Mission-driven and Student-centered Operations
任務導向與學生本位之運作

Quality Instruction and Effective Learning
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充足的資源與服務

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Digest of Overseas Accreditation (MSCHE) Handbook

Ming Chuan University

June 2015

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Ming Chuan University is accredited by the Middle
States Commission on Higher Education, 3624 Market Street,
Philadelphia, PA 19104; (267)284-5000, the United States of America

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Introduction

English Digest of
# MCU's Overseas Accreditation (MSCHE) Handbook

Ming Chuan University firmly upholds its educational philosophy of one mission with three goals, nurturing students to become outstanding and competitive talents. Ming Chuan University's founding principle - its mission - of attending to all students with parental care, support, and guidance is advanced through its three goals of excellence, professionalism and internationalization. Ming Chuan is positioning itself as an internationally comprehensive university that encourages keen effort in teaching and matching instruction in theory with experience in application. Promoting the notion of glocalization - localized and globalized education - is the primary thrust of institutional development in order to assist graduates in attaining a high employment rate.

Founder Dr. Teh-Ming Pao believed in respecting tradition and encouraging innovation. She wholeheartedly cultivated the traditional Chinese cultural ethics of caring for others with empathy, treating oneself strictly, while treating others with forbearance, as the proper way to live. On the other hand, Western education focuses on scientific technology, freedom, democracy and equality as the basis of education values. Incorporating both philosophies has propelled the development of Ming Chuan University from a junior commercial college to a comprehensive university and has formed a unique educational spirit and distinctive campus culture. This is the educational essence worthy of pride, cherished among all Ming Chuan students, faculty and staff members.

Founder Pao's educational philosophy of one mission with three goals is now being applied to operate Ming Chuan University in such a way as to remain competitive domestically, moreover, so that our educational achievements and academic research can compete with other nations on the global stage. Although these are very difficult challenges and goals, President Lee has led the Ming Chuan family to accomplish seemingly impossible tasks through diligent planning and hard work. Under the Middle States Commission on Higher Education (MSCHE), Ming Chuan University became the first U.S.-accredited university in Taiwan, as well as the only such institution In Asia.

Moreover, as of 2013, it began operations at its Michigan location in the United States of America.

The initial period of MSCHE accreditation was 2010-2015, with the first re-accreditation visit scheduled for the 2015-16 academic year. Since late 2013, university staff and administrators have been preparing for and conducting the Self-Study for this round of re-accreditation. For that purpose, a Steering Committee was formed, comprising four Working Groups organized around selected subthemes as shown below.
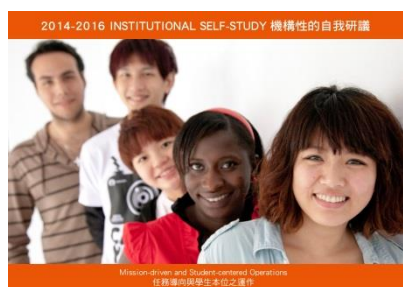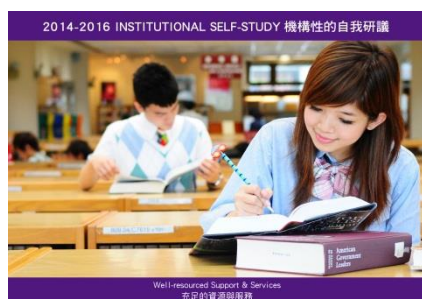

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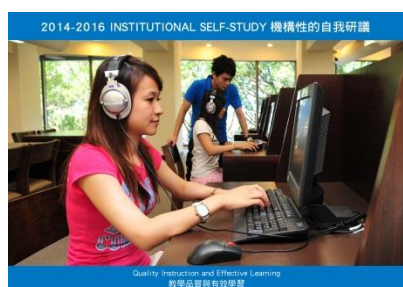
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              Institutional Renewal
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Q & A

Q1: Do you know what MSCHE refers to?

A1: MSCHE refers to Middle States Commission on Higher Education. It is an institution subordinated to Middle States Association of Colleges and Schools and responsible for assessing the colleges and universities in the middle states area of the USA. These include Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, United States Virgin Islands, and other districts outside the U.S.

In the United States, higher education accreditation is coordinated by a voluntary, non-governmental, and membership-based institution, which proceeds with the definition, maintenance, and improvement of different education missions, and assesses whether students and resources in an educational institution reach excellence. Institutional evaluation considers each college and university as an integrated entity, not focusing on specific courses in an educational institution. In the U.S., the current non-profit accreditation of higher education is headed by CHEA (Council for Higher Education Accreditation). The U.S. is divided into six regions for institutional accreditation. MSCHE has a history of success and experience with college and university accreditation outside the U.S. Members comprise 520 colleges and universities, including the well-known Columbia University, New York University, University of Maryland, University of Pennsylvania, and Cornell University.

Q2: What is the importance of being internationalized?

A2: Modern technology reduces the concrete distance between countries and districts, even making the borders between countries increasingly porous. Developments in the Internet and computer science have boosted globalization and generally blur the original zone distinctions of human civilizations. No matter in politics, economics, technology, culture, or education, all countries are influenced by this trend.

As far as higher education is concerned, globalization means learning is not limited to any specific time and space. After Taiwan was admitted into WTO in 2002, we have gradually become a globally open market and are at the same time subject to WTO principles. Under the principles of equitable and open trade, higher education in Taiwan faces international challenges as it competes with that of other countries.

This is a time of comparison and cooperation. International exchange and cooperation improve the sustainable development of the University. The

internalization of the University is also a kind of internationalization of our country. MCU's efforts on overseas accreditation and connections with global education trends creates an international learning environment, and kindles worldviews of students and teachers.

Q3: What benefits does MCU overseas accreditation deliver to students and the University community?

A3:

1. The process of accreditation and self-study at MCU has resulted in the organization, operation, teaching and administration systems of the institution being adjusted to the same level as that of fine western institutions.   Several improvements are described below:

    (1) Improvement in MCU organization and operation:

    MCU's mission and concrete goals are backed up with a sustainable plan, resource allocation, and institution renewal. Currently, we have the resources we need, a professional management team, and an integrated administration system. Evaluation of effectiveness for the entire organization's operations has been seriously executed.

    (2) Improvement of educational effectiveness:

    MCU systems for admission evaluations, student affairs, faculty affairs, academic administration, general education, teaching activities, and student learning evaluation have been refined. At least once annually, they undergo assessment and implement improvement measures.

2. MSCHE is the largest among the six regional accreditation bodies in American institution accreditation. MCU continues striving for excellence alongside world-renowned universities in that region. With MSCHE accreditation, all accredited institutions (over 3000) in the U.S. acknowledge MCU as a peer institution and the credits students earn at MCU are recognized by all MSCHE members.

3. The hard work of preparing for and going through the accreditation process resulted in MCU being the first university in all of Asia to have this honor. Due to various circumstances, for the next five or more years, MCU will be the one and only university in Asia with CHEA/MSCHE accreditation.

4. As a U.S.-accredited institution, MCU is one step closer to making it possible for U.S. students to apply for subsidies from the U.S. government to aid them in their study at MCU, which is one component of enhancing the overall quantity and quality of our international students.

Q4: After you earn a diploma issued by a university that is accredited by a U.S. higher education commission, what advantages you get in career planning?

A4:

1. MCU is not only recognized as a comprehensive university in Taiwan, but an international university keeping abreast with universities in the U.S. Reputation and position of students and teachers are correspondingly advanced.

2. As the whole education system in MCU is internationalized, the accomplishments and worldviews of students gain more international exposure and admiration.

3. With accreditation status, activities and projects related to international exchange are more attractive to partner institutions.

4. When students or graduates apply to universities in the U.S., MSCHE accreditation results in immediately recognition by universities in the U.S. of the credits students have earned at MCU.

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Summary of Standards and MCU Performance
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Standard 1--Mission, Goals and Objectives

Clear and definite mission statement and goals were confirmed in October 2005 when the first accreditation activity was held in the form of a conference participated in by all the managerial personnel. These have been refined and reviewed in the ensuing years, most recently in 2013-14, when the 2009-2018 MCU Strategic Plan was updated for its final five years.

The concept of the mission is "attending to all students with parental care, support and guidance"; the goals are "excellence, professionalism, internalization." As a comprehensive institution of higher education, MCU strives for excellence in teaching and learning through theory-based, application-oriented education to develop students' spirit of professionalism, team-work and broad worldviews such that they can connect well with future working environments. Each administrative and academic unit follows up on the institutional mission and objectives. All courses designed by each academic unit are coherent with MCU goals.

Q & A

Q1-1: Briefly define the mission and goals of MCU.

A1-1: Mission: parental care, support, and guidance for all students

Goals: excellence, professionalism, and internalization

Mission

MCU prides itself in providing an educational setting which attends to all students with parental care, support and guidance. As a comprehensive institution of higher education, MCU strives for excellence in teaching and learning through theory-based, application-oriented education to develop students' professionalism, team spirit and broad worldviews.

Goal 1: Excellence

MCU is strict with its educational guidance to nurture students with a sense of responsibility and team spirit: pursuit of excellence teaching, learning, research and service.

Goal 2: Professionalism

MCU emphasizes industry-academia collaboration to reinforce theoretical knowledge and practical competence, and to focus on professional experience along with academic endeavors to provide multi-faceted education and life-long learning opportunities.

Goal 3: Internationalization

MCU creates an international learning environment to expand worldviews of faculty and students, to promote international certifications, and to keep abreast with education standards around the world.

Q1-2: How well have the MGOs of the institution guided the development and assessment of academic programs?

A1-2: University MGOs have sufficiently guided all academic units (including schools, departments and graduate programs) in their developments, curriculum design, and student and faculty activities. The teaching objectives of Professionalism, Excellence and Internationalization are achieved successfully.

Q1-3: How have the MGOs of the institution been updated? How has the update impacted academic and administrative units?

A1-3: The University has established a well-functioning mechanism to regularly review the compatibility of MGOs. Once necessary revisions are made to the MGOs, all academic and administrative units are required to adjust accordingly.

Q1-4: How effectively have the MGOs of the institution been disseminated to each department?

A1-4: The MGOs of the institution have been disseminated to each department by many channels, such as School meetings, departmental meetings, the University website, PR brochures, etc.

Q1-5: To what extent has each department implemented the MGOs of the institution?

A1-5: The university MGOs have not only guided the development directions for academic units, but are also embedded in the planning and implementation of all relevant measures, including curriculum design, core competences, 10 Pillars, assessment methods, resource allocations, and so on.

Q1-6: How effectively has each department evaluated the applicability of the institution's MGOs?

A1-6: All departments and graduate programs effectively review the compatibility of MGOs annually via relevant meetings of department affairs, internal and external assessments, as well as through student and employer questionnaires.

Each semester, there are teaching assessments in every program. Moreover, there is a Curriculum Committee administering educational programs in each department. In accordance with current societal trends and learning outcomes, courses and core competencies can be changed or modified based on reviews each semester.

Departmental Affairs Development committees in each department annually advise on course adjustments and departmental MGO based on reviews of learning outcomes, reflection and questionnaire results from graduates, employers, and parents.

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Standard 2—Planning, Resource Allocation, and Institutional Renewal

MCU has implemented successive SWOT and PEST analyses based on its mission and goals as well as taking into account the changes in situations on and off campus. Resources and capabilities of MCU are efficiently used to consolidate and strengthen the institution strategy and policy and to execute

the Strategic Plan step by step. The management philosophy of Plan, Do, Check, Act/Amend (PDCA) is applied across the board to all units and programs. Based on the MCU Strategic Plan, the University establishes its annual plans as well as the budget and resources allocation plans; each School establishes their long-term development plans accordingly.

Q2-1: How effective have applications of technology and Internet system been in increasing available resources while reducing institutional expenditures?

A2-1: Some examples to illustrate effective applications that reduce expenditures include: 1) The usage rate of e-books and e-resources has reached 98.9%. 2) Overall, e-form use has grown by 10%. 3) As Internet applications continue increasing, some telecom expenses have decreased as services switch over to the network, so telecom budget achieves balance in total expenditures. 4) A total of 4,476 students enrolled in a total of 66 online courses in 2012-13 and 2013-14, in which case application of e-resources has reduced the cost of teaching.

Q2-2: In light of multiple locations, to what degree has the institution been able to effectively allocate available resources while reducing institutional expenditures?

A2-2: On average, an administrative staff member serves 20.98 students on Taipei campus; an administrative staff member serves 66.41 students on Taoyuan campus. This is possible as the central office on Taoyuan campus enhances service efficiency; however, the space for a central office on Taipei campus is restricted. In the future, a central office is also a goal for Taipei campus.

2.3 How efficiently are resources managed among the units of the institution?

A2-3: Most every unit's budget implementation is approaching 100% and the budget can be changed flexibly to accommodate sudden issues arising or special needs, thus maintaining effective implementation of KPIs. There is a general principle of human resource allocation for academic units; however, due to the concerns of specialist and function for the 1st level units, there is no general principle of human resource allocation for administration units. While space planning is conducted in accordance with old principles, there is a general consensus regarding new departments and space allocation.

Q2-4: To what degree does the institution gather feedback across units to facilitate collaboration on sustainable renewal?

A2-4: The institution has regularly implemented surveys, submitted the results to the president for approval, and followed PDCA for management and further evaluation. These surveys include Faculty and Staff Members' Satisfaction Survey conducted by the Human Resources Division, Information and Network Division Quality Service Review, School Satisfaction Surveys, Graduates' Employment Survey and Student Satisfaction Surveys conducted by departments, Graduates' Satisfaction Survey conducted by the Career Planning and Counseling Division. In addition, feedback is collected through Club Leader Meetings, Class Meetings, and Meet-the-Faculty Seminars.

In order to ensure the flow of students and promote sustainable development, the institution has established "Ming Chuan University Procedures for Increasing Quotas, Reducing Recruitment and Ceasing Recruitment." These procedures have been applied in recent years to the following situations:

> For 2015-16 <
   a. Communications Management Department renamed as "New Media and Communication Administration Department
   b. Advertising Department renamed as Advertising and Strategic Marketing Department
   c. Master's Program in Product Design renamed as Master's Program of Design Innovation and Management in Department of Product Design
   d. Work-experience Master's Program in Cross-strait Relations and Security Management" in Public Affairs Department integrated with Department of Security Management and Social Work, and renamed as Work-experience Master's Program in Cross-strait Relations and Security Management in Department of Security Management and Social Work
   e. Master's Program in International Affairs and Security Management of the Department of Security Management and Community Affairs renamed as Master's Program in Security Management and Social Work
   f. School of Tourism will begin to recruit students by department (Tourism, Leisure and Recreation Administration, and Hospitality Management) rather than by School

> For 2016-17 <

a. Economics Department will be renamed as Industrial Economics and Finance Department

b. Will establish Fashion Creativity Management Specialized Degree Program to recruit students already enrolled in the university

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Standard 3—Institutional Resources

The systematic PDCA evaluation method is used to improve resource utilization and to further confirm the accomplishment of the institution's mission and goals. Strengthening the management of resources and budget, MCU has efficiently reduced the regular utility expenses, as well as expanded the use of single resources. In order to enhance the institutional pool of resources, the University expends great efforts to be awarded subsidies and create new streams of income. As examples, the subsidy for MCU Program for Teaching Excellence awarded by MOE and the income through Academia-industry innovation demonstrate that MCU works hard on the expansion of institutional resources.

Q3-1: What resources does the University provide to support your university life?

A3-1: The University has built many systems and educational platforms to enhance the quality of teaching; among these are

(1) **hardware**, including digital studio, distance learning facilities, digital language labs, classroom broadcasting system, web TV system, specialized classrooms and facilities for each academic department;

(2) **information network platform**, consisting of news forum system, noiseless broadcasting system, cloud drive, e-portfolio system, Moodle teaching interface system, fully-equipped e-classrooms across the campuses; and

(3) **facilities to enhance student-teacher interaction**, such as, electronic white boards, IRS, and a diverse array of laboratories and situational classrooms.

Moreover, the University libraries facilitate teaching and learning, provide a channel for conducting research, and help to spread and popularize knowledge. The book collection comprises nearly two million paper and electronic books as well as 48,000 academic periodical titles, mostly in digital format. The library always welcomes recommendations for purchase from students, faculty and staff. There are two main library facilities, one on Taipei campus and the other on Taoyuan campus, providing services as well to all

other locations, with a reading/resource room at Kinmen location. Resources are available to all University students and faculty, regardless of their study location. In addition, there are also inter-collegiate library collaboration services to further expand teaching, learning and research range for all.

Q3-2: How effectively is the institution maintaining its resource levels in face of declining birthrate and subsequent pending decline of enrollment?

A3-2: Conducting "Five Major Inventories" is an essential process to improve resource utilization efficiency. Moreover, Budget Review Committee and KPI mechanism were established to control costs and enhance the internal auditing system, respectively.

Q3-3:To what degree has the institution successfully increased influx of resources and minimized waste? What are areas for potential improvement in this regard?

A3-3: MCU is actively implementing expense reduction measures and periodically conducting self-evaluation processes in order to better utilize University resources.

Q3-4: In what ways has the institution demonstrated effective use of resources that has led to attainment of its education goals?

A3-4: MCU is a well-established organization with all administrative units working together harmoniously and effectively. A strict self-examination mechanism has been established in order to better utilize limited University resources for better efficacy.

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Standard 4 – Leadership and Governance

The operation of university leadership and governance, including the organization and operation of the Board of Directors, and the interaction between the Board and the President of the University, demonstrates how the University leadership style has enhanced university development. Ming Chuan University was approved for establishment in 1957, based on the Private University Law, by the Ministry of Education. The highest decision making body for the institution is the Board of Directors, which has nine directors and one chairperson, currently Mr. Wang, Shao-Yu.

Q4-1: To what degree are decisions made by institutional top management and board members regarding institutional development, governance, and renewal using feedback from assessment?

A4-1: The institution gives productive feedback to university affairs development strategies through relevant meetings and committees that include faculty and staff members and students. Moreover, MCU has established a comprehensive self-assessment mechanism for annual review and improvements. Each unit tailors its self-assessment method based on its duties and nature. This on-going PDCA assessment mechanism effectively supervises the achievement of institutional goals. Relevant plans are integrated via multiple interactive committees meetings, and allocates institutional resources to each unit based – in part - on assessment of performance. Based on the KPI information that each assessment report focuses on, each unit can review itself through self-assessment outcomes and provide better support to promote KPI outcomes and efficiency in the following year.

Q4-2: How accountable is the institution in adapting to cultural and policy changes, whilst facing a variety of challenges?

A4-2: External objective factors and data allow the institution's administrative and academic units to fully understand their real status, achieve goals by enhancing the institution's competitiveness and lead to consistent student recruitment. The institution faces external changes with such tools as Student Recruitment Inventory mechanism. By such means as integrating efforts of administrative and academic units, ensuring sufficient communication between administrators and staff members, KPI performance is followed up on in supervision of each unit's strategies to adapt to external changes.

Q4-3: To what degree has the institution communicated strategies for future development to its faculty, staff and students?

A4-3: Both Ming Chuan University Strategic Plan and University Affairs Mid-range Development Plan require the participation of all faculty and staff members and student representatives. Overall, decisions are made through the University's assessment, and management and evaluation mechanism, which includes PDCA from top to bottom. While the president and the University Affairs Development Committee adopt the final Strategic Plan to be implemented by each administrative and academic unit, the policy direction

and overall outcomes will be reviewed by participatory management of all constituencies. Each unit reviews its annual performance and improves itself through participatory management, establishes an overall strategic plan for improvement, and continuously ensures that all faculty and staff members and students fully understand the strategies of future development.

Q4-4: How effective are mechanisms for students' opinions regarding study and campus life issues to be communicated to and deliberated by relevant entities (e.g. Student Government Association, University Affairs Committee)?

A4-4: Student representatives can express their opinions in each committee meeting, and the institution also delivers the institution's strategies, development direction and action mechanism to students via announcements and internal news items. Complete management, evaluation and follow-up mechanisms are established to solve students' problems regularly. The institutional mission is being achieved through understanding of and participation in the operation of institutional affairs.

Students are welcomed to express their opinions, demands and feedback about teaching, curriculum, student affairs and relevant institutional affairs through different channels; those will be considered in the policy mechanisms for management and evaluation to provide better education, service and support.

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Standard 5—Administration and Governance

The organization and operation of the University's administration system is effective, headed by the president with three vice presidents, one each for academics, administration, and international affairs. The rights and responsibilities of staff in each unit are clearly described in related regulations and procedures, working toward the purpose of supporting university teaching, research, service and counseling affairs. The University has adopted the PDCA mechanism to implement procedures and projects through multiple channels of communication to achieve full understanding and recognition throughout the University community.

Q5-1: How are student representatives selected to participate in the University Affairs Committee?

A5-1: As the top decision-making body within the University, the University

Affairs Committee reviews issues such as, (1) university development plans and budgets, (2) organizational regulations, (3) establishment, adjustment and suspension of schools/colleges, departments, programs and affiliated units, (4) affairs relating to academics, students, general management, research, (5) teaching evaluation, and other important issues. The University Affairs Committee is a collegiate body, its members consisting of heads of academic and administrative units, representatives from faculty, staff and student bodies. Student representatives from Taipei and Taoyuan campuses include presidents of student government associations, graduating class associations, and student academic associations within the departments.

In addition, the university takes issues of student learning, and students' everyday lives very seriously. Not only can students express their problems and suggestions in the University Affairs Committee meetings, they can more conveniently speak up through a range of channels such as: in class meetings, to class advisors, in department meetings, in curriculum meetings, through email to any unit, and even directly to the President's mailbox.

Q5-2: What do you know about the "President's Mailbox" as a channel to help solve your problems?
A5-2: Following the educational principle established by the University founders, President Lee demands that the teachers be rigorous, diligent, and responsible in teaching, taking students' learning outcomes seriously in order to foster quality citizens. As a result, the university also created the President's Mailbox, promoting smooth communication and exchange of ideas; through the Mailbox, both faculty and students may express their questions and suggestions relevant to university issues. This Mailbox is managed by staff designated by the General Secretary's Division. They are responsible to submit the questions and suggestions received to the President who will assign the vice president or relevant units to respond and follow up.

In other words, if other routes of communication do not lead to satisfactory resolution of issues, students, parents, faculty, staff and even alumni may report their problems and suggestions to the President, who will then acquire fuller information for fast and satisfactory resolution to the problems, resulting in a smoothly functioning teaching and learning environment for both faculty and students.

Q5-3: To what extent are the delegated responsibilities and resources of academic and administrative units applied in all manner of learning mechanisms for the cultivation of the institution's Ten Pillars among

students?

A5-3: The establishment of the Ten Pillars Committee has effectively coordinated the resource and activities of different administration units and academic units for cultivation of the 10 Pillars in all students. To promote students' capacity in regard to the 10 Pillars, the University has established relevant assessment indicators and graduation standards, designed related courses and held related activities for student participation to encourage and assist them in earning relevant certificates.

Q5-4: How effective are implementation of self-assessment and internal audit in assuring proper execution of administrative units' responsibilities?

A5-4: The institution has established effective internal assessment and audit systems to ensure each administration unit carries out their work and uses resources effectively to achieve the institution's educational goals. Regarding assessment, mechanisms of "Institutional Research and Assessment", "Strategic Plan Assessment" and "Learning Assessment" create a three-pronged organization and resource allocation guide. Those assessments are implemented by the Assessment and Evaluation Section of Research and Development Division, the University Affairs Development Committee and the Academic Affairs Division. In order to implement an internal audit system, the Audit Office and Audit Committee were established to review and examine the effectiveness of the university's internal control system, to weigh in on administrative outcomes and efficiency, to provide timely suggestions for improvement.

Q5-5: How effective is the system of controlling academic unit budgets based on their Key Performance Indicators (KPI) to assure that resources are allocated reasonably, and used as efficiently and as broadly as is realistic?

A5-5: The institution uses KPI system to assist each unit in using budget more effectively. As an example, in 2014 the institution affirmed five strategic initiatives in its updated Strategic Plan: Promote Excellence in Teaching, Sustainable Development in Innovative Industrial Research, Enhanced Competitiveness for Graduates, Safe and Friendly Campus and Outstanding International University. Each strategic initiative has its own KPIs, a total of 219 KPIs are in place for these five initiatives. The annual budget of the academic units is divided into Basic Maintenance Budget, Annual Development Plan Budget and Competitive Budget. The planning and use of the Annual

Development Plan and Competitive budgets must match with the institution's KPIs.

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Standard 6—Integrity

The University adheres to ethical standards and its own stated mission and policies (such as strategies for attaining educational goals, and Intellectual Property Protection, etc.) such that the University community may fully understand their own rights and responsibilities and may be properly involved in the development of the University. More specifically, the University has established multiple channels of communication (such as, handbooks, websites, meetings, etc.), mechanisms and procedures (such as the three-level procedure applied in faculty hiring, curriculum committee, learning assessment, appeals, etc.) to ensure high academic quality and intellectual freedom.

Q6-1: How does the University communicates university policies and student learning activities which the general public cares about?

A6-1: There is a news and events website showing all the most updated information from all administrative and teaching units. When news and announcements are released, units are required to go through proper policies and procedures to ensure full representation of MCU.

Public announcements are the right and responsibility of the General Secretary's Division. All University units release information to the public only through approval by the Division based on regulations for the release of general and urgent news, student recruitment documents, and all kinds of important activity notices.

Q6-2: How does the University maintain academic integrity and teaching efficacy?

A 6-2: The University has established multiple mechanisms (including policies delineating rights and responsibilities) to ensure academic integrity. These mechanisms regulate protection of intellectual property, student examination (assessments), student merits and demerits, etc. These mechanisms are open and transparent, providing the best teaching, learning, and administrative services to all students and faculty.

The online Faculty and Student Integrated System clearly displays curriculum and course requirements, as well as schedules, to make sure all students clearly understand the content and quality of the curricula.

Furthermore, the University communicates these mechanisms to students through multiple channels, including Moodle system, student handbook, university website, class advisors' meetings, Email system, MC Weekly, Noiseless broadcast system, etc.

Q6-3: To what extent are Standard Operating Procedures (SOP) effective in assuring integrity in execution of all manner of administrative, instructional, student service and general affairs of the institution?
A6-3: Each unit has established SOP for all relevant processes in accordance with its organization chart; these can be downloaded from MCU website. The SOP can ensure that each responsible staff member correctly carries out their duties.

Q6-4: How effective are internal audit mechanisms in exercising oversight for all manner of university affairs and administrative matters to assure that each meet the institution's internal?
A6-4: Under the leadership of the Board of Directors and the President, an Audit Office was established in 2012-13 under the General Secretary's Division. Annual internal audit plans are set to evaluate the effectiveness of the internal control system of each unit and weigh in on administrative outcomes and efficiency. The Audit Office provides suggestions for improvement and ensures the internal control system can be implemented effectively.

Q6-5: To what degree are channels available and utilized by the institution's faculty, staff and students to inquire about and understand potential conflicts of interest or infringement of rights, and appeal for assistance as necessary?
A6-5: The General Secretary's Division has established Student Handbook, the Academic Affairs Division has established Faculty Handbook, and the Human Resources Division has established Personnel Handbook to state the rights and duties between the faculty and staff members, students and the institution. The announcements, promotion documents and information platforms are clearly established. All faculty and staff members and students can access the relevant regulations and appeal channels through complete channels for exchange of opinions and communication.

The institution has established Ming Chuan University Gender Equality Education Committee Organizational Charter and Operating Procedures,

report procedure and relevant promotion activities. When faculty and staff members and students encounter incidents related to gender, they can report to the institution for investigation in accordance with the relevant regulations. For example, the institution handled two sexual issues in 2012, wherein MCU students were accused of sexually harassing students from other institutions. These two cases were investigated by inter-university Gender Equality Education committees, who confirmed that the MCU students did not sexually harass the other students. In 2013, there were two sexual issues, one was sneaking a peek into a restroom and the other was sexual harassment, after investigation, the committee punished the offending students with volunteer service and 1st Level Demerit, respectively.

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Standard 7—Institutional Assessment

The main goal of institutional assessment is to achieve continual improvement and make best use of resources. Based on assessment criteria and collected data, the Institutional Development and Research Section, along with the Assessment and Evaluation Section, utilize the assessment findings to review and revise upcoming plans for action and evaluation. The assessment process includes all Schools and departments, General Education and administrative units. A clear-cut Assessment Plan lays out factors such as the organization, timeline, and responsible parties for each component. The assessment mechanisms are utilized to clarify and reinforce goals, monitor processes, and act on improvements for the whole University.

Q7-1:   What do you know about the assessment mechanism for each administrative unit and department within the University?

A7-1:   Administrative units and academic departments of the University have to develop objectives and plans every year. After implementing the annual plan, they need to review the results to determine if the goals have been achieved. As teachers use course-related tests and examinations to assess student learning outcomes, administrative units and academic departments evaluate their performance through assessment, and the results serve as the basis for future improvement. The administrative units and academic departments modify their action plans for the following year based on the effectiveness of their performance during the current year. By using the four-step Plan-Do-Check-Act mechanism, assessment efficiently compels each University unit to strive for perfection.

Q7-2: How does the University manage assessment?

A7-2: MCU established the Assessment and Evaluation Section in August 2009 to promote and integrate assessment processes for all University units. Through various workshops and analysis support, the Section helps units to establish clear and executable assessment goals and conduct statistical analyses. Units use these analyses to determine the effectiveness of the assessment, realize their strengths and weaknesses, and adjust their plans and goals for the next year in order to attain continuous improvement of the unit.

Q7-3: To what extent have the institution's assessment mechanisms allowed for each administrative unit to develop evaluations that are tailor-made for their area or responsibility and make use of self-assessment for continued improvement?

A-3: Suggestions are provided for improvement and follow up implementation based on analysis results in Administration Unit Assessment Plan and Report as evaluated in accordance with the assessment indicators. The Research and Development Division oversees the annual review and subsequent improvement, and the adjustment of self-assessment methods. At this point, a rolling-adjustment assessment mechanism has been established to effectively supervise each unit in achieving unit and institutional goals.

Q7-4: How effectively have results from past institutional assessments been applied for improvements in institutional operations?

A7-4: Promotion is implemented through each assessment mechanism to ensure effective follow up and control is achieved for the implementation of university affairs development. Continued improvement of the institution's academics and administration, and promotion of teaching quality and effectiveness are attained through the assessment feedback loop. Each unit provides improvement strategies in accordance with the assessment results and regularly follows up on improving their situation.

- Example: The Career Planning and Counseling Division established a survey platform regarding the employment situation of graduates by integrating information from the Council of Labor Affairs and the employment prospect of graduates from all departments and programs that achieved mutual exchange of information and improvement measures for all units.

Q7-5: To what degree has the institution provided guidance in applying results of institutional assessments to attain higher achievements?

A7-5: The Research and Development Division regularly analyzes the KPIs to understand the changes of each data point following the units' self-review and asks the responsible unit or department to explain reasons for decline, as well as propose improvement strategies. Periodically, units are required to report to the Administrative Council regarding their self-assessment and subsequent improvements. In addition, advisory meetings are convened related to the units' duties. For example:

- Career Planning and Counseling Division convenes Career Advisory and Internship Advisory meetings to assist each department in promoting students' internship opportunities.
- Academic Affairs Division convenes Student Recruitment Advisory Meeting to assist each department in adjusting student recruitment entrance examination topics and quota ratio, and provides related support and services.

Q7-6: How effective has the institution been in establishing mechanisms to integrate cooperative efforts between administrative and academic units toward attaining institutional goals?

A7-6: A total of 74 categories of university-wide KPI, with 199 actual indicators, are integrated in an online system to effectively control university affairs development and promote overall effectiveness and competitive advantage of the institution. Among Academic Unit Performance Indicators: An additional 20 KPIs integrate the aspects of teaching, researching and service for understanding the performance of each School and following up on the implementation outcomes of the indicators that determine MOE award subsidies and quantitative indicators for the university affairs development plan.

In order to advance integrated outcomes for each unit, the institution has established a Management Information System for Five Major Inventories. For example, a Campus Space System is made available through MIS, so that all faculty and staff members can search the available spaces online through Space Query, which not only assists faculty members in making up courses or departments in holding meetings, but also achieves the goal of integrating space resources.

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Standard 8–Student Admissions and Retention

To analyze how the University will deal with the domestic enrollment decline which follows the drop in the overall national birth rate and the changing of international society, the University has adjusted admission standards or channels, sources of financial assistance and the activities of recruitment.

Moreover, the University has instituted a multi-pronged approach to aid and counsel students who are struggling with low academic performance or desire a more focused academic preparation path. Related measures include academic early warning system, learning resources center programs and materials, career learning maps, focused course programs, and so forth.

Q8-1: How has the university prepared for the enrollment decline due to the drop in the national birthrate?

A8-1: The national birthrate of Taiwan has dropped significantly since the late 1990s. As of 2015, university enrollment in Taiwan will keenly feel the impact. In response to the decreasing birthrate, MCU has taken steps to improve quality and promote its reputation as a provider of excellent higher education and to expand its recruitment efforts to attract students from broad-reaching overseas markets.

Regard quality and reputation, the following measures have been achieved:

1. Attain good results in the academic program assessments by the Higher Education Evaluation Accreditation Council of Taiwan and IEET.
2. Attain accreditation from Middle states Commission on Higher Education (MSCHE). Upon being accredited on Nov. 18, 2011, MCU has become the first university in Asia to receive such an honor.

Assessment or accreditation ensures the quality of teaching at MCU, to enhance the university's local and international reputation and increase the university's competitive ability in global higher education.

At the same time, the University is expanding its sources of students. Potential students include matriculating overseas Chinese, mainland Chinese and international students, as well as exchange and special program students. Moreover, the University has established some lifelong learning courses for industrial and commercial entities and the working population to reengage them in higher education.

Q8-2: In terms of attracting students, what do you know about MCU's ranking for enrolling international degree-seeking students in Taiwan?

A8-2: MCU established the forerunner of International College in 2000. The number of degree-seeking students from outside Taiwan has grown up to over 800 through dedicated efforts over the past 15 years. In 2013-14 and 2014-15, MCU enrolled the largest number of international degree-seeking students in Taiwan. The international students at MCU have come from nearly 80 countries, with the most from southeast Asia, among which the highest number come from Malaysia, followed by Vietnam, Indonesia, Korea, Mongolia.

The University has expended much effort to handle the large number of incoming international students. Administratively speaking, the International Education and Exchange Division is responsible for recruiting new students, applications, student exchange, and scholarships. As for teaching, MCU is the first in our country to have an International College where all courses for certain undergraduate degree programs are completely in English. The academic programs for undergraduate and graduate students fulfill the needs of both international and domestic students. Moreover, the Office of International Student Service provides assistance for students' lives, studies, mental wellness, visas and accident handling. In addition, the staff in academic affairs, student affairs, general affairs, and the counseling centers also help solve problems that international students may encounter.

Furthermore, under the guidance of the University president, various cultural celebration activities are provided for international students so that they can still feel at home while studying abroad. This creates a diverse cultural environment for local students as well.

In summary, the diverse environment that the University has created not only demonstrates the level of quality of our country's education system, but it also allows local and international students alike to be able to learn and grow in such an environment.

Q8-3: How effectively do the institution's student admissions and retention policies achieve its mission and goals?

A8-3: All student admission channels and retentions policies have been established in accordance with the University's mission and goals. Students are granted admission only when they meet all requirements and students may graduate only after attaining all required competencies.

Q8-4: How does the institution apply the ongoing assessment of student success to reflect its strategy in its admissions, retention, and other related policies?

A8-4: The University reviews student learning outcomes and performances via relevant mechanisms. The results are used to adjust student admission and retention policies to ensure a healthy enrollment and maintain students' learning quality.

Q8-5: With the impact of Taiwan's low birth rate, how are the strategies and operations in Student Admissions and Retention measuring up for the institution?

A8-5: The University has consolidated current student enrollment channels and expanded the recruitment and enrollment of students from China, overseas Chinese students and international students to face the challenge of low birth rate and has already achieved a remarkable outcome. The overall total of new students from overseas at MCU each year has increased from 1,835 in 2009-10 AY to 2,905 in 2013-14 AY.

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Standard 9–Student Support Services

In analyzing the support services currently available to MCU students in academic learning and life counseling, they are found to be appropriate to meet students' needs, and have been developed over the years to accommodate the growing international student body and other sociological changes. The establishment of assessment mechanisms is crucial so that the effectiveness of such services can be evaluated constantly to provide the University administration means to further adjust and develop these services. Survey results from alumni and their employers demonstrate the positive outcomes of these services in terms of MCU graduates' professional abilities and work attitudes.

Q9-1: What do you know about such services as assistance with career planning that the University provides?

A9-1: Students can learn about themselves, the marketplace, and build up positive career concepts through the speeches, workshops, and enterprise visits to campus held by the Career Planning and Counseling Division We aim to lead students to make good choices in their careers so as to be the right person in the right position. Our counseling allows students to make good

decisions in their careers, find their place in the workforce, and serve the country and society.

Services and activities offered by the Career Planning and Counseling Center include:

1. Employment service counseling for students;
2. Further study counseling for students;
3. Carving out of internship and employment opportunities; job-seeker matching system for graduates and alumni; and platform for enterprises to seek professionally-trained graduates online;
4. Assistance to students and graduates to take professional training and to participate in governmental examinations.

Internships in enterprises are set up to help students in their career development. Also, the Career Development Center provides listings and resources on campus employment and service-learning openings (http://cpc.mcu.edu.tw/en/node/274), enterprise internships, employment tips, upcoming speeches, and other employment resources.

A variety of mechanisms provide employment counseling for graduating students. Employment counseling aims to provide the newest career information to students and guide them in initiating contact with enterprises to investigate job opportunities. Students are counseled regarding career orientation and those who are about to or have recently graduated are counseled about employment. Arrangements are made with interested employers to conduct screening and interviews on campus.

Q9-2: As a student, where can you get help when you feel confused about your studies or lost in life?

A9-2: In order to counsel students in solving problems in daily life, studies, and psychology to assimilate to campus life and society, and develop their potential abilities, the University provides the following relevant counseling mechanisms and measures of student learning counseling, life counseling and career counseling:

1. Student Adding/Dropping Class Advising Mechanism
   The Class Advisors, department counseling, and senior students' experience sharing can all help students when they are adding/dropping classes.
2. Class Advisor System
   The Class Advisor System is an excellent tradition at Ming Chuan

University. Class advisors assist students through counseling on studies, life, and career through weekly class meetings and frequent activities. The counseling focuses on the campus environment, resources, key regulations, department or graduate school development, morals, and life values. Class advisors meet with a cohort of students on a weekly basis, have frequent email or phone contact with these students and are on call in cases of emergency.

3. Career Planning and Counseling Division

The Counseling and Guidance Center not only provides basic counseling and relevant activities, but also conducts different counseling projects to promote students being energetic, and physiologically and psychologically healthy. These projects include items such as:

➢ Carry out Freshmen Physical and Psychological Wellbeing Survey. As a follow-up, many mental health activities are held on relieving stress and understanding psychological disorders through reading clubs, movies, mental health seminars and health-related question and answer sessions. These help students to have stable minds, and promote their abilities of self-management and self-confidence to face the changing society by teaching correct concepts and methods of relieving pressure. Conduct a Depression Inventory among first-year students with high-risk scores, then follow up to assist those students to reduce the suicide rate through individual discussions, helping them to relieve the pressure of problems in their lives.

➢ Hold activity series on careers and psychology in the departments through the departmental counselor mechanism in order to apply the counseling resources across campus.

➢ Administer an online interpersonal relationship assessment to enhance students' links among their peers.

Q9-3: To what degree has the institution implemented its philosophy of 'providing parental care and guidance to its students' in providing high quality student services?
A9-3: MCU firmly holds to the education philosophy of attending to all students with parental care, support, and guidance to make sure that all MCU students can attain the goals of excellence, professionalism and internationalism under the implementations of one mission, three goals and 10 Pillars.

Q9-4: In light of the slow economy these years, how effective has the

institution been in job counseling to increase graduates' employment rate?

A9-4: Internship and Placement Committee is established to implement internship measures and procedures for each MCU academic department and School, seeking for appropriate industrial collaborations, overseeing internship program operations in each academic unit and facilitating the transition between the end of an internship program and the start of employment. Moreover, Career Planning and Counseling Division conducts career surveys of graduating students in order to better track their employment status.

Q9-5: How effectively have mechanisms been established and executed to track graduates in their career development and apply data gleaned from their experiences and opinions to continued improvement of student learning outcomes?

A9-5: Employment rate of graduates has a strong impact on their loyalty to their university. Thus, it is important to continuously keep tracking their learning progress and provide the findings to all academic departments in order to serve as self-revealing reference. It is also essential to better consolidate and enhance alumni organizations.

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Standard 10 Faculty

The employment, development, assessment and support of the University's instructional, research, and service programs by qualified professionals is key to academic integrity and successful delivery of higher education. MCU faculty demonstrate excellence in teaching and other activities, with continued professional growth. On the part of the institution, MCU demonstrates support for the advancement and development of faculty, recognition of appropriate linkages among scholarship, teaching, student learning, research, and service; and it adheres to principles of academic freedom within the context of University's mission.

Q10-1: How may your completion of the teaching evaluation survey impact teachers and teaching?

A10-1: Teaching effectiveness is not only improved by what a teacher can do on his or her own, but also by your constructive feedback. For this purpose, the University conducts two teaching surveys during a semester, one at the midterm and the other before the final.

The midterm teaching survey is a formative assessment, which provides

instant feedback from students to teachers for their teaching improvement reference. Teachers can, upon receiving this feedback, enhance their teaching practices and/or teaching content to achieve the teaching goals. On the other hand, the final teaching survey is a summary assessment, which provides evidence about the teachers' teaching performance. The results will be used to help teachers improve their teaching in the next academic year, as well as a reference for faculty evaluation. Teaching support such as teacher consultation services will be given to those who fail to meet the minimum teaching evaluation criteria.

Q10-2: What do you know about the preparation and quality of the MCU faculty?
A10-2: Of the nearly 600 full-time MCU faculty members as of 2014-15AY, 83% of whom hold Ph.D. degrees. Moreover, 100% of the full-time faculty for graduate schools possess a doctoral degree, which is outstanding in Taiwan.

MCU has not only strengthened its recruitment of international students but also the recruitment of faculty members from abroad to reinforce the internationalization of education. In the number of faculty from overseas, 30 full-time + 13 part-time, is top among all universities in Taiwan. Students will gain the best of knowledge under such an outstanding faculty and also be immersed in an international environment.

Q10-3: What does the university do to improve and maintain teaching quality?
A10-3: First, the University rewards the best teaching by honoring selected faculty from each School every year. These faculty members are invited to share their outstanding teaching in public and through a variety of digital ways such as making teaching videos available on the web for other faculty members' reference.

Second, the university also provides many services and much support to help faculty members improve their teaching. This includes providing teaching workshops, lectures, teaching counseling services and so on, to develop the ability to create learning-centered courses.

Finally, the university conducts assessment to ensure teaching quality. Faculty members failing to meet the minimum criterion on teaching surveys and other evaluations will receive extensive teaching consultation for one year in order to better their results in the next year. Teaching improvement resources include interviews, attending teaching workshops and teaching

observations, additional surveys, teaching video analysis, and so on.

Q10-4: How effective is the seven-year limitation for promoting the professional development of assistant professors and instructors for their personal advancement and the advancement of the institution?
A10-4: Through carrying out this system, the faculty rank promotion rate increases each year. Moreover, the number of faculty who apply for course reduction hours, research/study rewards, and Ministry of Science and Technology Grants has increased during the 2012-13 to 2014-15 academic years.

Q10-5: To what extent is the institution preparing for the encroaching effects of low birthrate on university enrollments so that the overall faculty size is contained and quality maintained over the long term?
A10-5: Student recruitment from sister schools and outside Taiwan's borders is the current strategy for facing this era of low birthrates. Establish brand differentiation for the University and its programs; meanwhile, recruit and cultivate quality faculty.

Q10-6: How does the institution assure that faculty members play a suitable role in reviewing academic goals and re-examining evaluation standards for faculty promotion?
A10-6: Faculty can not only be promoted based on their professional outcomes, but through the diverse promotion channels established in 2014. To encourage faculty to enhance teaching quality and diverse professional development, various reward mechanisms have been established.

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Standard 11
Examining the quality of educational offerings provided by Ming Chuan University, it is found that the design of academic programs, the quality of faculty members, and the sufficiency of resources provided to support educational offering all meet appropriate academic standards. Furthermore, the University has been even more dedicated in recent years to increase the offering of experiential learning and internships, and has made major efforts in the design of academic programs to encourage cross-disciplinary learning.

Q11-1: What do you know about MCU's cross-disciplinary study

programs?

A11-1: In addition to professional knowledge and outstanding performance, one needs to be extremely versatile in order to succeed in today's competitive workplace. MCU not only helps students develop their competitiveness in the workforce, but also helps them to gain more qualifications.

To encourage cross-disciplinary learning, MCU helps students earn dual degrees, increases the options for minors and majors, and enhances the quality of the University's cross-disciplinary focused course programs. Students enrolled in cross-disciplinary professional skill development are better prepared for their future career possibilities.

To further encourage interdisciplinary learning, departments recognize some credits toward graduation earned in other areas of specialization. Currently, there are approximately 60 cross-disciplinary focused course programs from which to choose. Thus, students have multiple opportunities to master different fields, which will help them find jobs after graduation.

Q11-2: What are the advantages of MCU's Service-Learning?

A11-2: More than just being a graduation requirement, Service-Learning opens doors for students, allowing them to make contact with society. Besides Service-Learning courses, MCU students have organized community service teams, supported on-campus units with service in activities and special programs and assisted off-campus entities as service volunteers. These activities and programs allow students to fulfill the required 16 Service-Learning service hours, and also enable them to step outside the classroom to get real-life experience and improve their personal growth.

According to a survey of students who have participated in Service-Learning, 80% indicate that they would love to get involved in this kind of activity again in the future. These experiences enhance their passion for helping others, stimulate self-reflection, and facilitate personal growth.

Q11-3: To what extent has the institution developed and implemented a curriculum planning mechanism that results in each academic unit effectively offering curriculum that is well aligned with the institutional mission and goals?

A11-3: Student Learning Outcome System establishment allows students to easily correlate each course's educational goals to the core competencies. Career-based course learning maps designed by each academic program provide guidance for students preparing for their future employment. Course

teaching materials have been reconstructed to optimize courses. Diverse curriculum, such as the Campus Resident Artist hosted by the General Education Center, expands students' artistic views.

Q11-4: How well has the institution planned, promoted and implemented mechanisms to cultivate and assess its Ten Pillars among the student body?
A11-4: Following a partial roll-out of 5 of the Pillars, aka Basic Competencies in Chinese, English, IT, Sports and Service-Learning, Ming Chuan University Procedures for 10 Pillars Competency Evaluation were implemented in April 2015. The Pillars are executed and evaluated by 9 different administrative and academic units. The 2014-15 graduating class students who completed and passed all 10 Pillars were awarded certificates.

Q11-5: To what extent has the library's promotion of subject librarian service contributed to students' learning effectiveness and faculty research?
A11-5: The library provides varied support to faculty and students, such as e-resources, exhibitions, and subject theme resources. After trying hard to promote subject librarians for the past 3 years, the library is reconsidering the effectiveness of having subject librarians, but considering how it may create and maintain subject theme web pages. This would entail analyzing the library holdings for each field of study and the usage rate of various library as to fit the needs of each department/school.

Q11-6: How effective have efforts such as licensure courses, dual-teaching, industry internships, etc. been in cultivating students' competence?
A11-6: There were 67 certificate courses offered in 2013-14 academic year; the number of certificates that students earned increases annually. On average, each student obtained 2.4 certificates. In addition to certificate courses, students participated in dual-taught courses, industry internships with a steadily increasing number of cooperating enterprises, and the Ministry of Science and Technology subsidized college (MOST) research projects, all of which can enhance their professional competencies and capacities. MCU has ranked top 2 or top 3 in the nation for the number of MOST student research projects funded over the past 4 years.

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Standard 12
From 1997 to the present, the General Education (GE) Program for students of

Ming Chuan University has gone through major changes. The program is appropriate in terms of its development in line with the University's mission and educational goals. In addition, students' proficiency in GE, i.e., their oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency and information, is well assessed, and the results are used for improvement of the program in terms of teaching, assessment measures, and the GE curriculum. The curriculum comprises formal and non-formal learning that includes broad-based learning as well as GE courses tailored to students' major academic discipline.

Q12-1: What do you know about MCU's overall plan for General Education?

A12-1: A well-educated student should strive to be not just well-trained in professional knowledge but also to develop good personality and habits. Ming Chuan graduates should exhibit three qualities that are cultivated through General Education (GE): humanity (broad international perspective, rich aesthetic perception, care for life,), civic character (legal, political, social and global awareness), and environmental concern (integrating an eco-viewpoint understanding environment, respecting ecology and cherishing nature).

The comprehensive GE curriculum guides students to learn systematically. In terms of the course design, the curriculum is divided into common core curriculum and GE elective courses. The common core includes English (8 credits), Chinese literature appreciation and creative writing (4), Information technology (4), Physical education (0), and Military training (0), etc. GE electives include 12 credits in Humanities, Social Sciences and Natural Sciences that are further divided into core and refined courses. The Core courses ensure that students master the basic, key knowledge or concepts after completing the courses, while the refined courses further students' familiarity with the domain knowledge and develop and apply the acquired knowledge.

The Center for General Education's planned curriculum is only a starting point, aiming to enable students to transfer the learned expertise acquired in their respective departments to a complete body of knowledge. In addition to being able to learn to put what they have learned to professional use, students are capable of having a holistic knowledge and perspective, thereby achieving the goals of making them into good citizens and whole persons. The Center furthers communication and coordination among all the academic units in the University to attain these objectives.

Q12-2: To what extent has self-assessment of learning in General Education – using the Plan-Do-Check-Action cycle – been applied and effectively resulted in improvements of teaching and learning?

A12-2: The PDCA mechanism has been implemented for General Education course planning and teaching to check the learning outcomes in General Education. One aspect is holding an annual External Advisory Committee Meeting and a Graduates' Focus Group Seminar to assess General Education teaching goals and the cultivation of its core competencies.

Q12-3: What results have been observed from investments in promoting innovative teaching in regard to fostering students' analytical and critical thinking skills?

A12-3: Problem-based course design and teaching methods have been promoted, which has more closely integrated the professions within General Education curriculum to expand diverse teaching. This has also allowed for integrating career competency within the General Education curriculum. Meanwhile, the Think-Creatively Classroom was established. Diverse learning assessment demonstrates varied learning outcomes.

Q12-4: To what extent have students cultivated life-long learning abilities and what role did establishment of the e-learning passport system for recording participation in informal General Education curriculum play in that?

A12-4: The e-passport is established and data analysis is completed for General Education courses, showing an overall satisfaction rate of 3.94/5.0 that the system helps them prepare for life-long learning. Students are evaluated for General Education core competencies twice at this institution; the first time is upon enrollment, the second time is the last semester prior to their graduation.

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Standard 13

The design and implementation of related educational activities, including Certificate Programs, Non-Credit Programs and Extracurricular Activities are all based on the mission and goals of Ming Chuan University. In addition, in order to enhance the quality of related educational activities, the related units are responsible for setting mechanisms to carry out planning, evaluation, and improvement of programs and activities.

Q13-1: What do you know about how to join MCU's well-received Teacher Education Program?

A13-1: In addition to helping nourish excellent secondary school teachers for our society, the main purpose of the Teacher Education Center is to enhance students' competitive edge in the future. As quotas are limited, the Center has formulated specific regulations regarding eligibility criteria and selection methods, placing particular emphasis on students' conduct. Students can receive secondary school teacher qualification after earning the required credits, finishing a 6-month trainee program, and passing teacher qualification exams. Eligible students not only have the opportunity to be a secondary school teacher, but also may become a civil service education administrator, work in the cultural and teaching industry, work in private language teaching institutes, or become training instructors for companies, and so on. Therefore, in addition to the student's selected profession, this program will open up potential career development opportunities.

Q13-2: Apart from the formal curriculum of your department, what do you know about the MCU non-credit courses offerings?

A13-2: Non-credit courses can help increase your competitiveness in society. The Continuing Education Section offers a well-designed curriculum every year in order to provide lifelong learning opportunities for not only students at school but people from all around society and many professions. Offerings include: Chinese Teacher Training Course, Certified Tour guide/ leader Course, Certified Associate Project Management (CAPM), International Gaming Program, Funds Course, English for the Professions Program and more.

   Even though the non-credit curriculum is not designed the same as the formal one for regularly enrolled students, its course design, execution and means evaluation are on par with the regular programs' high standards.

Q13-3: How consistent are the related educational activities offered by the institution with its mission and goals?

A13-3: All units have followed university MGOs to establish all sorts of educational activities and services to assist students to meet learning objectives.

Q13-4: In what ways and how effectively are the mechanisms for planning and assessment implemented in regard to related educational activities?

A13-4: Units have already established mechanisms for continual improvement. The content and implementation results of all educational activities are regularly reviewed to ensure their consistency with the designated educational mission and objectives.

Q13-5: How well does the institution measure up in offering programs and services for under-prepared students?

A13-5: The University has endeavored to establish a set of well-functioning mechanisms for identifying and supporting those under-prepared students to promote student learning outcome efficiently. For example, the early academic warning mechanisms that are triggered immediately following midterm exams, has resulted in 95.5 to 97.5 of students being aided to successfully complete the semester and not have to withdraw from university studies due to poor academic performance.

Q13-6: How effectively does the institution assure that courses offered at additional locations are comparable to those offered on the main campus?

A13-6: In order to maintain consistent education quality, identical mechanisms and measures have been implemented at the 4 additional locations (Jihe, Kinmen, Matsu and Michigan). These mechanisms and measures are functioning effectively and smoothly.

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Standard 14—Assessment of Student Learning

Within the University Assessment Mechanism, the School Assessment and Accreditation Promotion committees hold primary responsibility for monitoring and integrating each academic unit's assessment reports and providing feedback for improvement. The assessment mechanism of the academic departments includes the expected student learning outcomes, the methods of assessing the outcomes, standards for core abilities and the criteria for graduation. Through the compilation of the data and its analysis as the basis for improvements, each department has a timeline and resources allocation policy to carry out effective teaching and assessment. Moreover, responsible administrative units collect data from Graduates' Educational Quality Survey, student surveys, Student Basic Skills Assessment, Freshmen Physical and Psychological Wellbeing Assessment, teaching and learning evaluations, and student e-portfolios to ensure that learning outcomes, and assessment, are on target.

Q14-1: How does your learning performance affect the assessment result of your department?

A14-1: The result of departmental assessment is calculated from student learning outcomes, the opinions of parents, employers' satisfaction, and the percentage of graduates who successfully proceed to employment and/or further study. Student learning outcome is an important indicator to check if the core competencies of the department have been met. Thus, if no obvious student learning outcomes are demonstrated, this reveals that the department has not accomplished their objectives. In other words, student learning outcome has a direct relationship with departmental assessment. Lack of student learning outcomes may also affect graduates' opportunities for employment and further education. Hence, departments actively promote student learning through alumni seminars, career counseling, and internships, etc., to stimulate effective student learning and broaden perspectives.

Q14-2: After you graduate, how are your responses to MCU or departmental surveys useful to the University?

A14-2: Graduates' satisfaction is a significant indicator in institutional and departmental assessment. Through surveys, departments find out if graduates have achieved the expected core competencies, the details of their employment or further education, and their performance in the workplace. Departments use the survey findings to assess the levels of core competence achievement and as evidence to further refine or revise the curriculum. MCU values graduates' recommendations as significant data to improve teaching and curriculum design. The ultimate goal of MCU is to prepare students with sufficient knowledge and skills to successfully pursue their careers.

Q14-3: How can the student e-portfolio be utilized to your benefit?

A14-3: If you scan the documentation of your learning performance, such as professional certificates, competition rewards, pictures of academic and personal activities, course documents, etc., and upload the files to the system, then the student e-portfolio will become a personal database of your university years. If you start using e-portfolio from your first semester, you will have enough supporting documents to be used in your resume by the time of your graduation. Data in the e-portfolio may also support your applications for scholarships, awards and certifications. Therefore, MCU encourages students to update their e-portfolio regularly in order to keep track of their learning and

personal experience.

Q14-4: To what extent have the institution's assessment mechanisms allowed for each academic unit to develop learning effectiveness evaluations that are tailor-made for their discipline, which promote advancement of student learning outcomes, and make use of self-assessment for continued improvement?

A14-4: The annual department assessment reports demonstrate student learning outcomes and forces each department to be accountable for how improvements will be made. The department self-assessment and activities on Moodle platform also presents student learning outcomes. Student achievements, learning progress and outcomes are integrated into the student e-portfolios.

Q14-5: How effectively have mechanisms been established and executed to track graduates in their career development and apply data gleaned from their experiences and opinions to continued improvement of student learning outcomes?

A14-5: Not only do departments keep track of their alumni by holding departmental alumni events and through dedicated Facebook pages, the Career Planning and Counseling Division administers Alumni Follow-up Surveys for those who have graduated for one, three, and five years ago. The completion rate for 2013 and 2014 was over 80%. Other surveys such as that for Employer Satisfaction that reflects graduates' employment competence rated MCU alumni overall at 4.04 on a five-point scale.

Q14-6: How well have capstone courses been utilized to integrate students' comprehensive knowledge, enhance their ability to apply what they've learned and foster their innovative thinking ability?

A14-6: Students' comprehensive learning outcomes not only can be demonstrated through the capstone courses offered in each department, but also through the Ministry of Science and Technology (MOST) College Student Research Grant/ Awards. The outcomes of the capstone courses are demonstrated through students' thesis, graduation research project, internship, and/or graduation design project/presentation. As for students applying for the MOST College Student Research Grant and Research Award, the total amount granted and number of approved cases has increased each year since 2012.