2 0 1 Annual 4 Report Higher Education Evaluation & Accreditation Council of Taiwan

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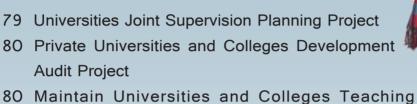
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Words from the HEEACT President

Year 2014 marked significant changes for the Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT), and the overall scale and influence of higher education evaluation in Taiwan both increased, resulting in profound and meaningful changes.

In terms of organizational changes at the HEEACT, Taiwan Nursing Accreditation Council (TNAC), which was founded 8 years ago, has accomplished its mission for the short-term. Specifically, 36 schools with a department of nursing received TNAC evaluation. The results can effectively facilitate the building of a self-monitoring quality assurance mechanism in Taiwan nursing education. In addition, the HEEACT third term of board of directors will be succeeded by the fourth term of board of directors, which will continue the effort of its predecessor beginning on August 1.

In terms of business operations, the HEEACT must substantially adjust the service it provides to accommodate the promotion of a policy aimed at encouraging self-organized external evaluation at universities and addressing the considerable changes resulting from the trend of fewer students entering the higher education sector. In addition to modifying the items and indicators used for department evaluation, we encourage departments under evaluation to showcase their distinguishing features. Furthermore, the scope of operations of the HEEACT has been expanded to include commissioned projects related to the quality assurance of universities, such as the accreditation and review of university self-evaluation results; integrated inspection at universities, colleges, and junior colleges; planning teaching-quality assurance at junior colleges and schools above that level; and visiting private schools to supervise the usage of grants and subsidies. These services are offered in response to changes in the higher education environment and to facilitate schools in preparing for functional transformation.



Songte Many

Dr. Jong-Tsun Huang





time a Taiwan evaluation organization has been invited to perform overseas evaluation.

The HEEACT has also signed, with its Russian counterpart, a memorandum for joint evaluation, specifying disciplines that the HEEACT is authorized to evaluate. This shows that the higher education quality assurance system in Taiwan has received international recognition and marks the beginning of the international involvement of the HEEACT. These efforts will create opportunities for the HEEACT to evaluate universities in many more countries, enabling it to truly embark on a path of internationalization. Higher Education Evaluation and Development, an English journal published by the HEEACT, has been recognized, since 2014, as a member publication of the Asia–Pacific Quality Network (APQN), the largest higher education quality-assurance organization in the Asia–Pacific region. The international visibility of the HEEACT has thus been enhanced.

To further improve the research function of the organization, the HEEACT is tasked with executing multiple research projects in addition to its primary role as a frontline evaluation organization. The HEEACT aims to improve and lead the development of the system for higher education evaluation in Taiwan. With this opportunity, we hope to serve as a non-governmental education think tank and offer specific and effective advice amid the drastic changes occurring in the higher education sector, in line with the planning and promotion of national higher education policies. These were the changes HEEACT encountered in 2014 and the adjustments we made. These efforts will serve as a cornerstone for our continuing work in 2015.



Brief History

Incorporated in 2005, Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT) was dedicated to helping the universities contribute to society through the pursuit of quality education as well as research has conducted higher education evaluations.

In 2006-2010, HEEACT hosted the first cycle of evaluation. By 2011, HEEACT regarded school evaluation, and handle the second cycle of evaluation in 2012. There is also training the evaluation workforce, while actively promoting evaluation related information to the universities or colleges, in order to enhance the level of higher education evaluation in our evaluation and consensus.

In addition, the analysis of the evaluation issues explored to help construct appropriate to evaluation and assessment mechanisms, as the higher education evaluation and policy reform. HEEACT has been actively participating in numerous international organizations, networks and activities. By doing so, HEEACT has not merely outputted the Taiwanese higher education evaluation experience, but brought more opportunities which is geared to international standards.

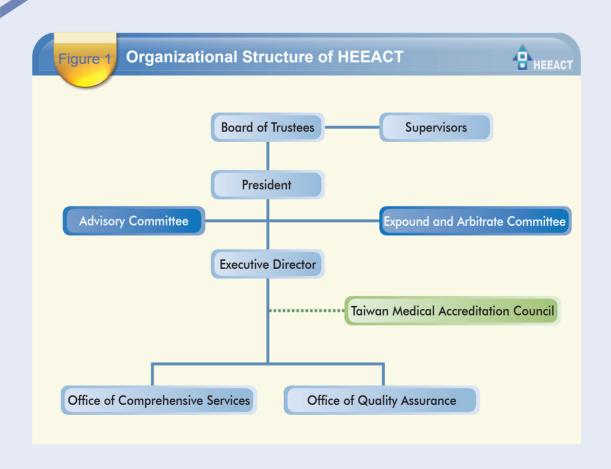




Vision

HEEACT conserves its vision of "Impartial, Professional and Striving for Excellence," actively and cautiously strengthen evaluation expertise, assisted higher education institutions strive for excellence.

Organization and Administration





Board of Trustees and Supervisors

There are 17 trustees, including five standing trustees, and three supervisors in the Board of HEEACT, responsible for election and dismissal of the president; selection and appointment of executive director; fund raising and management; reviewing on protocols, annual budget and final accounting of revenue and expenditure; examination and supervision on designated agendas and plans of HEEACT.



President

Steering and monitoring all functions of HEEACT, presiding over board meetings, and represents HEEACT to the public.

Appeal Committee

There are 9 appeal committee members examining and arbitrating the appealing cases.

Executive Director

Directing all administrative functions of HEEACT.

Office of Comprehensive Services, Office of Quality Assurance

1. Office of Comprehensive Services

There are 11 staff and functions include human resources, general affairs, accounting, cashier, technical support, publication, public relations and international affairs.

2. Office of Quality Assurance

There are 32 staff and functions include evaluation and accreditation plan and practice, constructing; evaluation mechanisms and evaluation standards construction.

Taiwan Medical Accreditation Council



The Taiwan Medical Accreditation Council (TMAC) was established in August 2000 within the National Health Research Institute. TMAC is the only organization accrediting the twelve medical schools to improve the quality of medical education in Taiwan. After the establishment

of HEEACT in 2005, TMAC was officially transferred to the HEEACT office. Due to the unique professional features of medical education, TMAC remains independent operation and autonomy.

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

The accredited credential of comparability was valid for six years until 2008 and remains the comparable status till through the re-determination process on March 30-31, 2009.

Taiwan Nursing Accreditation Council



In consideration of the features and professionalization of the nursing education, the Ministry of Education established the Taiwan Nursing Accreditation Council (TNAC) in May 2006. TNAC conducts nursing program evaluation to improve the quality of nursing education. TNAC had accomplished its mission and was ended in July 31st, 2014.





Institutional Evaluation



Features of the Evaluation Mechanism

HEEACT started to launch institutional evaluation in 2011 with an aim to improve and ensure that higher education institutions can find their own roles and features, draw up developmental strategies, carry out management and administration well and establish internal self-evaluation mechanisms for quality improvement. Institutions should be able to collect and analyze data on school development to map out and implement their action plans to improve quality, establish an assurance of continuous quality improvement, and gain accountability by guaranteeing excellent student learning outcomes and faculty academic performances.

1.The Idea and Objectives of Institutional Follow-up Evaluation and Reevaluation

In 2011, HEEACT has completed 79 institutional evaluations. The institutions that received the results in the categories of "denial" or "conditionally accredited" HEEACT will submit the results of follow-up evaluation or reevaluation to the Ministry of Education to serve as reference for policymaking.

2.On-site Visits of the Institutional Follow-up Evaluation and Reevaluation

In general, each institution will be visited by a one-day on-site visit team of 2 to 4 reviewers. To lighten the administrative load for the institutions, reviewers are required to read the "self-improvement plan and outcome" before the visit, and list substantial questions for the institutions to explain and clarify. In addition, the reviewers may raise another question list during the on-site visit.

3. The Procedure of Institutional Follow-up Evaluation and Reevaluation

The follow-up evaluation and reevaluation results can be categorized into "accredited," "conditionally accredited," and "denial." The results of accreditation should be made through three phases, namely on-site visit team suggestion, objection after on-site visits, and Accreditation Review Committee. The Final Accreditation Report made by the Accreditation Review Committee is to be ratified by the HEEACT Board of Trustees and then sent to the Ministry of Education.



Performance of Institutional Follow-up Evaluation and Reevaluation in 2014

1. Targets for Evaluation

HEEACT conducted follow-up evaluations as well as two items reevaluation and 24 items follow-up evaluation in 16 institutions, respectively in the second half of 2014. National Quemoy University was scheduled to receive the institutional evaluation in the second half of 2014 because of its reorganization from technical university into compulsory university.

2. The Result of Accreditation

The handling of the accreditation result focuses on each evaluation standard. The results can be categorized into three statuses: "accredited," "accredited conditionally" or "denial."

As of June 2014, HEEACT has successfully completed a total of 26 evaluation standards in 16 institutions (including redo evaluations, follow-up evaluations and reevaluations), and all granted "accredited."

The Second Cycle Program Evaluation

Features of the Evaluation Mechanism

1. The Idea of the Second Cycle Program Evaluation

General education and the second cycle program evaluation still follow the "accreditation model" as in the first cycle and institutional evaluation. However, the core value of "providing sound learning environment for students" and input in the first cycle program evaluation is transformed into "establishing student learning outcome assessment mechanism" and output in the second cycle program evaluation. In the second cycle program evaluation, the focus is on how programs achieve their mission and objectives to ensure student learning outcomes.



2. Targets for Evaluation

The targets for evaluation include General Education, undergraduate programs, evening undergraduate programs (including continuing education programs, two-year professional programs), postgraduate undergraduate programs, four-year program in junior college, master programs (including evening, weekend, summer programs of departments or institutions), and doctoral programs.

Any program which grants a degree and recruits students should receive evaluation as other compatible programs and degree programs. Additionally, the two-year professional programs in the two junior military/police junior colleges shall also be evaluated.

3. Evaluation Standards

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

The standards of general education evaluation include:

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

The standards of the second cycle program evaluation include:

- (1)Objectives, core competencies, and curriculum.
- (2) Teacher, teaching and support system.
- (3)Student, learning and support system.
- (4) Research, service and support system.
- (5) Self-analysis, self-improvement and self-development mechanism.



4.Evaluation Profession

HEEACT maps out a series of "evaluation profession courses" to keep developing and enhancing the reviewers' evaluation profession, promote the core spirit of peer review, and ensure the consistent evaluation quality as well. The reviewers are required to take three compulsory courses and at least one elective to help elevate their evaluation profession.

5.The Accreditation Procedure of the Second Cycle Program Evaluation

General education and the second cycle program evaluation adopt the spirit of "accreditation model." The results can be categorized into three statuses: "accredited," "conditionally accredited" or "denial."

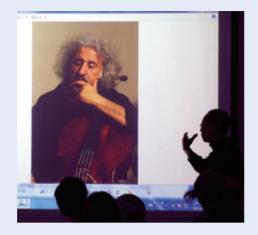
The accreditation process is composed of three stages, namely on-site visit team suggestion, Preliminary Accreditation Review Sub-committee, and Accreditation Review Committee. The result of accreditation is to be ratified by the HEEACT Board of Directors and then sent to the Ministry of Education to serve as reference for policy formulation and actions.

Features of the Evaluation Mechanism

1. Training of Evaluation Profession for the Reviewers

HEEACT requires all reviewers to attend the "Onsite Visit Seminar." In the seminar, reviewers are presented with their duties, and are asked to sign the "Agreement to Program Evaluation Reviewer Ethics and Conflict of Interests Disclosure Statement." These are done for the reviewers to have a thorough understanding of the evaluation procedures, targets, standards, and ethics of





HEEACT program evaluation prior to onsite visit. In 2013, six seminars were held in northern, central and southern Taiwan.

HEEACT requires all reviewers to take the "evaluation profession courses" including three compulsory and at least one elective course in order to ensure their evaluation profession. 2,165 reviewers have taken three compulsory courses.

2. Seminars for Evaluation Implementation

HEEACT held "Seminar for Evaluation Implementation" for the institutions evaluated to have a thorough understanding of the evaluation implementation, objectives, standards, method and procedures of HEEACT program evaluation.

The seminar of 2014 Second Cycle Program Evaluation was held at the National Academy for Educational Research Taipei Branch on July 23, 2013. The seminar of 2015 Second Cycle Program Evaluation was held at the National Taipei University of Technology on August 26, 2014.

3. Targets for Evaluation

From 2012 to 2016, the targets for the Second Cycle Program Evaluation are programs in public and private universities and colleges (military/police colleges and open universities are included).

Total of 20 institutions were evaluated for the Second Cycle Program Evaluation in 2014.

(1)In the First Half of 2014: Programs in 13 Universities were Evaluated

Tatung University, Aletheia University, Mackay Medical College, National University of Kaohsiung, National Chiayi University, National Taitung University, National University of Tainan, National Taiwan Normal University, Kainan University, I-Shou University, Shih Chien University, Toko University and Hsing-Kuo University.

(2)In the Second Half of 2014: Programs in 7 Universities were Evaluated

Dharma Drum Institute of Liberal Arts, National Taipei University of Education,



Hsuan Chuang University, National Pingtung University, National Kaohsiung Normal University, National Taichung University of Education, and National Taiwan Sport University.

4. Evaluation Schedule

In general, it took one week to implement all the on-site visits of all programs within each institution. The targets for evaluations in the first half year of 2014 were scheduled to be evaluated from April 7 to May 23; the evaluations in summer were conducted from July 14 to 15; evaluations of the second half year were conducted from November 17 to December 5.

5. The Result of Accreditation

The result of accreditation in the first half of 2014 is published with a total of 105 programs and 13 General Education, shown as Table 1. The on-site visits in the second half of 2014 were conducted to the end of the year, and HEEACT plans to publish the accreditation status in June 2015.

	tion Status of t Half of 2014	Accreditation Status Accredited			
	Ad	ited Accredited Denial Conditionally 10 0 % 9.7% 0%			
Targets for Evaluated	Accredited		Denial	Totals	
5	93		0	103	
Programs	90.3%	9.7%	0%	100%	
General Education	2	2	0	4	
General Education	50%	50%	0%	100%	

Medical Education Accreditation

Missions and Goals

The goal of medical school evaluation is to assist Taiwan s medical programs to ascertain their directions and characteristics of development, improve the quality of medical practice, raise the academic research competency of medical colleges, enhance teaching and administrative quality, and reinforce school performance. Therefore, via

medical accreditation, the 12 medical schools in Taiwan can provide and maintain the best educational quality for the students and the public, follow the benchmarking of the top medical schools in the world, and prepare qualified doctors to offer more-than-qualified health care for the public in Taiwan.



The missions of TMAC are to:

1.improve evaluation procedure and standards, conduct on-site visits, and write evaluation reports;

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

Evaluation Targets

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

Revision of Evaluation Guidelines

In March 2010, TMAC invited Dr. Michael J. Reichgott, the former chair of the



Subcommittee on Standards, Liaison Committee on Medical Education (LCME) to visit TMAC. Dr. Reichgott worked for two weeks together with the Sub-Committee on Standards of TMAC to draw up a set of new criteria as "TMAC Evaluation Guideline, New Edition."

After three years of discussions, trial assessments and numerous revisions, TMAC held a public hearing on September 25, 2013. The new standards and self-study report were launched in 2014



Evaluation Results

After examining each school's self-evaluation report and the on-site visit reports, TMAC will make a final report, which lists the advantages and deficiencies by the five evaluation categories: institution, medical education program, medical students, faculty and educational resources. Only schools of medicine will receive evaluation results of "Fully Accredited," "Conditional Accredited," "On Probation," or "Not Passed." The final results are submitted to the Ministry of Education.

Nursing Education Evaluation

Mission and Goals

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

- 1. integrate evaluation indicators and publish evaluation handbook;
- 2. invite reviewers and set up pool of reviewers;
- 3. hold seminars or workshops for reviewers;

- 4. assist institutions to complete data collecting process for the evaluation handbook, and to provide consultations;
 - 5. draft evaluation reports;
 - 6. announce the evaluation results with the Ministry of Education in;
 - 7. research on and conduct nursing education evaluation.

Evaluation Results

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

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

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

Teacher Education Evaluation



Features of the Evaluation Mechanism

1. The Idea of Teacher Education Evaluation

A low birthrate in Taiwan has led to a shift in its demographic structure. As a result, the supply of teachers in primary and secondary schools in Taiwan has exceeded the demand and need, and the situation has significantly evoked social awareness. Thus, in 2005, the Ministry of Education initiated teacher education evaluation. In order to make sure the evaluation model and indicators can actually assess the quality of teacher education programs, strengthen the guidance practice before students take pre-service education programs, award excellent



teacher preparation units, establish the phase-out or consultations mechanism, and facilitate the integration of teacher education resources to help them establish their self development features, the new cycle of teacher education evaluation started in 2012



2. Targets for Evaluation

Targets include normal universities,

universities of education, universities of technology, and other universities offering teacher education programs. There are nine institutions were evaluated in the first half year of 2014, and 12 institutions were evaluated in the second half year of 2014.

3. Evaluation Standards

Teacher education evaluation is based on the concept of systematic evaluation, aiming to realize the status of teacher education nowadays. The evaluation thus facilitates the integration of teacher education resources to establish mechanisms for quality assurance and improvement, and strengthen their self-development features.

The standards of teacher education evaluation include:

- (1)Objectives, characteristic and self-improvement.
- (2) Administrative organization and operation.
- (3)Student selection and learning environment.
- (4) Teacher quality and professional performance.
- (5) Curriculum design and teaching.
- (6)Educational practicum and performance of graduates.

4. Evaluation Profession

The reviewers are required to take the "evaluation profession courses" to ensure their evaluation profession. Moreover, HEEACT requires all reviewers to attend the "Onsite Visit Seminar" prior to on-site visit to have a thorough understanding of the evaluation procedures, targets, standards, and ethics of Teacher Education program evaluation.

5. The Procedure of Teacher Education Evaluation

Teacher education evaluation adopts the spirit of "accreditation model." Each of six

standards can be categorized into three statuses: "accredited," "conditionally accredited" or "denial." The accreditation process is composed of two stages, namely on-site visit team suggestion, and Teacher Education Accreditation Review Committee. According to Article 4 of Teacher Education Act, the result of accreditation is to be ratified by the Teacher Education Review Committee and serve as reference for policy formulation and actions.

Performance of Teacher Education Evaluation in 2014

1. Targets for Evaluation

13 programs in 9 institution were evaluated in the first half year of 2014, and 13 programs in 12 institutions were evaluated in the second half year of 2014.

(1)In the First Half of 2014: Programs in 9 University were Evaluated

Chung Yuan Christian University, Taiwan Shoufu University, Asia University, National Dong Hwa University, National Chengchi University, National Tsing Hua University, National Hsinchu University of Education, National Taipei University, and National Taitung University.

(2)In the Second Half of 2014: Programs in 12 Universities were Evaluated

Tainan University of Technology, Soochow University, Southern Taiwan University of Science and Technology, National Central University, National Chiao Tung University, National Cheng Kung University, National Pingtung University of Science and Technology, YunTech, National Taipei University of Technology, National Taiwan University of Sport, National Taiwan Sport University, and Ming Chuan University.

2. Evaluation Schedule

All programs at each institution are evaluated at the same time. The on-site visits in the first half of 2014 were scheduled from March 17 to May 13, while in the second half were conducted from October 6 to December 23.

3. The Result of Accreditation

The result of accreditation in the first half of 2014 was published with a total of 13 programs in 9 institutions. All programs were accredited and shown as Table 2. The onsite visits in the second half of 2014 were conducted to the end of the year, and HEEACT plans to publish the accreditation status in June 2015.



	Results of Teacher Education Evaluation in the	A
7	First Half of 2014	HEEACT

	Ac	Accreditation Status				
Targets for Evaluated	Accredited	Accredited Conditionally	Denial	Totals		
Kindergarten Teaching	3	0	0	1		
Subject Area	100%	0%	0%	100%		
Elementary School	2	0	0	1		
Teaching Subject Area	100%	0%	0%	100%		
Secondary School	5	0	0	1		
Teaching Subject Area	100%	0%	0%	100%		
Special Education School	3	0	0	1		
(or Class) Teaching Subject Area	100%	0%	0%	100%		

Table 2

The 2014 Pilot Project of Certifying Universities' Self Evaluation Results

This project is to certify the self evaluation results done by the universities which were chosen by the Ministry of Education. This year we have three applicants which are National Chengchi university, Chang Gung university and Yuan Ze University. The certification results of these three universities are certified. The certified periods of these three universities are the same with the second cycle program evaluation.

Universities Joint Supervision Planning Project

In order to integrate university evaluations and reduce the loading and time consuming of universities, Ministry of Education (MOE) proposes an Universities Joint Supervision Planning Project and authorizes HEEACT to plan for this in 2014.

We are planning to implement university joint supervision project to supervise 166 universities in four year period, every year we supervise 40-42 universities. According to the planning, we will supervise 14 national universities in the first half of 2015, and 16 private universities in the second half of 2015.

Private Universities and Colleges Development Audit Project

In order to ensure the higher education quality and audit the proper usage of the subsistence allowance, MOE authorized HEEACT to implement this project.

In 2014, we plan to audit 38 universities by using document review and on-site visit. The content and standards of this project include 8 items and three parts, and the final decision will be made through a meeting held by the MOE.

Maintain Universities and Colleges Teaching Quality Project

According to the low birth rate trend in Taiwan, the universities and colleges in Taiwan have faced a very rigid student recruit and school survive situation. The government is very concerning about the higher education



teaching quality and student education right and launch "Maintain Universities and Colleges Teaching Quality Project" right away.

The main purpose of this project is trying to discover the problems and help the universities to solve them.HEEACT has been authorized by MOE and plan to supervise the universities that might be in danger in January 2015.

Musical Program Evaluation Project of Macao Polytechnic Institute

In response to the Special Administrative Region (SAR) Government's higher education policy of promoting academic accreditation, Macao Polytechnic Institute





(MPI) invited UK Quality Assurance Agency for Higher Education (QAA) to conduct an Institutional Review in 2013. In February 2014, MPI has received a Judgment of "confidence," the highest rating given by the QAA.

Following this Institutional Review, MPI's engagement in programme validation will be further intensified. According this educational policy, MPI regulates every program should be academically validated in 2017, and that's one of the reasons HEEACT has the chance to accredit musical program in school of Arts.

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

The standards in this evaluation include:

- 1. Objectives, core competencies, and curriculum design.
- 2. Teaching and learning assessment.
- 3. Student counseling and learning resources.
- 4. Academic and professional performance.
- 5. Self improvement mechanism and graduate performance.

Musical program evaluation adopt the spirit of "accreditation model." The results can be categorized into three statuses: "accredited," "conditionally accredited" or "denial."

The accreditation decision process is composed of two stages, namely on-site visit team suggestion and Accreditation Review Committee. The result of accreditation is to be ratified by the HEEACT Board of Directors and then sent to the MPI.

HEEACT has already conducted onsite visit on November 26-27, and the final decision will be released on March 2015.

Evaluation Objection and Appeal System

Objection System

After the draft of the improvement condition checklist and the on-site visit report are completed, HEEACT will send a copy to the institutions evaluated. If they regard those comments or suggestions as inconsistent with the fact, or claim that reviewers



violated certain procedures during the on-site visits, or have other requests of correction on the draft report or improvement condition checklist, they can file an objection to better ensure the fairness of this evaluation.

In response to the objections from the institutions evaluated, HEEACT will invite the on-site visit team to review the opinions on the objections

and make fair decisions, and then provide a written reply to the institution concerned.

1. Institutional Follow-up Evaluation and Reevaluation

The results of objections filed by three institutions in the second half of 2014 were upholding the original report (86.36%) and upholding parts of the report (13.64%).

2. Second Cycle Program evaluation system

The results of objections filed by 20 programs in 6 institutions in the first half of 2014 were upholding the original report (83.80%), upholding parts of the report (9.16%),





and accepting the objection (7.04%). The results of objections filed by 10 programs in 5 institutions in the first half of 2012 were upholding the original report (90.63%), upholding parts of the report (3.13%), and accepting the objection (6.25%). The on-site visit report in the second half of 2014 will be finished in the end of 2014.

3. Teacher Education Evaluation

The results of objections filed by 4 programs in 4 institutions in the first half of 2014 were upholding the original report (68.75%), upholding parts of the report (25%), and accepting the objection (6.25%).

4. Medical Education Accreditation

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

Appeal System

To protect the rights of institutions under evaluation, HEEACT established "Principles for Appeals of Evaluation in Universities and Colleges." According to these principles,

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

1. Institutional Follow-up Evaluation and Reevaluation

No appealing cases were filed by institutions concerning institutional evaluation in 2014.

2. Performance of the Second Cycle Program Evaluation

In the first half of 2014, there were 2 appealing cases filed by 2 institutions that were evaluated in the first half of 2012. All of the outcomes of the appeals were "revoked." In the second half, there was 1 appealing case filed by the institutions, evaluated in the second half of 2012, and the outcome of the appeal was "revoked," too.



3. Teacher Education Evaluation

No appealing cases were filed by Teacher Education Evaluation in 2014.

4. Medical Education Accreditation

To protect the rights of institutions under evaluation, TMAC established "Principles for Appeals of Accreditation in School of Medicine." According to these principles, TMAC will invite nine experts or scholars with backgrounds or experiences in either Law, Medical Education, or Higher Education Evaluation to organize the "Expound and Arbitrate Committee." This Committee only deals with the appealing cases of Medical Education's Accreditation. Institutions can file an appeal if the evaluation result is "inconsistent with fact" or "violating procedure." The committee will decide that the outcome of the appeal is "rejected," "admissible," or "revoked," and complete the "Resolution Report on Appeals" within at maximum six months for the institutions.



In 2013, there is 1 and also the first one appealing case of medical education accreditation was filed since 2000 TMAC established till now. The outcomes of this case was "parts rejected and parts revoked."

>

Research Projects

HEEACT has undertaken several research projects to carry out the research and planning of higher education evaluation. They are listed as follows:

The Project of Academic Association of Humanities and Social Sciences Transformations to Evaluation Institution

In order to develop specialization and diversification of Higher Education Evaluation in Taiwan, HEEACT plans to explore the possibility of Academic Association of Humanities and Social Sciences Transformations to Evaluation Institution. The methods of this project include document analysis, questionnaire and advisory forum. The findings of this project are as follows:

- 1. The academic association generally has problems of shortage of funds, manpower and office space.
 - 2. The academic association members must reach a consensus of evaluation affairs.
 - 3. The academic association has the representative problem of discipline.
 - 4. There are four disciplines which have the possibility to transformation.
- 5. The recommendation 1 is to maintain the existing evaluation framework of HEEACT, but increased the role of the academic association.
 - 6. The recommendation 2 is added the discipline committee within HEEACT.
- 7. The recommendation 3 is the academic association complete transforms into evaluation institution.

The Second Cycle Institutional Evaluation Project

This project is to design the second cycle institutional evaluation plan for comprehensive universities. In order to reflect the spirits of the first cycle institutional evaluation and the second cycle program evaluation, the MOE policies and stakeholders opinions, we use the document analysis, meta-evaluation and





consultant meeting methods to collect the opinions and evidences to plan this evaluation.

After analyzing those evidences, we plan to implement the second cycle institutional evaluation within three years, and the one who didn't pass all the standards in first time in first cycle institutional evaluation will receive evaluation in 2017 and first half of 2018.

HEEACT also design the evaluation standards draft based on the spirit of previous program and institutional evaluation. HEEACT will continue revising this draft until it is good enough to practice.

Higher Education Post-Evaluation Organization Management and Practice Analysis Research Project

In order to cope with the trend of higher education evaluation change in Taiwan, HEEACT plans to transform from an agency of conducting institutional and program review to an agency with dual roles of accreditation and recognition. Based on this trend as research context, this research study plans to explore organizational structure and management practice of international recognition agencies of higher education accreditors, and views Council for Higher Education Accreditation (CHEA) in the United States as a case and to explore its organization structure and recognition



practice. Based on the results of literature review and case study, this research study also explores the strategies for HEEACT to be a recognition agency. The research methods include document analysis, field study and interview, and expert focus group. The findings of this research study include: HEEACT could adjust to be a dual role agency of accreditation and recognition, to adjust HEEACT organization and establish a recognition team inside quality assurance office, to organize international and local professional evaluation agency recognition team, this research study suggest Ministry of Education offer HEEACT authority of recognition by revising higher education law, and HEEACT can play the role of higher education think tank in the future.

The Project of Planning Higher Education Evaluators' Professional System

HEEACT plans to build the higher education evaluators' professional system of Taiwan to shape evaluators' professional system. The methods of this project include document analysis, advisory forum, agency visit and online training system creation.

The findings of this project are as follows:

- 1. Competencies for Canadian and American evaluators are more diverse than Taiwan.
- 2. It's difficult to balance between ideal and reality of build the evaluators' professional system.
- 3. The position and details of evaluators' professional system requires in depth discussion and seek consensus.

The suggestions of this project are as follows:

- 1. Sustainable research of develop evaluators' professional training curriculum in future.
- 2. Continue to increase the content of the evaluators' training network.
- 3. Continue to seek consensus and cooperation opportunities for evaluators' professional training curriculum.

The Project of Planning College Accreditation

HEEACT plans the project of college accreditation implementation to meet the trend of departmental integration and sharing resources. The methods of this project include document analysis and advisory forum.

The findings of this project are as follows:

- 1. Departments have always been the major target in Universities' history of Taiwan.
 - 2. The professional colleges have been the object of college accreditation.
- 3. NCATE attaches importance to good communication to higher education institutions, and its process design carefully.
 - 4. The 3rd cycle college accreditation emphasizes the concept of holistic college.
- 5. The results of 3rd cycle college accreditation will be granded three statuses: accreditation for six years, accreditation for four years and accreditation for two years.

The suggestions of this project are as follows:

- 1. MOE should consider necessity of college accreditation.
- 2. MOE should continue to promote the policy of college materialization.
- 3. HEEACT should continue to discuss the content of 3rd cycle college accreditation with MOE.

Teaching and Training

Evaluation profession is the key to maintain the trust of evaluation. In order to enhance the professionalism of reviewers and stakeholders, HEEACT had endeavored to conduct a series of lectures about higher education evaluation. In each lecture, HEEACT invited qualified experts and scholars to talk on particular issues. The interactions between scholars and participants were warm and meaningful.

Besides, HEEACT requires all reviewers to take the "evaluation profession courses" including three compulsory and at least one elective course in order to ensure their evaluation profession. Counting to December 2014, 2,190 reviewers have already taken three compulsory courses. The compulsory courses includes the evaluation professions that HEEACT requires our reviewers to have, they are "Evaluation practice and ethics," "How to write an evaluation report," and "Student learning outcome mechanism."

The last, HEEACT requires all reviewers to attend the "On-site Visit Seminar." to make sure they are familiar with all the standards.



Academic Exchange and International Collaboration

International collaboration has been one of the most important tasks. We have been actively involved in several key international higher education evaluation organizations, networks and academic conferences. With these involvements, we hope to elevate our international visibility and to enhance the academic and professional standards of Taiwanese higher education evaluation. Through these activities, HEEACT has contributed insight from Taiwanese higher education evaluation developments to other accreditation bodies in the world, and grasped on the latest trend and developments of higher education evaluation system. The followings are the achievements of the 2015 international academic collaboration.



2015 International Conference: Internal and External Quality Assurance in Higher Education: Developments and Trends in Asia

HEEACT and Chinese Taipei Comparative Education Society held 2015 International Conference entitled "Internal and External Quality Assurance in Higher Education: Developments and Trends in Asia" on October 3, 2014. Professors such as Ka Ho Mok, HK Institute of Education, Dr. Namgi Park, Gwangju National University of Education, and Carlos Torres, UCLA were all invited to share their valuable experiences on QA-related subjects.



TMAC Held the 2014 Annual Meeting of the Association for Medical Education in the Western Pacific Region

TMAC has actively participated in the Association for Medical Education in the Western Pacific Region (AMEWPR) since 2008, and was certified the membership in 2012. AMEWPR is one of the six regional association of the World Federation for Medical Education (WFME), endeavors to advance quality medical education in the region, and in recent years, it has focused on actively promoting and assisting with the adoption of the WFME Guidelines and Standards for accreditation of medical education programs in some member countries.

Hence the 2014 Annual Meeting was focus on the challenges of medical accreditation from a global perspective through the sharing of regional and national experiences.

The conference also invited the President of the WFME, Dr. Stefan C. Lindgren, and the Chairman of the Educational Commission for Foreign Medical Graduates (ECFMG) Dr. Emmanuel G. Cassimatis, as the keynote speakers to discuss the vision, objectives and plans for the implementation for global accreditation of medical education by 2023 by each of their respective organizations.

And also invited Professor Chun-Chieh Huang from the Institute for Advanced Studies in Humanities and Social Sciences, National Taiwan University, to share with attendees his viewpoint on this important issue. The AMEWPR and the South East Asian



Regional Association for Medical Education (SEARAME) also shared their perspectives on this issue, followed by representatives from countries with much experience in accreditation: Australia, New Zealand, Malaysia, the Philippines, and Taiwan.

Representatives from other AMEWPR and SEARAME countries also partook in the panel discussions. Altogether, there were 40 participants from 15 countries around the world, more than 100 faculty and 24 medical students from all twelve medical schools in Taiwan attend the conference. All attendees had an exciting, rich, and fruitful exchange and dialogue at this conference.

International Activities

HEEACT has been conducting international activities by inviting international experts and scholars to our facilities with the intention of contributing the "Taiwanese Higher Education Evaluation Experience" to the world. These activities have mainly focused on the higher education evaluation system and quality assurance. Our visiting scholars in 2014 are listed as follows.



Table 3 Internation	nal Activities HEEACT
DATE	Visiting Institutions
March 11	Japan University Accreditation Association, JUAA
July 15	Yale-NUS College
Sept. 18	Fujian Provincial Department of Education
Oct. 21	Shanghai Education Evaluation Institute, SEEI

Participation in International Academic Exchange Activities

In addition to inviting international experts and scholars to HEEACT, the council actively engages in many global higher education organizations to enhance



its international visibility and to create exchanges and partnerships with international counterparts. International activities that HEEACT participated in 2014 are listed as follows.

Tolelo 4	pation in International Academic age Activities HEEACT
DATE	Events
March 6 - March 8	APQN International Conference (Hanoi, Vietnam)
April 23 – April 26	HKCAAVQ Seminar
	1. INQAAHE 2014 Conference (Tallinn, Estonia)
May 26 - May 28	Renewed MoU with Malaysian Qualifications Agency (MQA)
	1. NIAD-UE Seminar
May 28 - May 30	Renewed MoU with the National Institution for Academic Degrees and University Evaluation (NIAD-UE)

Membership in International Organizations and Networks of Quality Assurance

HEEACT has actively participated in International QA organizations and networks. In 2014, HEEACT continues to be an active member of Asia-Pacific Quality Network (APQN) and International Network for Quality Assurance Agencies in Higher Education (INQAAHE).



Publications



Evaluation Bimonthly

In May 2006, the first professional magazine on higher education evaluation in Taiwan published its inaugural issue. The magazine, *Evaluation Bimonthly*, has its features on the latest evaluation knowledge, newest trends, in hope of creating a "platform for sharing evaluation knowledge" with the aim of allowing the public to understand the importance of evaluation. In order to enrich the contents of *Evaluation Bimonthly*, HEEACT signed the MOC with the Institute of Engineering Education Taiwan (IEET) and the Taiwan Assessment and Evaluation Association (TWAEA) in December 2013 under the terms that IEET and TWAEA would sponsor HEEACT in publishing *Evaluation Bimonthly* in 2014, and share their information with it. In November 2014, the MOC was extended to 2015. This historic collaboration facilitates *Evaluation Bimonthly* to have more diverse topics and benefit more readers. The goal of turning this magazine into a platform of sharing evaluation knowledge in Taiwan has been achieved successfully.

Higher Education Evaluation and Development

HEEACT has been striving for encouraging and helping establish a platform for higher education evaluation and development resource sharing. The biannual academic journal, *Evaluation in Higher Education (EHE)* was published in 2007. In order to advance understanding of evaluation practices and processes and to collect and provide up-to-date information regarding developments in higher education evaluation with unlimited access to refereed articles, *EHE* is renamed as *Higher Education Evaluation and Development (HEED)* in 2013 and is released biannually. In addition, HEEACT signed the MoU with APQN to jointly publish the journal and *HEED* has been an official membership journal of APQN in 2014. Both agencies commit to striving for advocating grand thoughts and innovative research of experts, scholars, and researchers worldwide through *HEED*.

Chinese and English Annual Report

To consolidate the transparency of evaluation system, HEEACT launches *Annual Report* in Chinese and English versions every year to update the related information.



Quality Assurance System

ISO Certification

HEEACT undergoes one internal audit and management review inspection per year to examine our proceedings and seek improvement to maintain our ISO 9001:2008 international quality management system and ISO/IEC 27001:2005 information security management system. On February 17, 2014, SGS Taiwan was scheduled to conduct the renewal audit. Hopefully through the world-class quality management inspection, HEEACT may continue its improvement, innovation, and administrative efficiency, and create a reliable internet environment as well.

CPA Audit Certification

Since 2005, HEEACT has gradually established the systems of internal control and accounting. HEEACT is always very prudent and rigorous regarding the implementation. HEEACT acquired excellence award of "Evaluation of Education Foundation" in 2013.

Baker Tilly Clock & Co accounting firm completed the 2013 annual financial auditing on February 18, 2015. The report indicates that HEEACT's financial statements present fairly, including the financial position of HEEACT as of December 31, 2014, the operation results, and the cash flow for the year round.

HEEACT, as the leading agency of Taiwan's higher education evaluation, will continue to uphold the professional standards and improve the quality of university evaluation in the future.







BAKER TILLY CLOCK & CO 正風聯合會計師事務可

台北市104南京東路二段!!!號!4樓(頂樓) htth R₄111 Sec.2, Nanking E.Rd.Taipei 104,Taiwan, R.O.C. 電話: (02)2516-5255 南東: (02)2516-0312

INDEPENDENT AUDITORS' REPORT

NO.19961030EA

To The Board of Directors of HIGHER EDUCATION EVALUATION & ACCREDITATION COUNCIL OF TAIWAN

We have audited the accompanying balance sheets of HIGHER EDUCATION EVALUATION & ACCREDITATION COUNCIL OF TAIWAN as of December 31, 2014 and 2013, and the related statements of income, changes in funds and accumulated surplus, and cash flows for the years then ended. These financial statements are the responsibility of the Institute's management. Our responsibility is to express an opinion on these financial statements based on our audits.

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

In our opinion, the financial statements referred to in the first paragraph present fairly, in all material respects, the financial position of HIGHER EDUCATION EVALUATION & ACCREDITATION COUNCIL OF TAIWAN as of December 31, 2014 and 2013, and the results of its operations and its cash flows for the years then ended, in conformity with accounting policies note 2 and generally accepted accounting principles in the Republic of China.

Baker Tilly Clock & Co

Bober Tilly Clock & Co March 26, 2015

> BAKER TILLY INTERNATIONAL



會計張翠緩

Tabulation:

Executive Director: 執行長江東亮

President: 查拿長黃榮村

HIGHER EDUCATION EVALUATION SACREDITATION COUNCIL OF TAIWAN BALANCE SHEETS DECEMBER 31, 2014 and 2013

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Assers	December 31, 2014	2014	D	December 31, 2013	013	TOTAL LIABILITIES	Ď	December 31, 2014	914	Decemi	December 31, 2013	13
	AMOUNT	%		AMOUNT	%	AND FUNDS AND SURPLUS	A	AMOUNT	%	AMOUNT	N.	*
CURRENT ASSETS	\$ 25,252,932	2 45	S	25,231,952	45	CURRENT LIABILITIES	S	19,145,862	34	\$ 19,6	19,666,270	35
Cash and cash equivalents	23,890,827	7 43		25,209,102	45	Accrued expenses		7,223,666	13	5,58	5,580,508	9
Account receivables	1,337,310	2	90	7		Others payables		8,187,192	15	10,338,744	8,744	61
Other receivables	24,795	1		22,850		Advance receipts		3,723,534	9	3,73	3,734,968	9
FUNDS	30,300,000	0 55	1000	30,300,000	55	Receipts under custody		11,470	1	-	12,050	
Funds	30,300,000	0 55		30,300,000	55	OTHER LIABILITIES		1	1	9	000'09	
OTHER ASSETS	008'09	1		48,800	,	Deposits received		1	1	9	000'09	
Refundable deposits	908'09	1		48,800		TOTAL LIABILITIES		19,145,862	¥	19,72	19,726,270	35
						FUNDS AND ACCUMULATED SURPLUS		36,467,870	99	35,854,482	4,482	65
						Initial funds	12/31	30,300,000	\$	30,300,000	0,000	55
						Accumulated surplus		6,167,870	12	5,55	5,554,482	10
TOTAL ASSETS	\$ 55,613,732	2 100	S	55,613,732 100 s 55,580,752	100	TOTAL LIABILITIES AND FUNDS AND SURPLUS	S	\$ 55,613,732	100	\$ 55,580,752		8

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FOR THE YEARS ENDED DECEMBER 31, 2014 AND 2013

(Expressed in New Taiwan Dollars)

DESCRIPTION	2014		2013	
DESCRIPTION	AMOUNT	%	AMOUNT	%
OPERATING REVENUES	\$ 72,433,616	100	\$ 83,967,598	100
Revenues from evaluation and accreditation	30,785,805	43	39,165,303	47
Revenues from government subsidies	39,445,464	54	43,016,267	52
Other operating revenues	477,976	- 1	389,384	
Interest revenues	283,247	-	239,605	0
Donation revenues	1,158,000	2	393,746	ŀ
Other non-operating revenues	283,124	-	763,293	1
OPERATING EXPENSES	71,820,228	99	83,435,069	99
Evaluation and accreditation expenses	29,506,286	41	59,089,367	70
Research and development expenses	26,192,148	36	6,356,844	8
General and administration expenses	14,526,700	20	16,661,859	20
Other operating expenses	900,631	1	193,645	-
Non operating expenses	694,463	1	1,133,354	1
INCOME BEFORE INCOME TAX	613,388	1	532,529	1
INCOME TAX EXPENSE	-	-		-
NET INCOME AFTER INCOME TAX	\$ 613,388	1	\$ 532,529	1

President:

Executive Director : 執行長江東





HIGHER EDUCATION EVALUATION & ACCREDITATION COUNCIL OF TAIWAN STATEMENT OF CHANGES IN FUNDS AND ACCUMULATED SURPLUS

FOR THE YEARS ENDEDS DECEMBER 31, 2014 AND 2013

(Expressed in New Taiwan Dollars)

DESCRIPTION	INITIAL FUND	ACCUMULATED SURPLUS	TOTAL
Balance January 1, 2013	\$ 30,300,000	\$ 5,021,953	\$ 35,321,953
Net income for 2013		532,529	532,529
Balance December 31, 2013	30,300,000	5,554,482	35,854,482
Net income for 2014	-	613,388	613,388
Balance December 31, 2014	\$ 30,300,000	\$ 6,167,870	\$ 36,467,870

President:

Executive Director: 執行長江東頂ulation: 會計張翠媛



FOR THE YEARS ENDED DECEMBER 31, 2014 AND 2013

(Expressed in New Taiwan Dollars)

DESCRIPTION		2014		2013
CASH FLOW FROM OPERATION ACTIVITIES				
Net income	s	613,388	\$	532,529
Adjustments:				
Notes and accounts receivable-net		(1,337,310)		12
Other receivables		(1,945)		(5,327)
Accrued expenses		1,643,158		(4,152,245)
Other payables		(2,151,552)		6,957,877
Advance receipts		(11,434)		2,057,128
Receipts under custody		(580)		593
Net Cash (Used in) provided by Operating Activities		(1,246,275)		5,390,555
CASH FLOWS FROM INVESTMENT ACTIVITIES				
Decrease in refundable deposits		(12,000)		144,000
Net Cash (used in) Provided by Investment Activities		(12,000)		144,000
CASH FLOWS FROM FINANCING ACTIVITIES				
Increase in deposits received		(60,000)		(60,000)
Net Cash used in Financing Activities		(60,000)		(60,000)
NET (DECREASE) INCREASED CASH AND CASH EQUIVALENTS		(1,318,275)		5,474,555
CASH AND CASH EQUIVALENTS AT BEGINNING OF YEAR		25,209,102		19,734,547
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$	23,890,827	s	25,209,102
SUPPLEMENTAL CASH FLOWS INFORMATION				
Income tax paid	\$	923	s	491

President: 董事長黃榮村

Executive Director



