Higher Education Evaluation in Taiwan: Present State and Future Prospect

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Outline

- Introduction
- Present State of Taiwan’s Higher Education
- Development of Quality Assurance Agencies in Taiwan
- Quality Assurance for Higher Education in Taiwan
- Future Prospects and Challenges
- Conclusion
Taiwan: Some basic stats

- **Area**: 36,000 km²
- **Population**: Approximately 23 millions
- **GDP**: US 20,684
- **Language**: Mandarin/Taiwanese/Hakka/Aboriginal languages
- **Rich culture, beautiful natural scenery, delicious food and center of the world’s IT industry**
- **Complete preservation of Chinese cultural heritage**
Higher Education in Taiwan: from elite education to universal education

Pursuing innovation, excellence and sustainable development in our higher education
Number of higher education institutions

- 72 Universities
  - (33 National University and 39 Private University)
- 53 University of Technology
- 37 Institute of Technology & Junior College
Total: 162 higher education institutions

Number of Students enrolled

- Junior College: 101,424
- Bachelor: 1,038,041
- Master: 183,094
- PhD: 32,731
Total: 1,355,290
Situations and Challenges for Our Graduates

Regional competition: labor competition within the emerging Asia

Changes in industrial structures

Competitive labor market: over 300,000 new graduates every year

Global division of labors

Indistinctive areas of specialization
Demand of manpower: higher managements

Demand of manpower: middle managements

Demand of manpower: entry-level jobs
Government’s role in quality assurance of higher education in Taiwan

- Source of Laws: Clause 2, Article 5, University Act
- Addendum: official guidelines in accrediting IQA results and official guidelines in accrediting EQAA (local and oversea) by MOE
Five Phases in Higher Education Evaluation

Phase One: Ministry of Education coordinated the Evaluation on junior colleges in 1974

Phase Two: Pilot Program Evaluation on Academic Disciplines and Areas of Expertise in 1980

Phase Three: Commissioned to professional evaluation agencies to conduct institutional evaluation in 2004

Phase Four: Announcement of the Measures in Recognizing Professional Evaluation Agencies in 2009

Announcement of recognizing the result of EQA conducted by the Institution in 2012.
Commissioned by MOE to execute the government-sponsored EQA on higher education

**Private EQAA accredited by MOE**
- Founded in 2003 by academia and entrepreneurs
- Non-Profit Organization
- [http://www.twaea.org.tw](http://www.twaea.org.tw)

**TWAEA**

**National Educational QA Policy Planner**
- Founded in 2005 by the government and the 153 higher education institutions
- Non-Profit Organization
- [http://www.heeact.edu.tw](http://www.heeact.edu.tw)

**HEEACT**
Development of Quality Assurance Agencies in Taiwan (4/4)

IEET
- Private EQAA accredited by MOE
- Founded in 2003
- Non-profit organization

TNAC
- Private EQAA accredited by MOE
- Founded in 2006
- Non-profit organization

TMAC
- Private EQAA accredited by MOE
- Founded in 2006
- Non-profit organization

CMA
- Private EQAA accredited by MOE
- Founded in 1973
- Non-profit organization
- [http://www.management.org.tw/about.php](http://www.management.org.tw/about.php)
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Core Principle
- Student Learning Outcome

Types
- Institutional
- Program Evaluation
- Objective-oriented Project Evaluation
- Follow-Up Visits
### Quality Assurance for Higher Education in Taiwan (2/7)

<table>
<thead>
<tr>
<th></th>
<th>Technological Universities and Colleges</th>
<th>Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Authorities</strong></td>
<td>Department of Technological and Vocational Education</td>
<td>Department of Higher Education</td>
</tr>
<tr>
<td><strong>Agencies</strong></td>
<td>Taiwan Evaluation and Assessment Association (TWAEA)</td>
<td>Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT)</td>
</tr>
<tr>
<td><strong>Cycle</strong></td>
<td>Every 5 years</td>
<td>Every 6 years</td>
</tr>
<tr>
<td></td>
<td>Institutional and Program Evaluations are conducted in the same year</td>
<td>Institutional and Program Evaluations are conducted in different years</td>
</tr>
<tr>
<td><strong>Results</strong></td>
<td>1st to 4th Rate</td>
<td>Accredited</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accredited conditionally</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Failure</td>
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### Taiwan Higher Education EQA Indicators (2/2)

<table>
<thead>
<tr>
<th>Indicators</th>
<th>University and College of Technology</th>
<th>University</th>
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</thead>
</table>
| Institutional Evaluation | 1. Institutional Governance and Management  
2. Academic Affairs  
3. Student Affairs  
4. Administration | Institutional Evaluation  
1. Institutional self-identification  
2. Institutional Governance and Management  
3. Teaching and Learning Resources  
4. Accountability and Social Responsibilities  
5. Self enhancement and Quality Assurance Mechanism |
Taiwan Higher Education EQA Indicators (2/2)

<table>
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<tr>
<th>Indicators</th>
<th>University and College of Technology</th>
<th>University</th>
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</thead>
</table>
| Program Evaluation | 1. Development  
2. Curriculum  
3. Student learning and guidance  
4. Equipments and References  
5. Quality Assurance  
6. Student Achievements and Development  
7. Industry-Academia Collaboration and Technology Development | Program Evaluation  
1. Goal, features and self-improvement mechanism  
2. Curriculum and instruction  
3. Student learning and student affairs  
4. Research output and professional development  
5. Performance of graduates |
### EQA Procedures

<table>
<thead>
<tr>
<th>University and College of Technology</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self-evaluation</td>
<td>1. 1. Self-evaluation by schools/departments under EQA</td>
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<tr>
<td>2. Preparation and documentation</td>
<td>2. 1st draft done by the reviewers</td>
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<tr>
<td>3. On-site visits</td>
<td>3. Response/Comment from the subject of the EQA</td>
</tr>
<tr>
<td>4. Review by subject-specific</td>
<td>4. Response by the reviewers</td>
</tr>
<tr>
<td>subcommittee and provide 1st draft</td>
<td>5. Reviewers draft the on-site visit reports</td>
</tr>
<tr>
<td>5. Response made by the subject of</td>
<td>6. Committee review and make the suggestion to the accreditation council</td>
</tr>
<tr>
<td>the EQA</td>
<td>7. Ruling made by the accreditation council and issue the report</td>
</tr>
<tr>
<td>6. Response by the subcommittee</td>
<td>8. Report sent to the school and appeals may be filed in case of disputes</td>
</tr>
<tr>
<td>7. Ruling made by the Steering</td>
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<tr>
<td>Committee</td>
<td></td>
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<tr>
<td>8. Release of the EQA report</td>
<td></td>
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<tr>
<td>9. Appeal may be filed in case of</td>
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<tr>
<td>disputes</td>
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Reviewers are formed by representatives of the academics, government officials and the business sector (minor adjustments according to their areas of specialty and geo-balance)

Establish clear guidelines for the selections of reviewers and enforce the “no conflict of interest” principle
Quality Assurance Report

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<thead>
<tr>
<th>Reports</th>
<th>University and College of Technology</th>
<th>University</th>
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<tbody>
<tr>
<td>Press Releases</td>
<td>Press Conferences</td>
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<td>E-versions available on websites of MOE and TWAEA</td>
<td>E-versions available on websites of HEEACT</td>
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Situations and Challenges faced by Taiwan’s Higher Education

- Low birth rate has caused a serious problem in the local demand of higher education
- Higher education must develop unique features so to increase competiveness and to overcome the challenge brought by declining government funding
Our Higher Education policies

- Strive for excellence and increase competitiveness
- Perfect the multiple entrance mechanism and provide necessary assistance to the disadvantaged institutions
- Strengthen both EQA and IQA in Taiwan
- Broaden and deepen international cooperation and attract global talents

※Source of Data: Ministry of Education, ROC
Future direction and outlook of quality assurance for higher education in Taiwan

- Assist HEI’s to establish internal quality assurance mechanism and to seek self improvement
- Review of current indicators and stimulate development of unique features among HEI’s
- Quality assurance results ≠ government funding
- Promotion of quality assurance and accreditation locally and abroad

※Source of Data: National Policy Foundation Report
Conclusion

- Quality assurance is the propulsion behind sustainable development
- Promote awareness, establish code of ethics and increase the creditability of quality assurance
- Encourage the development of IQA within HEI’s so to self-manage, self-regulate and essentially to seek true academic independence
- Cultivate talents for the blooming knowledge economy
- Quality Assurance ensures the quality of our higher education
Thank You for Your Attention!