

# **From the Comparative Study of Taiwan and Japan to Examine Stakeholder Engagement: The HEEACT Experience**

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# Outline of Presentation

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- 1. Introduction**
  - 2. The Taiwan and Japan project design and results**
  - 3. Trust building: HEEACT's experience**
  - 4. Challenges**
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# 1. Introduction

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- Stakeholder engagement has become an important issue
- HEEACT and Japan NIAD-QE conducted a research project
- This study aims to discuss how to enhance the trust of universities in QA agencies from the perspective of Taiwan's experience through the project research results
- Also mentions the challenge of stakeholder engagement in QA

## 2. The Taiwan and Japan project design and results

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- The project : Assessment of Learning Outcomes and Internal Quality Assurance Building in Higher Education In Japan and Taiwan: The Role of External Quality Assurance Agencies and Universities
- The project context
  - Taiwan and Japan have both reformed their higher education systems
  - HEIs have faced increasing demands to produce better quality in teaching and research
  - These demands create a stronger interest in developing meaningful student learning outcomes and IQA building

## 2. The Taiwan and Japan project design and results

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- **The project design**

- Qualitative research approaches
- Analyzed 193 universities' self-reports (69 in Taiwan, 124 in Japan)
- Interviews
  - Key persons from both agencies
  - Universities (5 in Taiwan, 5 in Japan)

# The comparative analysis results

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- **Definition of learning outcomes**

- Both Taiwan and Japan mentioned that it is challenging to have learning outcomes at the 'institutional' level, rather than at the 'program' level

- **Assessment of learning outcomes**

- Taiwan and Japan faced similar challenges; QA key persons question whether it is possible to show student performance using numerical values; most universities use numbers and figures to show student performance, but some performances are impossible to present with numbers.

# The comparative analysis results

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- **Challenges of internal QA building**

- In both Japan and Taiwan, it seems that assessing learning outcomes has become a more common activity in HEIs; however, it remains a challenge to apply the assessment results to lead to further improvement, which eventually connects to an effective internal QA mechanism

# The comparative analysis results

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- **The role of the QA agency**

- For accountability and improvement, these QA agencies have emphasized how important it is for each university to define, measure, and assess its expected learning outcomes, eventually promoting its own internal QA mechanism. Although the idea is commonly understood, it remains a challenge to take action in reality



### **3. Trust building: HEEACT's experience**

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- According to the interviews results, it can be seen that HEEACT is a reliable and trustworthy role for the university, which can guide the university to have a more appropriate development in QA
- In response to the challenges, HEEACT is expected to change the traditional role

# New roles for HEEACT

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- Quality Gatekeeper
- Capacity Developer
- Connector between International and local context
- Future Thinker

### **3. Trust building: HEEACT's experience**

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- HEEACT began to develop a new partnership with the government and universities and is ready to adopt a new risk-based approach
- Professionalism and internationalization would be a future manifestation of quality assurance in Taiwan higher education

## 4. Challenges

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- **Student engagement issues**
  - Still lacking in most Asian countries
  - Concerns were often raised by other stakeholders
- **With more stakeholders engaged, the quality of QA may be more trustworthy**

***Thank you for your  
attention!***

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ACCREDITATION COUNCIL OF TAIWAN (HEEACT)**

