustments to demonstrate the features of its self-assessment.

### **1. Preparation and Design**

This stage is the preparatory work of the entire self-assessment process. If it is completed well, the following three stages will proceed smoothly, and vice versa. The details are described as follows:

#### **(1) To set up a “Self-Assessment Planning Committee”:**

Setting up a Self-Assessment Planning Committee is the first step in the self-assessment process. This Committee aims to diagnose the HEI and make recommendations for basic steps and design of the assessment. Its most important role is to develop the entire assessment process before the start. Besides, this Committee will be turned into the “Self-assessment Steering Committee” along with the progress of self-assessment.

#### **(2) To obtain support from leaders:**

There are several prerequisites for conducting self-assessment. If a HEI lacks these prerequisites, the Planning Committee must take necessary actions. In particular, the “support from leaders” is one of the essential prerequisites. When the leaders have clear and positive

attitudes towards the assessment, the Committee shall request them to convey their philosophy and support to relevant institutes and units at HEIs.

(3) To possess adequate professional competences:

During the self-assessment process, the key participants must possess adequate professional knowledge and skills. This can be achieved by consulting and visiting other HEIs with experience in similar design or execution, or by holding “self-assessment seminars”.

(4) To invest appropriate resources:

With appropriate resources, HEIs can then ensure that the self-assessment will be effectively conducted. Such resources include the investment and support from human, material, and financial resources.

(5) To develop adequate internal motivation:

All the participants shall be aware that self-assessment is necessary and has practical benefits to a HEI’s future development. The Planning Committee must make other members at HEIs understand the reasons and meaning for engaging in self-assessment, so as to ensure that the self-assessment can be conducted smoothly.

## 2. Organization

Following the preparation and design stage is the organization of self-assessment. The required tasks in the stage are depicted as follows:

(1) To set up a “Self-Assessment Steering Committee”:

In the organization stage, each HEI must set up a Self-Assessment

Steering Committee with the reasonable number of members, to avoid difficulties in coordination and operations. This Committee should consist of three to seven members, which can be adjusted according to the size of HEIs. Such members mainly have served on the Self-Assessment Planning Committee.

The Steering Committee plays a critical role and serves as the core throughout the entire self-assessment process. In this stage, the responsibilities of the Committee include the following:

- (a) selecting the responsible person of each task force;
- (b) setting up each task force;
- (c) proposing a list of work distribution for the task forces;
- (d) providing or arranging the training required for the task forces, such as leadership, problem-solving skills, and communication skills;
- (e) determining the required resources for the task forces, such as funding, administrative manpower, access to records, and assistance in data interpretation; and
- (f) coordinating the communication between task forces to avoid duplication of work.

(2) To select and train responsible persons:

In a hope of effectively achieving the assessment objectives, various task forces must be established according to accreditation standards. To ensure normal operations of the task forces, in the self-assessment process, the responsible person of each task force must receive training and be equipped the ability for planning and teamwork.



(3) To establish communication and coordination mechanisms:

A coordinator takes charge of crucial administrative affairs for the self-assessment. S/he not only directs the activities of all the members in the Committee and task forces, but also serves as a devoted advocate for the self-assessment process. In general, the Chairperson of the Steering Committee is the coordinator of the entire self-assessment process.

In addition to the coordinator, the Steering Committee shall establish a few mechanisms during the self-assessment process, to facilitate communication between task forces and to make all the members be aware of the activities and needs of the self-assessment. Such communication mechanisms include the following:

- (a) the members of task forces and the Steering Committee presenting work reports related to the self-assessment together in faculty and staff meetings;
- (b) delivering a hard copy of task force meeting minutes to all the stakeholders instantly; and
- (c) presenting periodic reports in the on-campus regular publications.

(4) To provide methods for data collection:

In the self-assessment process, different methods for collecting data related to assessment are provided, such as surveys, interviews, tests, document analysis, telephone interviews, and expert evaluations.

### 3. Execution

In the execution stage, with the support and coordination of the Steering Committee, each task force carries out the assessment tasks in order to improve the quality of HEIs and resolve problems. Such tasks include:

(1) To determine themes:

The structure or work distribution of a task force can be adjusted according to the scale of a HEI, so as to evaluate its current situation, strengths, weaknesses, and problems based on each standard and to make recommendations. Even though the themes of task forces may vary according to the conditions of each HEI, they generally include the following: goals (purposes or objectives), students or other clientele, faculty and staff (professional members) and their contributions, curriculum, teaching process, student services, services related to HEIs or academia, academic research, administrative services, organization and management, financial status, public services, and goal attainment and outcomes. A HEI may refer to the indicators under each standard and determine a few essential areas to establish specific task forces for in-depth self-assessment according to its own conditions and needs.

(2) To proceed based on operational procedures

In order to successfully complete a self-assessment report (SAR), the responsible persons of task forces are usually appointed from the Steering Committee, and a task force is composed of faculty and staff, as well as students. The detailed operational procedures and precautions of a goal-oriented task force are illustrated as follows:

(a) confirming accreditation standards;

- (b) proposing a plan;
- (c) collecting data;
- (d) analyzing data;
- (e) making recommendations; and
- (f) composing a draft SAR.

### (3) To collect facts and opinions

In the self-assessment process, the collected data can be divided into two categories: facts and opinions. A fact is a record or written document while an opinion is obtained through interviews or instruments. The abovementioned data may cover the input, process (procedures or services), and outcomes of a HEI.

As for the sources, in addition to faculty members and administrative staff, the opinions from students and relevant external parties (e.g., graduates, employers, government agencies, other stakeholders) should also be collected. A SAR will be far more convincing if various facts and opinions can be evidenced by quantitative data.

## 4. Results and Discussion

Before composing a final version of SAR, the task forces can hold orientations for faculty and staff, as well as students based on the draft SAR, or assist the Steering Committee to organize workshops. In this stage, the Steering Committee may request the task forces to make partial revisions on the SAR, or to conduct additional assessments, discussions, and writing. Finally, the Committee integrates the draft SARs of task forces, and completes the final version of SAR.

Based on the core indicators, quantitative data or qualitative descriptions can be used in a SAR to present the situation of a HEI under each standard. A sample for a cover page and the SAR template are shown as follows:

(1) Sample for a cover page (A HEI may design its own cover page.)

(Name of HEI)  
First (Second) half of 2023  
Institutional Accreditation  
(28-point standard DFKai-SB font)  
Self-Assessment Report  
(24-point standard DFKai-SB font)

Contact Person: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-mail: \_\_\_\_\_

President: \_\_\_\_\_ (signature or seal)

(YYYY/MM/DD)

## (2) The SAR template

### 1. Abstract

(Briefly describe the achievements and outcomes of various institutional affairs after the self-assessment, no more than 600 words in length)

### 2. Fact Sheets

#### (1) Institutional Governance and Management

Item	Academic year of 2019-2020 / 2019	Academic year of 2020-2021 / 2020	Academic year of 2021-2022 / 2021	Academic year of 2022-2023 / 2022
Student-staff ratio				
Faculty-staff ratio				

#### (2) Faculty members

Item	Academic year of 2019-2020 / 2019	Academic year of 2020-2021 / 2020	Academic year of 2021-2022 / 2021	Academic year of 2022-2023 / 2022
Student-faculty ratio in the day school				
Student-faculty ratio of the HEI				
Ratio of full-time non-tenure-track faculty members to full-time faculty members (%)				

#### (3) Students

Item	Academic year of 2019-2020 / 2019		Academic year of 2020-2021 / 2020		Academic year of 2021-2022 / 2021		Academic year of 2022-2023 / 2022	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Total enrollment of degree-seeking students								
Enrollment rate of new students (including foreign students) (%)								

Suspension rate (%)				N/A
Dropout rate (%)				N/A
Delayed graduation rate of students admitted from the multiple entrance program (%)				N/A
Retention rate of undergraduates in the previous academic year (%)				N/A

#### (4) Finance

##### (Applicable to public HEIs)

Item	2019	2020	2021	2022
Rate of change in revenue from tuition and fees (%)				
Ratio of revenue from tuition and fees to total revenue (%)				
Cash holdings (months)				
Quick ratio (%)				

**(Applicable to private HEIs)**

Item	Academic year of 2019-2020 / 2019	Academic year of 2020-2021 / 2020	Academic year of 2021-2022 / 2021	Academic year of 2022-2023 / 2022
Rate of change in revenue from tuition and fees (%)				
Ratio of revenue from tuition and fees to total revenue (%)				
Available funding ratio (%)				
Rate of change for net income in cash (%)				
Quick ratio (%)				

Notes:

1. For more details about each item, please refer to Appendix D.
2. For HEIs scheduled for evaluation in 2024, the data should be collected from 2020 to 2023 (or for the academic year of 2020-2024).  
For HEIs scheduled for evaluation in 2025, the data should be collected from 2021 to 2024 (or for the academic year of 2021-2025).

**3. Self-Assessment**

- \* History and self-positioning of the HEI
- \* The self-assessment process
- \* Results of the self-assessment (for each standard, include current situation, features, problems and difficulties, improvement strategies, and a summary)

**Standard 1: Institutional Governance and Management**

**(1) Current situation**

- 1-1 Mission, organizational structure, resource planning, and institutional development
- 1-2 Institutional management, decision-making, and



organizational adjustments and operations

1-3 Mechanisms and their effectiveness for the quality of institutional governance and management

1-4 Disclosure of institutional information and engagement of stakeholders

(2) Features

(3) Problems and difficulties

(4) Improvement strategies

(5) Summary

Standard 2: Teaching and Academic Professionalism

(the same outline as above)

Standard 3: Student Learning and Outcomes

(the same outline as above)

Standard 4: Social Responsibility and Sustainable Development

(the same outline as above)

Other information

Conclusion

## Appendix D Instructions for fact sheets

### 1. Institutional Governance and Management

Item	Formula	Source of definition	Reference date (each year)
Student-staff ratio	[Total enrollment of degree-seeking students / Number of staff members]	<ul style="list-style-type: none"> <li>• [Database] Student 1: Total enrollment of degree-seeking students</li> <li>• [Database] Staff 1: List of professional and technical personnel</li> </ul>	October 15 <sup>th</sup>
Faculty-staff ratio	[Number of general faculty members (including visiting and chair professors), professional and technical personnel, and non-tenure-track faculty members / Number of staff members]	<ul style="list-style-type: none"> <li>• [Database] Staff 1: List of professional and technical personnel</li> <li>• [Database] Faculty 1-2: Categories of full-time and part-time faculty members – Full-time faculty members</li> </ul>	October 15 <sup>th</sup>

## 2. Faculty members

Item	Formula	Source of definition	Reference date (each year)
Student-faculty ratio in the day school	[Weighted number of students in the day school / Number of full-time and part-time faculty members in the day school]	<ul style="list-style-type: none"> <li>Standards for Total Development Scale and Resources at Junior Colleges and Institutions of Higher Education</li> </ul>	October 15 <sup>th</sup>
Student-faculty ratio of the HEI	[Weighted number of students / Number of full-time and part-time faculty members]	<ul style="list-style-type: none"> <li>Standards for Total Development Scale and Resources at Junior Colleges and Institutions of Higher Education</li> </ul>	October 15 <sup>th</sup>
Ratio of full-time non-tenure-track faculty members to full-time faculty members (%)	[Number of full-time non-tenure-track faculty members (excluding military instructors and nursing teachers) / Number of full-time faculty members (excluding military instructors and nursing teachers)] *100	<ul style="list-style-type: none"> <li>[Platform] Faculty 11: Number and percentage of full-time non-tenure-track faculty members at HEIs</li> </ul>	October 15 <sup>th</sup>

### 3. Students

Item	Formula	Source of definition	Reference date (each year)
Total enrollment of degree-seeking students		<ul style="list-style-type: none"> <li>[Database] Student 1: Total enrollment of degree-seeking students</li> </ul>	<ul style="list-style-type: none"> <li>Fall semester: March 15<sup>th</sup></li> <li>Spring semester: October 15<sup>th</sup></li> </ul>
Enrollment rate of new students (including foreign students) (%)	$\left\{ \left[ \frac{\text{Actual enrollment of new students admitted from the multiple entrance program (including expansion quota for the field of information and communication technology) + Actual enrollment of (new) foreign students admitted from related regulations}}{\text{Admission quota (including expansion quota for the field of information and communication technology) - Number of deferred admissions + Actual enrollment of (new) foreign students admitted from related regulations}} \right] \right\} * 100$	<ul style="list-style-type: none"> <li>[Database] Student 24-2: List of admission quota at HEIs - Enrollment rate of new students admitted from the multiple entrance program and from related regulations</li> </ul>	October 15 <sup>th</sup>
Suspension rate (%)	$\left\{ \left[ \frac{\text{Number of students applying for suspension during fall semester} / \text{Total enrollment of degree-seeking students during fall semester} + \text{Number of students applying for suspension during spring semester} / \text{Total enrollment of degree-seeking students during spring semester}}{2} \right] \right\} * 100$	<ul style="list-style-type: none"> <li>[Database] Student 1: Total enrollment of degree-seeking students</li> <li>[Database] Student 12: Number of suspended students</li> </ul>	<ul style="list-style-type: none"> <li>Fall semester: March 15<sup>th</sup></li> <li>Spring semester: October 15<sup>th</sup></li> </ul>

Item	Formula	Source of definition	Reference date (each year)
Dropout rate (%)	$\frac{\{[(\text{Total number of dropouts during fall semester} / \text{Total enrollment of degree-seeking students during fall semester}) + (\text{Total number of dropouts during spring semester} / \text{Total enrollment of degree-seeking students during spring semester})] / 2\} * 100}{}$	<ul style="list-style-type: none"> <li>• [Database] Student 1: Total enrollment of degree-seeking students</li> <li>• [Database] Student 13: Number of dropouts</li> </ul>	<ul style="list-style-type: none"> <li>• Fall semester: March 15<sup>th</sup></li> <li>• Spring semester: October 15<sup>th</sup></li> </ul>
Delayed graduation rate of students admitted from the multiple entrance program (%)	$\frac{\{[(\text{Number of students who delay graduation during fall semester, admitted from the multiple entrance program} / \text{Total enrollment of degree-seeking students during fall semester}) + (\text{Number of students who delay graduation during spring semester, admitted from the multiple entrance program} / \text{Total enrollment of degree-seeking students during spring semester})] / 2\} * 100}{}$	<ul style="list-style-type: none"> <li>• [Database] Student 1: Total enrollment of degree-seeking students</li> <li>• [Database] Student 2: School attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Fall semester: March 15<sup>th</sup></li> <li>• Spring semester: October 15<sup>th</sup></li> </ul>
Retention rate of undergraduates in the previous academic year (%)	$[\text{Total enrollment of degree-seeking domestic students in the second year} / \text{Number of admitted degree-seeking domestic students in the previous academic year}] * 100$	<ul style="list-style-type: none"> <li>• [Platform] Student 16: Retention rate of undergraduates by school system and classes at HEIs</li> </ul>	October 15 <sup>th</sup>

#### 4. Finance

(Applicable to public HEIs)

Item	Formula	Source of definition	Reference date (each year)
Rate of change in revenue from tuition and fees (%)	$[(\text{Revenue from tuition and fees this year} - \text{Revenue from tuition and fees last year}) / \text{Revenue from tuition and fees last year}] * 100$	<ul style="list-style-type: none"> <li>National university endowment fund – Budget and final statement of comprehensive income</li> </ul>	Annual accounts
Ratio of revenue from tuition and fees to total revenue (%)	$(\text{Revenue from tuition and fees} / \text{Total revenue}) * 100$	<ul style="list-style-type: none"> <li>[Platform] Finance 1-5: Financial ratios at national HEIs</li> </ul>	Annual accounts
Cash holdings (months)	$(\text{Cash} + \text{Current financial assets}) / [(\text{Operating costs and expenses} - \text{Depreciation, depletion and amortizations}) / 12]$	<ul style="list-style-type: none"> <li>National university endowment fund – Budget and final statement of comprehensive income</li> <li>National university endowment fund – Balance sheet</li> <li>National university endowment fund – List of expenses</li> </ul>	December 31 <sup>st</sup>
Quick ratio (%)	$[(\text{Current asset} - \text{Inventories in this academic year} - \text{Prepayments}) / \text{Current liabilities}] * 100$	<ul style="list-style-type: none"> <li>[Platform] Finance 1-5: Financial ratios at national HEIs</li> </ul>	Annual accounts

(Applicable to private HEIs)

Item	Formula	Source of definition	Reference date (each year)
Rate of change in revenue from tuition and fees (%)	$[(\text{Revenue from tuition and fees this year} - \text{Revenue from tuition and fees last year}) / \text{Revenue from tuition and fees last year}] * 100$	<ul style="list-style-type: none"> <li>[Platform] Finance 2-11: Financial ratios and indicators at private HEIs</li> </ul>	Final accounts of the academic year
Ratio of revenue from tuition and fees to total revenue (%)	$(\text{Revenue from tuition and fees} / \text{Total revenue}) * 100$	<ul style="list-style-type: none"> <li>[Platform] Finance 2-6: Revenues at private HEIs</li> </ul>	Final accounts of the academic year
Available funding ratio (%)	$[(\text{Cash} + \text{Cash in banks}) + (\text{Current financial assets} + \text{Receivables}) - (\text{Current liabilities} - \text{Advance receipts} + \text{Deposits received} + \text{Retirement allowance and severance pay payable}) / \text{Personnel expenses (including pension and excess annuity)}] * 100$	<ul style="list-style-type: none"> <li>[Platform] Finance 2-11: Financial ratios and indicators at private HEIs</li> </ul>	Final accounts of the academic year
Rate of change for net income in cash (%)	$[(\text{Net income in cash before deducting property expenses for the current academic year} - \text{Net income in cash before deducting property expenses for the previous academic year}) / \text{Total revenue of the current academic year}] * 100$	<ul style="list-style-type: none"> <li>[Platform] Finance 2-11: Financial ratios and indicators at private HEIs</li> </ul>	Final accounts of the academic year
Quick ratio (%)	$[(\text{Current asset} - \text{Inventories in the current academic year} - \text{Prepayments}) / \text{Current liabilities}] * 100$	<ul style="list-style-type: none"> <li>[Platform] Finance 2-11: Financial ratios and indicators at private HEIs</li> </ul>	Final accounts of the academic year

Notes:

- [Database] refers to the Higher Education Database, MOE (<https://hedb.moe.edu.tw/>).
- [Platform] refers to the University Information Disclosure Platform (<https://udb.moe.edu.tw/udata/ReportCategories>).

## Appendix E Schedule for an on-site visit

An on-site visit is usually completed in 2 or 1.5 days, depending on the total enrollment of students at each HEI; an on-site visit for a branch campus will be completed in 1 day. The schedules for an on-site visit are presented as follows:

In the event of any changes, the revised schedule will be mailed to each HEI.

### 1. Schedule for a 2-day on-site visit (applicable to a HEI with more than 1,500 enrolled students in total)

<b>Day 0 (1 day before an on-site visit)</b>		
<b>Time</b>	<b>Task</b>	<b>Details</b>
20:00-21:30	Preparatory meeting	<ol style="list-style-type: none"> <li>1. The review panel participates in a preparatory meeting, and discuss the procedures and strategies for an on-site visit.</li> <li>2. HEEACT explains the principles of ethics and provides important information/directions.</li> <li>3. The review panel discusses about the HEI's written response to the inquiries and the draft on-site visit report to reach a consensus before an on-site visit.</li> </ol>
<b>Day 1</b>		
<b>Time</b>	<b>Task</b>	<b>Details</b>
08:30-09:00	Arrival	<ol style="list-style-type: none"> <li>1. The review panel arrives at the HEI on their own or by taking the shuttle bus arranged by HEEACT.</li> <li>2. The HEI leads the review panel to the meeting venue.</li> </ol>



<b>Day 1</b>		
<b>Time</b>	<b>Task</b>	<b>Details</b>
09:00-09:20	Preliminary meeting (for the review panel only)	The review panel confirms the schedule and arrangements for the on-site visit.
09:20-10:10	Introduction, opening remarks, and presentation	<ol style="list-style-type: none"> <li>1. The Panel Chair introduces the review panel.</li> <li>2. The President of the HEI gives opening remarks and introduce the attendees.</li> <li>3. The HEI gives a presentation.</li> </ol>
10:10-10:50	Group meeting with executives of administrative offices (including the President)	<ol style="list-style-type: none"> <li>1. The review panel conducts a group meeting with the President and executives of administrative offices (i.e., Senior/Executive Vice Presidents, Vice Presidents, and Directors).</li> <li>2. The HEI arranges an appropriate venue for the group meeting.</li> </ol>
10:50-11:30	Group meeting with Deans of academic offices	<ol style="list-style-type: none"> <li>1. The review panel conducts a group meeting with the Deans of academic offices.</li> <li>2. The HEI arranges an appropriate venue for the group meeting.</li> </ol>
11:30-12:30	Document review	The review panel reviews related documents.
12:30-13:30	Lunch break	The HEI helps arrange the lunch.
13:30-14:00	Group meeting with personnel related to the self-assessment for institutional accreditation	<ol style="list-style-type: none"> <li>1. The review panel conducts a group meeting with the personnel related to the self-assessment for institutional accreditation.</li> <li>2. The HEI arranges an appropriate venue for the group meeting.</li> <li>3. The attendees should be composed of at least five personnel from the offices undertaking institutional accreditation (including planning, implementation, review) or from related Committees.</li> </ol>
14:00-14:10	Flexible time	The review panel may make use of this time on their own.

<b>Day 1</b>		
<b>Time</b>	<b>Task</b>	<b>Details</b>
14:10-14:40	One-on-one meetings with undergraduates	<ol style="list-style-type: none"> <li>1. The review panel conducts one-on-one meetings with undergraduates.</li> <li>2. The HEI arranges appropriate venues for one-on-one meetings.</li> <li>3. Each panel member will meet two undergraduates.</li> </ol>
14:40-15:10	One-on-one meetings with graduate students	<ol style="list-style-type: none"> <li>1. The review panel conducts one-on-one meetings with graduate students.</li> <li>2. The HEI arranges appropriate venues for one-on-one meetings.</li> <li>3. Each panel member will meet two graduate students.</li> </ol>
15:10-15:20	Flexible time	The review panel may make use of this time on their own.
15:20-16:05	One-on-one meetings with administrative staff	<ol style="list-style-type: none"> <li>1. The review panel conducts one-on-one meetings with administrative staff.</li> <li>2. The HEI arranges appropriate venues for one-on-one meetings, depending on the number of panel members.</li> <li>3. Each panel member will meet three administrative staff.</li> </ol>
16:05-16:50	One-on-one meetings with faculty members	<ol style="list-style-type: none"> <li>1. The review panel conducts one-on-one meetings with faculty members.</li> <li>2. The HEI arranges appropriate venues for one-on-one meetings, depending on the number of panel members.</li> <li>3. Each panel member will meet three faculty members.</li> </ol>
16:50-17:10	Flexible time	The review panel may make use of this time on their own.
17:10-18:30	Discussion meeting (for the review panel only)	<ol style="list-style-type: none"> <li>1. The HEI prepares the equipment for an online meeting with the branch campus (applicable to a HEI with branch campus(es)).</li> <li>2. The review panel conducts an online meeting with reviewers of the branch campus (applicable to a HEI with branch campus(es)).</li> <li>3. The review panel proposes “inquiries identified during the on-site visit”, if applicable.</li> </ol>
18:30-	Departure	<ol style="list-style-type: none"> <li>1. The HEI helps arrange the dinner.</li> <li>2. The HEI helps arrange the accommodations for the review panel.</li> </ol>

<b>Day 2</b>		
<b>Time</b>	<b>Task</b>	<b>Details</b>
08:30-09:00	Arrival	<ol style="list-style-type: none"> <li>1. The review panel arrives at the HEI on their own or by taking the shuttle bus arranged by HEEACT.</li> <li>2. The HEI leads the review panel to the meeting venue.</li> </ol>
09:00-09:10	Preliminary meeting (for the review panel only)	The review panel confirms the schedule and arrangements for the on-site visit.
09:10-10:00	Responses to the "inquiries identified during the on-site visit"	The HEI provides either verbal explanations or supporting documents in response to the "inquiries identified during the on-site visit".
10:00-10:10	Flexible time	The review panel may make use of this time on their own.
10:10-10:40	Group meeting with external stakeholders	<ol style="list-style-type: none"> <li>1. The review panel conducts a group meeting with external stakeholders.</li> <li>2. The HEI arranges an appropriate venue for the group meeting.</li> <li>3. The attendees should be composed of at least five external stakeholders (e.g., the Institutional Affairs Advisory Committee, government-industry-university-institute partners, senior/vocational high school).</li> </ol>
10:40-12:00	Visitation of facilities	The HEI accompanies the review panel to visit its facilities.
12:00-13:00	Lunch break	The HEI helps arrange the lunch.
13:00-13:30	Group meeting with the Board of Trustees (applicable to private HEIs)	<ol style="list-style-type: none"> <li>1. The review panel conducts a group meeting with the Board of Trustees.</li> <li>2. The HEI arranges an appropriate venue for the group meeting.</li> <li>3. At least one third of the Board members (including the President or his/her deputy) should be present in the group meeting.</li> </ol>

<b>Day 2</b>		
<b>Time</b>	<b>Task</b>	<b>Details</b>
13:30-17:00	Discussion meeting (for the review panel only)	The review panel discusses and composes the on-site visit report, and proposes an accreditation result.
17:00-	Departure	<ol style="list-style-type: none"> <li>1. The Panel Chair and an executive of the HEI verify the completion of the on-site visit, and sign the “On-Site Visit Completion Form for Institutional Accreditation”.</li> <li>2. The HEI helps arrange the dinner.</li> <li>3. HEEACT arranges the shuttle bus or assists the review panel to leave the HEI.</li> </ol>

## 2. Schedule for a 1.5-day on-site visit (applicable to a HEI with less than 1,499 enrolled students in total)

<b>Day 0 (1 day before an on-site visit)</b>		
<b>Time</b>	<b>Task</b>	<b>Details</b>
20:00-21:30	Preparatory meeting	<ol style="list-style-type: none"> <li>1. The review panel participates in a preparatory meeting, and discuss the procedures and strategies for an on-site visit.</li> <li>2. HEEACT explains the principles of ethics and provides important information/directions.</li> <li>3. The review panel discusses about the HEI's written response to the inquiries and the draft on-site visit report to reach a consensus before an on-site visit.</li> </ol>

<b>Day 1</b>		
<b>Time</b>	<b>Task</b>	<b>Details</b>
08:30-09:00	Arrival	<ol style="list-style-type: none"> <li>1. The review panel arrives at the HEI on their own or by taking the shuttle bus arranged by HEEACT.</li> <li>2. The HEI leads the review panel to the meeting venue.</li> </ol>
09:00-09:20	Preliminary meeting (for the review panel only)	The review panel confirms the schedule and arrangements for the on-site visit.
09:20-10:00	Introduction, opening remarks, and presentation	<ol style="list-style-type: none"> <li>1. The Panel Chair introduces the review panel.</li> <li>2. The President of the HEI gives opening remarks and introduce the attendees.</li> <li>3. The HEI gives a presentation.</li> </ol>
10:00-11:00	Group meeting with executives of administrative and	<ol style="list-style-type: none"> <li>1. The review panel conducts a group meeting with the President and executives of administrative and academic offices.</li> <li>2. The HEI arranges an appropriate venue for the group meeting.</li> </ol>

<b>Day 1</b>		
<b>Time</b>	<b>Task</b>	<b>Details</b>
	academic offices (including the President)	
11:00-12:00	Document review	The review panel reviews related documents.
12:00-13:00	Lunch break	The HEI helps arrange the lunch.
13:00-13:30	Group meeting with personnel related to the self-assessment for institutional accreditation	<ol style="list-style-type: none"> <li>1. The review panel conducts a group meeting with the personnel related to the self-assessment for institutional accreditation.</li> <li>2. The HEI arranges an appropriate venue for the group meeting.</li> <li>3. The attendees should be composed of at least five personnel from the offices undertaking institutional accreditation (including planning, implementation, review) or from related Committees.</li> </ol>
13:30-14:20	One-on-one meetings with undergraduates and graduate students	<ol style="list-style-type: none"> <li>1. The review panel conducts one-on-one meetings with students.</li> <li>2. The HEI arranges appropriate venues for one-on-one meetings.</li> <li>3. Each panel member will meet three students.</li> </ol>
14:20-14:50	One-on-one meetings with administrative staff	<ol style="list-style-type: none"> <li>1. The review panel conducts one-on-one meetings with administrative staff.</li> <li>2. The HEI arranges appropriate venues for one-on-one meetings, depending on the number of panel members.</li> <li>3. Each panel member will meet one to two administrative staff.</li> </ol>
14:50-15:20	One-on-one meetings with faculty members	<ol style="list-style-type: none"> <li>1. The review panel conducts one-on-one meetings with faculty members.</li> <li>2. The HEI arranges appropriate venues for one-on-one meetings, depending on the number of panel members.</li> <li>3. Each panel member will meet one to two faculty members.</li> </ol>
15:20-15:30	Flexible time	The review panel may make use of this time on their own.

<b>Day 1</b>		
<b>Time</b>	<b>Task</b>	<b>Details</b>
15:30-16:20	Visitation of facilities	The HEI accompanies the review panel to visit its facilities.
16:20-16:50	Group meeting with external stakeholders	<ol style="list-style-type: none"> <li>1. The review panel conducts a group meeting with external stakeholders.</li> <li>2. The HEI arranges an appropriate venue for the group meeting.</li> <li>3. The attendees should be composed of at least five external stakeholders (e.g., the Institutional Affairs Advisory Committee, government-industry-university-institute partners, senior/vocational high school).</li> </ol>
16:50-18:00	Discussion meeting (for the review panel only)	<ol style="list-style-type: none"> <li>1. The review panel discusses and composes the on-site visit report.</li> <li>2. The review panel proposes “inquiries identified during the on-site visit”, if applicable.</li> </ol>
18:00-	Departure	<ol style="list-style-type: none"> <li>1. The HEI helps arrange the dinner.</li> <li>2. The HEI helps arrange the accommodations for the review panel.</li> </ol>

<b>Day 2</b>		
<b>Time</b>	<b>Task</b>	<b>Details</b>
08:30-09:00	Arrival	<ol style="list-style-type: none"> <li>1. The review panel arrives at the HEI on their own or by taking the shuttle bus arranged by HEEACT.</li> <li>2. The HEI leads the review panel to the meeting venue.</li> </ol>
09:00-09:10	Preliminary meeting (for the review panel only)	The review panel confirms the schedule and arrangements for the on-site visit.
09:10-09:50	Responses to the “inquiries identified during the on-site visit”	The HEI provides either verbal explanations or supporting documents in response to the “inquiries identified during the on-site visit”.

<b>Day 2</b>		
<b>Time</b>	<b>Task</b>	<b>Details</b>
09:50-10:00	Flexible time	The review panel may make use of this time on their own.
10:00-10:30	Group meeting with the Board of Trustees (applicable to private HEIs)	<ol style="list-style-type: none"> <li>1. The review panel conducts a group meeting with the Board of Trustees.</li> <li>2. The HEI arranges an appropriate venue for the group meeting.</li> <li>3. At least one third of the Board members (including the President or his/her deputy) should be present in the group meeting.</li> </ol>
10:30-12:30	Discussion meeting (for the review panel only)	The review panel discusses and composes the on-site visit report, and proposes an accreditation result.
12:30-	Departure	<ol style="list-style-type: none"> <li>1. The Panel Chair and an executive of the HEI verify the completion of the on-site visit, and sign the “On-Site Visit Completion Form for Institutional Accreditation”.</li> <li>2. The HEI helps arrange the lunch.</li> <li>3. HEEACT arranges the shuttle bus or assists the review panel to leave the HEI.</li> </ol>



### 3. Schedule for a 1-day on-site visit (applicable to a branch campus)

<b>Time</b>	<b>Task</b>	<b>Details</b>
09:30-10:00	Arrival	<ol style="list-style-type: none"> <li>1. The review panel arrives at the HEI on their own or by taking the shuttle bus arranged by HEEACT.</li> <li>2. The HEI leads the review panel to the meeting venue.</li> </ol>
10:00-10:20	Preliminary meeting (for the review panel only)	The review panel confirms the schedule and arrangements for the on-site visit.
10:20-11:00	Introduction, opening remarks, and presentation	<ol style="list-style-type: none"> <li>1. The Panel Chair introduces the review panel.</li> <li>2. The Representative of HEI gives opening remarks and introduces the attendees.</li> <li>3. The HEI gives a presentation.</li> </ol>
11:00-11:40	One-on-one meetings with students	<ol style="list-style-type: none"> <li>1. The review panel conducts one-on-one meetings with students.</li> <li>2. The HEI arranges appropriate venues for one-on-one meetings.</li> <li>3. Each panel member will meet two students.</li> </ol>
11:40-12:30	Discussion meeting (for the review panel only)	<ol style="list-style-type: none"> <li>1. The review panel reviews related documents.</li> <li>2. The review panel proposes “inquiries identified during the on-site visit”, if applicable.</li> </ol>
12:30-13:30	Lunch break	The HEI helps arrange the lunch.
13:30-14:00	One-on-one meetings with administrative staff	<ol style="list-style-type: none"> <li>1. The review panel conducts one-on-one meetings with administrative staff.</li> <li>2. The HEI arranges appropriate venues for one-on-one meetings, depending on the number of panel members.</li> <li>3. Each panel member will meet two administrative staff.</li> </ol>
14:00-14:30	One-on-one meetings with faculty members (may include executives of administrative and academic offices)	<ol style="list-style-type: none"> <li>1. The review panel conducts one-on-one meetings with faculty members.</li> <li>2. The HEI arranges appropriate venues for one-on-one meetings, depending on the number of panel members.</li> <li>3. Each panel member will meet two faculty members.</li> </ol>
14:30-15:20	Visitation of facilities	The HEI accompanies the review panel to visit its facilities.

<b>Time</b>	<b>Task</b>	<b>Details</b>
15:20-16:00	Document review	The review panel reviews related documents.
16:00-16:40	Responses to the “inquiries identified during the on-site visit”	The HEI provides either verbal explanations or supporting documents in response to the “inquiries identified during the on-site visit”.
16:40-17:10	Discussion meeting (for the review panel only)	The review panel discusses and composes the on-site visit report.
17:10-17:40	Online Meeting with the reviewers of the main campus	<ol style="list-style-type: none"> <li>1. The HEI prepares the equipment for an online meeting with the main campus.</li> <li>2. The review panel conducts an online meeting with the reviewers of the main campus.</li> </ol>
17:40-	Departure	<ol style="list-style-type: none"> <li>1. The Panel Chair and an executive of the HEI verify the completion of the on-site visit, and sign the “On-Site Visit Completion Form for Institutional Accreditation”.</li> <li>2. The HEI helps arrange the dinner.</li> <li>3. HEEACT arranges the shuttle bus or assists the review panel to leave the HEI.</li> </ol>