

Implementation Plan for the 2023 Academic Year Evaluation of Technological Institutions

I. Preface

In order to assist schools to promote “teaching and learning” measures in accordance with their self-positioning and educational goals, to implement the spirit of practical and practical application of technical vocational education and to reduce the gap between learning and application, to ensure the quality of education, and to continuously strengthen and refine the effectiveness of education, the Ministry of Education promotes regular and routine school assessment and follow-up evaluation of technical colleges and universities.

The Taiwan Assessment and Evaluation Association (hereinafter referred to as “TWAEA”) has been commissioned by the Ministry of Education to develop the implementation plan for university evaluation in accordance with the Regulations for the Evaluation of Universities and the Regulations for the Implementation of the Evaluation of Colleges and Schools. The Taiwan Assessment and Evaluation Association (“TWAEA”) has been commissioned by the Ministry of Education to develop this evaluation plan in accordance with the University Accreditation Act and the Regulations Governing Implementation of College Accreditation. The evaluation plan has been published on the TWAEA website (<https://twaea.org.tw/>).

II. Schools to be evaluated and the implementation of the evaluation

(i) 2023 Academic Year Routine Evaluation of Accredited Schools

Seven universities of science and technology were routinely evaluated in 2023 academic year (see Table 1). Each university will be surveyed by the commissioned institution to confirm the date of field evaluation.

Table 1 2023 Academic Year Routine Evaluation List of Accredited Universities

No.	Schools evaluated	Previous evaluation (including visits after name change) academic year	This evaluation of the academic year
1.	Koen University of Technology	2017	2023
2.	Global University of Science and Technology	2017	2023
3.	Central State University of Science and Technology	2018	2023
4.	Chang Gung University of Science and Technology	2018	2023
5.	Xiuping University of	2018	2023

No.	Schools evaluated	Previous evaluation (including visits after name change) academic year	This evaluation of the academic year
	Technology		
6.	National Taichung University of Science and Technology	2018	2023
7.	Asia Eastern University of Science and Technology	2022	2023

Note 1: No. 1 and No. 2 were originally evaluated in the 2022 academic year. They have been postponed to 2023 academic year for evaluation by the Ministry of Education on October 6, 2022 by letter No. 1110091480.

Note 2: No. 7 was approved by the Ministry of Education to change its name to “Asia East University of Science and Technology” in 2021 academic year and received a post-renaming visit in 2022 academic year and will be routinely evaluated in 2023 academic year.

(2) 2023 Academic Year Follow-up Evaluation (2021 academic year results are conditional) Schools evaluated

2023 academic year has six universities of technology and one technical college that are subject to follow-up evaluation (Table 2). The field evaluation dates for each university will be surveyed and confirmed by the commissioned institution.

Table 2: 2023 Academic Year Follow-up Evaluation List of Evaluated Schools

No.	Schools evaluated	Tracking and evaluation items	Previous evaluation year	Tracking and evaluation of the academic year
University of Science and Technology				
1.	Chung Hua University of Science and Technology	Item 2	2021	2023
2.	Jianguo University of Science and Technology	Items 1-4	2021	2023
3.	National Taipei University of Commerce	Item 2	2021	2023
4.	National Penghu University of Science and Technology	Item 1	2021	2023
5.	St. John's University of Science and Technology	Items 1-3	2021	2023

No.	Schools evaluated	Tracking and evaluation items	Previous evaluation year	Tracking and evaluation of the academic year
University of Science and Technology				
6.	Chiao Guang University of Technology	Item 1	2021	2023
Technical College				
1.	South Asia Technical College	Items 1, 4	2021	2023

Three, the evaluation of the operating schedule

The operational schedule was divided into “1. pre-planning stage”, “2. self-evaluation stage”, “3. evaluation implementation stage”, “4. field evaluation stage”, and “5. follow-up stage”. The contents are shown in Table 3.

Table 3, 2023 academic year Technical College Evaluation Operation Schedule

Work Stage	Estimated time	Work Projects
1. Pre-planning stage	January to March of 2023	<ul style="list-style-type: none"> Announcement of the evaluation implementation plan
	March to June of 2023	<ul style="list-style-type: none"> School briefing
2. Self-evaluation stage of the evaluated schools	January to November of 2023	<ul style="list-style-type: none"> The evaluated school writes a self-evaluation report and conducts an initial self-evaluation in the previous year. Self-evaluation report submitted by the evaluated school
3. Evaluation of the implementation phase	August to September of 2023	Workshops for Accredited Schools
	August to September of 2023	The evaluated schools attended the briefing session on basic school information.
	September to October of 2023	The evaluated school fills in the basic information of school affairs online
	September to October of 2023	Implementation of questionnaire survey for students, teachers and administrators of the evaluated schools
	September to November of 2023	Hosted a study session for evaluation committee members
4. Field Evaluation Stage	November of 2023 to January of 2024	Conduct on-site evaluation of the evaluated schools
	March to May of 2024	Preliminary evaluation report completed and sent to evaluated schools

Work Stage	Estimated time	Work Projects
	May of 2024	Resumption of application process for accredited schools
	March to June of 2024	Convene an accreditation committee to decide on the evaluation results
	June of 2024	Complete the evaluation report and announce the evaluation results
	July of 2024	Evaluated School Complaint Application Process
5. Follow-up phase	June of 2024 to June of 2025	Self-improvement of the evaluated schools in response to the evaluation comments
	June of 2025	The evaluated schools submit “Self Improvement Plan and Implementation Results Report”.
	October of 2025 to June of 2026	<ul style="list-style-type: none"> • Conduct tracking and re-evaluation of “passed with conditions” and “failed” evaluated schools • Send the “Preliminary Evaluation Report” to the evaluated school for follow-up evaluation and re-evaluation • Acceptance of applications from evaluated schools • Announcement of evaluation results of tracking evaluation and re-evaluation of evaluated schools

Note: For the evaluated schools, the operation schedule is based on the contents of stage 1.2.3.4 of this table.

IV. Field evaluation schedule

The field evaluation schedule is 1 day in total. Adjustments may be made for special reasons, such as dual campus or continuing education course schedules. The main items of work on the field evaluation day are listed in Table 4.

Table 4 2023 Academic Year Technical College Field Evaluation Schedule Work Item List

Time	Work Projects
Morning	Assessors on campus
	Evaluation Committee Preliminary Meeting
	Mutual Introduction, School Presentation
	Access to information and campus visits (including branch campuses)
Afternoon	· Meeting with the President (group meeting)

Time	Work Projects
	· Interviews with faculty and administrative staff (including supervisors)/student/graduate representatives (individual interviews)
	Data Verification and Validation / School Supplement
	Writing evaluation forms and approval checklists
Evening	Presentation, data access, student (or graduate) interviews, and teaching observation
	Writing the evaluation form

V. The evaluated units within the evaluated schools

Table 5 2023 Academic Year Technical Colleges and Universities' Internal Evaluation Units

Internal Evaluation Unit	Remark
1. Administrative unit divisions/offices/centers 2. Liberal Arts Education Center, Office of Physical Education, Office of Military Training	1. Teaching and research units are required to provide relevant information for review in accordance with the evaluation indicators and, if necessary, to visit the site. 2. The School of Continuing Studies and the College of Continuing Education must also provide relevant information and be evaluated together with the Department of Continuing Studies.

VI. Evaluation items and evaluation results

(1) Evaluation of the project

The 2023 academic year evaluation items include 4 items and 12 core indicators as shown in Appendix 1. On November 23, 2017, the Ministry of Education (MOE)

sent the items and indicators for the 107 academic year and the current evaluation cycle (2019 - 2023) to each school by letter No. 1060164550, and published them on the TWAEA website (<https://twaea.org.tw/>, please click on the “Evaluation Information Website” area).

(2) Evaluation results and follow-up treatment

For each evaluation item, the results of “pass” or “passed with conditions” or “failed” were given respectively. The subsequent processing of each evaluation result is described in Table 6.

Table 6 2023 Academic Year Follow-up on the results of the evaluation of technical colleges and universities

Evaluation Results	Aftercare
Pass	The evaluated schools will submit their self-improvement plans and implementation results within one year after the announcement of the evaluation results.
Passed with Conditions	Within one year after the announcement of the evaluation results, the evaluated schools will submit their self-improvement plans and implementation results, and will undergo a follow-up evaluation in the same year to review the issues for improvement in the evaluation results.
Failed	Within one year after the announcement of the evaluation results, the evaluated school will submit a self-improvement plan and implementation results, and will be re-evaluated in the same year.

Note: The validity period of the tracking evaluation or re-evaluation with “pass” shall be deducted from the time of the current evaluation cycle that has passed.

7. Matters related to the evaluation members

(1) Composition of the evaluation committee

The number of evaluation members is 16-20 per school (the number of evaluation and re-evaluation members depends on the number of items and may be adjusted according to the size of the school and the development characteristics of the school). The evaluation committee is composed of professionals from industry, government, and academia.

(2) Evaluation Committee

The main purpose of the evaluation committee briefing is to enable evaluation committee members to understand the purpose of evaluation implementation, evaluation process, evaluation items and indicators, evaluation report writing standards, evaluation ethics and field evaluation notes, etc., so as to build consensus.

Evaluation members are required to attend the evaluation committee briefing before they can participate in the evaluation.

(3) The principles of selection and recusal of evaluation members

The principles of selection and recusal of evaluation members are shown in Table 7.

Table 7 Selection and recusal principles of evaluation members

Category	Content
Selection and Recruitment Principles	<p>The School Site Reviewer shall be familiar with technical vocational education and have one of the following qualifications:</p> <ol style="list-style-type: none"> 1. Former or current college or university president. 2. Former or current vice president of a college or university, or an administrator with professorial rank. 3. A senior professor with a track record of research in higher education or practical experience in accreditation. 4. Former or current corporate officer or senior executive.
Avoidance Principle	<p>A person who has the following relationships with the school being evaluated shall not serve as a member of that school:</p> <ol style="list-style-type: none"> 1. Currently holds or has held a full-time or part-time position at the school being evaluated within the past three years. 2. Apply for a full-time teaching position at the evaluated school now or within the past three years. 3. Have a teaching partnership, other service relationship or any form of commercial interest with the evaluated school now or within the past three years. 4. Serve as a self-evaluation member of the school being evaluated for the year. 5. Holding a paid or unpaid position in the school being evaluated, such as a member of the school/faculty/department advisory board, board of directors, etc. 6. The highest academic qualification is the graduation from the evaluated school. 7. Received an honorary degree from the accredited school. 8. Relatives such as spouses or third degree relatives are currently employed or attending the school being evaluated. 9. Any other interest that may affect the objectivity of the evaluation.

(4) Application for recusal by the evaluated school

In order to protect the rights and interests of the evaluated schools and to ensure the fairness and objectivity of the evaluation process, the evaluated schools may submit applications for recusal from the list of members. Each school may submit a maximum of three recusal names and shall state the reasons for recusal. The recusal list shall be reviewed and approved by the School Evaluation Committee, and the school will be recused from the selection of the school's evaluation committee.

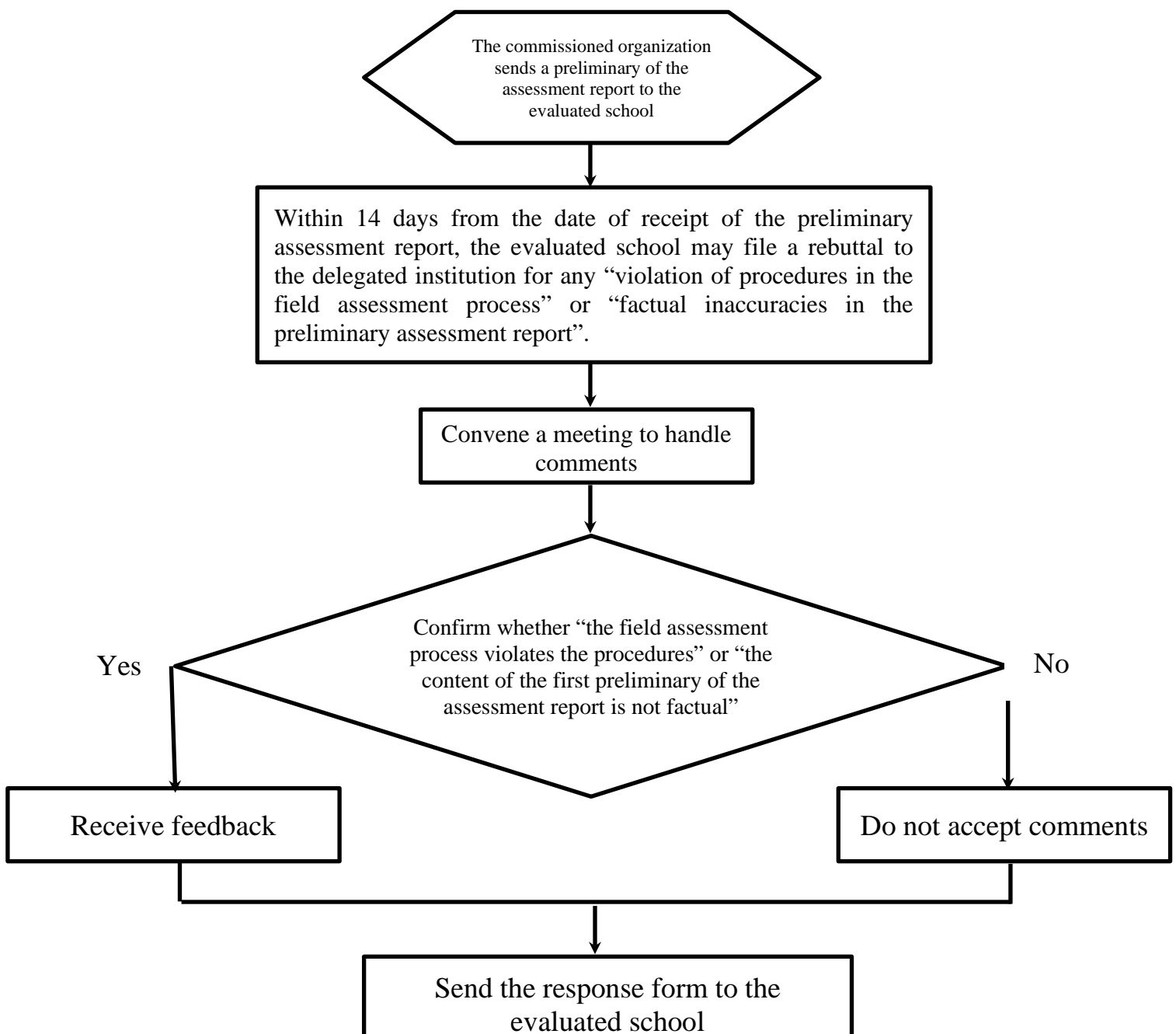
VIII. Survey operations

Prior to the on-site evaluation, the commissioned organization will conduct a questionnaire survey of teachers, students and administrators of the evaluated schools in order to understand the operating conditions of each school. The results of the survey will be used as a reference for the assessors only and will not be used for cross-school comparisons or other purposes.

IX. Application processing operations

After receiving the first preliminary of the evaluation report, the evaluated school may submit an application for reimbursement in accordance with the “Regulations for Reimbursement of Technical College Service Evaluation Report” established by the commissioned institution. The process of reevaluation is shown in Figure 1.

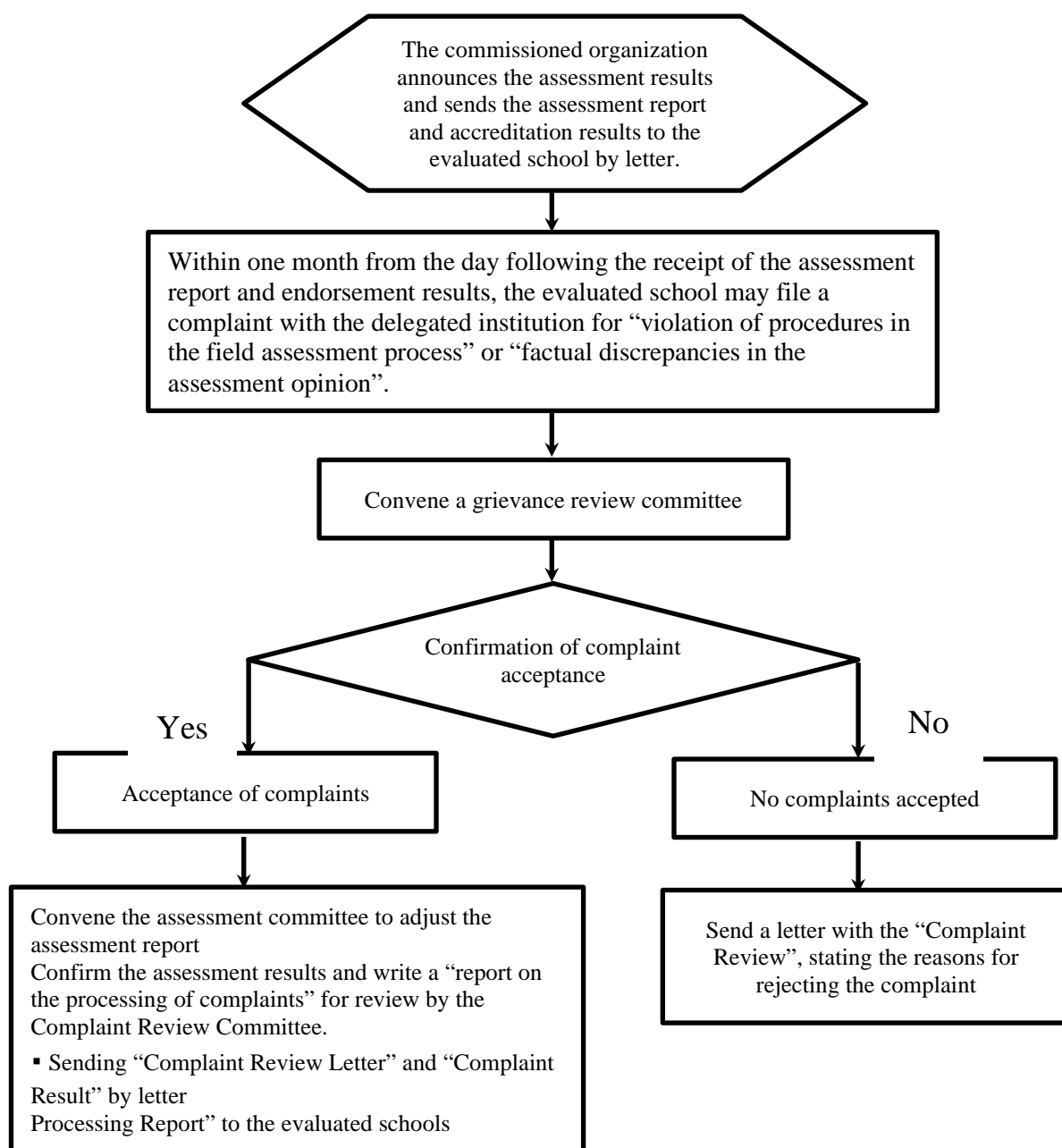
Figure 1 2023 Academic Year Schools of Science and Technology Accreditation Application Process Flow Chart



X. Complaint handling operations

After the evaluation results are announced, the evaluated school may submit an application for a complaint in accordance with the complaint-related regulations established by the commissioned organization, and will handle the complaint-related operations in accordance with the complaint-related regulations. The complaint handling process is shown in Figure 2.

Figure 2 2023 academic year Schools of Science and Technology Evaluation Grievance Handling Flow Chart



If there are any outstanding issues in this evaluation plan, the relevant regulations of the Ministry of Education will be followed; the entrusted organization may adjust the operation process as necessary.

Appendix I

Evaluation indicators for technical colleges and universities (Applicable for 2018 academic year and the next evaluation cycle: 2019 academic year to 2023 academic year)

Item 1	School Management and Development
Connotation	The school can articulate a clear and unambiguous mission, expected outcomes of that mission, and strategies for achieving those outcomes, and can set future actions for continuous improvement and innovation to align with that mission, expected outcomes, and strategies.
Core Indicators	1.1 School Positioning and Development Goals 1.2 Formulation, implementation and review of school development plans* 1.3 Mechanism and Operation of School Business
Description	<ul style="list-style-type: none"> • The term “school positioning” refers to “the position of the school in the minds of the educational community, academia, industry, the general public, students and parents”; “development goals” refers to the school's focus on professional development or areas of specialization in line with its educational goals, while demonstrating sustainable management, ensuring equal educational opportunities and social responsibility in accordance with industrial development, needs and trends. • “School Development Plan Development, Implementation, and Review” means that the school has a specific and feasible school development plan (including educational policies and educational themes to support implementation planning) and includes a financial strategy to reflect the feasibility of the school development plan. In other words, the school operates on the basis of internal educational governance and external resource development to achieve its mission and actions. *In addition to the approval of the School Site Council, the Board of Trustees must endorse the school development plan of the private school. • The term “campus management” refers to both internal “educational governance” and external “resource development”; “campus management mechanism” includes the establishment of “administrative units,” “academic units,” “committees,” the protection of faculty, staff and student rights, and the establishment of systems for “teaching,” “academic affairs,” “general affairs,” “human resources,” “accounting,” “international exchange,” “industry-academic cooperation,” and “sustainable The establishment of systems for “teaching,” “academic affairs,” “general affairs,” “personnel,” “accounting,” “international exchange,” “industry-academia cooperation,” and “sustainable development” shall be included. Private schools shall also include a “Board of Directors”.
Item 2	Courses and Teaching
Connotation	Schools are able to align their curriculum planning and teacher recruitment with their educational goals, and invest in resources and support measures to enhance the effectiveness of teacher instruction.
Core	2.1 Curriculum Planning and Educational Objectives

Indicators	2.2 The relationship between the curriculum and the facilities required for teaching 2.3 Faculty structure and methods to improve teaching effectiveness
Description	<ul style="list-style-type: none"> • “Curriculum Planning” includes the planning of “General Studies”, “Professional Studies”, and “Functional Studies”. • “Facilities” refers to the adequacy and timely maintenance of teaching facilities and graphic equipment required for the development of students' core competencies in the major department (division). • “Teacher Structure and Enhancement of Instructional Effectiveness” refers to the ability of schools to maintain and strategically deploy teachers who are involved in curriculum support and to ensure that teachers are academically and professionally engaged and able to maintain the necessary professional knowledge to support high quality outcomes consistent with the school's mission and strategy; the teacher structure includes the composition and staffing, structure, and professionalism of part-time and full-time teachers; professionalism refers to whether teachers are academically based or Professionalism means that faculty members are academically based or have substantive, hands-on expertise to support teaching activities in their field and to contribute to the mission.
Item 3	Student Learning Assurance and Effectiveness
Connotation	Student learning goals and outcomes reflect the expectations of stakeholders (including industry, alumni, students and parents, the university community, policy decision makers, etc.) and are aligned with the university's mission, strategies, and expected outcomes.
Core Indicators	3.1 Teaching quality assurance system construction and implementation 3.2 Practices to improve students' literacy, basic skills and professional abilities 3.3 Student Learning Outcomes
Description	<ul style="list-style-type: none"> • “Teaching quality assurance” refers to the relevance of student competency indicators to curriculum planning, curriculum outline, measures to promote teaching quality and effectiveness, teaching evaluation results and application, teachers' use of information technology in teaching, teaching use of industry and community resources, and the appropriateness of teaching materials and implementation methods for internship courses. • “Literacy” refers to the cognitive (rule of law, ethics, gender equality, workplace ethics...) and attitudinal (positive, optimistic, aggressive...) skills that students should possess upon graduation; “Basic Competency” refers to the language and information skills that students should possess upon graduation from different professional degrees; “Professional Competency” refers to the professional skills required by the professional system to which students belong. “Professional Competence” refers to the professional knowledge required by the student's major academic system. • “Student Learning Outcomes Performance” means: <ol style="list-style-type: none"> (1) The school provides curricular design and instructional activities that promote student literacy and professional learning in all areas of the profession and ensure the quality of student achievement and learning requirements through multiple measures that adequately reflect student learning information. It also includes a broad evaluation of how students learn through curricular and extracurricular experiences, and the creation of

	<p>clearly stated learning outcomes based on what students are expected to acquire, achieve, demonstrate, or know during the completion of their academic program.</p> <p>(2) The school has established various indicators to measure the effectiveness of student learning according to the affiliation of each department (section), including the registration rate, graduation rate, license rate (industry-recognized licenses), award rate (professional or skill competitions), and employment rate (including professional relevance and employer satisfaction) of each field of study, The school also includes the effectiveness of student innovation in the research and application of innovative software and hardware technologies, products, and business models, or by extension, creative performance.</p>
Item 4	School Business Performance and Self-Improvement
Connotation	The school demonstrates self-positioned performance and is able to establish and implement self-improvement mechanisms.
Core Indicators	<p>4.1 Effectiveness of school operation and development</p> <p>4.2 Disclosure of school information and use of feedback</p> <p>4.3 Self-improvement mechanism and operation of the school (including the planning and handling of self-evaluation of the school's faculties (departments))</p>
Description	<ul style="list-style-type: none"> • “The school may choose to describe its development in the following categories according to its self-positioning: “The school's effectiveness in supporting national industrial policies (including industry-academia cooperation),” “The school's effectiveness in social responsibility (including gender equality, social service, and environmental protection),” “The school's effectiveness in developing external resources,” “The school's contribution to the cultivation and supply of industrial and academic talents,” etc. The school's contribution to the cultivation and supply of industrial and academic talents. *In addition to the above, each school is allowed to add descriptions of special achievements to the indicators. • “Disclosure of school information and use of feedback” refers to the extent to which the school discloses the school's operation or teaching situation through announcements and websites, and at the same time, the handling or use of feedback received after the disclosure of information is presented at various levels of meetings within the school. • The “self-improvement mechanism” includes the framework and system for promoting “self-evaluation of administrative units” and “regular self-evaluation of each department (division), such as internal control and auditing, review, evaluation, consultation, collection of improvement opinions, and evaluation and promotion of the necessary situation for the professional evaluation of the department (division) by international recognition”; it also includes the handling of the previous evaluation.

Appendix II: Suggestions for self-evaluation by the evaluated schools

Under the premise that the purpose of the School Site Evaluation is to promote improvement and refinement in the quality of school operations, schools should conduct a self-evaluation prior to the site visit based on the School Site Evaluation items and core indicators.

The school shall clearly define the implementation method of the prior self-evaluation, the qualifications and number of evaluation members, the evaluation data forms, and the format of the evaluation opinion form as the basis for the evaluation.

In addition to the quantitative information required by the basic database of technical colleges and universities for each semester, the evaluated school should also provide the basic information form in the evaluation year to be evaluated.

The evaluated school should include in the self-evaluation report a description of the self-evaluation process, the current status of implementation of each evaluation item, its characteristics, problems and difficulties, improvement strategies and conclusions, and the handling of evaluation comments.

Appendix III. Format of Self-Evaluation Report

School Full Name

2023 Academic Year Evaluation of
Technical Colleges and Universities

(28-point font)

Self-Evaluation Report
(24-point font)

(The cover pattern can be designed by school)

Principal		Signature		(Please cover the security)
Supervisor		Signature		
Contact Information				
Name		Job Title		
Telephone				
Fax				
Cell phone				
E-mail				

Date		
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School History

Two prior self-assessment process

Self-assessment results

Item 1: School Management and Development

Description of the current state

Core Indicator 1.1

[Common] Common to each academic system or class system

[Day Division] Label the name of the academic structure or class, and describe the individual items of the academic structure or class (Note)

The name of the academic structure or class is to be indicated, and the particulars of the academic structure or class are to be described.

Core Indicator 1.2 (Same format as core indicator 1.1)

Core Indicator 1.3 (Same format as core indicator 1.1)

Featured

Problems and difficulties

Improvement Strategies

Item 2: Curriculum and Instruction (same format as Item 1)

Item 3: Student Learning Assurance and Effectiveness (same format as Item 1)

Item 4: School Business Performance and Self-Improvement (same format as Item

1)

Summary

Note: The academic structure or class system does not require the labeling the academic structure (bachelor's degree, master's degree, doctoral degree) or class system (two-year, four year, in-service course, etc.)