CHAIRMAN'S MESSAGE

I discussed in the last issue of Accredit Note the process and implications of our Council's advisory role in relation to the registration of non-local courses under the Non-local Higher and Professional Education (Regulation) Ordinance. At this point in time we have completed the first batch of applications from courses which were already in operation when the Ordinance came into effect, and had also dealt with the aftermath of this process, in the form of appeal proceedings, and therefore it is quite appropriate for me to sum up now our initial experience and to share our concerns.

There are many comments I can make upon the registration process and our findings from this, but the two major issues which stand out are, firstly, the size and potential impact of the graduates coming out from these non-local programmes of study; and secondly, the varied quality of these courses of study.

It was a concern for the quality of these educational provisions exported to Hong Kong, and the desire for the protection of the consumer, which had prompted the Government to introduce the legislation. However, as was explained previously in the last issue, it is not the intention of the Ordinance to guarantee the quality of any non-local course is up to any particular level, whether it be international standard, or Hong Kong standard. The criteria for registration require, inter alia, the recognition of the non-local institution giving the award by relevant authorities in the home country; and

the existence of effective measures for ensuring comparability of the Hong Kong course with the home product in the exporting country. In the interests of free market and competition, and to ensure consumer choice, there has been no attempt to impose stipulated standards on courses on sale in the local market. The legislation offers a minimum standard of consumer protection, but the choice largely rests with the consumer and consumers' wisdom.

Faced with this limited intention of the Ordinance and as advisor to the Registrar of Non-local Courses, I believe our Council has exercised its advisory role in the most careful, judicious, and reasonable manner, in the context of offering the type of consumer protection as required by the stipulations of the Ordinance, and in the light of the realities of the operation of these non-local courses in Hong Kong. The assessment of comparability is by no means an easy task, as all educators would agree, and there might not be ready agreement on what constitute effective measures to ensure standards and comparability. However, it would not be difficult to recognise that a programme of study, when transported outside of the institutional environment which supports and defines it, can hardly be expected to be exactly the same product as the home grown one. It would not be realistic to expect an exact replica of the home product when the institutional support of home staff and on campus resources are not present; but it is only reasonable to expect that sufficient compensating features exist to provide quality teaching and student services, to warrant the claim of comparability to the home product.

The quality and quantity of support given to students should by no means be less than that for the students in the exporting institution; in fact these should be even

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better, considering that students on these courses mostly study part-time and work full-time; they are attracted to many of such non-local courses because of the flexibility that is offered by a self-study or distance-learning mode: they require therefore the additional support in terms of good quality tutoring or resource materials for this particular mode of study. Many of the students accepted onto the non-local courses may be topping up a previous qualification at sub-degree level and they should be given the extra support to orientate them towards degree-level study. While we notice many good courses on offer, sadly we also come across many whose quality may be subject to question.
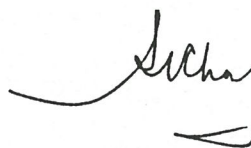
Both the Government and our Council have been tireless in promoting the message that registration of a course under the Ordinance does not automatically guarantee quality or recognition by employers, and it is only appropriate that I reiterate the message here.

Our Council has been faced with a trying task and I think we have met the challenge well, balancing the requirements of the law, our expectations of comparable standard, and the spirit of free market and consumer choice. We have tried to be reasonable and fair. And our Council has spared no efforts in demonstrating this, including our involvement with the appeal process where we are called upon to explain our stand on the cases, our principles and criteria and our interpretation of the requirements of the law. Although interpretations of the Ordinance may sometimes hinge upon technicalities, we believe what the Ordinance calls for is protection of the consumer, and ultimately the protection of Hong Kong society from sub-standard education, and it is in this spirit that our Council upholds the Ordinance.

This leads onto my second point, concerning the sheer size of the student population engaged in the study of these non-local courses, and the potential impact of these graduates upon our society. Our rough estimate is that the total number of students enrolled on these courses can well add up to the size of one of our larger local tertiary institutions. The revenue gained from these students (and lost to some of our local providers) is no means small, considering that the average fee ranges from $50,000 - $100,000. But I am less concerned about the financial side of this business than with the quality of its products. If the quality of these

courses continues to be as varied as it is, with some being in the very marginal group, and if the number of this group of graduates is so sizeable, what impact will these graduates bring to our workforce? The majority of these courses lead to bachelor and postgraduate qualifications, and the holders of these qualifications will become our future managers, teachers, nurses, engineers, and fill other positions of authority or influence because of or partly by virtue of their qualifications. They will be part of the workforce who will shape the quality of our life in future. Should we not start to think of better ways to guarantee that our future workforce receives quality education?

Our Council supports the spirit of the Ordinance and we shall work hard to ensure its implementation in all fairness. But we also look forward to the days when consumers can be even more certain when they invest in education.

Dr Andrew S L Chuang, JP
Chairman
Hong Kong Council for Academic Accreditation
February 1999

COUNCIL MEETING

The Eighteenth Council meeting was held on 4 December 1998. At this meeting, Council reviewed the work in relation to the implementation of the Non-local Higher and Professional Education (Regulation) Ordinance, noting in particular the issues of quality identified during the assessment process.

There were activity reports on accreditation and qualification assessments. Some current issues relating to the principles of assessment and comparability of qualifications were discussed. Council agreed to establish a Standing Committee on Qualifications charged with the responsibility to deal with policy and special issues in qualification assessment.

The meeting considered several consultancy projects, some being commissioned by government bureaux and departments and one was requested by a private

organisation. It also considered and approved a plan of activities (including provisions for Information Technology Initiatives) and the budgets and estimates for 1999/2000.

The Secretary for Education and Manpower, Mr Joseph Wong, attended part of the Council meeting and exchanged views with members on a number of issues concerning the work of the Council, including the registration of non-local courses, the assessment and benchmarking of qualifications, and possible developments and new areas of work.

(from left) Mr Edmund Leung, Council member, Mr Anthony Tong, Deputy Director of Education, and Dr Andrew Chuang, Council Chairman at Council dinner on 4 December 1998.

(from left) Professor Kwong Lee Dow, Council member, Professor Ruth Hayhoe, Director, Hong Kong Institute of Education, and Professor Fan Yiu Kwan, Council member at Council dinner.

STAFF NEWS

Three staff members had extended their contracts with the Council.

Mr Felix Leung, Registrar, had accepted a further contract starting in September 1998. Dr Herbert Huey, Senior Registrar, was on further secondment from the University of Hong Kong starting January 1999; and Mr K S Chan, Registrar, will begin a second contract with the Council starting from February.

Miss Loretta Chiu, Executive Officer II, had rejoined the Government as Acting Executive Officer I from 1 January 1999. The Councils posting was Loretta's first since becoming a public servant. She had proved herself adept at the many administrative assignments and demands placed upon her. Colleagues agreed that Loretta has displayed remarkable skills and is a fast-learner as well as a very pleasant colleague to work with. We wish her all the best in her new posting.

HKCAA SEMINAR ON RECOMMENDED CODE OF PRACTICE

The Council organised a Seminar on Recommended Code of Practice for Non-local Courses on 3 December 1998. This Code emanated from the Council's advisory role in the registration of non-local courses under the Non-local Higher and Professional Education (Regulation) Ordinance.

The Council's concern for the quality of courses delivered through the off-campus or distance learning mode started well before the actual implementation of the Ordinance and there was research into this area of educational provision during the preparatory years for the Ordinance.

Since being appointed the adviser of the Registrar of Non-local Courses under the Ordinance, the Council has been heavily involved in the assessment of over 280 non-local courses since late 1997. The undertaking of such a large-scale project has further enabled the Council to gather information on good practices in the provision of distance learning education and a deeper understanding of the wide spectrum of practical issues and problems in offering a non-local course in Hong Kong. Such understanding prompts the Council to reflect on the need to promulgate some overriding principles and effective measures for the quality assurance of off-campus courses.

The Seminar provided a forum whereby the Council could highlight some of the principles in the Code, and illustrate areas in which improvement in the conduct of such courses can be made. It was also an occasion for sharing experiences with academics from local institutions and the representatives of non-local institutions.

Professor John Leong, Chairman of the HKCAA Standing Committee on Non-local Courses and Vice Chairman of the Council, gave a presentation on the key features of the recommendations in the Code. The guest speaker, Professor Enoch Young, Director of the School of Professional and Continuing Education of the University of Hong Kong was positive about the Code and spoke from the perspective and experience of an academic institution offering non-local courses.

Council Vice-Chairman Professor John Leong addressing the audience at the Seminar on Recommended Code of Practice.
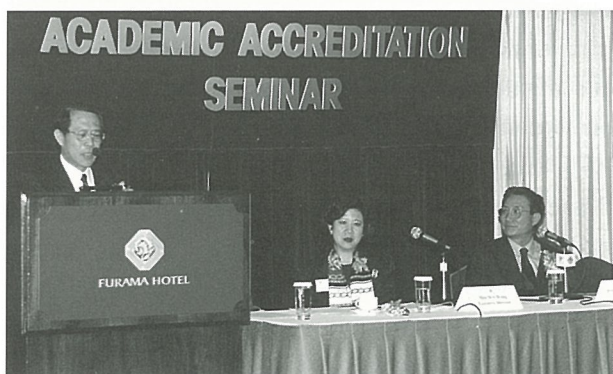
Professor Enoch Young, Director of SPACE, University of Hong Kong speaking at the Seminar on Recommended Code of Practice.

Although participants at the Seminar were also interested in the registration process of non-local courses under the Ordinance, they were reminded that the Recommended Code is not mandatory and bears no direct relationship to the Ordinance as far as registration is concerned. It was a Code of Good Practice to be considered and adopted as appropriate by the institutions in their own context; whereas the registration process was a matter for the Ordinance.

The Seminar received an overwhelming good response. Over 140 representatives from academic institutions and organisations offering non-local courses attended. The participants shared their views on this Consultation Document and were invited to send in further comments to the HKCAA.

Seminar on Recommended Code of Practice.

VISIT TO BEIJING

The Executive Director, Miss W S Wong and Registrar, Ms Connie Lok visited Beijing in early November 1998 to attend the academic seminar organised by the Chinese Society for Higher Education Evaluation (中國高等教育學會高等教育評估研究會).

The Seminar was well attended by nearly 100 senior officers from the higher education sector in many provinces, including Presidents/Vice-Presidents of higher education institutions and Directors/Deputy Directors of academic evaluation institutions.

The Seminar provided a forum for the exchange of research results and experiences on the strengths and weaknesses of the current evaluation practices on the Mainland. Miss Wong presented a paper on the *Roles and Functions of the HKCAA* at the Seminar.

The Executive Director Miss W S Wong attending the academic seminar organised by the Chinese Society for Higher Education Evaluation in Beijing.

within the Ministry of Education (教育部研究生工作辦公室). The current circulation is about 19,000 copies. It has been rated fifth among China's 'core journals' and is the only journal focussed on postgraduate education. The present editor is the President of the Beijing Institute of Technology. The Journal welcomes contributions to its bimonthly issues.

The HKCAA representatives also visited the Beijing Institute of Technology (北京理工大學) and met with the Executive Vice-President and the Director of the President's office. Meetings were also held with the Deputy Chief Editor and staff of the Journal of Academic Degrees and Graduate Education (學位與研究生教育雜誌) and the staff of the National Evaluation Institute of Academic Degrees and Graduate Education (學位與研究生教育評估所).

Both the Journal and the National Evaluation Institute were established under the auspices of the Academic Degrees Committee. The Evaluation Institute, whilst being located at the Beijing Institute of Technology, and staffed by members from the latter, undertakes accreditation work on behalf of the Academic Degrees Committee. The Institute functions independently, and utilizes academics it enlists from the tertiary institutions for its accreditation work. Its major portfolio is in the accreditation of institutions empowered to offer postgraduate awards, and to accredit specific postgraduate programmes proposed by the universities, and to make recommendations to the Academic Degrees Committee.

The Journal of Academic Degrees and Graduate Education has been established since 1984. This is a joint publication of the Office of the Academic Degrees Committee (國務院學位委員會辦公室), Society of Academic Degrees and Graduation Education (中國學位與研究生教育學會) and the Office of the Graduate Education

SEMINAR ON TEACHER EDUCATION

The Executive Director, W S Wong, attended a workshop on the Evaluation of Teacher Education held at Lyon, France, in September, organised by the National Committee of Evaluation of France, and the Centre for Quality Assurance and Evaluation of Higher Education of Denmark. Ms Marie-Odile Ottenwaelter, Charge de mission at the National Committee, and HKCAA Council member, was the principal organiser of the workshop. Dr Christian Thune, Director of the Danish Centre, also HKCAA Council member, was a speaker at the workshop.

The workshop drew participants from teacher educationists and academics mainly from France and Europe, and was held at the Lyon IUFM (University Teacher Training Institute).

Discussion revolved round different approaches to teacher training in the European countries, the routes into the teaching profession, the methodology of evaluation of teacher education, and the trend toward professionalisation of teachers. One of the themes centred on the practical training of teachers and how this is evaluated. Of particular interest to participants was the French model of teacher training, which through the establishment of IUFMs provides professional training to graduates who aspire to become state school teachers.

Participants at the workshop were provided electronic versions of contributed papers prior to

the event. Ms W S Wong submitted a paper introducing the Accreditation of Teacher Education in Hong Kong.

VISIT TO THE UK

The Council constantly keeps itself abreast of developments in quality assurance in other parts of the world and has followed closely the changing scene of quality assurance in higher education in the UK in the last year. A visit was paid by the Executive Director, Ms W S Wong, to the Quality Assurance Agency in Higher Education (QAA) in the UK in September, joined by Professor H K Wong, Principal of the College of Higher Vocational Studies of the City University of Hong Kong, and HKCAA Council member. A meeting was held with Mr Peter Williams, Director of Institutional Review, at which details about the QAA's latest plans to implement institutional reviews alongside subject assessments, and to articulate external reviews with internal quality processes, were amplified. It was particularly useful to exchange views on the quality issue of off-shore collaborative educational programmes and both parties shared similar concerns about the quality and control of these provisions. The meeting provided a starting point for future exchange and dialogue as both organisations share a keen interest in this area, and the HKCAA is also having a direct role currently in the regulation of non-local courses in Hong Kong.

The articulation of qualifications is another area of interest for the Council and a visit to the UK's Qualifications and Curriculum Authority, following the meeting at the QAA, proved to be a fruitful occasion providing greater understanding of the nature of various types of postsecondary/ sub-degree qualifications in the UK. The emerging plans for a national qualifications framework, spanning across vocational and academic qualifications, and eventually linking postsecondary and degree level education, provided stimulating ideas for the reference of Hong Kong. The HKCAA delegates were met by Dr Nicholas Tate, the Executive Director and members of his staff.

Equally interesting was a meeting with a member from the Committee of Vice Chancellors and Principals, responsible for the preparatory work for the forming of the Institute of Learning and Teaching, which will be set up to accredit the training courses to be offered at universities or other institutions, for tertiary level teachers. Trained teachers can register with the Institute on a voluntary basis. Although training is not meant to be compulsory it is expected that tertiary institutions will encourage staff members to be trained, through incentives or other schemes.

(from left) Professor H K Wong, Mr Peter Williams and Miss W S Wong at the Quality Assurance Agency for Higher Education (UK).

(from left) Professor H K Wong, Dr Nicholas Tate and Miss W S Wong at the office of the Qualifications and Curriculum Authority (UK).

(from left) Professor H K Wong, Mr Chen Jiafang, Mr Edmund Leung, Dr Zhang Weijing, Dr Andrew Chuang, Professor Xu Baoyuan and Miss W S Wong at the dinner hosted for the Shanghai delegation on 25 August 1998.

VISIT TO THE HKCAA

On 25 August 1998, the Council received a delegation from Shanghai.

The visitors included Dr Zhang Weijiang, Director-General of the Education Commission of Shanghai Municipal People's Government, Professor Xu Baoyuan, Director of the Shanghai Institute of Higher Education Evaluation, Mr Chen Jiafang, Assistant to the President of the Shanghai University of Engineering and Technology.

The delegation had a fruitful exchange with Dr Andrew Chuang, Council Chairman, Council members Mr Edmund Leung, Professor H K Wong and the Executive Director on experiences of academic evaluation in higher education institutions. The visitors were also informed of recent commitments of the Council in other areas, including the assessment work for the non-local courses operated in Hong Kong.

QUALIFICATIONS ASSESSMENT

Recently, there has been much public interest in the question of recognition of overseas qualifications for appointment to government posts. The Hong Kong Council for Academic Accreditation, as advisor to a number of Government bureaux and departments on qualification assessment, has published (as part of its Annual Report) some indicative cases which offer good reference points to understand the comparability between local and overseas degrees. The Council believes that this is a starting point to explain an otherwise complex exercise which involves deliberation over principles and detailed analysis. These cases, however, serve as indicative reference only and should not be regarded as precedents as each case represents on individual assessment taking into account a number of factors. The Council has also established a Standing Committee on Qualifications to consider overriding principles in qualification assessment and to decide on (or review) special cases. This Committee will be chaired by Council member Mr Edmund Leung, OBE, JP who is a distinguished engineer by profession and who has been associated with the Council for a long time. The Committee will take over an important area of work previously handled by the Council and its Executive Committee.

ACCREDITATION NEWS

Hong Kong Institute of Education

Validation of additional majors and a minor for the full-time Bachelor of Education (Honours) (Primary)

In December 1998 the Council validated the four additional majors in Arts, Music, Physical Education

Dr Zhang Weijing, Director-General of the Education Commission of Shanghai Municipal People's Government presenting a souvenir to Dr Andrew Chuang, Council Chairman.

and General Studies; and a minor in Information Technology of the existing Bachelor of Education (Honours) (Primary) programme of the Institute. Students for this programme are required to take one major and two minors for this entire four-year full-time course.

The four additional majors and one minor for the degree programme were approved for implementation for three student intakes from 1999/2000 to 2001/2002.

Validation of additional subjects for the two-year part-time Postgraduate Diploma in Education (Primary)

In January 1999 the HKCAA validated the four additional subjects in Art, Special Needs in Education, Physical Education and General Studies of the existing two-year part-time Postgraduate Diploma in Education (Primary) programme of the Hong Kong Institute of Education. The additional subjects were developed and designed to fit into the original curriculum structure of the programme with the same set of aims and objectives.

The four additional subjects were approved for two intakes from 1999/2000 to 2000/2001.

Validation of the one-year full-time Postgraduate Diploma in Education (Primary)

The new one-year full-time Postgraduate Diploma in Education (Primary) programme was validated by the Council in January 1999. This is an initial teacher training programme for holders of a degree in a subject relevant to the curriculum of Hong Kong primary schools.

The Postgraduate Diploma in Education (Primary) was approved for implementation for three intakes from 1999/2000 to 2001/2002.

Lingnan College

Monitoring

It was agreed that the monitoring of conditions/requirements imposed on validated programmes of the College should be followed through by the HKCAA during the transition to the acquisition of self-accreditation status by the College.

Monitoring of the requirements in respect of the BA (Hons) in Contemporary English Studies programme was recently completed.

ARTICLES

The following is an extract of the article (original in Chinese) by Professor Wang Zhanjun, Deputy Director, the National Evaluation Institute of Academic Degrees and Graduate Education, PRC.

* *

Evaluation of Postgraduate Education: Some Issues (Extract)

Since the implementation of the "Regulations of the People's Republic of China on Academic Degrees" in January 1981, there has been rapid developments in postgraduate education in Mainland China and a number of issues in connection with the maintenance and promotion of the quality of postgraduate education has been very much in the forefront of the agenda for change.

1. **The development of postgraduate education evaluation**

   Since 1985, a great deal of achievements have been made in both the organisation and implementation of postgraduate education evaluation and academic activities.

   (a) Organisational structure
       The following units have been set up to take charge of the evaluation of postgraduate education:
       (i) The 'Quality Audit and Information Office' set up by the Office of the Academic Degrees Committee of the State Council.
       (ii) The National Evaluation Institute of Academic Degrees and Graduate Education (the "Evaluation Institute").
       (iii) The Committee on the Evaluation of Academic Degrees and Graduate Education.

(b) Evaluation activities

The Evaluation Institute has organised a series of activities since its inception, including

(i) Assessment of the postgraduate schools.

(ii) Outstanding academic achievement evaluations of five first level academic disciplines.

(iii) Basic evaluation of the institutions offering master's and doctoral degrees.

(iv) Appraisal of outstanding doctoral thesis.

(c) Academic activities

Two national academic conferences on academic degrees and postgraduate education were organised in 1995 and 1997 respectively.

2. Special features of postgraduate education

Postgraduate education is a discrete stage in the educational regime because it has dual responsibilities in the training of top specialists and the development of science and technology.

(a) The development of postgraduate education is directly and closely tied to community needs as well as the development of university undergraduate education. The need of professionals in different academic disciplines will determine the magnitude and pace of development in postgraduate education. Also, postgraduate education should be developed in close accord with undergraduate education in order that postgraduate students can have solid understanding of the basic theories and specialized subject knowledge to take up independent research and teaching as well as the mastery of specialized technological issues and the creativity in their research pursuits.

(b) Postgraduate education is operated on a system of research degree supervisor(s). The learning process of research students is a much condensed one in which students will have to master basic theoretical concepts, specialized subject knowledge and research methodologies within a short span of time under the close supervision of one or more supervisors.

(c) Postgraduate education should adopt a multi-faceted model to better respond to the needs of community for the training of high-level professionals.

(d) Postgraduate education gives equal emphasis to curriculum studies and research; and these will determine how specific postgraduate studies could fit the purposes of practical application and community needs.

(e) Postgraduate education is closely related to technological developments, and takes a key role in the training of highly specialized technologists.

(f) Postgraduate education can produce personnel who are multi-disciplinary and who can cope with the demands of a highly competitive economy.

3. Academic evaluations

There are a number of issues that need to be studied in connection with the evaluation of postgraduate education.

(a) The ranking order of different types of higher education institutions in an evaluation.

As different types of institutions have their own characteristics, it will be appropriate to delete from the system of evaluation indicators those indicators that fail to lend easy and meaningful comparison amongst different types of institutions.

(b) The problem of correlation: due to the complexity of postgraduate education, evaluation cannot take the form of linear comparison (as in the case of undergraduate education).

(c) Modern information technology

With the advancement of information science evaluation can make better use of the internet. This may include the dispatch and collection of news, evaluation results, etc on the website. However, issues such the confidentiality and accuracy of data will need to be resolved in the first instance.

以下是學位與研究生教育評估所副所長王戰軍教授的專論：

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研究生教育評估若干問題探討

1980年2月12日，第五屆全國人民代表大會常務理事會第13次會議通過了《中華人民共和國學位條例》。從1981年1月1日起，《中華人民共和國學位條例》開始實行。《中華人民共和國學位條例》的頒布和實行，標誌着學位制度在中國的確定，同時促進了全國學位與研究生教育的發展。隨着研究生教育的迅速發展，保障和提高研究生教育質量就提到了議事日程。

一、學位與研究生教育評估的進展

1985年以來，國務院學位委員會和原國家教育委員會採取多種方式組織開展了學位與研究生教育質量的檢查和評估工作。經過十幾年的努力，學位與研究生教育評估工作和學術活動等從組織形式到評估實踐都得到了很大的發展。

1、組織形式
- 政府主管部門國務院學位委員會辦公室成立了"質量監督與信息工作處"（簡稱評估處）。
- 專門從事學位與研究生教育評估的事業機構"高等學校與科研院所學位與研究生教育評估所"（簡稱評估所）。
- 學術團體"中國學位與研究生教育學會評估工作委員會"。

2、評估活動
評估所1994年7月成立以來，組織了一系列評估活動。
- 全國普通高等學校研究生院評估
- 全國數學、化學、力學、電工、計算機科學與技術等五個一級學科選優評估。
- 全國前四批博士、碩士學位授權點基本條件合格評估。
- 在職人員以研究生畢業同等學歷申請碩士學位工作檢查評估。
- 全國優秀博士學位論文評選。
  等等。

3、學術活動
- 1995年、1997年召開了兩屆全國學位與研究生教育評估學術會議。
- 舉辦了"首屆全國學位與研究生教育評估研習班"。
- 編輯兩本全國學位與研究生教育評估學術會議論文集。
- 承擔開展了包括國家自然科學基金項目在內的一批科研項目。
  等等。

二、研究生教育的特殊性

為了更好地進行學位與研究生教育評估活動，我們有必要先了解一下研究生教育的特殊性。研究生教育既不同於大學本科教育，也不是大學教育的"延長"。它是繼大學本科之後的高一層次的教育，有其明顯的特徵，又由於研究生教育具有培養高層次專門人才和發展科學技術的雙重任務，因此，在整個社會教育體制中，研究生教育是一個獨立階段的教育。研究生教育除了具有一般高等教育的規律性外，有着自己的特殊性，其具體表現如下：

1、研究生教育的發展更直接，更緊密地受到社會需要的制約和受到大學本科教育發展的制約。在研究生的培養過程中專業特徵突出，因此，要充分發揮研究生教育培養人才的作用，則必須考慮社會對不同學科專業人才的需要和確定合理的發展規模與速度。同時，研究生教育是以培養高級專門人才為目標的，它要求培養對象基礎扎實、知識系統、並有較強的獨立工作能力和創造能力；通過研究生階段的學習，要使研究生具有堅實的基礎理論和系統的專門知識，通過嚴格的科學研究訓練，使其掌握科學研究方法，能夠獨立擔負科學研究、教學工作以及具有處理專業技術的能力和在專門研究上取得創造性成果，這就要求研究生教育的發展還必須與大學本科教育的發展相適應、相協調，否則培養質量得不到保證，研究生教育也就成為無源之水、無本之木。

2、在培養制度上，研究生教育實行的是導師制或導師組制。大學本科教育主要是基礎知識學習，是在學科、專業方面的"通才"培養。研究生的教學特點是教育與科研相結合，不僅接受新的知識，而且要創新知識；不僅要學習，而且要進行科學研究。這就決定了研究生的培養要改變分班上課、集體培養的形式，與之相適應的主要是導師指導或導師組指導的形式。這種學習是按照不同學科專業以及不同研究領域的要求，結合課題研究在導師指導下以培養嚴格、系統的科研

能力和啟發創造精神為主要目的而進行的。研究生的學習過程實際上是在導師或導師組指導下的研究過程，也是一種強化學習過程，要在較短時間內在基礎理論、專業知識以及科研訓練方面取得較大成績，並做出創造性成果。

3、在培養規格方面，研究生教育能夠較好的實現多規格、多模式以適應社會對高層次人才的要求。研究生的培養由於其學制短、按研究領域和實行導師制培養，因此培養規格也易於向多樣化發展。例如我國在培養規格方面有工程型碩士、MBA、臨床醫學專業學位、建築學專業學位、法律專業碩士等，以較好地服務於社會的需要。再如日本實施靈活多樣的辦法開展研究生教育，研究生院制度多樣化，學制及課程設置多樣化，甚至入學日期也很靈活，以適應本國的實際情況。

4、在學習內容上，研究生教育是課程學習與科學研究並重。我國著名科學家茅以升曾經說過，研究生是在「科學研究中進行學習，在學習中進行科學研究」，這是對研究生學習特點的精闢概括。研究生學習的學科專業、研究方向以及將來要從事的工作，都比本科生明確而具體；課程學習與學科研究緊密結合，這些決定了研究生學習內容的社會性和實踐性。研究生所進行的研究課題，大部分是在科研項目。研究生進入課題研究階段，從選題綜述到課題研究，從論文寫作到學位評定，都是在科研實踐中進行的。學習與科研緊密結合是研究生教育的一個重要原則，又是研究生學習的基本特點。

5、研究生教育與高科技緊密相關。21世紀的競爭是高科技的競爭，而高科技的競爭主要是人才的競爭，高科技人才主要靠研究生教育培養。一方面，高科技的研究項目為研究生的培養提供了學科前沿的良好的受教育的環境。另一方面，研究生本身也是一支重要的科研力量。許多高、新、尖項目是由研究生導師和研究生共同攻關完成的。研究生教育培養出的一大批博士、碩士已成為各行各業的學術帶頭人和骨幹，他們中的一部分人已經成為高科技研究的主要力量。

6、研究生是市場競爭的活躍者。在市場經濟條件下，企業選才精益求精，向多元化高層次發展，大量需要既懂技術又懂經濟，既懂工業又懂貿易，既懂計算機應用又懂外語等覆合型人才。研究生教育具有培養覆合型人才的特點。許多學士學位獲得者跨學科、專業考取研究生和隨着受高等教育年限的增長，知識面拓寬為培養大批覆合型人才提供了優越的條件，使研究生成為市場競爭中的佼佼者，相對其它層次的學生，他們能力更強，也更活躍。

三、評估中需要探討的幾個問題

1、不同類型高等學校綜合評估共同排序問題

一般講，高等學校分為綜合、理工、師範、農林、醫藥和文科等幾種類型。同類型院校可比性強，綜合評估易操作。不同類型的院校各自有自己的特點，在一起共同評估排序可比性差，評估工作很難進行。我們設想採取以下各種措施解決這一難題。

- 在評估指標體系設計中，刪除可比性比較差且對評估目的來說並不重要的指標。
- 對於指標體系中比較重要且可比性又比較差的指標，在數據處理時，分院校類型單獨排序。
- 對於不同的專家群體，其評價結果可能有誤差，可以用數學方法消除系統誤差。

2、非綫性問題

我們以往進行評估時，多用綫性模型，即加權平均法。但是，研究生教育是非常複雜的，評估對象往往是非綫性模型。用綫性模型去描述評估對象有時會產生較大的偏差。而且，對某些評價指標也不是綫性的。例如，對於學科點的學術隊伍來說，教授的人數並非越多越好。它的評價標準可能是一個區間，在這個區間內，教授越多，整體實力越強，等等。所以，我們必須進行非綫性評估的研究。

3、現代信息技術的思考

我們已經進入信息時代。現代信息技術和計算機技術的發展，為研究生教育評估提供了更科學、更快捷、更客觀的技術條件。利用信息技術在網上進行評估是我們當前研究的重點問題。我們設想以下幾方面可以在網上操作。

- 網上收集評估信息。
- 網上評價（專家評價）
- 網上公佈評估結果

要實現基於網絡的研究生教育評估，我們還有許多問題需要解決：
- 信息標準。我們在網上收集信息，就要求評估對象按照一定的信息標準將自己的有關信息上網。
- 信息的保密問題、真實性問題、準確性問題。
- 參加評估的專家對網上評估的接受程度。
  等等。

我們從事研究生教育評估工作的時間不長，有許多課題正在研究之中，有些問題還沒有思考清楚，歡迎各位同仁提出寶貴意見，共同探討、研究研究生教育評估問題。

The following is abridged and translated from an article in the book "Research into Accreditation in Universities in China" 《海峽兩岸大學教育評鑑之研究》. The article is written by Professor Joseph Chin, Department Chair of the Department of Education, National Cheng Chi University.

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An Analysis and Review of the Accreditation System of University in Taiwan

1. Foreword

Evaluation, an act of value judgement, is an integral part of education. The history of systematic and formal evaluation in Taiwan is not long. Since the Ministry of Education (教育部) began to evaluate universities in 1975, evaluation spread to different levels of schooling and became a means whereby the educational administrators could gain a general understanding of educational outcomes.

Despite divided opinions on the pros and cons of evaluation, the academic community accepts the central role of evaluation in education. In 1976, there were only 28 tertiary institutions (including universities and colleges). In 1995, the number of tertiary institutions rapidly increased to 60 (24 universities and 36 colleges). While the responsibility for upholding the quality of tertiary education resides with the tertiary institutions, the government should monitor the quality of tertiary education. To maintain quality and standard while expanding the provision of tertiary education, evaluation or accreditation of tertiary institutions is of utmost importance.

2. A brief history of accreditation of tertiary institutions

Since its inception in 1970s, accreditation was undertaken by the Ministry of Education for purposes of accountability under the influence of 'accountability' movement in the US.

2.1 1975-1990: Programme validation in tertiary institutions

The early form of accreditation of universities was programme validation, which could date back to 1975. Programmes validated included mathematics, physics, chemistry, medicine and dentistry. Later, the validation exercise was extended to colleges of sciences, agriculture, technology and medicine in 1976, and then to colleges of commerce, law, arts and teacher training in 1977 and 1978, and finally to the remaining colleges in 1988, 1989 and 1990.

The results of programme validation were made available to the institutions, which would make improvements on the programmes.

Details of the process of programme validation:

(a) Objectives of programme validation: The prime objective is to assess the standards and problems of public and private universities and postgraduate institutions, which would provide the knowledge base for improvement and policy making in education.

(b) Tools of programme validation: Not yet standardized, the tools are designed with reference to the particular department in mind.

(c) Validation reports: The validation panel would produce validation reports on the strengths and weaknesses of the department/institutions together with recommendations for improvement.

2.2 1991-1994: Programme validation and review of development plan of tertiary institutions

Programme validation is a form of micro-accreditation for the quality of tertiary education. Accreditation is not complete if there is no macro-accreditation. Consequently, early accreditation exercises entirely in the form of programme validation did not bring the expected benefits. The fact that validation panel was composed of academics of national universities commissioned by the Ministry of Education had drawn much criticisms from the presidents of private universities.

2.2.1 Commissioning of academic bodies for programme validation

In addition to organizing seminars for the exchange of ideas to improve accreditation, the Ministry of Education commissioned the Teaching and Institutional Review Research Centre of National Hsin Chu Teachers College (國立新竹師範學院) to conduct an empirical study on 'Research and Evaluation of Accreditation by Commissioned Academic Bodies'. Based on the conclusions and recommendations of the study, the National Association of Electrical Engineering (中國電機工程學會), Republic of China Association of Management Science (中華民國管理科學學會) and National Association of Mechanical Engineering (中國機械工程學會) undertook a pilot programme validation.

The programme validation was based on the following principles:

(a) The programme validation was undertaken on a voluntary basis, by non-government accreditation bodies, characterised by self-reviews, self-defined objectives, peer reviews, and site visits.

(b) The purpose of programme validation was to highlight the distinctive features of individual departments of tertiary institutions, rather than producing a league table of the institutions.

(c) There were separate validation exercises for public institutions, private institutions and post-graduate institutions.

(d) The validation panel comprised academics, government officials and lay members. Experts from the evaluation centre would be invited to serve as consultants.

Accreditation by academic bodies however credible is fraught with difficulties. How can we know that the academic bodies are competent in accreditation? Will they adopt different criteria of accreditation? These questions warrant further discussion.

2.2.2 Review of mid-term development plan of universities

As a result of the limited contribution of programme validation to the quality of tertiary education, the Ministry of Education embarked on a more holistic approach of accreditation.

(a) Private Universities

In 1989, an award scheme was launched to reward private tertiary institutions with quality plans to develop distinctive areas of specialties. The scheme was expanded in 1990 to become the 'Award Scheme for Four-year Mid-term Development Plans of Private Tertiary Institutions'. The granting of award was based on the evaluation of the development plans.

The award scheme continued in 1991, 1992 and 1993. In response to the opinions of many tertiary institutions, the scheme was revised in 1992 to take into consideration the type of tertiary institutions (comprehensive universities, medical colleges, institutes of technology, re-structured universities), and their stage of development (new or early institutions).

(b) National Universities

Initiated by the Ministry of Education in 1992, the

review of the mid-term development plans of 34 private universities could be seen as a kind of institutional review of universities, serving as a good reference point for improvement, budgeting and grant-awarding for both the national and private tertiary institutions.

The major steps of the review process were as follows:

- Ministry of Education's announcement of the policy on the mid-term development plans of national and private tertiary institutions.
- Submission of mid-term development plans by tertiary institutions.
- Formation of a review panel by Ministry of Education.
- Site visits by review panel.
- Compilation of review reports.
- Publication of reports and delivery of reports to the tertiary institutions.
- Monitoring of the progress of the institutions after accreditation.
- Budgeting, grant awarding and institutional re-structuring in the light of the results.

2.3 1994-1996: Legislation on the Institutional Review of Universities

In 1994 the "University Act" (大學法) was revised and passed together with its detailed regulations to provide a legal basis for institutional review of universities. In response to the Act, a planning consultative committee (規劃諮詢委員會) comprising academics and presidents of university was formed by administrative units of higher education institutions. In March 1996, the committee drafted a document "Ministry of Education's Plan of Institutional Review". As a reference for the institutional review, a handbook was compiled by the Ministry of Education.

2.4 1997: The beginning of institutional review of universities

Although the University Act stipulates that the Ministry of Education is responsible for the institutional review of universities, the ultimate target is self-review by universities themselves. The institutional review of universities was completed in 1997 and the results were released in June 1998.

The first institutional review covered 62 tertiary institutions, including comprehensive universities, universities of technology, teachers colleges, medical colleges, colleges of arts, colleges of physical education and colleges of military/naval/air force academy. To serve as a reference for self-evaluation of tertiary institutions and site visits by review panel, a handbook on the pilot institutional review of universities was compiled in 1997. The results of the institutional review were published in June 1998. It was surprising that the results had not been followed by much repercussion. The primary reason was that there was no ranking of the institutions but only a description of the distinctive features and suggestions for improvement for individual institutions.

3.   The debate over the system of accreditation

Since its inception in 1975, accreditation was criticized as yielding nothing but a league table, which was invalid and lack of significance. There were five issues emerging from the debate over the accreditation system:

(a) Indicators of quality:

Much criticism was leveled against the quantitative quality indicators, e.g. lecturer/student ratio, percentage of associate professors/PhDs, average accommodation area per student, etc. These quality indicators were criticized as superficial.

(b) Fairness of accreditation:

As the Ministry of Education adopted only one assessment criterion to accredit tertiary institutions and allocate fund accordingly, it was doubted whether the same assessment criteria could apply equally to universities of humanities and universities of technology.

(c) Objectivity of accreditation:

At present, one threat to the validity of the exercise was that all the members of review panel were appointed by the Ministry of Education. Other threats were: lack of shared views over the quality indicators, ambiguity in the quality indicators, and brevity of the accreditation (one day).

(d) Autonomy of universities:

The implementation of the University Act often infringes upon the autonomy of universities, even though the spirit of the Act is respect for the autonomy of universities.

(e) Value of accreditation:

The original aim of accreditation to improve the quality of tertiary education. However, it often turned out to be a ranking exercise, or resource allocation exercise. Consequently, the strong universities became stronger while the weaker ones continued to weaken.

4. Questions for further exploration

Although the system of accreditation has drawn much criticism, accreditation is inevitable in the future development of tertiary education.

To improve the system, the following questions need further exploration:

(a) Is there any difference between accreditation and reputation survey? Should accreditation produce a league table, something like a consumer's guide?

(b) Should accreditation be taken as the basis for funding allocation?

(c) Should the progress of institutions be monitored after accreditation?

(d) Which mode of evaluation should be adopted in accreditation --- norm-referenced or criterion-referenced?

(e) Should accreditation be undertaken on a voluntary basis?

(f) Should a quantitative approach be adopted in accreditation?

(g) What are the desirable techniques of accreditation, including consideration for the duration of accreditation and the quality of the review panel?

(h) Should accreditation be changed from institutional review to programme validation?

5. Recommendations

To improve the accreditation system, the following recommendations could be considered:

(a) Quality indicators should be objective and fair.

(b) The procedure and criteria of accreditation should be made public.

(c) The accreditation methods should be multi-modal.

(d) The review panel should be broadly represented.

(e) Accreditation should be aimed at a self-review by the institutions, rather than a passive review.

(f) The progress of the institutions should be monitored after accreditation.

(g) The results of accreditation should be expressed in terms of grades instead of ranks.

CONCLUDING REMARKS

Evaluation is an important step of the management process cycle (planning, organsing, directing and evaluation). Through evaluation, one can know the degree

of achievement towards the institutional objectives, and the strengths and weakness of the institution. Based on these results, the institution can make improvement. In the past, accreditation has not been fruitful because of the use of inappropriate quality indicators and ambiguous aims of accreditation. In the years to come, the accreditation experts should aim at improving the accreditation approach and credibility of the results.

以下是節錄自《海峽兩岸大學教育評鑑之研究》的其中一篇章。文章的作者是國立政治大學教育學系主任秦夢群教授。
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台灣大學評鑑制度之分析與檢討

壹、前言

評鑑是一種價值判斷的活動，在教育活動中是不可分割的一環；然而，在台灣作有系統且正式的評鑑為時並不長。自1975年由教育部開始辦理大學評鑑以來，教育評鑑已經逐漸推廣到各級學校，而成為教育行政體系了解教育績效的重要指標。雖然評鑑結果見仁見智、毀譽參半，但在批評之餘大部份學者與學術單位仍肯定大學校院評鑑的必要性。近年來教育部對國立與私立大學校院的評鑑曾引發了許多爭議，批評主要來自於對評鑑指標的運用不妥當,但是評鑑結果有助於促進學校進步確也不容置疑。

在1976年時，大學校院總數僅有二十八所(包括大學與獨立學院)，到1995年時大學校院校數暴增為六十所(大學二十四所、獨立學院三十六所)。大學的設立雖有助於國家全民教育品質的提昇，但是政府也應對大學的品質加以控制。如何讓高等教育在快速發展的同時，也維持其品質水準，教育評鑑的工作就顯得相當重要。

貳、台灣大學評鑑制度之歷史沿革

台灣的教育評鑑始於1970年代時期，當時受到美國行政管理上「績效責任」(accountability)觀念的影響，台灣教育部開始進行相關的教育評鑑的工作以瞭解各校辦學的績效情形。

一、 1975年至1990年的大學學門評鑑

從1975年開始教育部開始辦理大學校院評鑑

工作，評鑑對象首先由大學院校之數學、物理、化學、醫學及牙醫等五個學門之學系及研究所開始。1976年起教育部擴大辦理、農、工、醫等學院之評鑑、在1977及1978學年度分別辦理商學院、法學院、文學院及師範學院評鑑。而評鑑報告均分送各校以做為改進之參考。教育部又於1988、1989、1990學年度分別辦理各校院及師範學院評鑑。評鑑報告於1990年六月完成(教育部高教司，1993)。

在評鑑工作的推行上，此時期的作業情況如下：

(一)評鑑目的：主要在瞭解我公私立大學院校學系及研究所水準及問題作為學校改進及教育行政決策之參考。

(二)評鑑工具：未加以做統一規定，依評鑑系所性質商議決定。

(三)評鑑報告：實地評鑑工作後，評鑑委員詳細分析各校的優缺點，並提出改進意見及建議事項。

二、 1991年至1994年的委託學術團體進行學門評鑑與各校校務發展計劃審查

學門評鑑雖然可以由微觀的角度來評鑑大學的品質，但是若沒有宏觀的角度評鑑，大學校院的評鑑永遠都不可能完整，早期的評鑑並沒有帶來預期的效果也就是源於此。另外早期的評鑑都是由教育部委託國立大學教務長及教授組成評鑑小組來進行，這也引發了相當大的爭議。部份私立學校行政首長認為由國立大學的人員來評私立大學，實有其不妥之處。為求評鑑的結果能夠為各校所接受，教育部於是決定在1991年暫停大部份的評鑑的工作，以進行評鑑改進的工作。

(一)委託學術團體進行學門評鑑

除了召開座談會以廣泛交換意見來做改進評鑑的依據，教育部高教司更委託國立新竹師範學院「教學與學校評鑑研究中心」進行「國內大學評鑑委託公正學術團體辦理之研究與評估」之實證研究。教育部根據該中心的研究結論與建議，在1992與1993兩個學年度，委託「中國電機工程學會」、「中華民國管理科學學會」以及「中國機械工程學會」以試辦的心態來辦理相關學門評鑑。

1. 自願性、非官方評鑑團體、自我評鑑、自訂目標、同僚評鑑、實地訪問評鑑。

2. 評定以介紹各校系所特色為主，不作學校排名比較。

3. 公、私立學校，大學、研究所分別評鑑。

4. 評鑑委員應兼產官學研等不同背景，並應邀請評鑑中心專家為顧問。

然而經由學術學會來辦理的方式實有其困難所在。我們如何知道辦理評鑑工作的學術學會有能力勝任評鑑工作？各學術學會用不同的評鑑指標來評鑑符合客觀性嗎？

(二)大學中程校務發展計畫審查之實施

基於學門評鑑對於改進大學品質的效果有限，教育部於是開始了一種較整體的評鑑方式。

1.私立大學方面

於1989年對私立大學校院辦理「特色系所之獎助」，由學校規劃本身發展之特色，經審核後予以獎助，其目的是要使各校重視規劃工作。至1990年再擴大為「私立大學校院四年中程校務發展計畫之獎助」。

接著1991、1992、1993學年也繼續了這樣的評鑑工作，並將評鑑結果做為各校獎助之參考。值得一提的是1992年的中程校務發展計畫審查中，教育部各大學分類後再做評鑑分析，例如依學校性質而分為綜合大學、醫學院、工學院、改制大學等四類，依成立時間而分為新設學校與早期學校。這是由於1991年的審查中並沒有將各校分類而以同一標準來評鑑，造成多校反彈。

2.國立大學方面

教育部1992年開始了對對三十四所公私立大學校院實施中程校務發展計畫方案之評鑑，可視為對各大學校院之「整體評鑑」，以作為公私立大學院校之系所調整並與國立大學院校之預算或私立大學校院獎助政策之參考。此時的評鑑流程為：教育部分公布對公私立大學院院中程校務發展之政策、各校擬具中程校務發展計畫、教育部組成專案訪視小組、蒞校訪視座談、訪視結果並提出會商確定、公布訪視結果並將意見分送各校參考、追蹤輔導改進情形並作為核定預算或補助獎助及系所調整等政策依據等步驟。

三、1994年至1996年：依法辦理大學評鑑

台灣在1994年頒佈了新修訂「大學法」及其施行細則，這使得大學評鑑的工作有了法源依據。針對大學法的規定，高等教育主管單位開始邀集相關的學者專家與大學校長組成「規劃諮詢委員會」，並於1996年三月間完成「教育部大學評鑑計畫草案」之擬定。而由教育部所編製的鑑製手冊也在1997年八月底完成，該手冊是做為各種評鑑時的一個參考。

四、1997年迄今：開始辦理大學綜合評鑑

雖然大學法明定教育部負有辦理大學評鑑的責任，但是大學評鑑的最終目標應是各校的自我評鑑。教育部在多次的研議後決定改變過去的評鑑方式，並試辦大學綜合評鑑。1997學年度之大學綜合評鑑已經評鑑完畢，評鑑結果也已在1998年六月公布。教育首度試辦的大學綜合評鑑，總計有包括綜合性大學校、科技大學、師範校院、醫護教育、藝術、體育類學院、軍警校院等六十二所大學校院參與。教育部高教司表示，此次的評鑑因屬於試辦性質，因此不打算公布名次、等第。為使此次的評鑑能夠順利進行，教育部編制了《1997學年度大學綜合評鑑試辦計畫評鑑手冊》，以作為各大學自我評鑑以及評鑑委員實地訪問評鑑時之參考。大學綜合評鑑結果於1998年六月二日正式公布，令人感意外的是評鑑結果並沒有引起廣大的回響。主要關鍵在於評鑑結果並沒有做排名，而切確做到只敘述各校特色及應改進事項。

參、當前大學評鑑制度的爭議

自第一次實施大學評鑑(1975年)之後，大學評鑑的方法、結果即受到學者專家以及各大學校長的批評與質疑，有些學者指責評鑑結果成了另一個排行榜，不具實質意義。有人以為評鑑的指標不具效度，評鑑的結果沒有意義。有關於這些爭議可分成以下五點探討之。

一、有關「評鑑指標」的爭議：評鑑是否具有效度與評鑑指標的良窳有很大的關係。歷年教育部做大學評鑑時的指標即為學者專家所批評。原因是所運用的主要是一些量化指標，例如教師與學生的比率、專任教師中副教授所占的比例、博士所占的比例、每一學生獲得的校地面積、校舍擴充計畫、教師所獲得的研究費多寡、單位學生藏書量……。依這些指標所做到的評鑑結

果只是一些表面或形式的結果。例如師生比較低，專任教授具有博士學位的比率較高是否代表學校水準較好？又單位學生藏書量，教育部只看到了書的量，卻沒有去瞭解學生使用的情形。因此未來評鑑的方式上應該量與質的方法並用，才能夠獲得一個更公信力的評鑑結果。

二、有關「公平性」的爭議：教育部將所有大學院校以同一標準進行評比，評鑑結果的優劣決定各學校獎助經費的多寡。但是綜合性大學與技術學院如何放在一起比？理工大學與文法大學和綜合大學如何一起比？大學裡的文學院與工學院的評比標準怎能一致？彼此屬性不同，如果硬拿來比較，就像橘子與蘋果的比較一般不具意義。

三、有關「客觀性」的爭議：目前評鑑委員會的成員由教育部派任，所持立場與地位的超然性自然受到質疑。許多的評鑑委員並未對評鑑指標有共識，甚至評鑑目的都不清楚，就到各校去訪視，評鑑結果令人懷疑。再者，由於評鑑委員多為各大學行政主管，平日工作繁忙，到各校只利用一天就做完訪評工作，可能造成評鑑深度不足、甚至有誤差。

四、有關「大學自主」的爭議：台灣「大學法」及其施行細則於1994年一月及八月相繼頒佈，其第四條第二款規定：由各校依國家需要及特色自行規劃；而施行細則第二條規定：各大學發展方向及重點之評鑑，由教育部組織評審委員會辦理。依據法令，各大學院校發展的自主性受到實質保障，而教育部同時亦負有法定責任，需籌組「評審委員會」來辦理相關之評鑑工作，以確保大學教育品質。教育雖然在「自我管制」之前提下，建立各大學內部自我評鑑的機制，但是在實際執行時卻違反了大學自由精神。許多大學校長批評教育部雖口說開放，實際上卻用許多法條與規定來綁住大學。大學評鑑的目的是發揮大學的自主精神，力求自我改進，提昇教育品質，不應作為控制大學的工具。最好廣邀各方代表，徹底檢討制度的缺失後加以改進。

五、有關「價值性」的爭議：評鑑的目的在於提高大學品質，而評鑑結果將做為各大學改進的參考。而教育部卻將評鑑結果視為經費補助的依據，角色不是顧問而是監督者。教育部此種將評鑑結果公布，並以實際的行動(經費獎助)來鼓勵名列前茅的學校的做法，卻對那些排名在後者造成一個無法彌補的傷害。而且這樣的作法只會讓強者愈強、弱者愈弱，那些真正需要獲得幫助的學校可能永遠無法獲得支援。此外，台灣的大學評鑑結果常常被當成是排行榜，焦點常放在各校之間的名次比較，而不是單純做為各校改進的參考，這些都違背了評鑑的最初意旨。

肆、值得思考的問題

為使台灣今後大學評鑑的實施更加完善，必須對以下八個問題做深入的思考。

一、大學評鑑結果與聲望調查是否有所差異？大學評鑑結果是否應做排行榜，形成「購物指南」的風格？

二、大學評鑑結果是否應做為補(獎)助的依據？

三、大學評鑑之後教育是否有繼續追蹤各校改進情況，以達評鑑目的(學校品質提高)？

四、大學評鑑應採常模參照方式還是效標參照方式？

五、大學評鑑是否應採自願方式？

六、大學評鑑是否應採量化評鑑？

七、有關大學評鑑的技術 - 評鑑時間長短、人員的問題。

八、是否應改採學門評鑑？

伍. 對台灣未來大學評鑑制度的建議

大學評鑑雖長久以來為人所垢病，但其必要性卻是不容置疑。因此教育部必須儘快改進現行評鑑制度的缺點，以真正落實評鑑的目的。筆者以為要做到此點，則必須從以下七點著手：

一、應建立客觀、公正的評鑑指標。

二、應公開評鑑過程與評鑑標準。

三、應建立多元化評量方式。

四、評鑑人員應多元化(或依院別系所的差異而加以分組)。

五、評鑑方式應由「被動參與」改為各校「自我評鑑」。

六、應落實追蹤評鑑。

七、評鑑結果應以等級來取代排名。

結語

評鑑是組織管理歷程(包括計劃、組織、領導、評鑑)中之重要一環。藉由評鑑,組織成員可瞭解組織預定目標達成之程度及優缺點,從而加以改進,組織品質因之得以提昇。台灣過去的評鑑常流於一種形式化,主要原因多在評鑑指標的不良以及對評鑑目標的混沌不清。未來評鑑的工作仍然需要不斷的進行,如何去獲得一個具公信力的評鑑結果,則有待學者專家的不斷努力。

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