

Indicators for the 113th to 117th Academic Years of the Institutional Evaluation of Technological Institutions

February 2023

Item One	Academic Governance and Development Strategies
Content	The school has a clear positioning, can articulate its educational philosophy clearly, and establishes a suitable organizational structure based on the school's characteristics and development goals. It plans development strategies that align with the educational philosophy and contribute to achieving educational objectives. Moreover, the school actively invests resources to promote these strategies.
Core Indicators	1-1 School Positioning, Development Goals, and Development Plan 1-2 Quality Assurance Mechanism and Operation of Academic Governance 1-3 Strategic Planning and Implementation of Distinctive Education 1-4 School-Defined Indicators (Additional indicators added based on specific needs)
Checklist Content	1-1-1 Alignment of School Positioning, Educational Philosophy, and the Spirit of Practical and Applied Vocational Education 1-1-2 Foundation, Formulation Process, and Implementation Effectiveness Review of Medium/Long-Term Development Plans and Annual Plans (Academic Years) 1-1-3 The Correlation Between Teaching Units' Professional Features and the School's Positioning and Educational Objectives 1-2-1 The Alignment between Annual Financial Planning and Campus Operational Needs (Academic Years) 1-2-2 The Establishment and Alignment of Organizational Structure with Campus Operational Needs 1-2-3 Planning, Execution, and Effectiveness Review of Internal Control System and Audit Operations 1-2-4 Planning, Execution, and Effectiveness Review of Support Measures for Teaching and Research at the School 1-2-5 Planning, Execution, and Effectiveness Review of Information and Personal Data Security Maintenance Measures at the School 1-2-6 Handling Mechanism and Operation for Responding to Emergencies or Crisis Incidents 1-3-1 Establishment of teaching unit division/scholarship/class system adjustment benchmarks and planning, implementation and effectiveness review of related supporting measures

	1-3-2 Mechanism and Operation for Supporting Distinctive Education and Planning Future Development Measures (Including the Operation of the Board of Directors for Private Schools)
Explanation	<ul style="list-style-type: none"> • School positioning: It refers to the institutional functions that the school wishes to present to the outside world, as well as its status in the minds of the public and students. The school's positioning serves as the basis for formulating educational objectives, development plans, and various school management measures. • Educational philosophy: It refers to the school's goals for student cultivation and its mission and vision for managing school affairs. • Academic governance: It involves the management of affairs related to departments/programs, academic affairs, student affairs, general affairs, research and development, library, information technology, human resources, and accounting. It also includes the planning and promotion of measures related to the school's development. • Distinctive education: It refers to measures in talent cultivation, educational philosophy, and school management style that receive special emphasis or differ from those of other schools.
Item Two	Ensuring and Supporting Teacher's Teaching Quality
Content	The school can plan the curriculum according to its educational objectives, hire professional faculty members who meet the school's development, curriculum, teaching, and student counseling needs, and provide various resources and support measures to enhance the quality of teaching, research, counseling, services, and industry-academia cooperation among the teachers.
Core Indicators	2-1 Curriculum Planning: Basis, Implementation, and Review 2-2 Formulation, Implementation, and Review of Teaching, Research (Including Academic Ethics), Counseling, and Service Standards for Teachers 2-3 Support Mechanism for Teachers' Professional Growth and Competence Enhancement 2-4 School-Defined Indicators (Additional indicators added based on specific needs)
Checklist Content	2-1-1 Mechanism and Operation for Curriculum Planning, Implementation, and Review in Teaching Units and General Education (including Common Core Courses) 2-1-2 The alignment of faculty staffing, academic expertise, and teaching, research, and student learning needs in teaching units and general

	<p>education (including Common Core Courses).</p> <p>2-1-3 Planning, Implementation, and Effectiveness Review of the Establishment and Maintenance Measures for Teaching, Internship, or Experimental Equipment.</p> <p>2-2-1 Mechanism and Operation for Formulation, Implementation, and Review of Teaching, Research (Including Industry-Academia Projects), Counseling (Including Mentorship System), and Service Standards for Teachers.</p> <p>2-2-2 The School's Assessment Mechanism and Utilization of Evaluation Results for Curriculum and Teaching Quality.</p> <p>2-2-3 The Mechanism and Operation for Formulation, Implementation, and Review of Academic Ethics Standards for Teachers.</p> <p>2-2-4 Planning, Implementation, and Utilization of Teacher Evaluation Results.</p> <p>2-3-1 The Mechanism and Operation for Formulation, Implementation, and Review of Guidelines to Enhance Teacher's Teaching and Professional Growth</p> <p>2-3-2 Planning, Implementation, and Effectiveness Review of Resources (including Awards and Grants) and Support Measures for Teaching, Research, Counseling, and Service for Teachers.</p>
Explanation	<ul style="list-style-type: none"> • Teaching Quality: Refers to the effective demonstration of a teacher's professional knowledge, practical experience, teaching abilities, and enthusiasm in their instructional practices. • Teacher Evaluation: Refers to the system established based on Article 21 of the University Act, which evaluates the effectiveness of teachers in teaching, research, counseling, and service. • Service Standards: Pertains to the relevant provisions concerning teachers' on-campus or off-campus service duties. • Teacher Competence: Refers to a teacher's abilities in teaching, research, counseling, and service.
Item Three	Ensuring and Enhancing Student Learning Quality
Content	<p>The school is committed to providing a conducive and diverse learning environment with ample opportunities, fulfilling its educational responsibilities to ensure that students' learning outcomes reflect the school's educational philosophy. Additionally, the school endeavors to shape graduates with knowledge, skills, and personal development that meet the expectations of society.</p>

<p>Core Indicators</p>	<p>3-1 Planning, Implementation, and Review of Measures for Cultivating Students' Diverse Abilities</p> <p>3-2 Planning, Implementation, and Review of Character Education and Civic Literacy Education</p> <p>3-3 Planning, Implementation, and Review of Student Counseling Measures</p> <p>3-4 Mechanism and Operation for Cultivating Research and Professional Competence, Maintaining Academic Ethics, and Ensuring Thesis Quality for Graduate Students (Applicable to Master's and Ph.D. Programs)</p> <p>3-5 School-Defined Indicators (Additional indicators added based on specific needs)</p>
<p>Checklist Content</p>	<p>3-1-1 Planning, Implementation, and Effectiveness Review of Measures for Cultivating Core Professional Competencies in Students</p> <p>3-1-2 Planning, Implementation, and Effectiveness Review of Measures for Cultivating Students' Interdisciplinary Professional Competencies, Innovation and Entrepreneurship Abilities, and Practical Skills</p> <p>3-1-3 Planning, Implementation, and Effectiveness Review of Measures for Cultivating Students' Basic Competencies in General Education (including Common Core Courses)</p> <p>3-1-4 Promotion Status of Measures for Cultivating Students' International Perspectives and International Mobility Skills</p> <p>3-2-1 Promotion Status of Character Education, Ethics Education, and Life Education</p> <p>3-2-2 Promotion Status of Gender Equality Education, Labor Education, and Other Measures for Enhancing Civic Literacy</p> <p>3-3-1 Planning, Implementation, and Effectiveness Review of Student Learning and Counseling Measures</p> <p>3-3-2 Promotion Status of Measures for Student Living (including Safety in Studying and Rental Accommodations), Extracurricular Activities, Health Care, and Career Development</p> <p>3-3-3 Promotion Status of Psychological Counseling and Guidance</p> <p>3-3-4 Planning, Implementation, and Effectiveness Review of Financial Assistance and Counseling Measures for Economically and Culturally Disadvantaged Students</p> <p>3-4-1 Planning, Implementation, and Effectiveness Review of Measures for Cultivating Research and Professional Competence of Graduate Students (Applicable to Master's and Ph.D. Programs)</p> <p>3-4-2 Formulation, Implementation, and Effectiveness Review of Academic Ethics Standards and Thesis Quality Assurance Measures for Graduate Students (Applicable to Master's and Ph.D. Programs)</p>

Explanation	<ul style="list-style-type: none"> • Character Education: Refers to the education that cultivates moral character and ethics. It encompasses various aspects of moral cognition, emotions, willpower, and behavior in both public and private domains. It can be seen as a process and outcome that guides learners towards knowing, enjoying, and practicing goodness. This is outlined in the "Character Education Promotion Program" by the Ministry of Education. • Labor Education: Involves fostering awareness of labor, labor rights, labor ethics, labor relations, labor conditions, equal employment opportunities, social security, labor welfare, workplace safety and health, adherence to labor laws, and education related to career development in the labor force. This is stipulated in the "Labor Education Promotion Act Draft" by the Ministry of Labor. • Civic Literacy: Refers to the essential attitudes and related knowledge that modern citizens should possess towards others, society, and the natural environment. It includes gender equality, service-learning, labor consciousness, democratic rule of law, environmental protection, intellectual property, social care, etc. • General Education Basic Competencies: Include language (comprehension and expression in Chinese, English, and other foreign languages), information processing skills (software development, programming, cybersecurity, big data analytics, etc.), physical education (performance in sports such as ball games, swimming, rhythmic activities, fitness, etc.), and other relevant abilities (e.g., logical thinking, problem-solving, interpersonal relationship management, etc.). • International Perspectives: Refers to the basic concepts or knowledge related to international affairs and the political, economic, social, cultural, and historical backgrounds of different countries or regions. • International Mobility Skills: Refers to the ability to work, study, and live abroad, including foreign language communication skills and the understanding and application of foreign culture and international etiquette.
Item Four	Self-improvement and Advancement
Content	The school can establish a mechanism for self-assessment, self-improvement, and continuous advancement, actively striving to enhance the effectiveness of its educational administration.

Core Indicators	<p>4-1 Self-improvement Mechanism and Its Operation (Including Handling of Recommendations from the Most Recent School Evaluation and Project Assessment/Visits, Planning, and Execution of Self-evaluation by Teaching Units within the School)</p> <p>4-2 Practices of School Information Disclosure and Handling of Feedback from Stakeholders</p> <p>4-3 Strategies for Enhancing the Effectiveness of Educational Administration</p> <p>4-4 Strategies for Financial Sustainability Planning and Enhancing the Effectiveness of External Resource Development</p> <p>4-5 School-Defined Indicators (Additional indicators added based on specific needs)</p>
Checklist Content	<p>4-1-1 Handling of Recommendations from the Most Recent School Evaluation and Ministry of Education Project Visits for Improvement</p> <p>4-1-2 Mechanism and Operation of Regular and Periodic Self-evaluation by Teaching Units and General Education (including Common Core Courses)</p> <p>4-1-3 Mechanism and Operation of Ongoing Self-improvement in Educational Administration</p> <p>4-2-1 Practices of School Information Disclosure and Ensuring Timeliness and Completeness of Website Information Updates</p> <p>4-2-2 Mechanism for Interaction with Stakeholders and Handling of Feedback from Stakeholders</p> <p>4-3-1 Research and Analysis Mechanism and Operation on University Social Responsibility (USR), United Nations Sustainable Development Goals (SDGs), and Issues Related to Social and Environmental Matters in Educational Administration</p> <p>4-3-2 Refinement Practices and Implementation Effectiveness in Enhancing the Effectiveness of Educational Administration</p> <p>4-4-1 Improvement Practices and Implementation Effectiveness in Developing School Financial Resources and Other External Resources</p> <p>4-4-2 Practices and Effectiveness in Ensuring Financial Stability to Implement the School Development Plan</p>
Explanation	<ul style="list-style-type: none"> • Ministry of Education Project Evaluation/Visits: This refers to evaluations or visits conducted by the Ministry of Education as part of specific projects or initiatives, such as evaluating internship performance or visiting to assess the effectiveness of deep cultivation projects. • Ongoing Self-improvement: This refers to the continuous process of identifying and addressing deficiencies and making corrections in various aspects of school operations as they arise. • Stakeholders: These are individuals or groups, both internal and external to the school, who may have an impact on or be impacted by the school's

	<p>operations. This includes faculty and staff, students, parents, alumni, personnel from student internship organizations, employers of graduates, external collaborating institutions, landlords for student rental properties, local community members near the school, etc.</p> <ul style="list-style-type: none"> • Issues Related to Social and Environmental Matters: These can include topics like declining birth rates, university social responsibility (USR), United Nations Sustainable Development Goals (SDGs) relevant to education, and issues related to the COVID-19 pandemic. • Educational Administration Issues: These encompass various concerns related to the operation of the school, such as student enrollment, student retention rates, legal regulations, faculty resources, administrative staff, financial matters, etc. • "School Financial Resources" includes practices and effectiveness in areas such as faculty involvement in research, industry-academia collaboration projects, and various types of grants and subsidies application, activating school assets, promoting education, patent licensing, technology transfer, R&D services for startups, applying for various types of grants and subsidies, fundraising, donations, and other internal and external sources of income. • External Resource Development: "Resource development" refers to the creation and expansion of external resources, such as financial resources, human resources, physical resources, and opportunities that are beneficial or valuable to the school.
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1. If there are specific items not covered in the "Core Indicators," they can be added as "Self-Defined Indicators" with their own numbering, following the Core Indicators, to serve as references for evaluation and assessment.
2. According to the Ministry of Education's letter with reference number According to the Ministry of Education's letter No. 1100074798, additional indicators related to "Academic Ethics Regulations" and "Thesis Quality Assurance" have been included.
3. To align with the government's policies, the current evaluation will include "Gender Equality Education" and "Labor Education" as part of the assessment content.