

TWAEA 2021

Analysis Report on Students' Learning Outcomes and Satisfaction in Asia Region

JAPAN ■ TAIWAN ■ THAILAND ■ VIETNAM



TAIWAN



JAPAN



THAILAND



VIETNAM



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Background Information

I Promoting Institutions



Taiwan Assessment and Evaluation Association 社團法人台灣評鑑協會 (TWAEA)



Japan University Accreditation Association

日本・公益財団法人大学基準協会 (JUAA)



Office for National Education Standards and Quality Assessment

สำนักงานรับรองมาตรฐานและประเมินคุณภาพการศึกษา (ONESQA)



Center for Education Accreditation, Vietnam National University - Ho Chi Minh City

Trung Tâm Kiểm định chất lượng giáo dục, ĐHQG – TP.HCM (CEA VNU-HCM)

2 Survey Information

【Implementation Period】 Japan : 1st of June to 4th of October, 2021

Taiwan : 6th of April to 9th of July, 2021

Thailand : 1st of June to 31st of October, 2021

Vietnam : 1st of July to 29th of August, 2021

【Questionnaire Respondent】 Students from Institutions in Japan, Taiwan, Thailand, and Vietnam

【No. of Responding】 2,453 (Japan); 41,383 (Taiwan); 6,069 (Thailand); 5,217 (Vietnam)

【No. of Participating Institution】 38 (Japan), 43 (Taiwan), 107 (Thailand), 18 (Vietnam);
the participating institutions are listed in Appendix 2

3 Questionnaire Structure

A.Basic Information

☐ Basic Information

Get to know the respondents' basic information for variance analysis for students' background

B.Facilities & Administration

☐ Facilities & Administration

Get to know the students' satisfaction to equipment and administration system for the references for resources expansion

C.Teaching & Learning

☐ Teaching Effectiveness

Get to know the students' recognition of teaching methods, supporting materials for teaching, and distance learning

☐ Learning Status

Get to know the students' recognition of curriculum arrangement, curriculum learning, liberal learning, and foreign language competency

☐ School Counseling

Get to know the students' understanding to counseling services, and recognition of teaching counseling and employment counseling

D.Overall Situation

☐ Self-Evaluation

Get to know students' recognition and expectation to the institution



4 Analysis Report Interpretation

- (1) The order of items listed in this report is based on the results from the analysis of quantitative data, qualitative analysis is not included. The result can be provided to the institutions for their improvements on Institutional Research (IR); moreover, the factors such as the characteristics and missions of the institutions, the development plans and environmental conditions shall all be considered for decision making, not from one perspective only to prevent the bias.
- (2) “Likert Scale” is adopted in the questionnaire to have 1 to 5 to represent the level of agreement, satisfaction, and understanding; 1 to represent strongly disagree, very unsatisfied, and no idea at all while 5 represent strongly agree, very satisfied, and understand fairly well. For the questions that are related to “agreement”, “satisfaction”, and “understanding”, 1 to 5 can be adopted to indicate the level of them for data demonstration and analysis comparison.
- (3) The number of response adopted for each question is provided in the “Overview Statistical Results” for users to see the whole picture without misunderstanding. Moreover, “Multiple Choice Questions with Single Answer” show the added number of response while “Multiple Choice Questions with Multiple Answers” cannot be added due to different number of answers and the meanings cannot be recognized for that. “Likert Scale” is used to understand the level of satisfaction and the number of response of each item is listed in the overview table.
- (4) Due to the different education systems in Japan, Taiwan, Thailand and Vietnam, the results of “Q4 Education Level” and “Q5 Grade” cannot be compared among the four regions. Therefore, the statistical results of Q4 and Q5 won’t be provided in this report.

I. Overview Statistical Results

1. Statistical Results in Taiwan

No.	Item	No. of response	Average of the 4 Regions	Taiwan (n=41,383) Average
Q1	Gender(%)	55,122		
	(1) Male	22,924	41.59	44.31
	(2) Female	32,198	58.41	55.69
Q2	Status(%)	55,122		
	(1) Local Student	53,498	97.05	96.47
	(2) Non-local Student	1,624	2.95	3.53
Q3	Major(%)	55,122		
	(1) Education	3,796	6.89	4.12
	(2) Arts and Humanities	8,101	14.70	16.80
	(3) Social Sciences, Journalism and Library Information	1,884	3.42	3.32
	(4) Business, Administration and Law	10,489	19.03	20.59
	(5) Information and Communication Technologies	4,903	8.89	10.55
	(6) Natural Sciences, Mathematics and Statistics	1,811	3.29	2.38
	(7) Health and Social Welfare	8,811	15.98	12.81
	(8) Services	4,932	8.95	10.31
	(9) Agriculture, Forestry, Fisheries and Veterinary Medicine	882	1.60	1.12
	(10) Engineering, Manufacturing and Construction	8,597	15.60	17.10
	(11) Other Fields	916	1.66	0.90
Q6	Major Source of Tuition Fees(%)			
	(1) Contributions/remittance from family	40,043	72.64	66.80
	(2) Earnings from part-time job	12,973	23.54	26.27
	(3) Scholarship	5,815	10.55	9.13
	(4) Financial aids	12,413	22.52	22.88
	(5) Personal savings	5,581	10.12	10.67
Q7	Major Source of Educational and Living Expenses(%)			
	(1) Contributions/remittance from family	42,831	77.70	73.94
	(2) Earnings from part-time job	24,971	45.30	50.14
	(3) Scholarship	6,561	11.90	12.30
	(4) Financial aids	4,068	7.38	4.47
	(5) Personal savings	10,737	19.48	20.29



No.	Item	No. of response	Average of the 4 Regions	Taiwan (n=41,383) Average
Q8 Satisfaction with “Library Equipment”				
(1)	sufficient academic books, journals and electronic resources	55,122	3.90	3.94
(2)	richness of foreign language collection	55,122	3.83	3.89
(3)	ways to display the books and journals	55,122	3.85	3.89
(4)	the convenience of information retrieval	55,122	3.86	3.91
(5)	the capacity and comfort of the environment	55,122	4.11	4.18
(6)	the quietness and cleanness of the environment	55,122	4.15	4.16
Q9 Satisfaction with “Teaching Equipment”				
(1)	the comfort of the classrooms	55,122	3.65	3.59
(2)	the practicality of the teaching equipment	55,122	3.64	3.60
(3)	the use of electronic teaching equipment	55,122	3.65	3.61
(4)	the usability of the equipment located in computer rooms	55,122	3.61	3.58
(5)	the smoothness of Internet connection	55,122	3.35	3.34
Q10 Satisfaction with “Administration System”				
(1)	the convenience of the institution's course selection system	55,122	3.60	3.58
(2)	the convenience of the access to the course information system	55,122	3.72	3.73
(3)	the function for the switch between course selection system and course information system	55,122	3.63	3.64
(4)	the convenience of the institution's website designed for information searching	55,122	3.69	3.69
(5)	the practicality of the institution's platform system set up for teaching aids	55,122	3.70	3.70
Q11 Recognition of “Campus Internationalization”				
(1)	My institution provides many overseas learning opportunities.	55,122	3.64	3.63
(2)	My institution creates an international learning environment for students.	55,122	3.60	3.58
(3)	My institution encourages the students to participate in international activities.	55,122	3.63	3.63
(4)	Many opportunities can be found to communicate with foreign faculties and students.	55,122	3.39	3.38



No.	Item	No. of response	Average of the 4 Regions	Taiwan (n=41,383) Average
Q12 Satisfaction with “Campus Environment”				
(1)	comfort of student accommodation	55,122	3.43	3.43
(2)	sanitation and hygiene at school restaurant	55,122	3.48	3.41
(3)	sanitation and hygiene in school toilet	55,122	3.54	3.46
(4)	variety of sporting facilities	55,122	3.49	3.49
(5)	popularity of accessible facilities	55,122	3.56	3.60
(6)	convenience of commuting to school	55,122	3.52	3.45
(7)	convenience of life function around the campus	55,122	3.59	3.58
Q13 Recognition of “Teaching Methods”				
(1)	keynote speech or demonstration	55,122	3.82	3.86
(2)	co-teaching or team-teaching	55,122	3.54	3.51
(3)	lecture and explanation from teachers	55,122	3.85	3.82
(4)	videos or multimedia used for teaching	55,122	3.88	3.89
(5)	case study	55,122	3.91	3.92
(6)	assigned readings	55,122	3.82	3.82
(7)	review and summary of key points by teachers after students watch teaching video	55,122	3.70	3.67
(8)	interactive activities	55,122	3.89	3.90
(9)	field trip or tour	55,122	3.46	3.47
(10)	teamwork	55,122	3.89	3.89
(11)	experiment and exercise with the aid of teachers	55,122	3.84	3.83
(12)	course project	55,122	3.87	3.89
Q14 Recognition of “Curriculum Teaching”				
(1)	The faculties' specialties are in consistent with the courses instructed by them.	55,122	3.92	3.87
(2)	The teaching materials adopted by the faculties can satisfy most students' learning competency.	55,122	3.87	3.86
(3)	The faculties adapt teaching methods and instructional strategies to students' aptitudes.	55,122	3.81	3.79
(4)	The textbooks and learning materials adopted by the faculties can enhance the students' learning outcomes.	55,122	3.83	3.82
(5)	The faculties have worked hard to be more creative in their teaching to inspire the students' learning motivation.	55,122	3.79	3.77



No.	Item	No. of response	Average of the 4 Regions	Taiwan (n=41,383) Average
Q15 Recognition of “Distance Learning”				
(1)	The functions of my institution's distance learning platform are clearly explained, easy to understand and operate.	55,122	3.71	3.69
(2)	The distance learning platform offers diverse courses to cater to my learning needs.	55,122	3.64	3.63
(3)	The faculties design the distance learning course content appropriately and facilitate students' learning using appropriate teaching aids.	55,122	3.71	3.69
(4)	I can conduct self-learning through distance learning without confronting any learning obstacles.	55,122	3.80	3.82
Q16 Recognition of “Curriculum Arrangement”				
(1)	The syllabus is always clearly posted on the website before course selection.	55,122	3.75	3.74
(2)	My institution provides decent assistance for course selection.	55,122	3.69	3.70
(3)	I can obtain sufficient professional knowledge and skills through the institution's courses before graduation.	55,122	3.77	3.75
(4)	I can take the elective professional courses that I want from my institution.	55,122	3.73	3.69
(5)	The design and arrangement of my institution's curriculum and teaching can enhance my employment competitiveness.	55,122	3.72	3.70
(6)	Many internship opportunities are provided by my institution to help students own the practical experiences.	55,122	3.77	3.72
Q17 Recognition of “Curriculum Learning”				
(1)	keep up with class in general	55,122	3.85	3.86
(2)	get to points from lecturers	55,122	3.81	3.81
(3)	make good use of time to learn	55,122	3.76	3.77
(4)	learn class materials effectively	55,122	3.72	3.71
(5)	feel satisfied with your academic performance	55,122	3.64	3.66
(6)	turn your effort to academic performance proportionally	55,122	3.73	3.71
(7)	know how to ask for help while encountering difficulty in learning	55,122	3.84	3.87
(8)	collaborate well with others on coursework	55,122	3.87	3.86
(9)	good at writing reports	55,122	3.62	3.64
(10)	deliver oral presentation readily	55,122	3.43	3.41



No.	Item	No. of response	Average of the 4 Regions	Taiwan (n=41,383) Average
Q18 Recognition of “Liberal Learning”				
(1)	My institution's general education courses have broadened my knowledge.	55,122	3.75	3.73
(2)	My institution's interdisciplinary courses and programs have cultivated me with interdisciplinary integration ability.	55,122	3.75	3.74
(3)	My institution encourages the students to pursue interdisciplinary study.	55,122	3.78	3.79
(4)	I can take the general education courses that I want from my institution.	55,122	3.62	3.63
Q19 Recognition of “Foreign Language Competency”				
(1)	I am capable of reading and understanding English text books.	55,122	3.33	3.30
(2)	My institution's graduation threshold for foreign languages can encourage me in studying harder.	55,122	3.45	3.37
(3)	My institution provides a wide choice of foreign language courses so that I can enrich my second foreign language proficiency.	55,122	3.48	3.46
(4)	I've passed more than one foreign language proficiency tests.	55,122	3.17	3.13
(5)	I believe that I can use foreign language fluently and effectively in communicating with others after graduation.	55,122	3.16	3.09
Q20 Understanding of “Counseling Services”				
(1)	counseling for "Maladaptation for Living"	55,122	3.39	3.34
(2)	counseling for "Relationship Problem"	55,122	3.33	3.33
(3)	counseling for "Depression"	55,122	3.37	3.37
(4)	counseling for "Sexual Harassment and Assault"	55,122	3.37	3.38
(5)	counseling for "Career Development"	55,122	3.60	3.53
(6)	counseling for "Learning Difficulties"	55,122	3.44	3.38
Q21 Recognition of “Teaching Counseling”				
(1)	The early alert system and remedial instruction implemented by my institution can effectively assist the students with bad learning outcomes.	55,122	3.60	3.58
(2)	The faculties provide necessary guidance or counseling for students through after-class activities.	55,122	3.69	3.70
(3)	My institution's learning e-Portfolio can effectively enhance the students' learning outcomes.	55,122	3.51	3.49



No.	Item	No. of response	Average of the 4 Regions	Taiwan (n=41,383) Average
Q22 Recognition of “Employment Counseling”				
(1)	My institution can effectively assist the students in employment and career development.	55,122	3.62	3.58
(2)	I already had a clear plan for my future career development after graduation.	55,122	3.57	3.53
(3)	I clearly know the development directions of our alumni after their graduation.	55,122	3.56	3.54
(4)	Alumni are usually invited by my institution to share and exchange their experiences with us.	55,122	3.43	3.38
(5)	I understand the trend of different industries and also the requests for their potential employees.	55,122	3.56	3.57
Q23 Status of “Self-Evaluation”				
(1)	considering transferring to other school	55,122	2.27	2.25
(2)	considering changing major	55,122	2.19	2.16
(3)	considering taking the entrance exam again	55,122	1.99	1.91
(4)	considering dropping out of school	55,122	2.04	1.99
(5)	clearly understand the purpose of getting into college	55,122	3.67	3.61
(6)	positive results can be expected during school time	55,122	3.65	3.57
(7)	learn things happily	55,122	3.58	3.53
(8)	clearly understand learning goal	55,122	3.62	3.57
Q24 Recognition of “Overall Situation”				
(1)	I am willing to recommend others to study at my department/institute.	55,122	3.52	3.41
(2)	I am willing to recommend others to study at my school.	55,122	3.49	3.36
(3)	As a whole, I think the climate for learning in my institution is good.	55,122	3.49	3.39
(4)	As a whole, my institution has improved a lot over the past one year.	55,122	3.41	3.36
(5)	As a whole, I am satisfied with my school.	55,122	3.59	3.52

Note : Due to the different education systems in Japan, Taiwan, Thailand and Vietnam, the statistical results of “Q4 Education Level” and “Q5 Grade” are not included in this table.



2. Comparison between 2020 and 2021 in Taiwan

No.	Item	Taiwan 2021 (n=41,383)	Taiwan 2020 (n=42,077)	Difference b/w 2020 and 2021
Q1 Gender(%)				
(1)	Male	44.31	44.40	-0.09 ▼
(2)	Female	55.69	55.60	0.09 △
Q2 Status(%)				
(1)	Local Student	96.47	93.11	3.36 △
(2)	Non-local Student	3.53	6.89	-3.36 ▼
Q3 Major(%)				
(1)	Education	4.12	5.39	-1.27 ▼
(2)	Arts and Humanities	16.80	17.24	-0.44 ▼
(3)	Social Sciences, Journalism and Library Information	3.32	3.99	-0.67 ▼
(4)	Business, Administration and Law	20.59	18.74	1.85 △
(5)	Information and Communication Technologies	10.55	10.82	-0.27 ▼
(6)	Natural Sciences, Mathematics and Statistics	2.38	3.68	-1.30 ▼
(7)	Health and Social Welfare	12.81	9.69	3.12 △
(8)	Services	10.31	10.49	-0.18 ▼
(9)	Agriculture, Forestry, Fisheries and Veterinary Medicine	1.12	1.54	-0.42 ▼
(10)	Engineering, Manufacturing and Construction	17.10	17.32	-0.22 ▼
(11)	Other Fields	0.90	1.10	-0.20 ▼
Q6 Major Source of Tuition Fees(%)				
(1)	Contributions/remittance from family	66.80	67.60	-0.80 ▼
(2)	Earnings from part-time job	26.27	26.90	-0.63 ▼
(3)	Scholarship	9.13	8.28	0.85 △
(4)	Financial aids	22.88	21.67	1.21 △
(5)	Personal savings	10.67	10.90	-0.23 ▼
Q7 Major Source of Educational and Living Expenses(%)				
(1)	Contributions/remittance from family	73.94	73.21	0.73 △
(2)	Earnings from part-time job	50.14	51.02	-0.88 ▼
(3)	Scholarship	12.30	11.93	0.37 △
(4)	Financial aids	4.47	4.57	-0.10 ▼
(5)	Personal savings	20.29	19.98	0.31 △

No.	Item	Taiwan 2021 (n=41,383)	Taiwan 2020 (n=42,077)	Difference b/w 2020 and 2021
Q8 Satisfaction with “Library Equipment”				
(1)	sufficient academic books, journals and electronic resources	3.94	3.92	0.02 △
(2)	richness of foreign language collection	3.89	--	-- —
(3)	ways to display the books and journals	3.89	3.86	0.03 △
(4)	the convenience of information retrieval	3.91	3.88	0.03 △
(5)	the capacity and comfort of the environment	4.18	4.16	0.02 △
(6)	the quietness and cleanness of the environment	4.16	4.13	0.03 △
Q9 Satisfaction with “Teaching Equipment”				
(1)	the comfort of the classrooms	3.59	3.54	0.05 △
(2)	the practicality of the teaching equipment	3.60	3.57	0.03 △
(3)	the use of electronic teaching equipment	3.61	3.57	0.04 △
(4)	the usability of the equipment located in computer rooms	3.58	3.58	0.00 —
(5)	the smoothness of Internet connection	3.34	3.35	-0.01 ▼
Q10 Satisfaction with “Administration System”				
(1)	the convenience of the institution's course selection system	3.58	3.57	0.01 △
(2)	the convenience of the access to the course information system	3.73	3.71	0.02 △
(3)	the function for the switch between course selection system and course information system	3.64	3.61	0.03 △
(4)	the convenience of the institution's website designed for information searching	3.69	3.67	0.02 △
(5)	the practicality of the institution's platform system set up for teaching aids	3.70	3.67	0.03 △
Q11 Recognition of “Campus Internationalization”				
(1)	My institution provides many overseas learning opportunities.	3.63	3.61	0.02 △
(2)	My institution creates an international learning environment for students.	3.58	3.54	0.04 △
(3)	My institution encourages the students to participate in international activities.	3.63	3.60	0.03 △
(4)	Many opportunities can be found to communicate with foreign faculties and students.	3.38	3.32	0.06 △



No.	Item	Taiwan 2021 (n=41,383)	Taiwan 2020 (n=42,077)	Difference b/w 2020 and 2021
Q12 Satisfaction with “Campus Environment”				
(1)	comfort of student accommodation	3.43	--	-- —
(2)	sanitation and hygiene at school restaurant	3.41	--	-- —
(3)	sanitation and hygiene in school toilet	3.46	--	-- —
(4)	variety of sporting facilities	3.49	--	-- —
(5)	popularity of accessible facilities	3.60	--	-- —
(6)	convenience of commuting to school	3.45	--	-- —
(7)	convenience of life function around the campus	3.58	--	-- —
Q13 Recognition of “Teaching Methods”				
(1)	keynote speech or demonstration	3.86	3.77	0.09 △
(2)	co-teaching or team-teaching	3.51	3.42	0.09 △
(3)	lecture and explanation from teachers	3.82	3.85	-0.03 ▼
(4)	videos or multimedia used for teaching	3.89	3.90	-0.01 ▼
(5)	case study	3.92	3.91	0.01 △
(6)	assigned readings	3.82	3.82	0.00 —
(7)	review and summary of key points by teachers after students watch teaching video	3.67	3.61	0.06 △
(8)	interactive activities	3.90	3.88	0.02 △
(9)	field trip or tour	3.47	3.36	0.11 △
(10)	teamwork	3.89	3.86	0.03 △
(11)	experiment and exercise with the aid of teachers	3.83	3.80	0.03 △
(12)	course project	3.89	3.87	0.02 △
Q14 Recognition of “Curriculum Teaching”				
(1)	The faculties' specialties are in consistent with the courses instructed by them.	3.87	3.85	0.02 △
(2)	The teaching materials adopted by the faculties can satisfy most students' learning competency.	3.86	3.83	0.03 △
(3)	The faculties adapt teaching methods and instructional strategies to students' aptitudes.	3.79	3.74	0.05 △
(4)	The textbooks and learning materials adopted by the faculties can enhance the students' learning outcomes.	3.82	3.78	0.04 △
(5)	The faculties have worked hard to be more creative in their teaching to inspire the students' learning motivation.	3.77	3.72	0.05 △



No.	Item	Taiwan 2021 (n=41,383)	Taiwan 2020 (n=42,077)	Difference b/w 2020 and 2021
Q15 Recognition of "Distance Learning"				
(1)	The functions of my institution's distance learning platform are clearly explained, easy to understand and operate.	3.69	3.56	0.13 △
(2)	The distance learning platform offers diverse courses to cater to my learning needs.	3.63	3.53	0.10 △
(3)	The faculties design the distance learning course content appropriately and facilitate students' learning using appropriate teaching aids.	3.69	3.59	0.10 △
(4)	I can conduct self-learning through distance learning without confronting any learning obstacles.	3.82	3.78	0.04 △
Q16 Recognition of "Curriculum Arrangement"				
(1)	The syllabus is always clearly posted on the website before course selection.	3.74	3.73	0.01 △
(2)	My institution provides decent assistance for course selection.	3.70	3.69	0.01 △
(3)	I can obtain sufficient professional knowledge and skills through the institution's courses before graduation.	3.75	3.71	0.04 △
(4)	I can take the elective professional courses that I want from my institution.	3.69	--	-- —
(5)	The design and arrangement of my institution's curriculum and teaching can enhance my employment competitiveness.	3.70	--	-- —
(6)	Many internship opportunities are provided by my institution to help students own the practical experiences.	3.72	3.66	0.06 △
Q17 Recognition of "Curriculum Learning"				
(1)	keep up with class in general	3.86	3.84	0.02 △
(2)	get to points from lecturers	3.81	3.79	0.02 △
(3)	make good use of time to learn	3.77	3.73	0.04 △
(4)	learn class materials effectively	3.71	3.68	0.03 △
(5)	feel satisfied with your academic performance	3.66	3.63	0.03 △
(6)	turn your effort to academic performance proportionally	3.71	3.68	0.03 △
(7)	know how to ask for help while encountering difficulty in learning	3.87	3.84	0.03 △
(8)	collaborate well with others on coursework	3.86	3.83	0.03 △
(9)	good at writing reports	3.64	3.63	0.01 △
(10)	deliver oral presentation readily	3.41	3.41	0.00 —

No.	Item	Taiwan 2021 (n=41,383)	Taiwan 2020 (n=42,077)	Difference b/w 2020 and 2021
Q18 Recognition of "Liberal Learning"				
(1)	My institution's general education courses have broadened my knowledge.	3.73	3.68	0.05 △
(2)	My institution's interdisciplinary courses and programs have cultivated me with interdisciplinary integration ability.	3.74	3.69	0.05 △
(3)	My institution encourages the students to pursue interdisciplinary study.	3.79	3.74	0.05 △
(4)	I can take the general education courses that I want from my institution.	3.63	--	-- —
Q19 Recognition of "Foreign Language Competency"				
(1)	I am capable of reading and understanding English text books.	3.30	--	-- —
(2)	My institution's graduation threshold for foreign languages can encourage me in studying harder.	3.37	3.35	0.02 △
(3)	My institution provides a wide choice of foreign language courses so that I can enrich my second foreign language proficiency.	3.46	--	-- —
(4)	I've passed more than one foreign language proficiency tests.	3.13	3.20	-0.07 ▼
(5)	I believe that I can use foreign language fluently and effectively in communicating with others after graduation.	3.09	3.17	-0.08 ▼
Q20 Understanding of "Counseling Services"				
(1)	counseling for "Maladaptation for Living"	3.34	3.28	0.06 △
(2)	counseling for "Relationship Problem"	3.33	3.27	0.06 △
(3)	counseling for "Depression"	3.37	3.31	0.06 △
(4)	counseling for "Sexual Harassment and Assault"	3.38	3.31	0.07 △
(5)	counseling for "Career Development"	3.53	3.48	0.05 △
(6)	counseling for "Learning Difficulties"	3.38	3.31	0.07 △
Q21 Recognition of "Teaching Counseling"				
(1)	The early alert system and remedial instruction implemented by my institution can effectively assist the students with bad learning outcomes.	3.58	3.53	0.05 △
(2)	The faculties provide necessary guidance or counseling for students through after-class activities.	3.70	3.65	0.05 △
(3)	My institution's learning e-Portfolio can effectively enhance the students' learning outcomes.	3.49	3.44	0.05 △



No.	Item	Taiwan 2021 (n=41,383)	Taiwan 2020 (n=42,077)	Difference b/w 2020 and 2021
Q22 Recognition of "Employment Counseling"				
(1)	My institution can effectively assist the students in employment and career development.	3.58	3.52	0.06 △
(2)	I already had a clear plan for my future career development after graduation.	3.53	3.50	0.03 △
(3)	I clearly know the development directions of our alumni after their graduation.	3.54	3.48	0.06 △
(4)	Alumni are usually invited by my institution to share and exchange their experiences with us.	3.38	3.30	0.08 △
(5)	I understand the trend of different industries and also the requests for their potential employees.	3.57	3.52	0.05 △
Q23 Status of "Self-Evaluation"				
(1)	considering transferring to other school	2.25	2.32	-0.07 ▽
(2)	considering changing major	2.16	2.23	-0.07 ▽
(3)	considering taking the entrance exam again	1.91	1.96	-0.05 ▽
(4)	considering dropping out of school	1.99	2.05	-0.06 ▽
(5)	clearly understand the purpose of getting into college	3.61	3.57	0.04 △
(6)	positive results can be expected during school time	3.57	3.53	0.04 △
(7)	learn things happily	3.53	3.50	0.03 △
(8)	clearly understand learning goal	3.57	3.53	0.04 △
Q24 Recognition of "Overall Situation"				
(1)	I am willing to recommend others to study at my department/institute.	3.41	3.39	0.02 △
(2)	I am willing to recommend others to study at my school.	3.36	3.39	-0.03 ▼
(3)	As a whole, I think the climate for learning in my institution is good.	3.39	3.40	-0.01 ▼
(4)	As a whole, my institution has improved a lot over the past one year.	3.36	3.35	0.01 △
(5)	As a whole, I am satisfied with my school.	3.52	3.54	-0.02 ▼

II. Basic Information

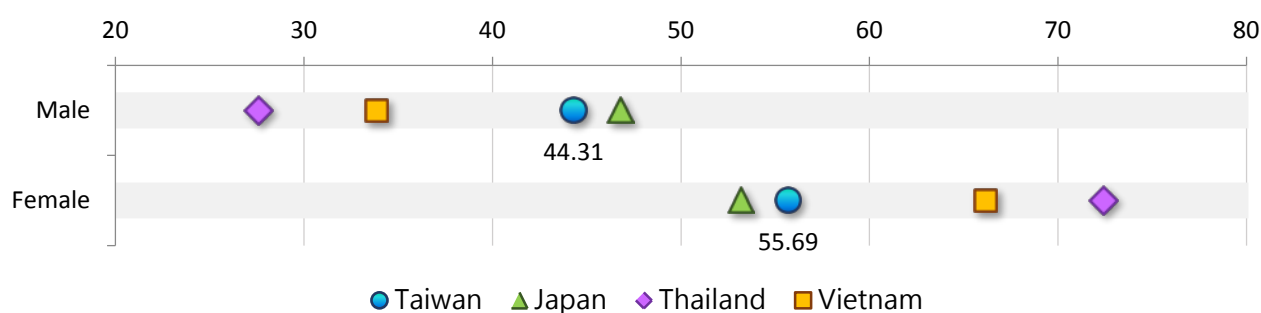
1. 【Q1】 Gender

Item	Taiwan Average(%)	Japan Average(%)	Thailand Average(%)	Vietnam Average(%)	   
Male	44.31	46.80	27.60 *	33.85	
Female	55.69	53.20	72.40	66.15	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);

【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



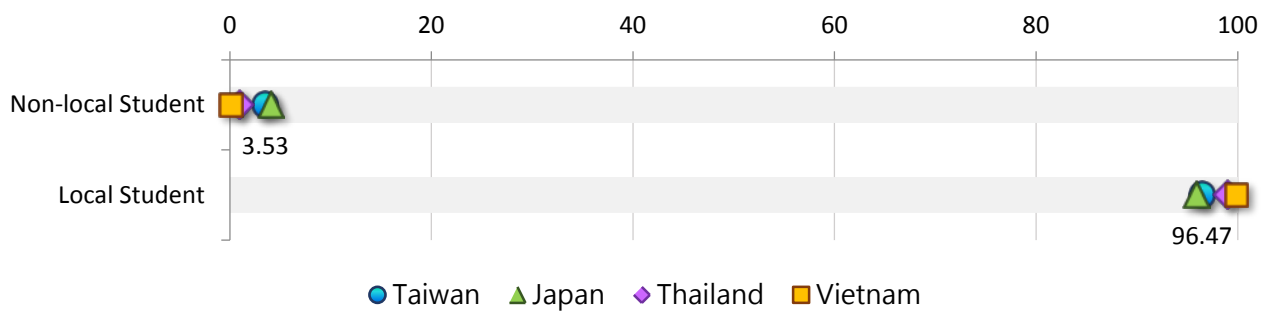
【Figure 2-1】 Students' Gender in comparison among the 4 regions(%)

2. 【Q2】 Status

Item	Taiwan Average(%)	Japan Average(%)	Thailand Average(%)	Vietnam Average(%)	   
Non-local Student	3.53	4.08	0.97	0.12	
Local Student	96.47	95.92	99.03	99.88	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【 Figure 2-2 】 Students' Status in comparison among the 4 regions(%)



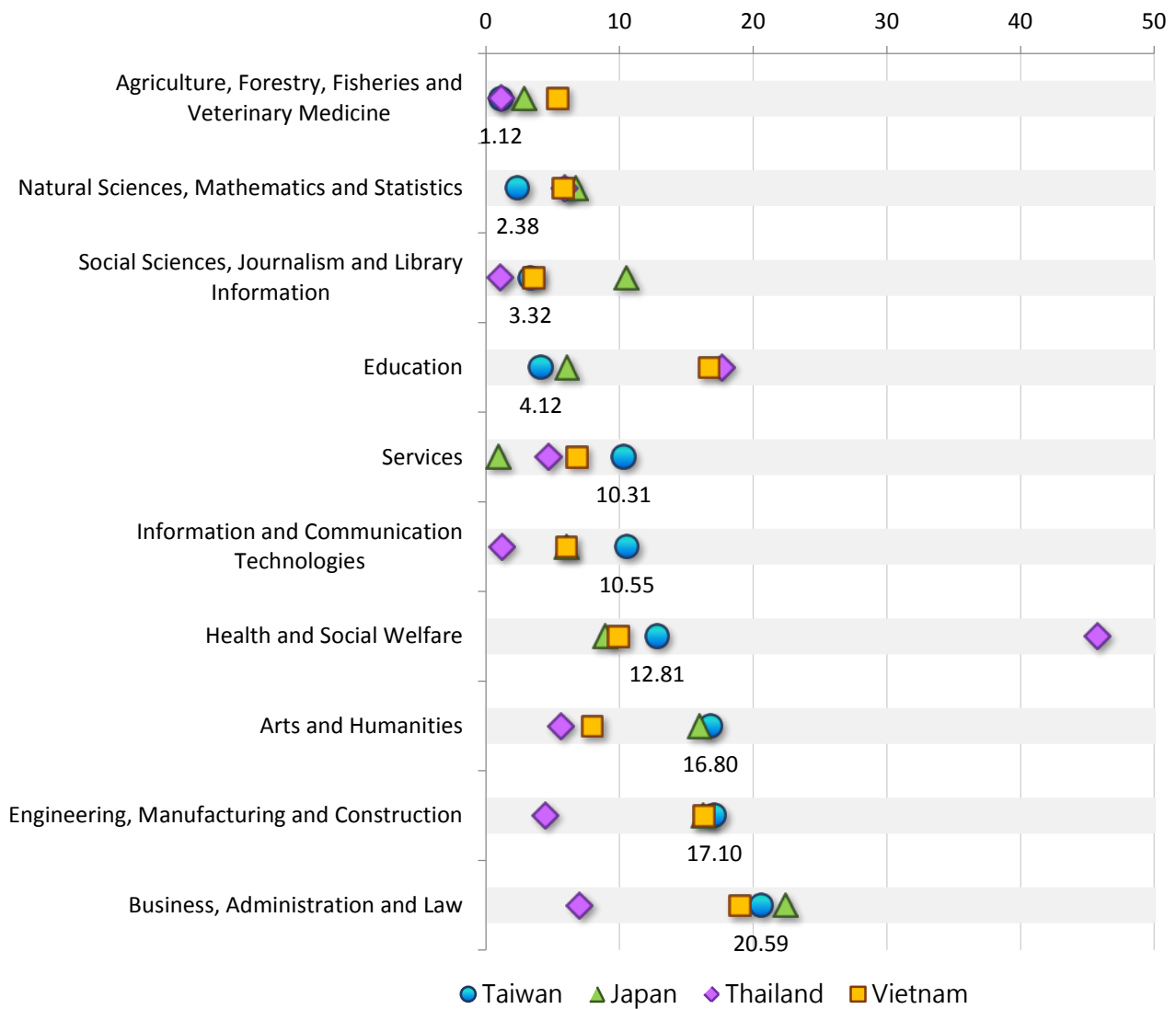
3. 【Q3】 Major

Item	Taiwan Average(%)	Japan Average(%)	Thailand Average(%)	Vietnam Average(%)	   
Agriculture, Forestry, Fisheries and Veterinary Medicine	1.12	2.89	1.14	5.37	
Natural Sciences, Mathematics and Statistics	2.38	6.73	5.93	5.79	
Social Sciences, Journalism and Library Information	3.32	10.52	1.09	3.58	
Education	4.12	6.07	17.66 **	16.70 **	
Services	10.31	0.94 **	4.70	6.84	
Information and Communication Technologies	10.55	6.03	1.22 **	6.02	
Health and Social Welfare	12.81	8.93	45.72 **	9.91	
Arts and Humanities	16.80	15.98	5.60 *	7.95	
Engineering, Manufacturing and Construction	17.10	16.27	4.45 **	16.33	
Business, Administration and Law	20.59	22.42	7.02 *	19.00	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);

【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【Figure 2-3】 Students' Major in comparison among the 4 regions(%)

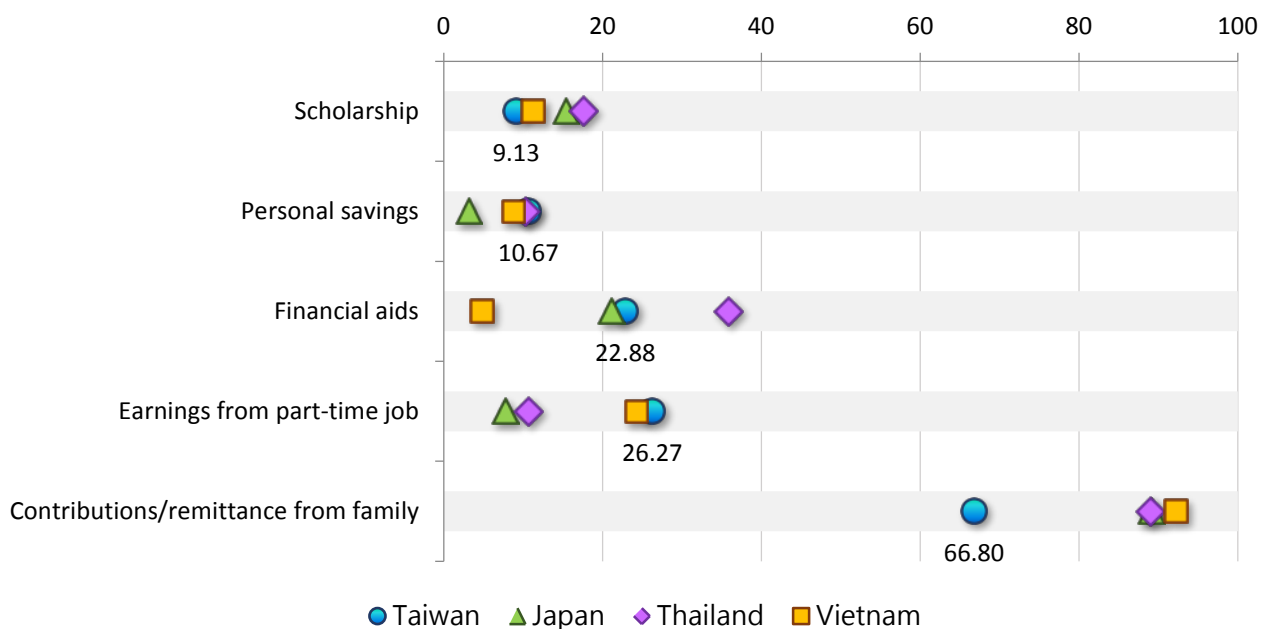
4. 【Q6】 Major Source of Tuition Fees

Item	Taiwan Average(%)	Japan Average(%)	Thailand Average(%)	Vietnam Average(%)	   
Scholarship	9.13	15.45	17.61	11.29	
Personal savings	10.67	3.18 *	10.36	8.76	
Financial aids	22.88	21.16	35.85	4.81 **	
Earnings from part-time job	26.27	7.75 **	10.66 *	24.25	
Contributions/remittance from family	66.80	89.16	89.01	92.20 *	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);

【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【 Figure 2-4 】 Major Source of Tuition Fees in comparison among the 4 regions(%)

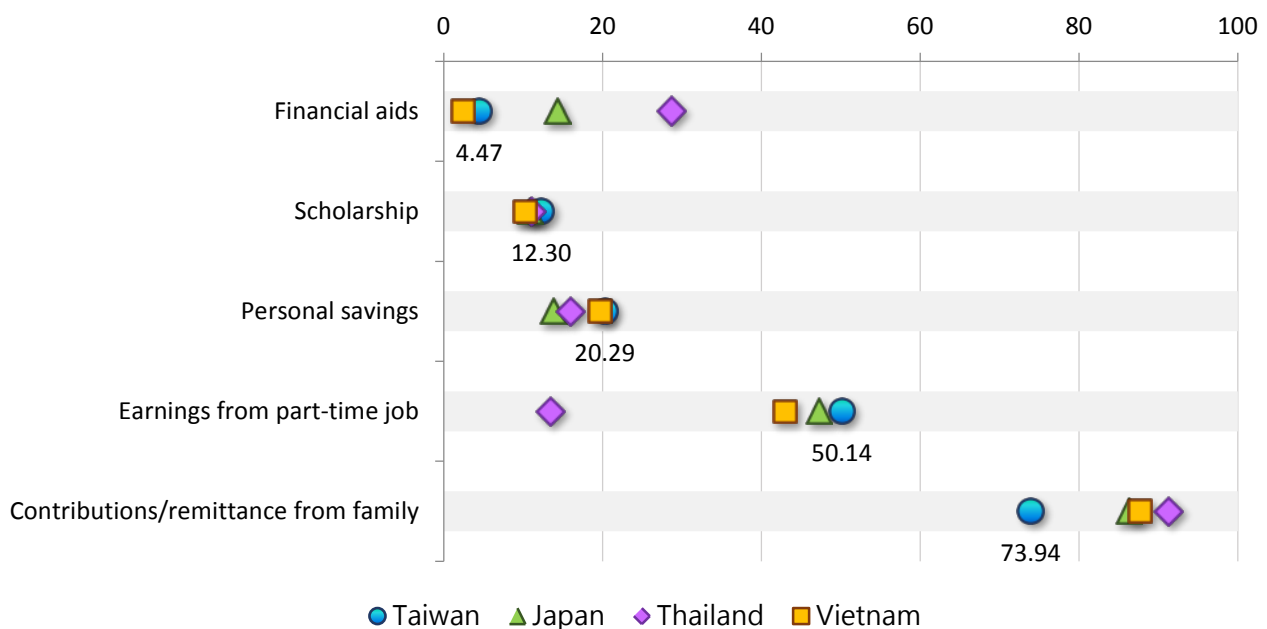
5. 【Q7】 Major Source of Educational and Living Expenses

Item	Taiwan Average(%)	Japan Average(%)	Thailand Average(%)	Vietnam Average(%)	   
Financial aids	4.47	14.35 *	28.70 **	2.40	
Scholarship	12.30	10.88	11.04	10.24	
Personal savings	20.29	13.82	16.03	19.72	
Earnings from part-time job	50.14	47.29	13.46 **	42.99	
Contributions/remittance from family	73.94	86.34	91.33	87.64	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);

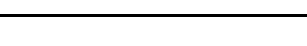
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【Figure 2-5】 Major Source of Educational and Living Expenses in comparison among the 4 regions(%)

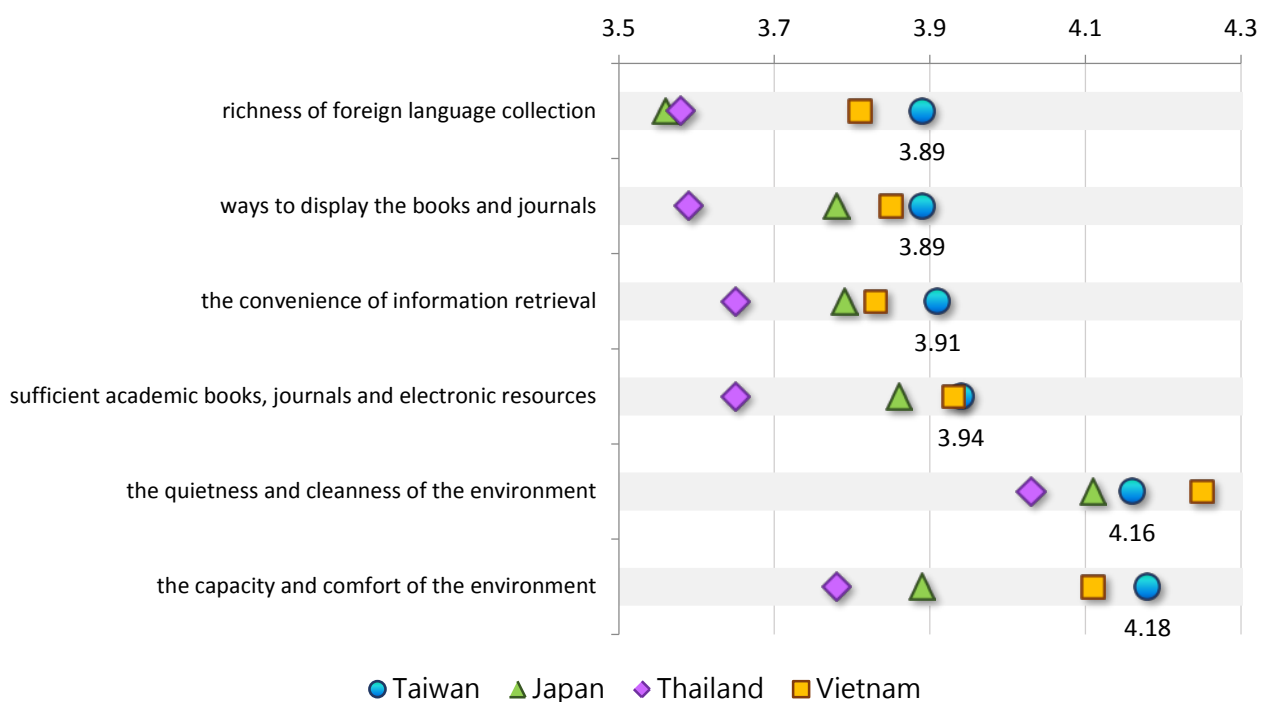
III. Facilities & Administration

1. 【Q8】 Satisfaction with “Library Equipment”

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
richness of foreign language collection	3.89	3.56 **	3.58 **	3.81 **	
ways to display the books and journals	3.89	3.78 **	3.59 **	3.85 **	
the convenience of information retrieval	3.91	3.79 **	3.65 **	3.83 **	
sufficient academic books, journals and electronic resources	3.94	3.86 **	3.65 **	3.93	
the quietness and cleanness of the environment	4.16	4.11 *	4.03 **	4.25 **	
the capacity and comfort of the environment	4.18	3.89 **	3.78 **	4.11 **	

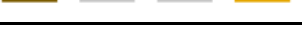
Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



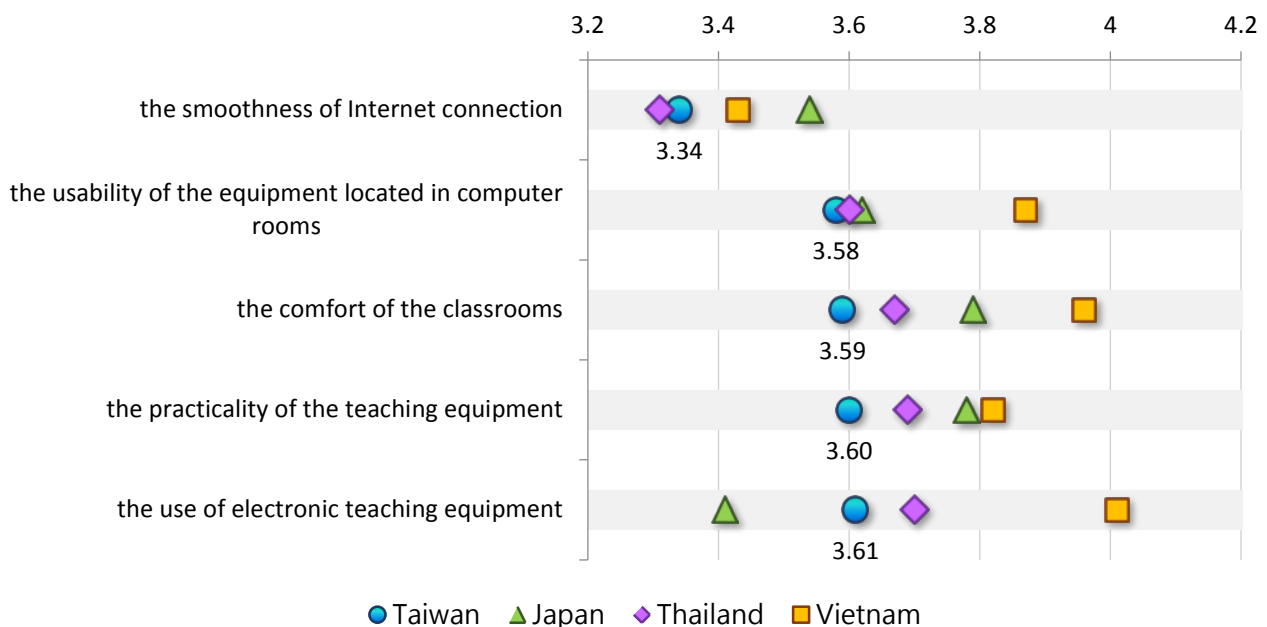
【Figure 3-1】 Students' Satisfaction with “Library Equipment” in comparison among the 4 regions

2. 【Q9】 Satisfaction with “Teaching Equipment”

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
the smoothness of Internet connection	3.34	3.54 **	3.31	3.43 **	
the usability of the equipment located in computer rooms	3.58	3.62	3.60	3.87 **	
the comfort of the classrooms	3.59	3.79 **	3.67 **	3.96 **	
the practicality of the teaching equipment	3.60	3.78 **	3.69 **	3.82 **	
the use of electronic teaching equipment	3.61	3.41 **	3.70 **	4.01 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



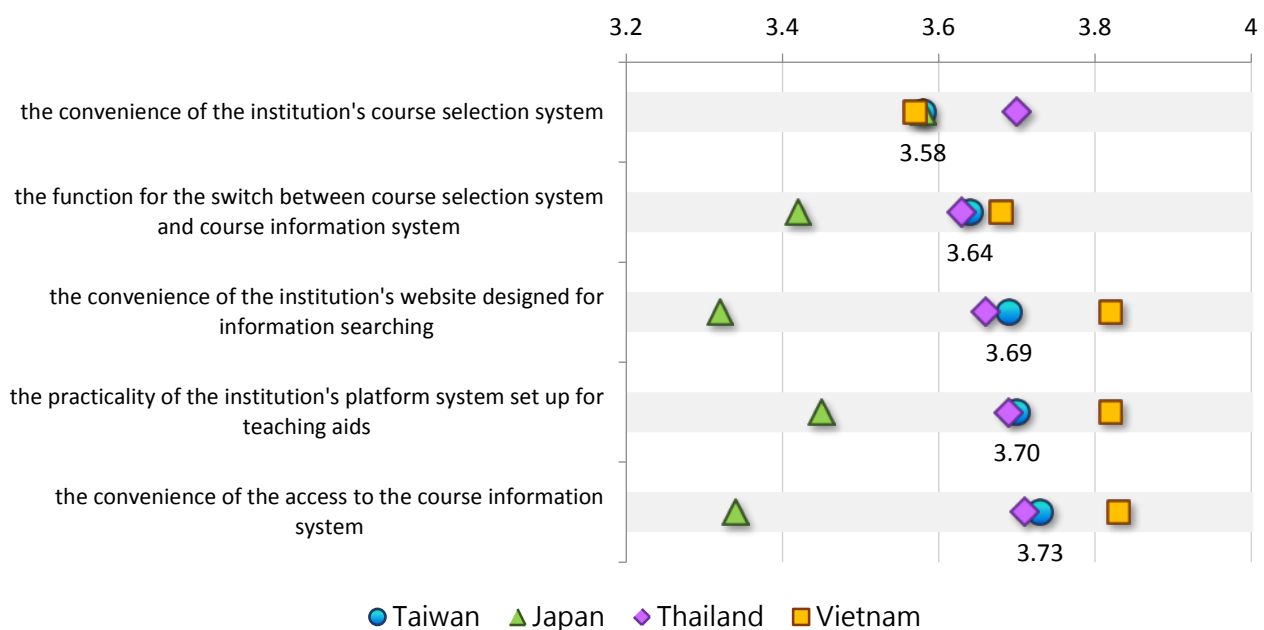
【 Figure 3-2 】 Students' Satisfaction with “Teaching Equipment” in comparison among the 4 regions

3. 【Q10】 Satisfaction with “Administration System”

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
the convenience of the institution's course selection system	3.58	3.58	3.70 **	3.57	
the function for the switch between course selection system and course information system	3.64	3.42 **	3.63	3.68 *	
the convenience of the institution's website designed for information searching	3.69	3.32 **	3.66	3.82 **	
the practicality of the institution's platform system set up for teaching aids	3.70	3.45 **	3.69	3.82 **	
the convenience of the access to the course information system	3.73	3.34 **	3.71	3.83 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



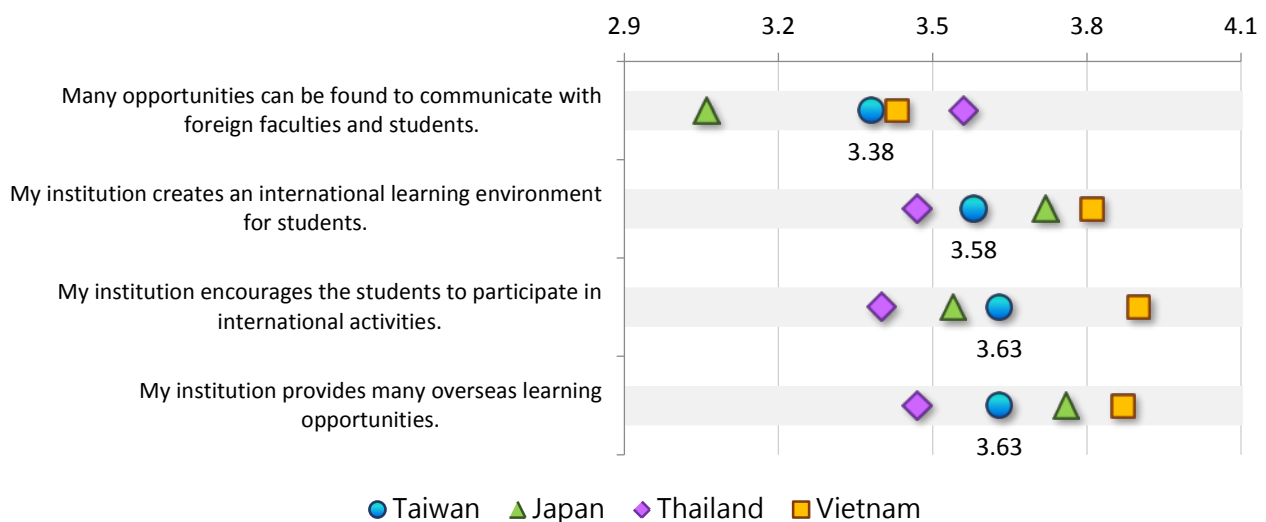
【Figure 3-3】 Students' Satisfaction with “Administration System” in comparison among the 4 regions

4. 【Q11】 Recognition of “Campus Internationalization”

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
Many opportunities can be found to communicate with foreign faculties and students.	3.38	3.06 **	3.56 **	3.43 **	
My institution creates an international learning environment for students.	3.58	3.72 **	3.47 **	3.81 **	
My institution encourages the students to participate in international activities.	3.63	3.54 **	3.40 **	3.90 **	
My institution provides many overseas learning opportunities.	3.63	3.76 **	3.47 **	3.87 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



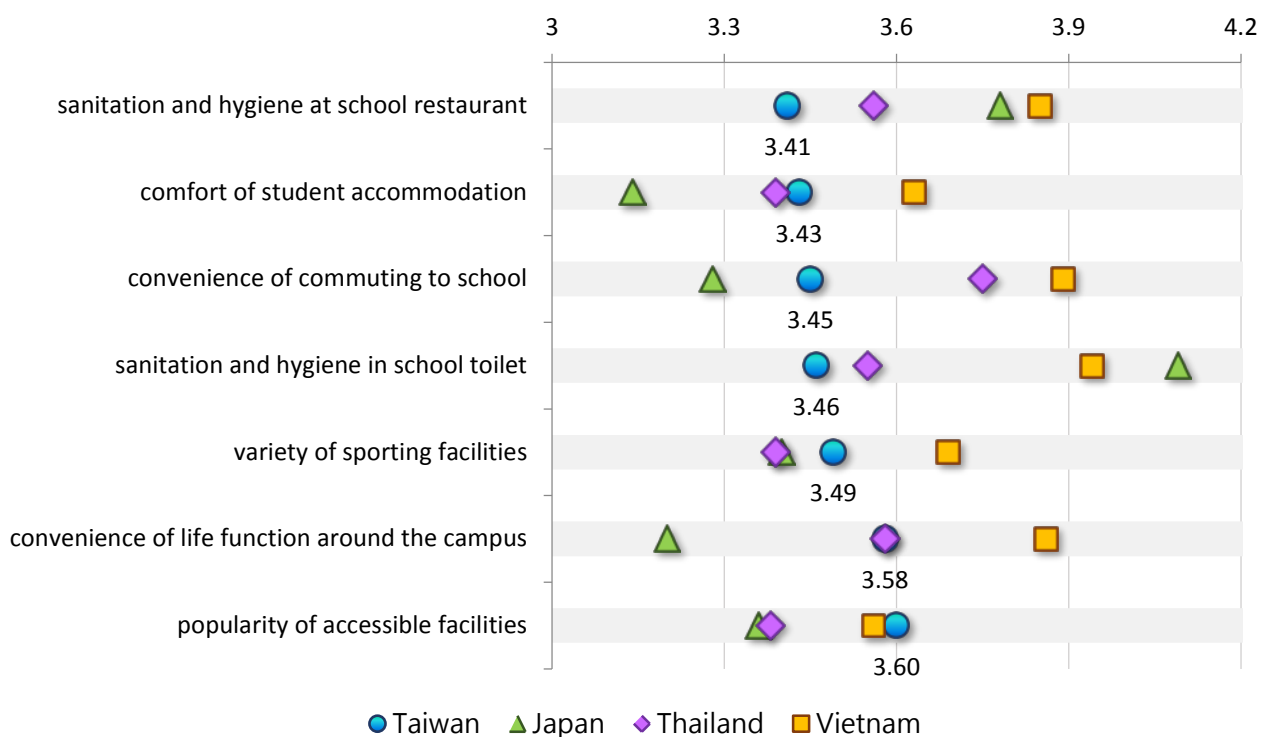
【Figure 3-4】 Students' Recognition of “Campus Internationalization” in comparison among the 4 regions

5. 【Q12】 Satisfaction with “Campus Environment”

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
sanitation and hygiene at school restaurant	3.41	3.78 **	3.56 **	3.85 **	
comfort of student accommodation	3.43	3.14 **	3.39	3.63 **	
convenience of commuting to school	3.45	3.28 **	3.75 **	3.89 **	
sanitation and hygiene in school toilet	3.46	4.09 **	3.55 **	3.94 **	
variety of sporting facilities	3.49	3.40 **	3.39 **	3.69 **	
convenience of life function around the campus	3.58	3.20 **	3.58	3.86 **	
popularity of accessible facilities	3.60	3.36 **	3.38 **	3.56 *	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【Figure 3-5】 Students' Satisfaction with “Campus Environment” in comparison among the 4 regions

IV. Teaching Effectiveness

1. 【Q13】 Recognition of “Teaching Methods”

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
field trip or tour	3.47	3.02 **	3.35 **	3.76 **	
co-teaching or team-teaching	3.51	3.29 **	3.69 **	3.68 **	
review and summary of key points by teachers after students watch teaching video	3.67	3.37 **	3.79 **	3.95 **	
assigned readings	3.82	3.70 **	3.75 **	3.99 **	
lecture and explanation from teachers	3.82	3.71 **	3.84	4.13 **	
experiment and exercise with the aid of teachers	3.83	3.50 **	3.87 *	4.03 **	
keynote speech or demonstration	3.86	3.43 **	3.78 **	3.78 **	
course project	3.89	3.50 **	3.78 **	4.03 **	
teamwork	3.89	3.44 **	3.88	4.12 **	
videos or multimedia used for teaching	3.89	3.65 **	3.80 **	4.01 **	
interactive activities	3.90	3.41 **	3.86 *	4.09 **	
case study	3.92	3.57 **	3.87 **	4.11 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



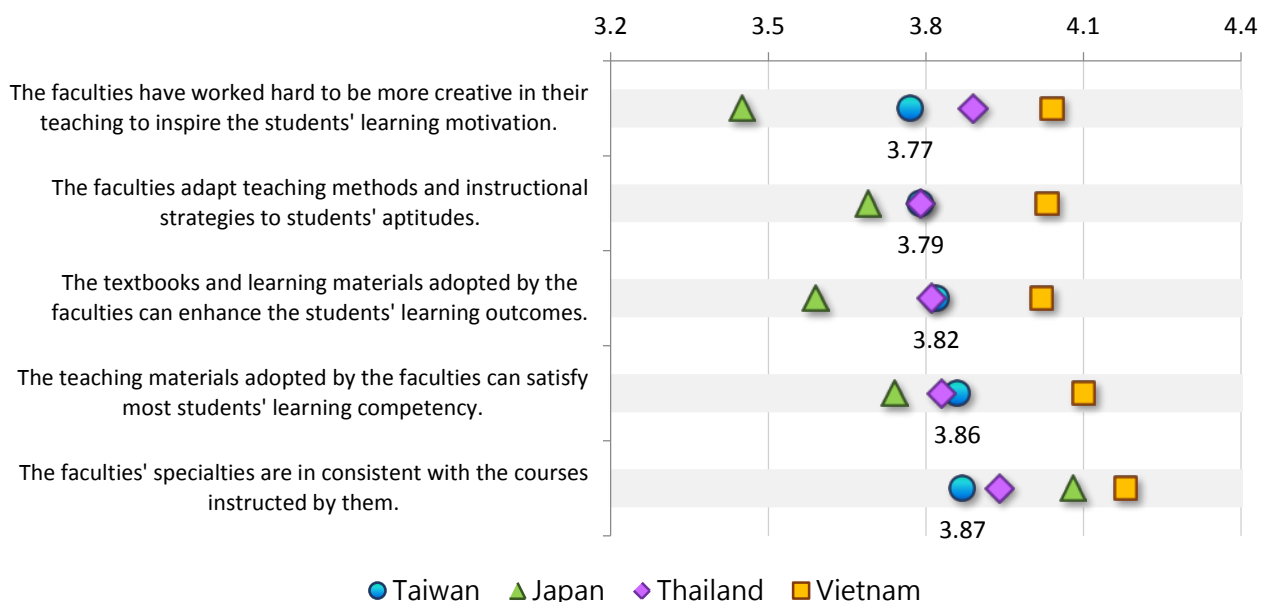
【 Figure 4-1 】 Students' Recognition of "Teaching Methods" in comparison among the 4 regions

2. 【Q14】 Recognition of “Curriculum Teaching”

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
The faculties have worked hard to be more creative in their teaching to inspire the students' learning motivation.	3.77	3.45 **	3.89 **	4.04 **	
The faculties adapt teaching methods and instructional strategies to students' aptitudes.	3.79	3.69 **	3.79	4.03 **	
The textbooks and learning materials adopted by the faculties can enhance the students' learning outcomes.	3.82	3.59 **	3.81	4.02 **	
The teaching materials adopted by the faculties can satisfy most students' learning competency.	3.86	3.74 **	3.83	4.10 **	
The faculties' specialties are in consistent with the courses instructed by them.	3.87	4.08 **	3.94 **	4.18 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



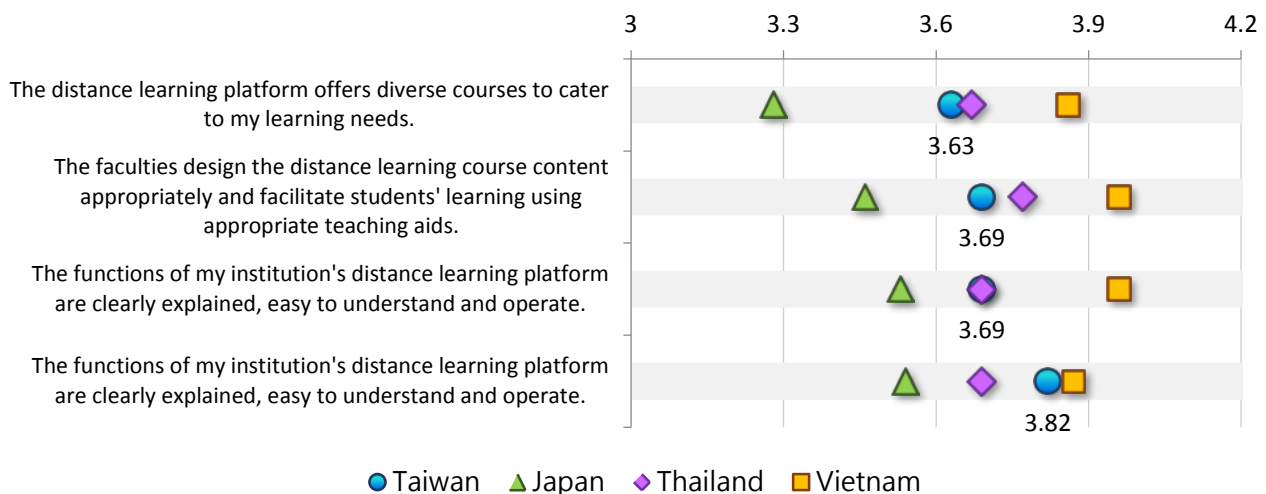
【Figure 4-2】 Students' Recognition of “Curriculum Teaching” in comparison among the 4 regions

3. 【Q15】 Recognition of “Distance Learning”

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
The distance learning platform offers diverse courses to cater to my learning needs.	3.63	3.28 **	3.67 *	3.86 **	
The faculties design the distance learning course content appropriately and facilitate students' learning using appropriate teaching aids.	3.69	3.46 **	3.77 **	3.96 **	
The functions of my institution's distance learning platform are clearly explained, easy to understand and operate.	3.69	3.53 **	3.69	3.96 **	
I can conduct self-learning through distance learning without confronting any learning obstacles.	3.82	3.54 **	3.69 **	3.87 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【Figure 4-3】 Students' Recognition of “Distance Learning” in comparison among the 4 regions

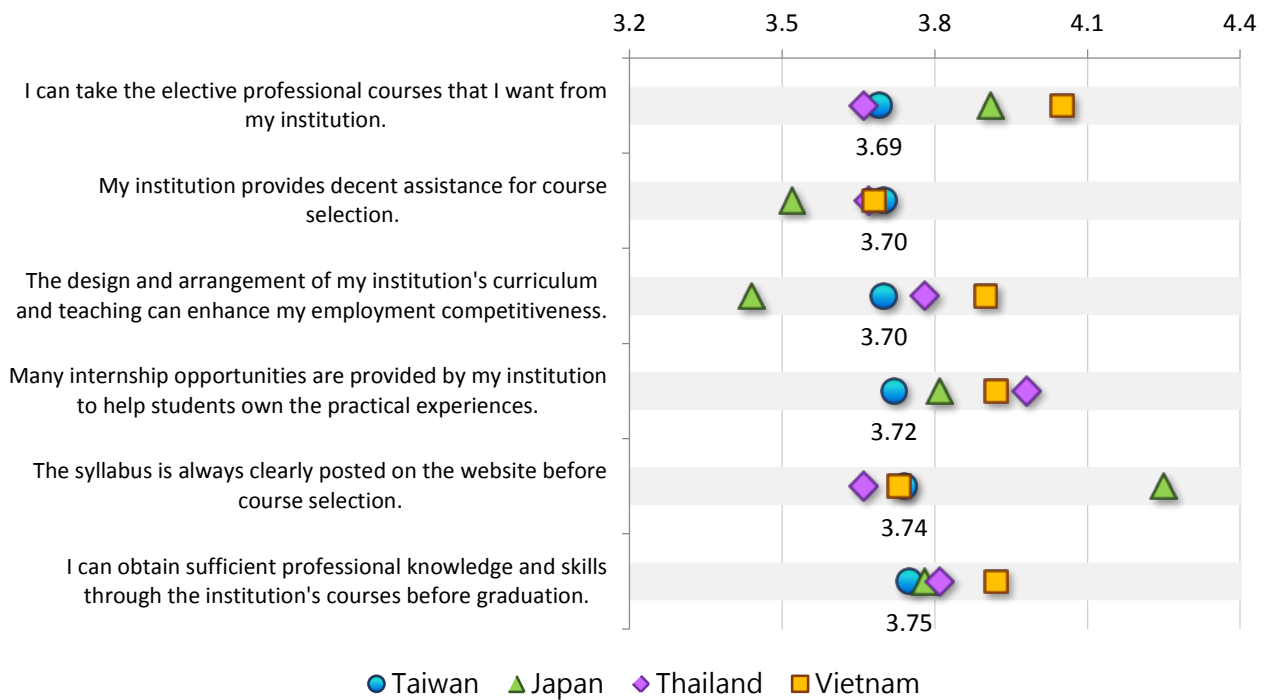
V. Learning Status

1. 【Q16】 Recognition of “Curriculum Arrangement”

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
I can take the elective professional courses that I want from my institution.	3.69	3.91 **	3.66	4.05 **	
My institution provides decent assistance for course selection.	3.70	3.52 **	3.67	3.68	
The design and arrangement of my institution's curriculum and teaching can enhance my employment competitiveness.	3.70	3.44 **	3.78 **	3.90 **	
Many internship opportunities are provided by my institution to help students own the practical experiences.	3.72	3.81 **	3.98 **	3.92 **	
The syllabus is always clearly posted on the website before course selection.	3.74	4.25 **	3.66 **	3.73	
I can obtain sufficient professional knowledge and skills through the institution's courses before graduation.	3.75	3.78	3.81 **	3.92 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



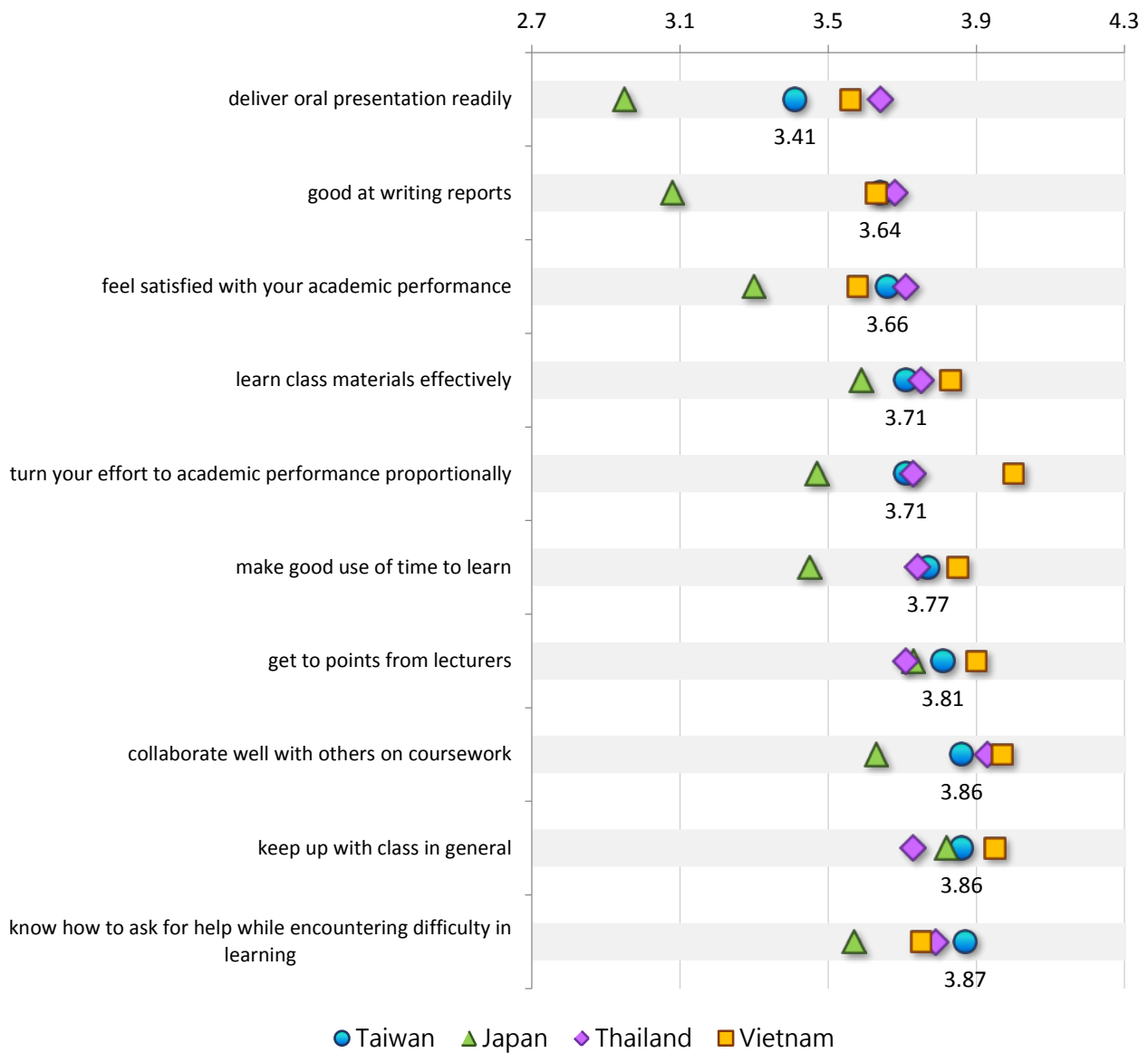
【Figure 5-1】 Students' Recognition of "Curriculum Arrangement" in comparison among the 4 regions

2. 【Q17】 Recognition of “Curriculum Learning”

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
deliver oral presentation readily	3.41	2.95 **	3.64 **	3.56 **	
good at writing reports	3.64	3.08 **	3.68 *	3.63	
feel satisfied with your academic performance	3.66	3.30 **	3.71 **	3.58 **	
learn class materials effectively	3.71	3.59 **	3.75 *	3.83 **	
turn your effort to academic performance proportionally	3.71	3.47 **	3.73	4.00 **	
make good use of time to learn	3.77	3.45 **	3.74	3.85 **	
get to points from lecturers	3.81	3.73 **	3.71 **	3.90 **	
collaborate well with others on coursework	3.86	3.63 **	3.93 **	3.97 **	
keep up with class in general	3.86	3.82	3.73 **	3.95 **	
know how to ask for help while encountering difficulty in learning	3.87	3.57 **	3.79 **	3.75 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



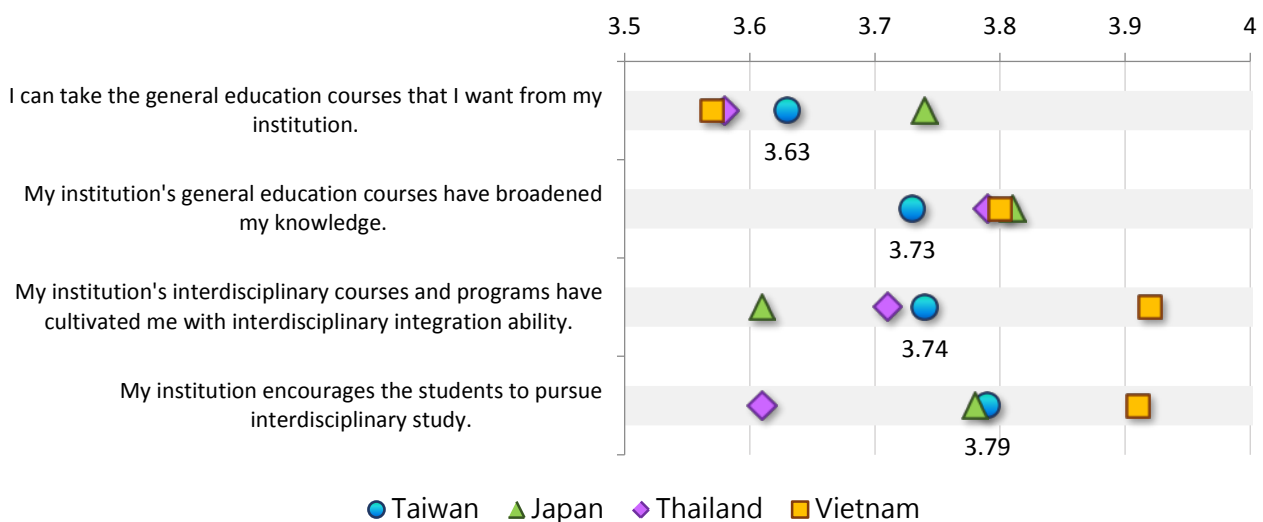
【Figure 5-2】 Students' Recognition of "Curriculum Learning" in comparison among the 4 regions

3. 【Q18】 Recognition of “Liberal Learning”

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
I can take the general education courses that I want from my institution.	3.63	3.74 **	3.58 **	3.57 **	
My institution's general education courses have broadened my knowledge.	3.73	3.81 **	3.79 **	3.80 **	
My institution's interdisciplinary courses and programs have cultivated me with interdisciplinary integration ability.	3.74	3.61 **	3.71	3.92 **	
My institution encourages the students to pursue interdisciplinary study.	3.79	3.78	3.61 **	3.91 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



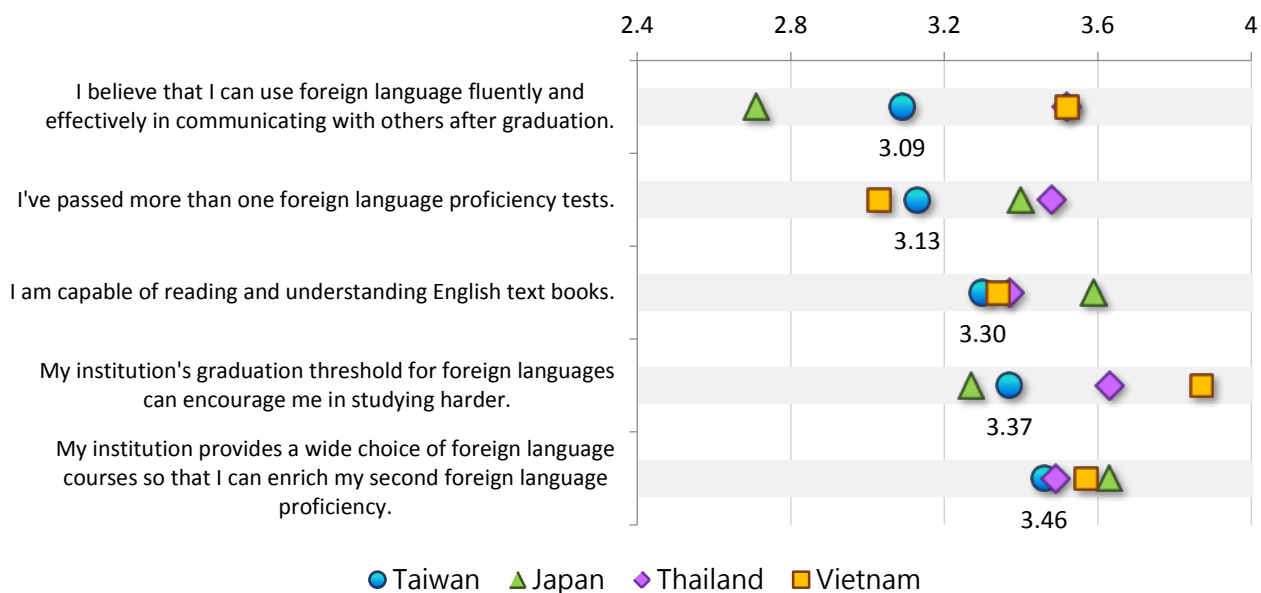
【Figure 5-3】 Students' Recognition of “Liberal Learning” in comparison among the 4 regions

4. 【Q19】 Recognition of “Foreign Language Competency”

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
I believe that I can use foreign language fluently and effectively in communicating with others after graduation.	3.09	2.71 **	3.52 **	3.52 **	
I've passed more than one foreign language proficiency tests.	3.13	3.40 **	3.48 **	3.03 **	
I am capable of reading and understanding English text books.	3.30	3.59 **	3.37 **	3.34	
My institution's graduation threshold for foreign languages can encourage me in studying harder.	3.37	3.27 **	3.63 **	3.87 **	
My institution provides a wide choice of foreign language courses so that I can enrich my second foreign language proficiency.	3.46	3.63 **	3.49	3.57 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【Figure 5-4】 Students' Recognition of “Foreign Language Competency” in comparison among the 4 regions

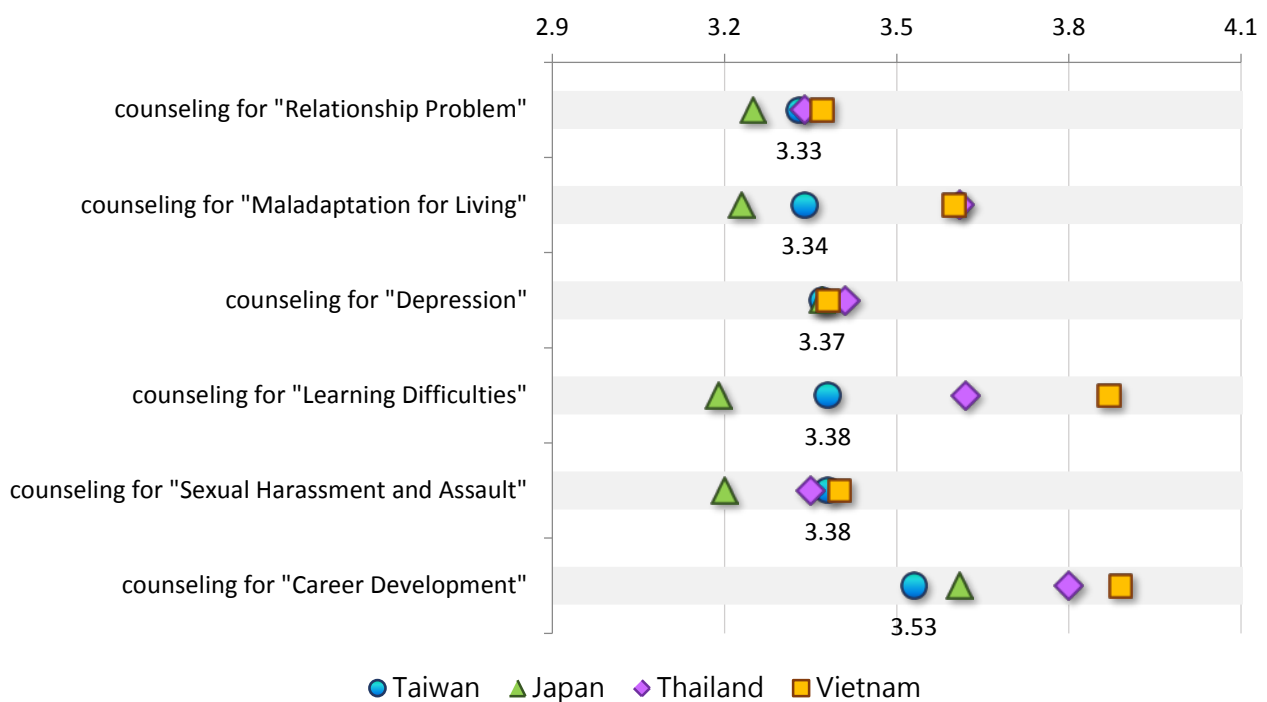
VI. School Counseling

1. 【Q20】 Understanding of “Counseling Services”

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
counseling for "Relationship Problem"	3.33	3.25 **	3.34	3.37	
counseling for "Maladaptation for Living"	3.34	3.23 **	3.61 **	3.60 **	
counseling for "Depression"	3.37	3.37	3.41 *	3.38	
counseling for "Learning Difficulties"	3.38	3.19 **	3.62 **	3.87 **	
counseling for "Sexual Harassment and Assault"	3.38	3.20 **	3.35	3.40	
counseling for "Career Development"	3.53	3.61 **	3.80 **	3.89 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【Figure 6-1】 Students' Understanding of “Counseling Services” in comparison among the 4 regions

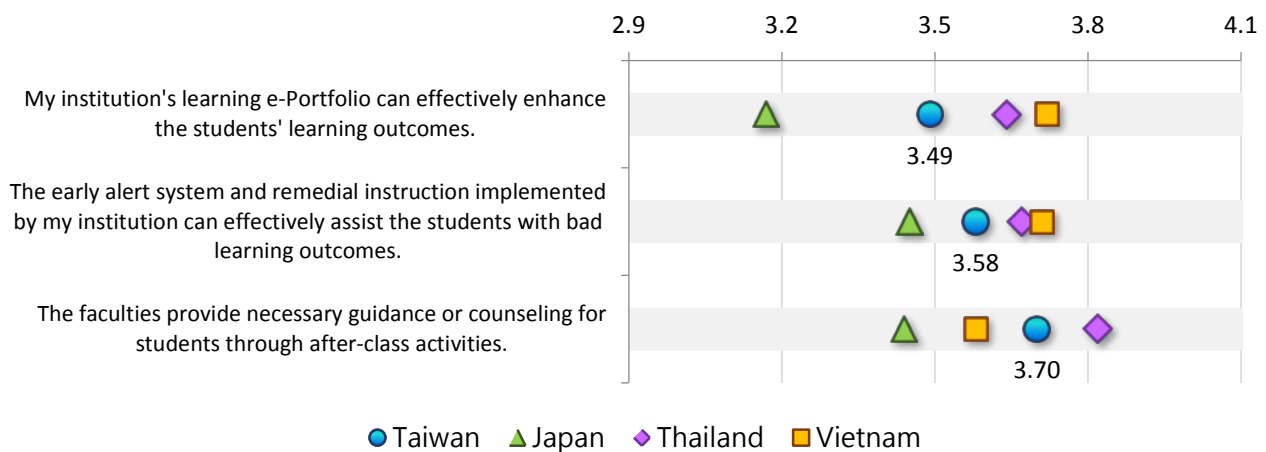
2. 【Q21】 Recognition of “Teaching Counseling”

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
My institution's learning e-Portfolio can effectively enhance the students' learning outcomes.	3.49	3.17 **	3.64 **	3.72 **	
The early alert system and remedial instruction implemented by my institution can effectively assist the students with bad learning outcomes.	3.58	3.45 **	3.67 **	3.71 **	
The faculties provide necessary guidance or counseling for students through after-class activities.	3.70	3.44 **	3.82 **	3.58 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);

【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



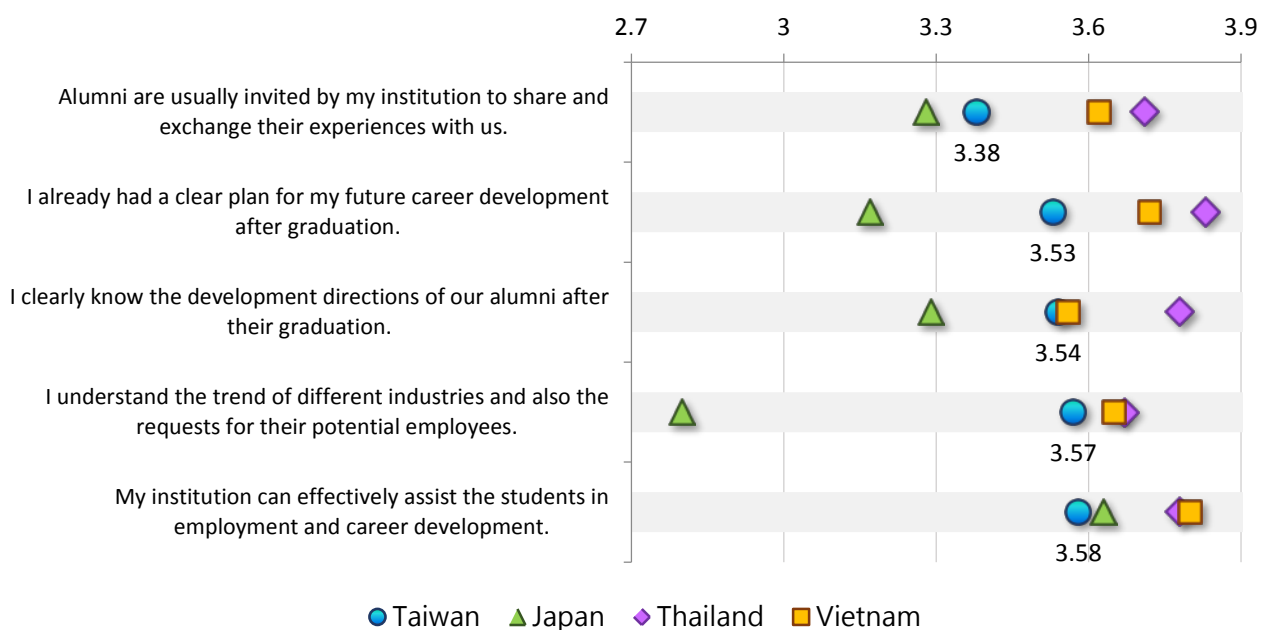
【Figure 6-2】 Students' Recognition of “Teaching Counseling” in comparison among the 4 regions

3. 【Q22】 Recognition of “Employment Counseling”

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
Alumni are usually invited by my institution to share and exchange their experiences with us.	3.38	3.28 **	3.71 **	3.62 **	
I already had a clear plan for my future career development after graduation.	3.53	3.17 **	3.83 **	3.72 **	
I clearly know the development directions of our alumni after their graduation.	3.54	3.29 **	3.78 **	3.56	
I understand the trend of different industries and also the requests for their potential employees.	3.57	2.80 **	3.67 **	3.65 **	
My institution can effectively assist the students in employment and career development.	3.58	3.63 *	3.78 **	3.80 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【Figure 6-3】 Students' Recognition of “Employment Counseling” in comparison among the 4 regions

VII. Self-Evaluation

1. 【Q23】 Status of “Self-Evaluation”

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
considering taking the entrance exam again	1.91	1.37 **	2.55 **	2.24 **	
considering dropping out of school	1.99	1.52 **	2.46 **	2.17 **	
considering changing major	2.16	1.41 **	2.52 **	2.40 **	
considering transferring to other school	2.25	1.47 **	2.55 **	2.40 **	
learn things happily	3.53	3.60 **	3.70 **	3.79 **	
clearly understand learning goal	3.57	3.49 **	3.88 **	3.83 **	
positive results can be expected during school time	3.57	3.90 **	4.00 **	3.74 **	
clearly understand the purpose of getting into college	3.61	3.83 **	3.75 **	3.99 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



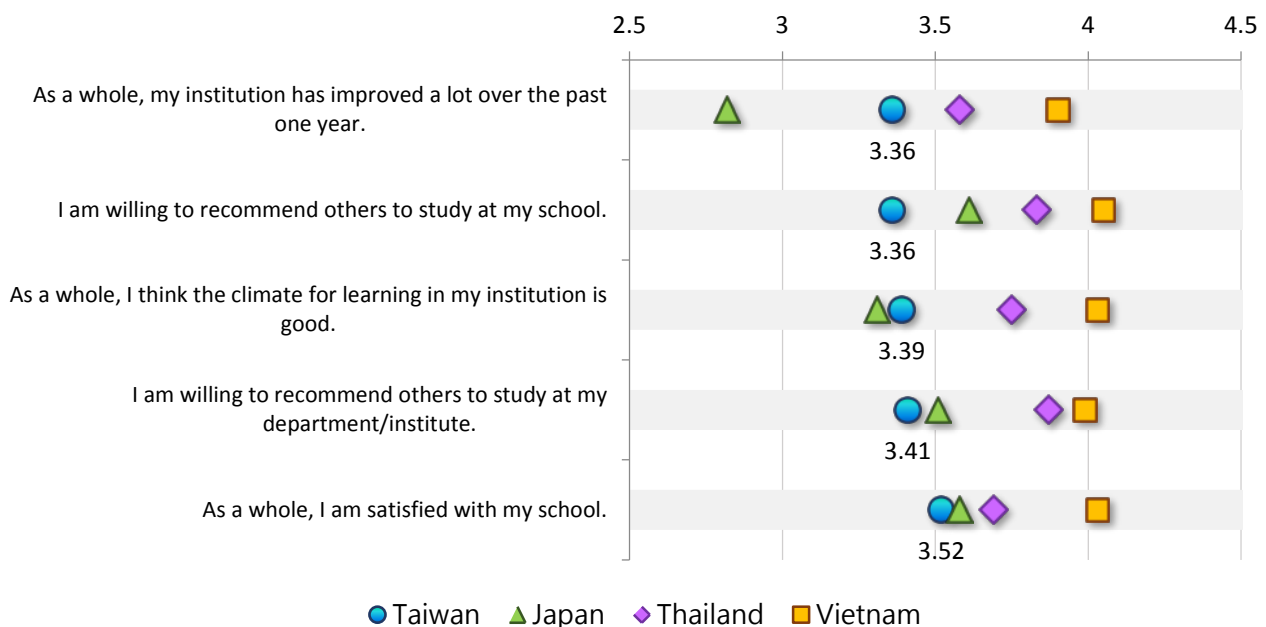
【Figure 7-1】 Students' Status of "Self-Evaluation" in comparison among the 4 regions

2. 【Q24】 Recognition of “Overall Situation”

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
As a whole, my institution has improved a lot over the past one year.	3.36	2.82 **	3.58 **	3.90 **	
I am willing to recommend others to study at my school.	3.36	3.61 **	3.83 **	4.05 **	
As a whole, I think the climate for learning in my institution is good.	3.39	3.31 **	3.75 **	4.03 **	
I am willing to recommend others to study at my department/institute.	3.41	3.51 **	3.87 **	3.99 **	
As a whole, I am satisfied with my school.	3.52	3.58 *	3.69 **	4.03 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【Figure 7-2】 Students' Recognition of “Overall Situation” in comparison among the 4 regions

VIII. Cross Analysis

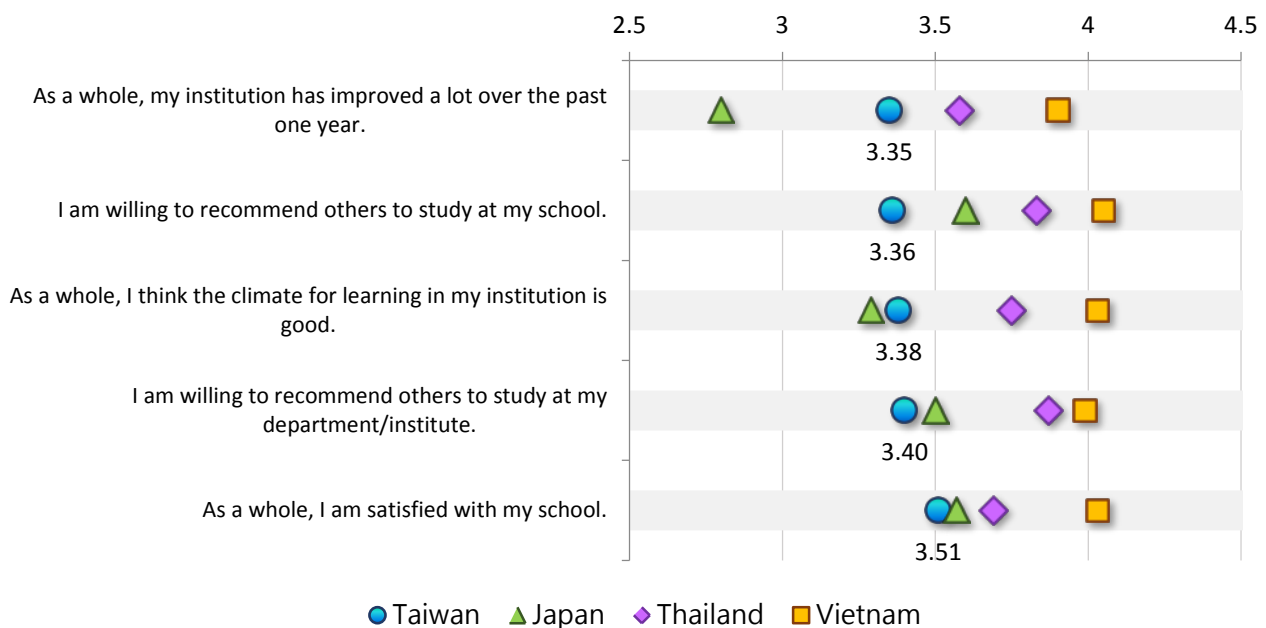
1. 【Q2*Q24】 Students' (with different Status) Recognition of “Overall Situation”

(1) Students' Recognition of “Overall Situation” - Local Student

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
As a whole, my institution has improved a lot over the past one year.	3.35	2.80 **	3.58 **	3.90 **	
I am willing to recommend others to study at my school.	3.36	3.60 **	3.83 **	4.05 **	
As a whole, I think the climate for learning in my institution is good.	3.38	3.29 **	3.75 **	4.03 **	
I am willing to recommend others to study at my department/institute.	3.40	3.50 **	3.87 **	3.99 **	
As a whole, I am satisfied with my school.	3.51	3.57	3.69 **	4.03 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



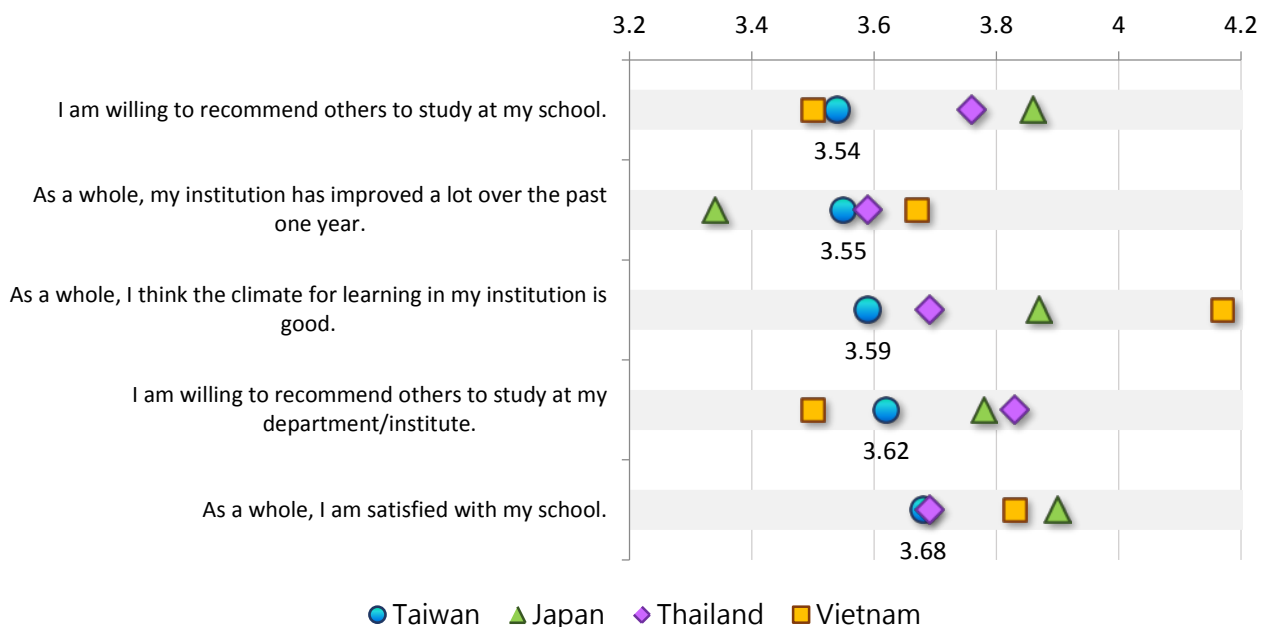
【 Figure 8-1-1 】 Students' Recognition of “Overall Situation” in comparison among the 4 regions — Local Student

(2) Students' Recognition of "Overall Situation" - Non-local Student

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
I am willing to recommend others to study at my school.	3.54	3.86 *	3.76	3.50	
As a whole, my institution has improved a lot over the past one year.	3.55	3.34	3.59	3.67	
As a whole, I think the climate for learning in my institution is good.	3.59	3.87	3.69	4.17	
I am willing to recommend others to study at my department/institute.	3.62	3.78	3.83	3.50	
As a whole, I am satisfied with my school.	3.68	3.90	3.69	3.83	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【Figure 8-1-2】 Students' Recognition of "Overall Situation" in comparison among the 4 regions— Non-local Student

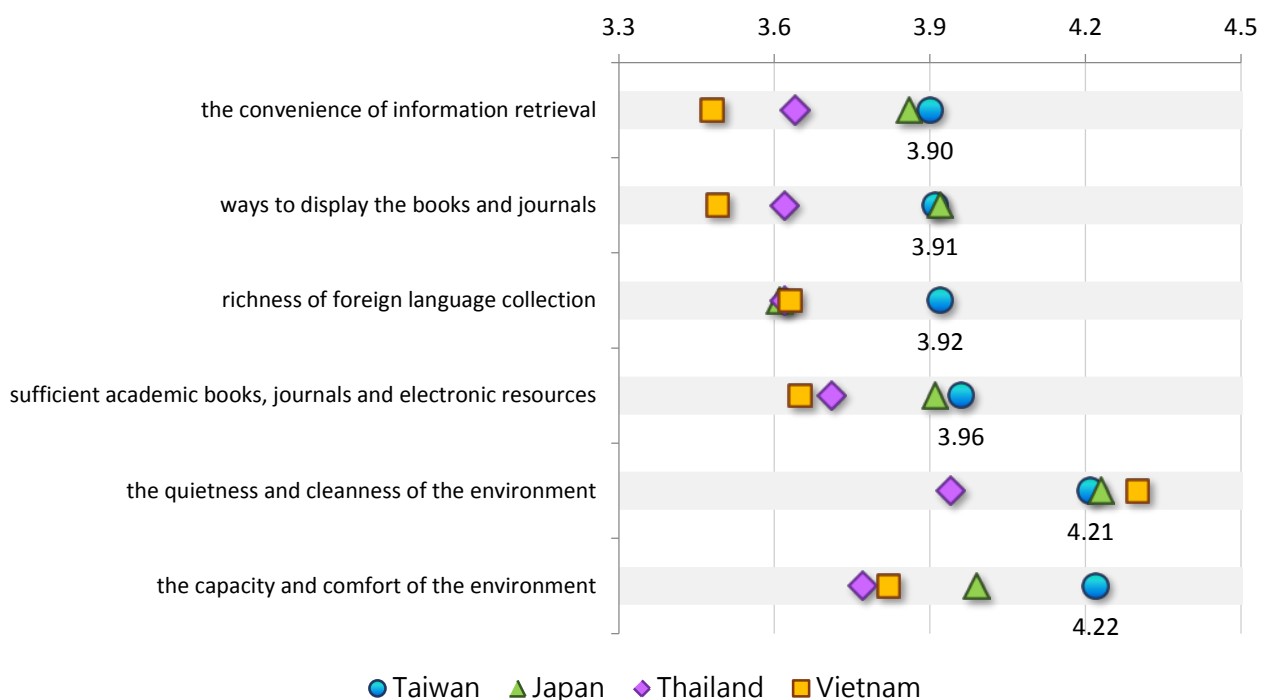
2. 【Q3*Q8】 Students' (with different Majors) Satisfaction with “Library Equipment”

(1) Students' Satisfaction with “Library Equipment” - Arts and Humanities

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
the convenience of information retrieval	3.90	3.86	3.64 **	3.48 **	
ways to display the books and journals	3.91	3.92	3.62 **	3.49 **	
richness of foreign language collection	3.92	3.61 **	3.62 **	3.63 **	
sufficient academic books, journals and electronic resources	3.96	3.91	3.71 **	3.65 **	
the quietness and cleanness of the environment	4.21	4.23	3.94 **	4.30	
the capacity and comfort of the environment	4.22	3.99 **	3.77 **	3.82 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



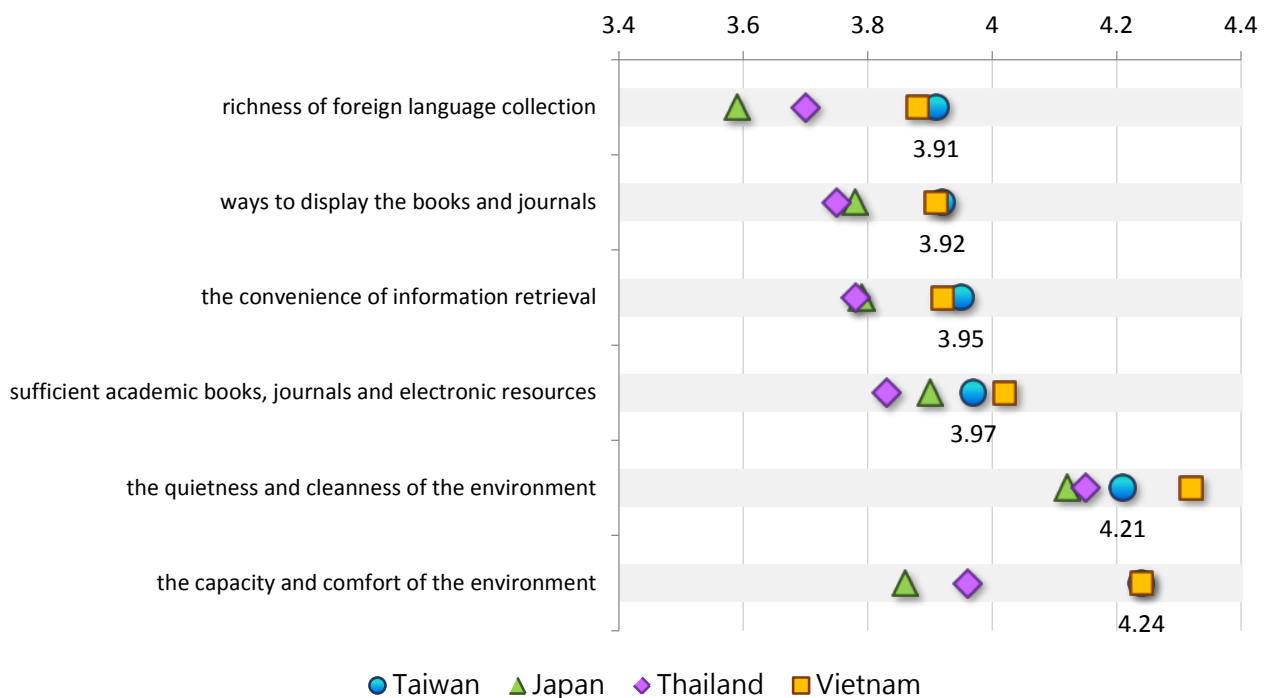
【Figure 8-2-1】 Students' Satisfaction with “Library Equipment” in comparison among the 4 regions — Arts and Humanities

(2) Students' Satisfaction with "Library Equipment" - Business, Administration and Law

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
richness of foreign language collection	3.91	3.59 **	3.70 **	3.88	
ways to display the books and journals	3.92	3.78 **	3.75 **	3.91	
the convenience of information retrieval	3.95	3.79 **	3.78 **	3.92	
sufficient academic books, journals and electronic resources	3.97	3.90	3.83 *	4.02	
the quietness and cleanness of the environment	4.21	4.12	4.15	4.32 **	
the capacity and comfort of the environment	4.24	3.86 **	3.96 **	4.24	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



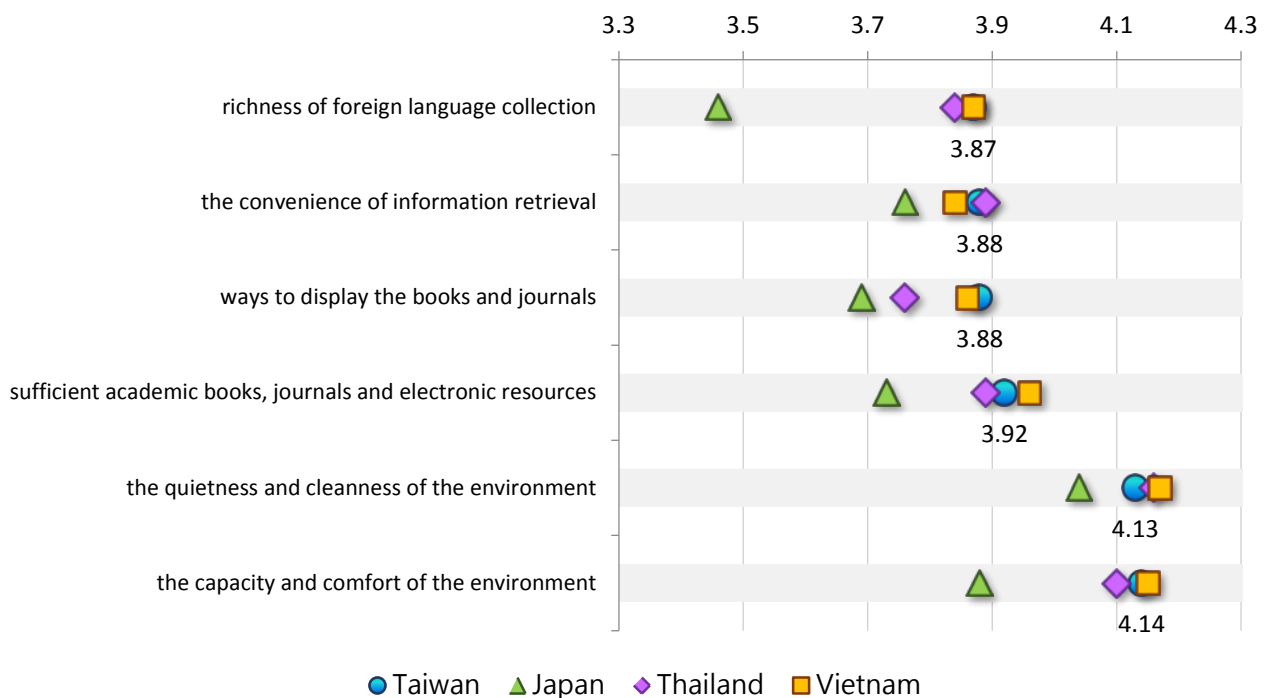
【Figure 8-2-2】 Students' Satisfaction with "Library Equipment" in comparison among the 4 regions — Business, Administration and Law

(3) Students' Satisfaction with "Library Equipment" - Engineering, Manufacturing and Construction

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
richness of foreign language collection	3.87	3.46 **	3.84	3.87	
the convenience of information retrieval	3.88	3.76	3.89	3.84	
ways to display the books and journals	3.88	3.69 **	3.76	3.86	
sufficient academic books, journals and electronic resources	3.92	3.73 **	3.89	3.96	
the quietness and cleanness of the environment	4.13	4.04	4.16	4.17	
the capacity and comfort of the environment	4.14	3.88 **	4.10	4.15	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



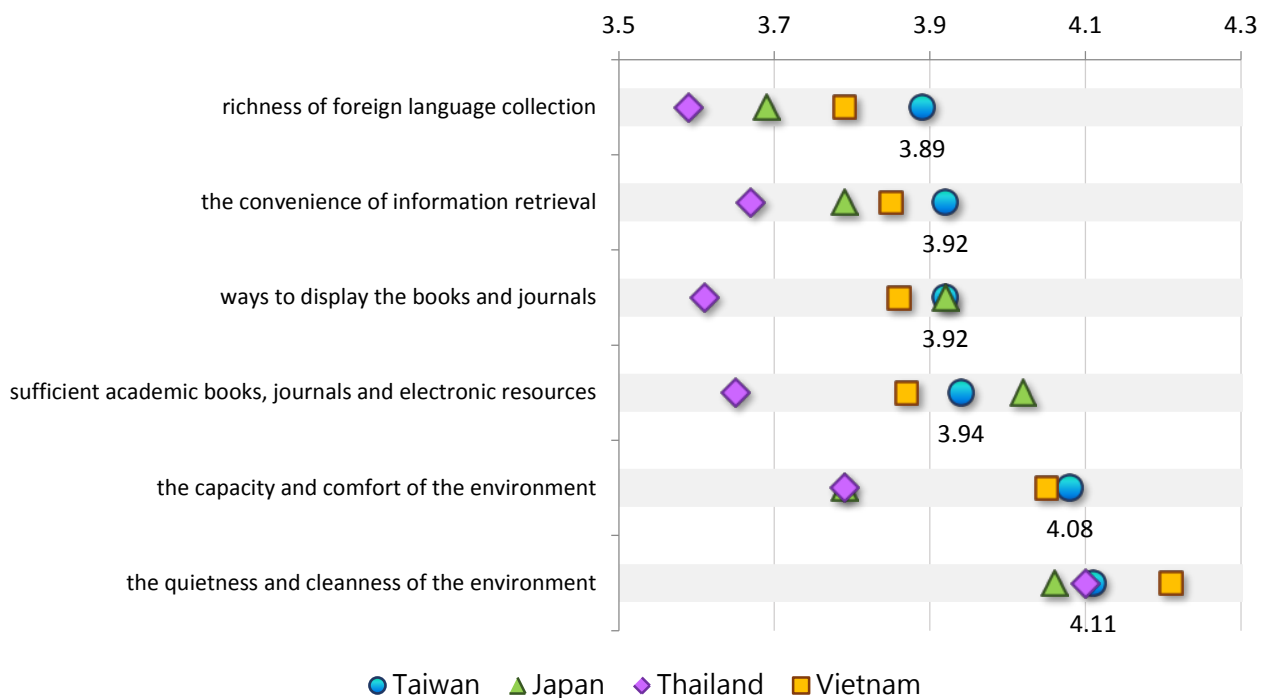
【Figure 8-2-3】 Students' Satisfaction with "Library Equipment" in comparison among the 4 regions—Engineering, Manufacturing and Construction

(4) Students' Satisfaction with "Library Equipment" - Health and Social Welfare

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
richness of foreign language collection	3.89	3.69 **	3.59 **	3.79	
the convenience of information retrieval	3.92	3.79	3.67 **	3.85	
ways to display the books and journals	3.92	3.92	3.61 **	3.86	
sufficient academic books, journals and electronic resources	3.94	4.02	3.65 **	3.87	
the capacity and comfort of the environment	4.08	3.79 **	3.79 **	4.05	
the quietness and cleanness of the environment	4.11	4.06	4.10	4.21	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



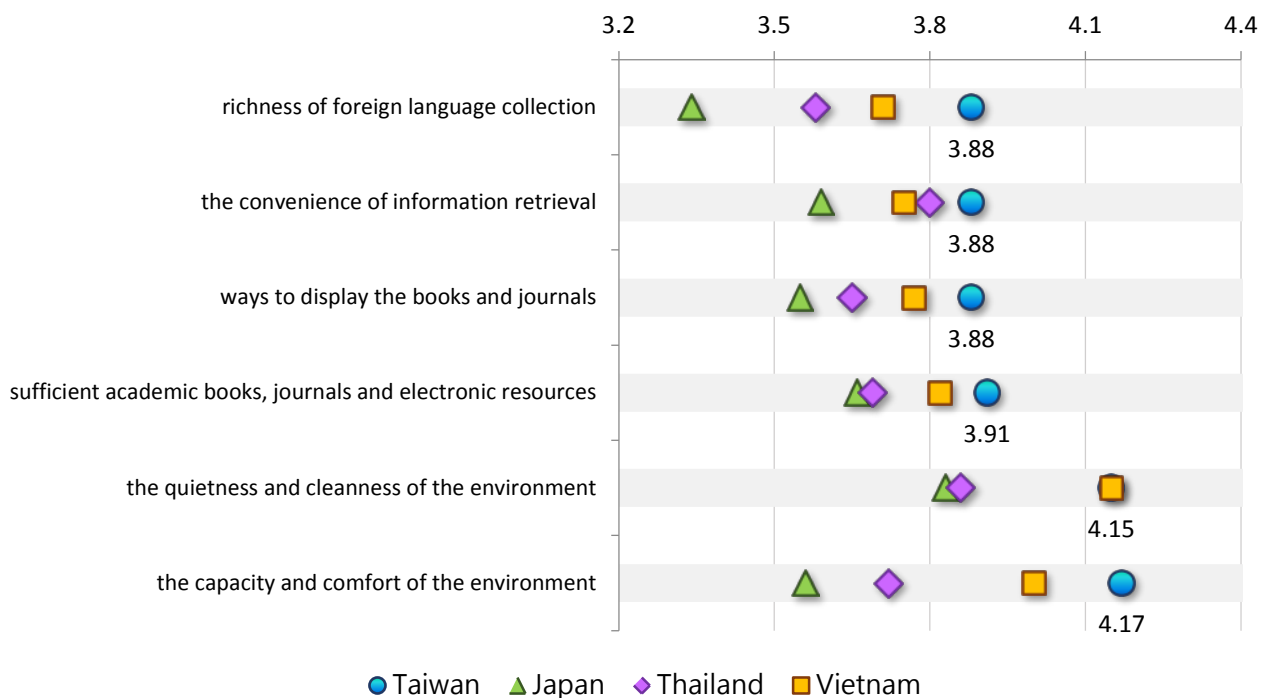
【Figure 8-2-4】 Students' Satisfaction with "Library Equipment" in comparison among the 4 regions — Health and Social Welfare

(5) Students' Satisfaction with "Library Equipment" - Information and Communication Technologies

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
richness of foreign language collection	3.88	3.34 **	3.58 *	3.71 *	
the convenience of information retrieval	3.88	3.59 **	3.80	3.75	
ways to display the books and journals	3.88	3.55 **	3.65	3.77	
sufficient academic books, journals and electronic resources	3.91	3.66 **	3.69	3.82	
the quietness and cleanness of the environment	4.15	3.83 **	3.86 *	4.15	
the capacity and comfort of the environment	4.17	3.56 **	3.72 **	4.00 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【Figure 8-2-5】 Students' Satisfaction with "Library Equipment" in comparison among the 4 regions — Information and Communication Technologies

3. 【Q3*Q9】 Students' (with different Majors) Satisfaction with “Teaching Equipment”

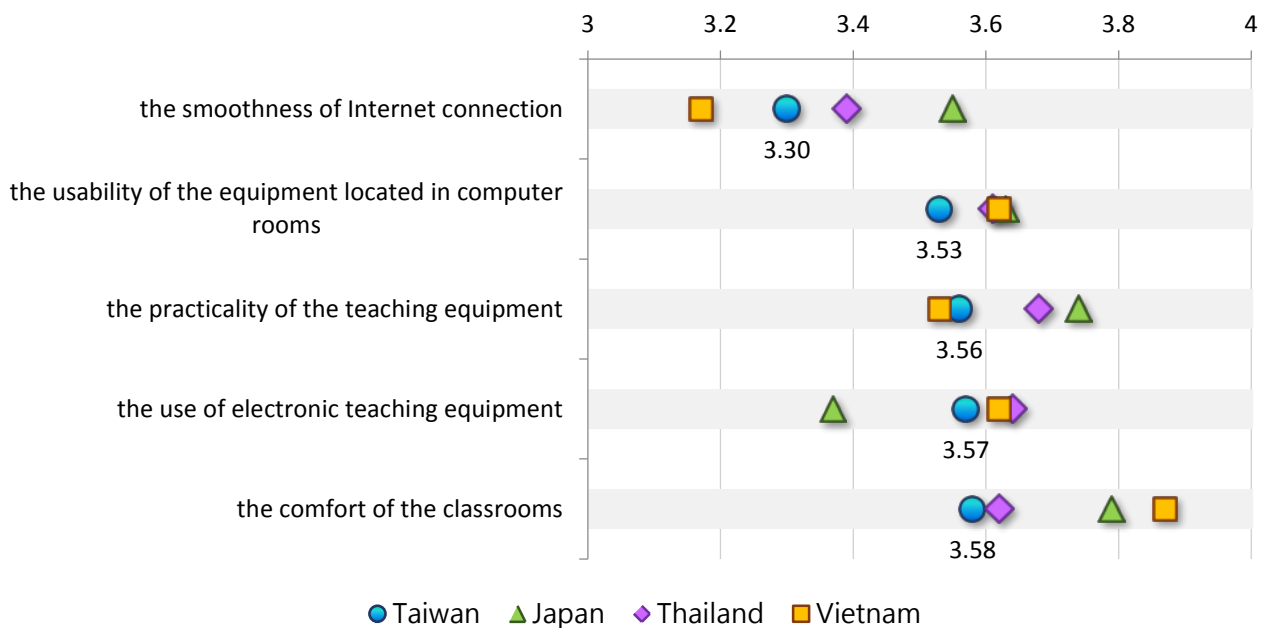
(1) Students' Satisfaction with “Teaching Equipment” - Arts and Humanities

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
the smoothness of Internet connection	3.30	3.55 **	3.39	3.17	
the usability of the equipment located in computer rooms	3.53	3.63	3.61	3.62	
the practicality of the teaching equipment	3.56	3.74 **	3.68	3.53	
the use of electronic teaching equipment	3.57	3.37 **	3.64	3.62	
the comfort of the classrooms	3.58	3.79 **	3.62	3.87 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

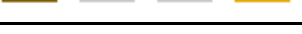
Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);

【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



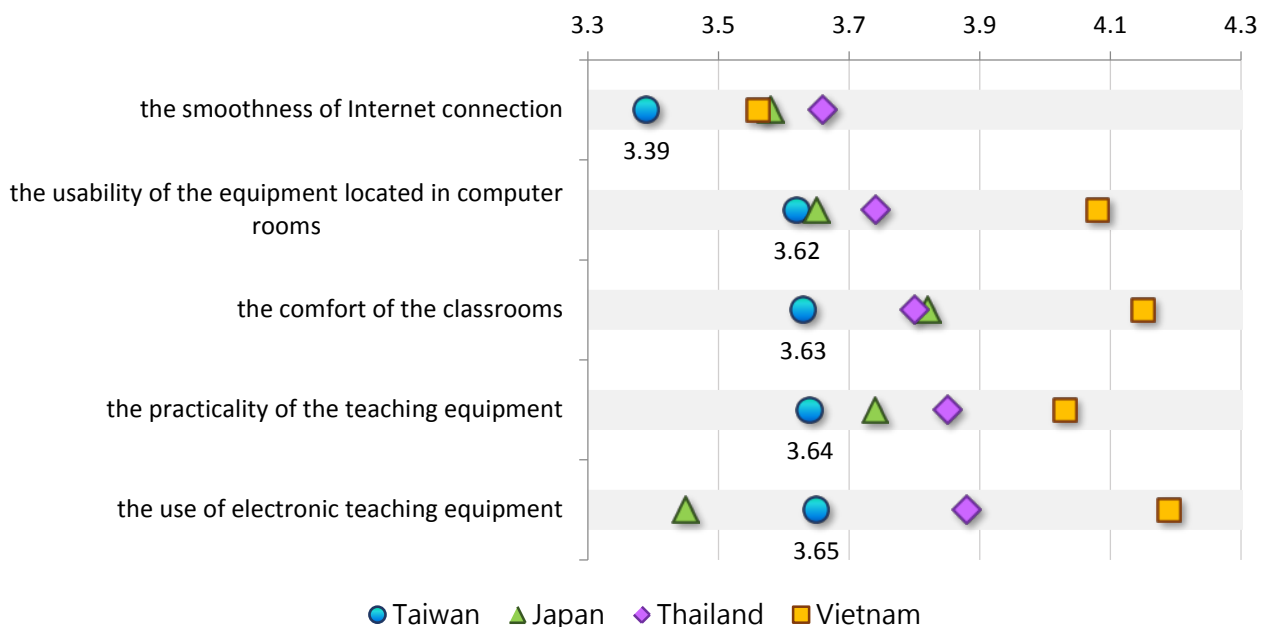
【 Figure 8-3-1 】 Students' Satisfaction with “Teaching Equipment” in comparison among the 4 regions — Arts and Humanities

(2) Students' Satisfaction with "Teaching Equipment" - Business, Administration and Law

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
the smoothness of Internet connection	3.39	3.58 **	3.66 **	3.56 **	
the usability of the equipment located in computer rooms	3.62	3.65	3.74	4.08 **	
the comfort of the classrooms	3.63	3.82 **	3.80 **	4.15 **	
the practicality of the teaching equipment	3.64	3.74	3.85 **	4.03 **	
the use of electronic teaching equipment	3.65	3.45 **	3.88 **	4.19 **	

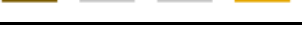
Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



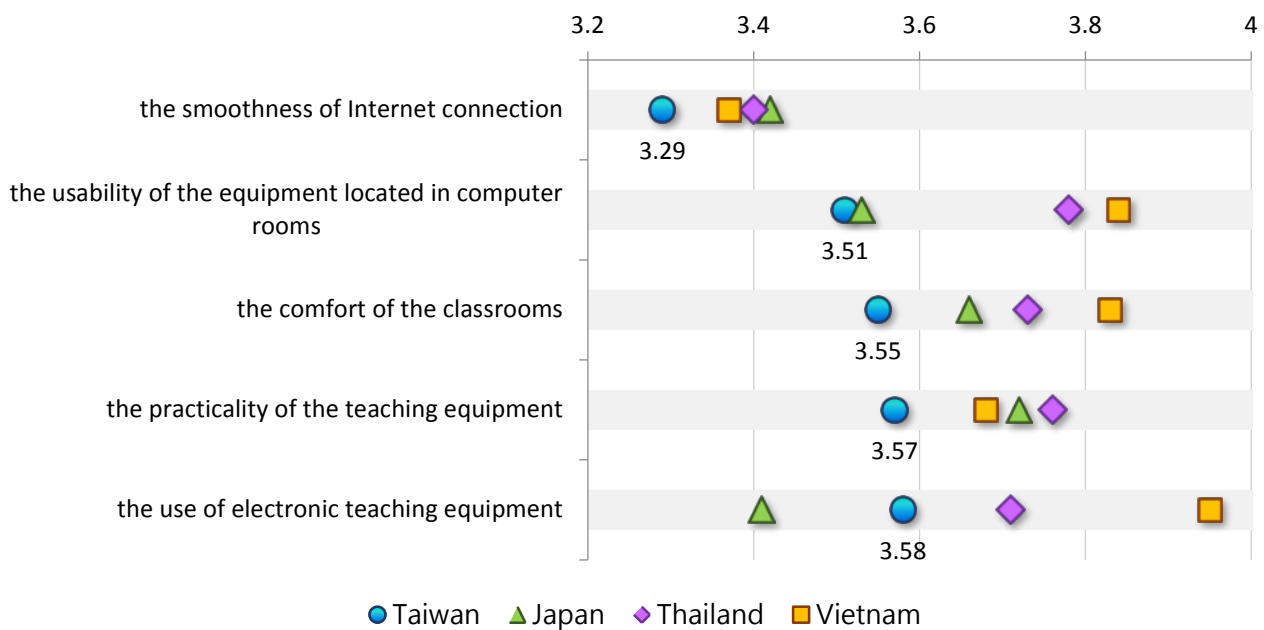
【 Figure 8-3-2 】 Students' Satisfaction with "Teaching Equipment" in comparison among the 4 regions— Business, Administration and Law

(3) Students' Satisfaction with "Teaching Equipment" - Engineering, Manufacturing and Construction

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
the smoothness of Internet connection	3.29	3.42	3.40	3.37	
the usability of the equipment located in computer rooms	3.51	3.53	3.78 **	3.84 **	
the comfort of the classrooms	3.55	3.66	3.73 *	3.83 **	
the practicality of the teaching equipment	3.57	3.72 *	3.76 *	3.68 *	
the use of electronic teaching equipment	3.58	3.41 **	3.71	3.95 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



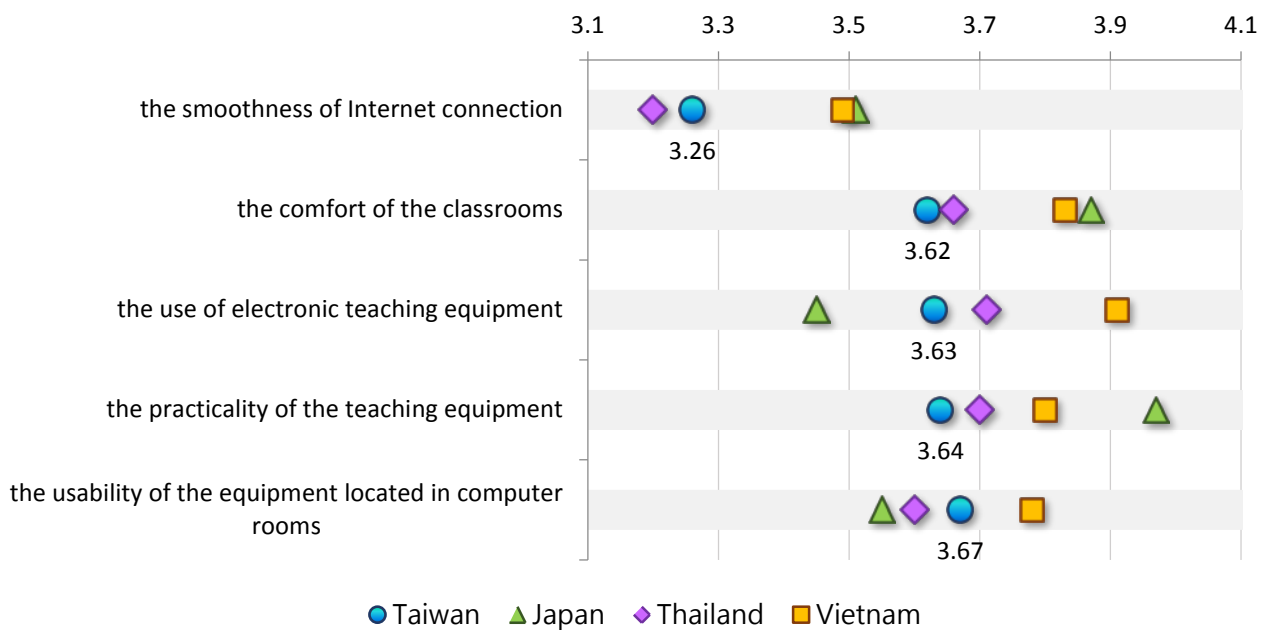
【Figure 8-3-3】 Students' Satisfaction with "Teaching Equipment" in comparison among the 4 regions — Engineering, Manufacturing and Construction

(4) Students' Satisfaction with "Teaching Equipment" - Health and Social Welfare

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
the smoothness of Internet connection	3.26	3.51 **	3.20	3.49 **	
the comfort of the classrooms	3.62	3.87 **	3.66	3.83 **	
the use of electronic teaching equipment	3.63	3.45 *	3.71 **	3.91 **	
the practicality of the teaching equipment	3.64	3.97 **	3.70 *	3.80 **	
the usability of the equipment located in computer rooms	3.67	3.55	3.60 *	3.78	

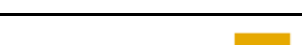
Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



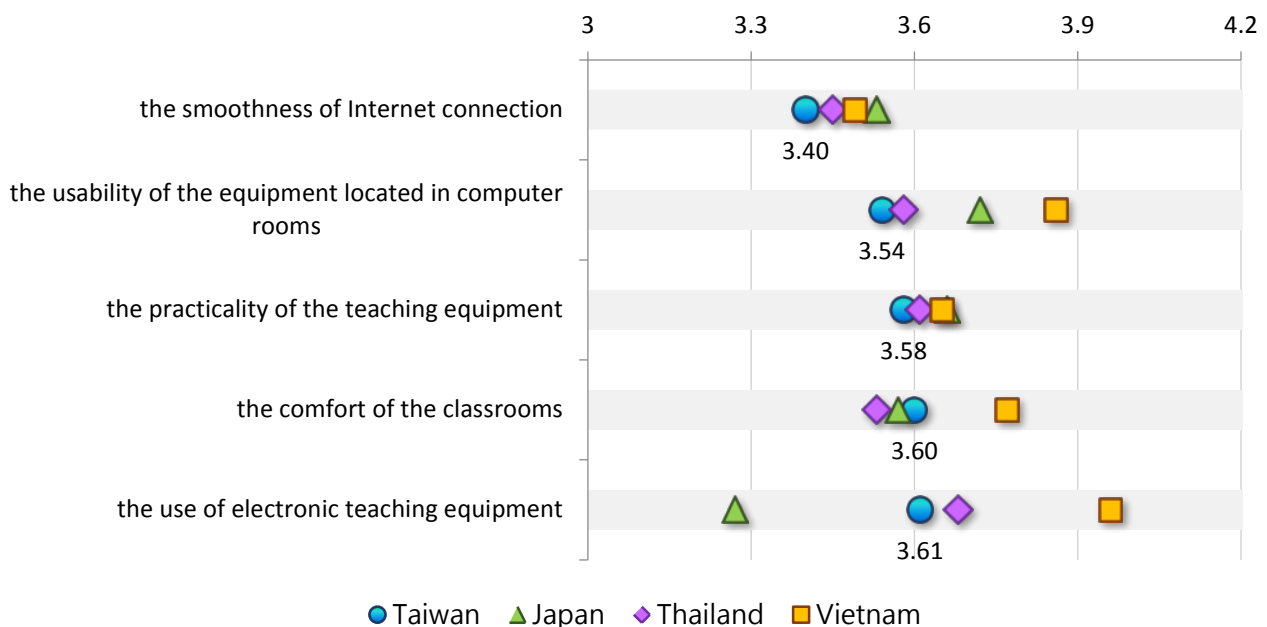
【 Figure 8-3-4 】 Students' Satisfaction with "Teaching Equipment" in comparison among the 4 regions — Health and Social Welfare

(5) Students' Satisfaction with "Teaching Equipment" - Information and Communication Technologies

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
the smoothness of Internet connection	3.40	3.53	3.45	3.49	
the usability of the equipment located in computer rooms	3.54	3.72	3.58	3.86 **	
the practicality of the teaching equipment	3.58	3.66	3.61	3.65	
the comfort of the classrooms	3.60	3.57	3.53	3.77 *	
the use of electronic teaching equipment	3.61	3.27 **	3.68	3.96 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【Figure 8-3-5】Students' Satisfaction with "Teaching Equipment" in comparison among the 4 regions — Information and Communication Technologies

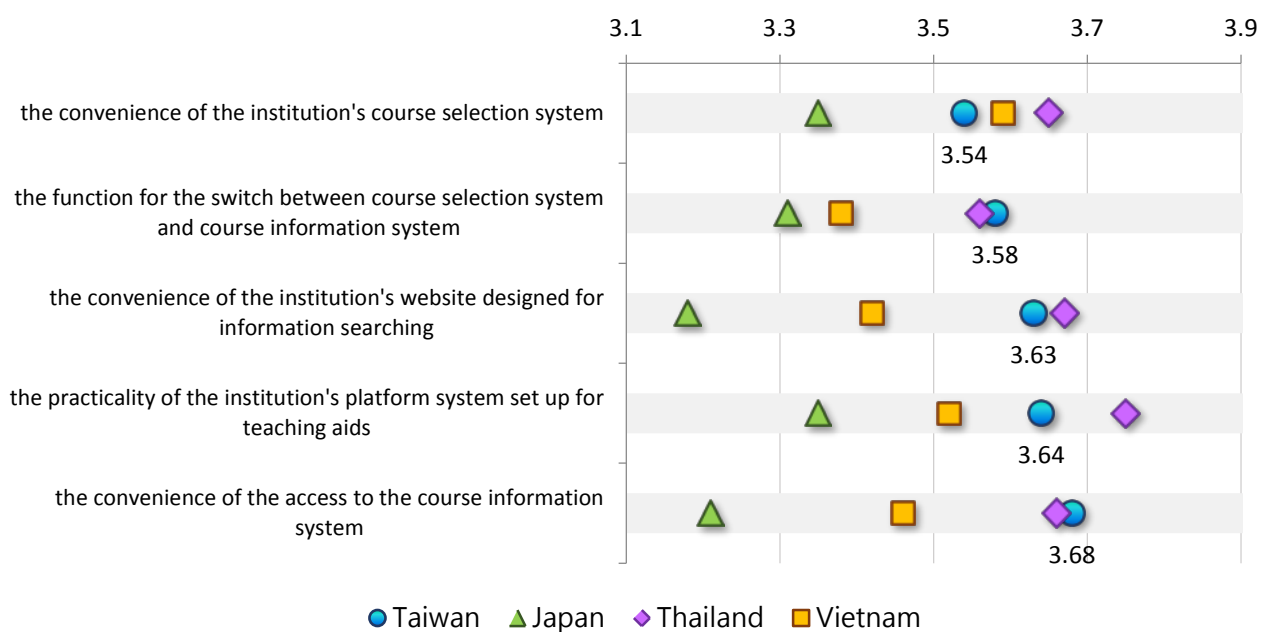
4. 【Q3*Q10】 Students' (with different Majors) Satisfaction with “Administration System”

(1) Students' Satisfaction with “Administration System” - Arts and Humanities

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
the convenience of the institution's course selection system	3.54	3.35 **	3.65	3.59	
the function for the switch between course selection system and course information system	3.58	3.31 **	3.56	3.38 **	
the convenience of the institution's website designed for information searching	3.63	3.18 **	3.67	3.42 **	
the practicality of the institution's platform system set up for teaching aids	3.64	3.35 **	3.75	3.52	
the convenience of the access to the course information system	3.68	3.21 **	3.66	3.46 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



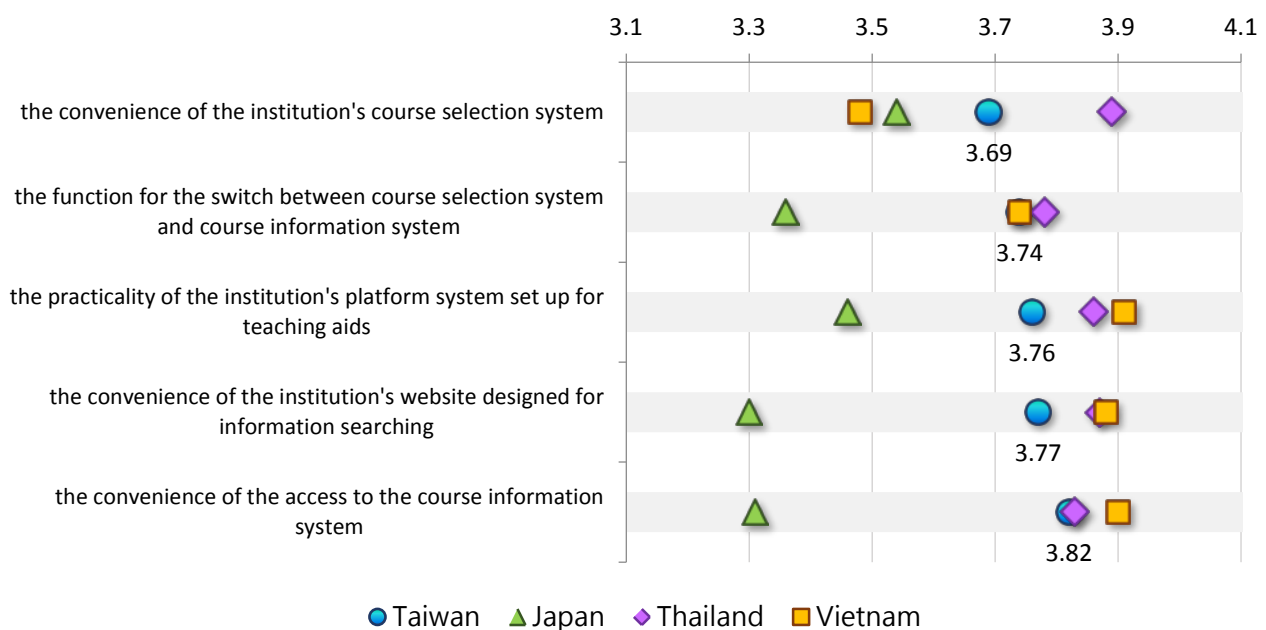
【Figure 8-4-1】 Students' Satisfaction with “Administration System” in comparison among the 4 regions — Arts and Humanities

(2) Students' Satisfaction with "Administration System" - Business, Administration and Law

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
the convenience of the institution's course selection system	3.69	3.54 **	3.89 **	3.48 **	
the function for the switch between course selection system and course information system	3.74	3.36 **	3.78	3.74	
the practicality of the institution's platform system set up for teaching aids	3.76	3.46 **	3.86	3.91 **	
the convenience of the institution's website designed for information searching	3.77	3.30 **	3.87	3.88 **	
the convenience of the access to the course information system	3.82	3.31 **	3.83	3.90	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



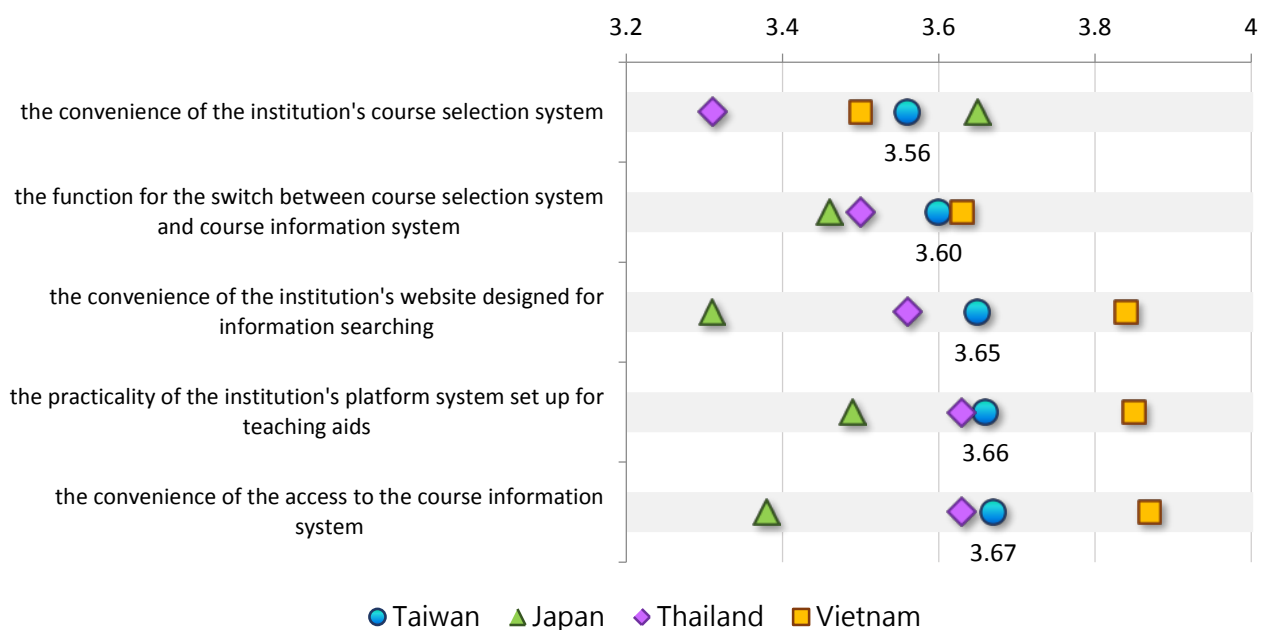
【Figure 8-4-2】 Students' Satisfaction with "Administration System" in comparison among the 4 regions—Business, Administration and Law

(3) Students' Satisfaction with "Administration System" - Engineering, Manufacturing and Construction

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
the convenience of the institution's course selection system	3.56	3.65	3.31 **	3.50	
the function for the switch between course selection system and course information system	3.60	3.46	3.50	3.63	
the convenience of the institution's website designed for information searching	3.65	3.31 **	3.56	3.84 **	
the practicality of the institution's platform system set up for teaching aids	3.66	3.49 **	3.63	3.85 **	
the convenience of the access to the course information system	3.67	3.38 **	3.63	3.87 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



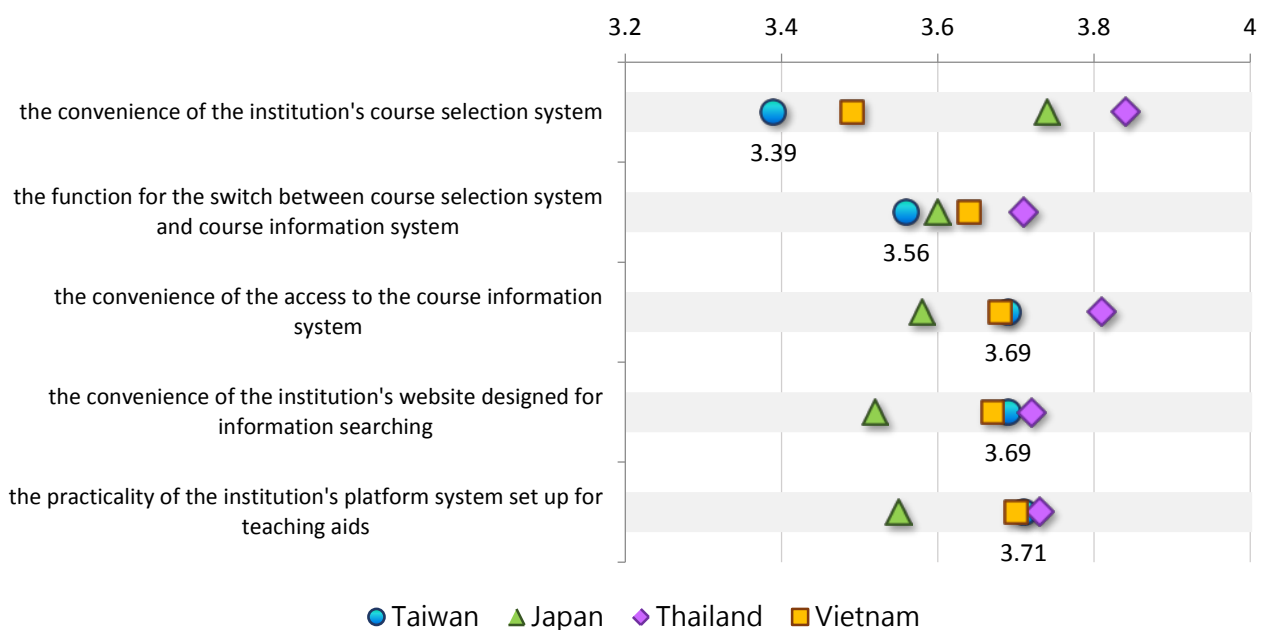
【Figure 8-4-3】 Students' Satisfaction with "Administration System" in comparison among the 4 regions — Engineering, Manufacturing and Construction

(4) Students' Satisfaction with "Administration System" - Health and Social Welfare

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
the convenience of the institution's course selection system	3.39	3.74 **	3.84 **	3.49	
the function for the switch between course selection system and course information system	3.56	3.60	3.71 **	3.64	
the convenience of the access to the course information system	3.69	3.58	3.81 **	3.68	
the convenience of the institution's website designed for information searching	3.69	3.52	3.72	3.67	
the practicality of the institution's platform system set up for teaching aids	3.71	3.55	3.73	3.70	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



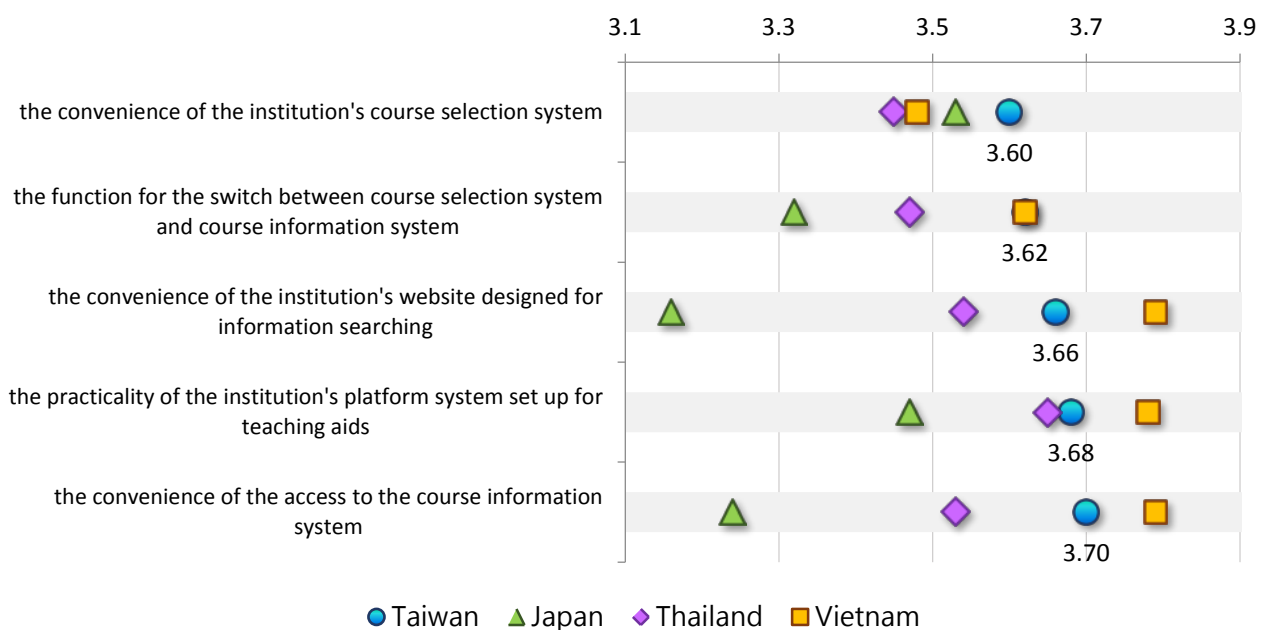
【Figure 8-4-4】 Students' Satisfaction with "Administration System" in comparison among the 4 regions — Health and Social Welfare

(5) Students' Satisfaction with "Administration System" - Information and Communication Technologies

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
the convenience of the institution's course selection system	3.60	3.53	3.45	3.48	
the function for the switch between course selection system and course information system	3.62	3.32 **	3.47	3.62	
the convenience of the institution's website designed for information searching	3.66	3.16 **	3.54	3.79	
the practicality of the institution's platform system set up for teaching aids	3.68	3.47	3.65	3.78	
the convenience of the access to the course information system	3.70	3.24 **	3.53	3.79	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【Figure 8-4-5】 Students' Satisfaction with "Administration System" in comparison among the 4 regions — Information and Communication Technologies

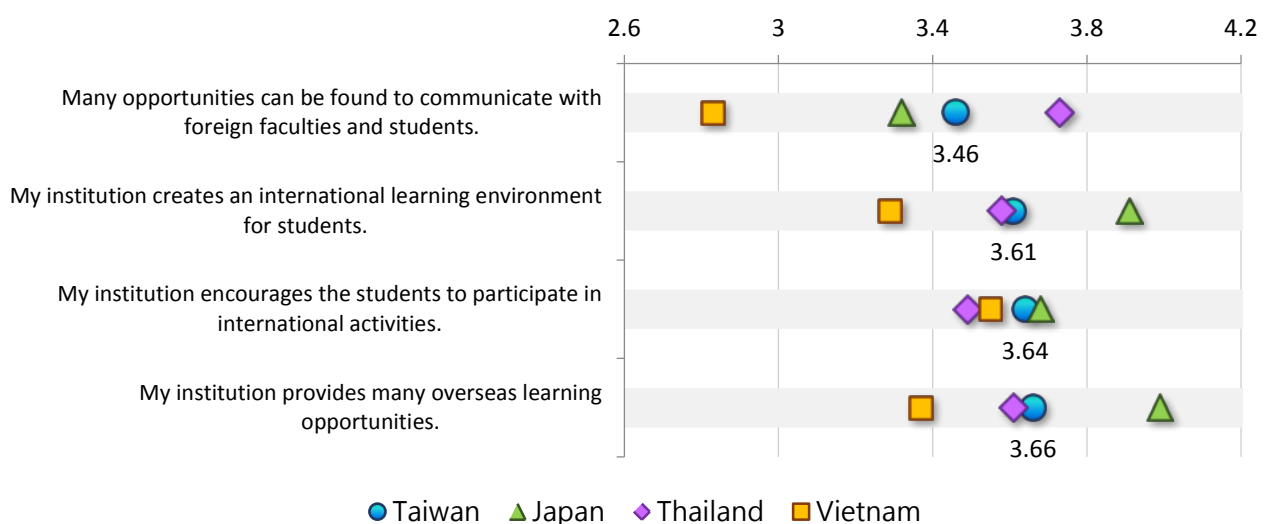
5. 【Q3*Q11】 Students' (with different Majors) Recognition of “Campus Internationalization”

(1) Students' Recognition of “Campus Internationalization” - Arts and Humanities

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
Many opportunities can be found to communicate with foreign faculties and students.	3.46	3.32	3.73 **	2.83 **	
My institution creates an international learning environment for students.	3.61	3.91 **	3.58	3.29 **	
My institution encourages the students to participate in international activities.	3.64	3.68	3.49 *	3.55	
My institution provides many overseas learning opportunities.	3.66	3.99 **	3.61	3.37 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



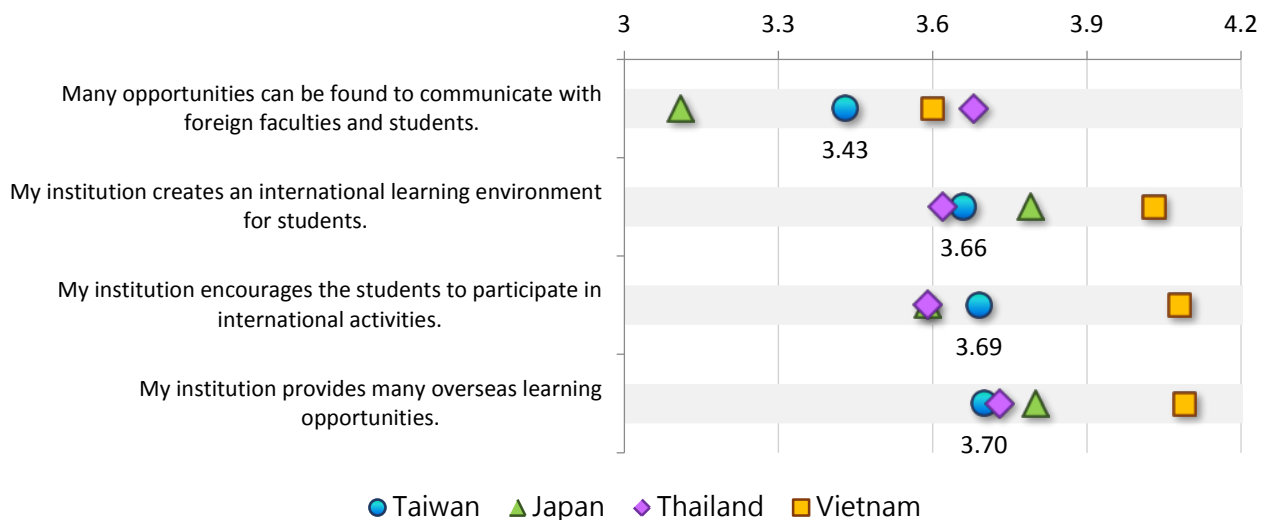
【Figure 8-5-1】 Students' Recognition of “Campus Internationalization” in comparison among the 4 regions — Arts and Humanities

(2) Students' Recognition of "Campus Internationalization" - Business, Administration and Law

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
Many opportunities can be found to communicate with foreign faculties and students.	3.43	3.11 **	3.68 **	3.60 **	
My institution creates an international learning environment for students.	3.66	3.79 *	3.62	4.03 **	
My institution encourages the students to participate in international activities.	3.69	3.59	3.59	4.08 **	
My institution provides many overseas learning opportunities.	3.70	3.80	3.73	4.09 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



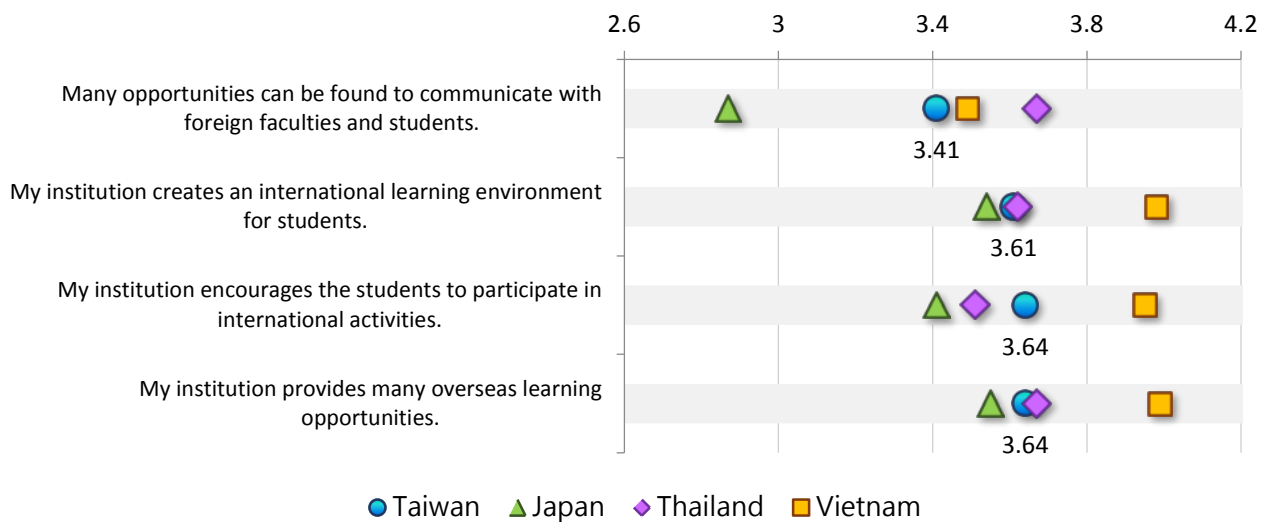
【Figure 8-5-2】 Students' Recognition of "Campus Internationalization" in comparison among the 4 regions — Business, Administration and Law

(3) Students' Recognition of "Campus Internationalization" - Engineering, Manufacturing and Construction

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
Many opportunities can be found to communicate with foreign faculties and students.	3.41	2.87 **	3.67 **	3.49	
My institution creates an international learning environment for students.	3.61	3.54	3.62	3.98 **	
My institution encourages the students to participate in international activities.	3.64	3.41 **	3.51	3.95 **	
My institution provides many overseas learning opportunities.	3.64	3.55	3.67	3.99 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



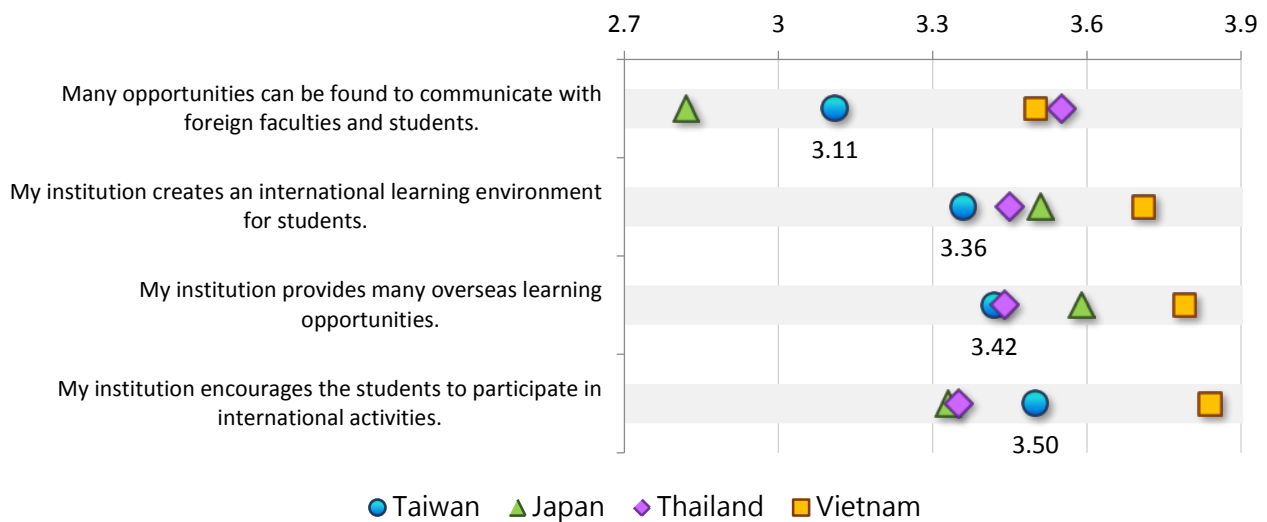
【Figure 8-5-3】Students' Recognition of "Campus Internationalization" in comparison among the 4 regions—Engineering, Manufacturing and Construction

(4) Students' Recognition of "Campus Internationalization" - Health and Social Welfare

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
Many opportunities can be found to communicate with foreign faculties and students.	3.11	2.82 **	3.55 **	3.50 **	
My institution creates an international learning environment for students.	3.36	3.51	3.45 **	3.71 **	
My institution provides many overseas learning opportunities.	3.42	3.59	3.44	3.79 **	
My institution encourages the students to participate in international activities.	3.50	3.33	3.35 **	3.84 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



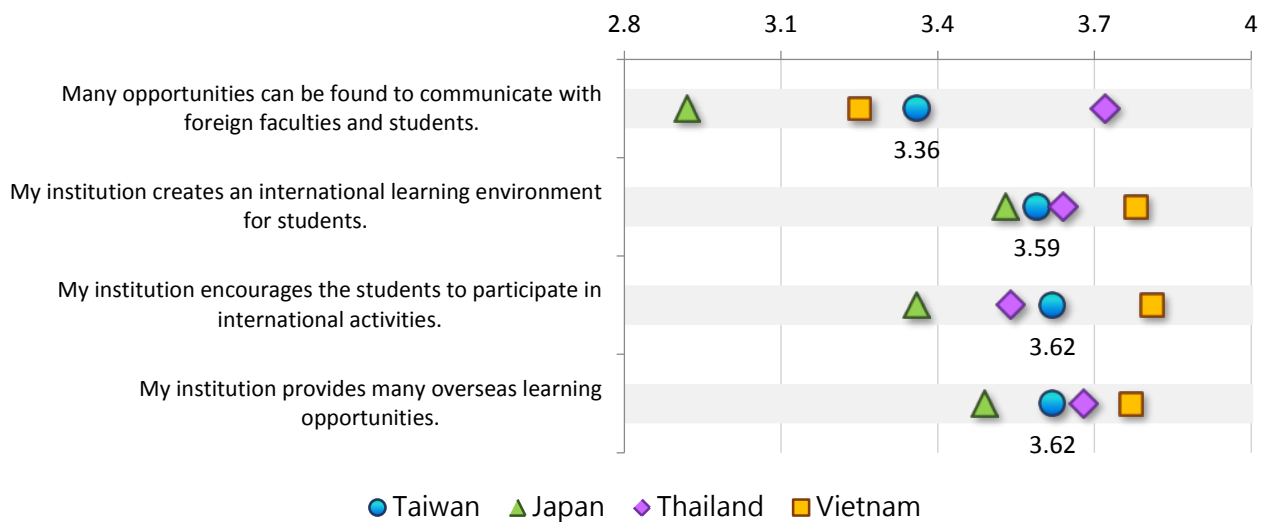
【Figure 8-5-4】 Students' Recognition of "Campus Internationalization" in comparison among the 4 regions—Health and Social Welfare

(5) Students' Recognition of "Campus Internationalization" - Information and Communication Technologies

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
Many opportunities can be found to communicate with foreign faculties and students.	3.36	2.92 **	3.72 *	3.25	
My institution creates an international learning environment for students.	3.59	3.53	3.64	3.78 *	
My institution encourages the students to participate in international activities.	3.62	3.36 *	3.54	3.81 **	
My institution provides many overseas learning opportunities.	3.62	3.49	3.68	3.77	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【Figure 8-5-5】 Students' Recognition of "Campus Internationalization" in comparison among the 4 regions—Information and Communication Technologies

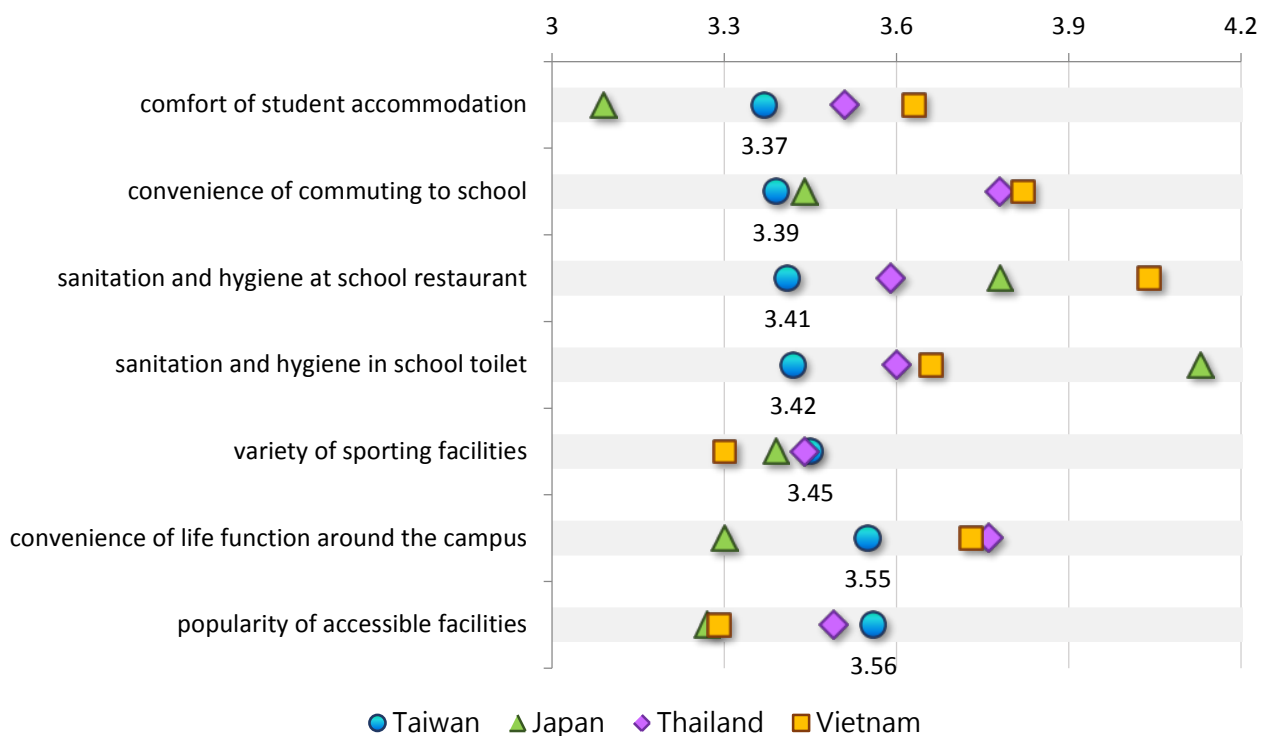
6. 【Q3*Q12】 Students' (with different Majors) Satisfaction with “Campus Environment”

(1) Students' Satisfaction with “Campus Environment” - Arts and Humanities

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
comfort of student accommodation	3.37	3.09 **	3.51	3.63 **	
convenience of commuting to school	3.39	3.44	3.78 **	3.82 **	
sanitation and hygiene at school restaurant	3.41	3.78 **	3.59 *	4.04 **	
sanitation and hygiene in school toilet	3.42	4.13 **	3.60 *	3.66 **	
variety of sporting facilities	3.45	3.39	3.44	3.30 *	
convenience of life function around the campus	3.55	3.30 **	3.76 **	3.73 *	
popularity of accessible facilities	3.56	3.27 **	3.49	3.29 **	

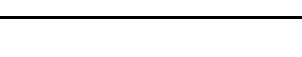
Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



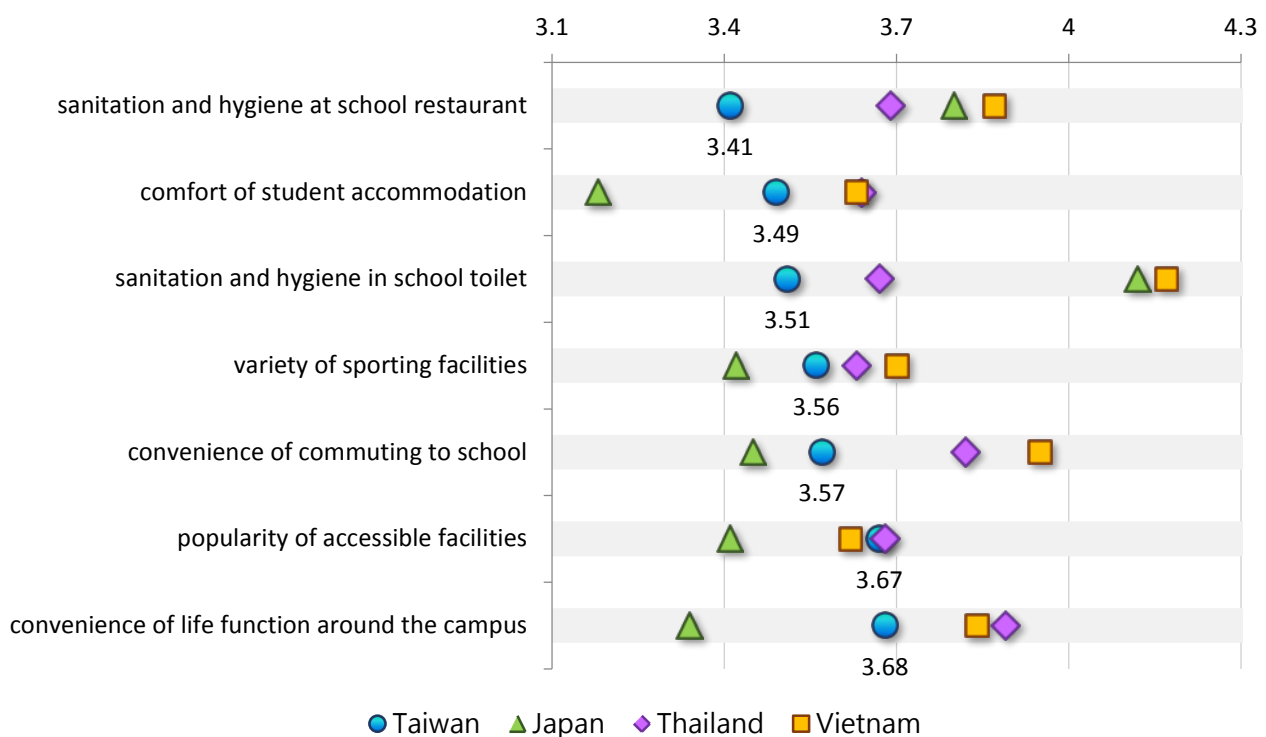
【Figure 8-6-1】 Students' Satisfaction with “Campus Environment” in comparison among the 4 regions — Arts and Humanities

(2) Students' Satisfaction with "Campus Environment" - Business, Administration and Law

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
sanitation and hygiene at school restaurant	3.41	3.80 **	3.69 **	3.87 **	
comfort of student accommodation	3.49	3.18 **	3.64 *	3.63 **	
sanitation and hygiene in school toilet	3.51	4.12 **	3.67 *	4.17 **	
variety of sporting facilities	3.56	3.42 *	3.63	3.70 **	
convenience of commuting to school	3.57	3.45	3.82 **	3.95 **	
popularity of accessible facilities	3.67	3.41 **	3.68	3.62	
convenience of life function around the campus	3.68	3.34 **	3.89 **	3.84 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



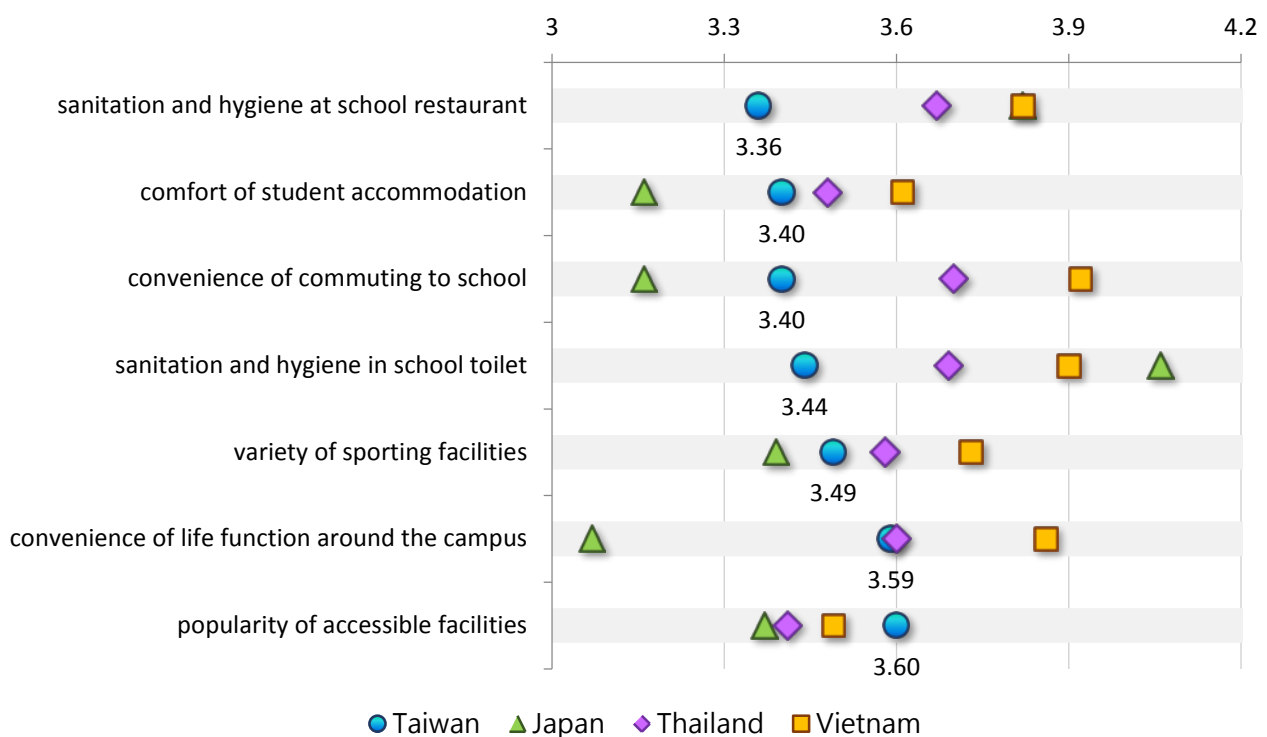
【Figure 8-6-2】 Students' Satisfaction with "Campus Environment" in comparison among the 4 regions— Business, Administration and Law

(3) Students' Satisfaction with "Campus Environment" - Engineering, Manufacturing and Construction

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
sanitation and hygiene at school restaurant	3.36	3.82 **	3.67 **	3.82 **	
comfort of student accommodation	3.40	3.16 **	3.48	3.61 **	
convenience of commuting to school	3.40	3.16 **	3.70 **	3.92 **	
sanitation and hygiene in school toilet	3.44	4.06 **	3.69 **	3.90 **	
variety of sporting facilities	3.49	3.39	3.58	3.73 **	
convenience of life function around the campus	3.59	3.07 **	3.60	3.86 **	
popularity of accessible facilities	3.60	3.37 **	3.41 *	3.49 *	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



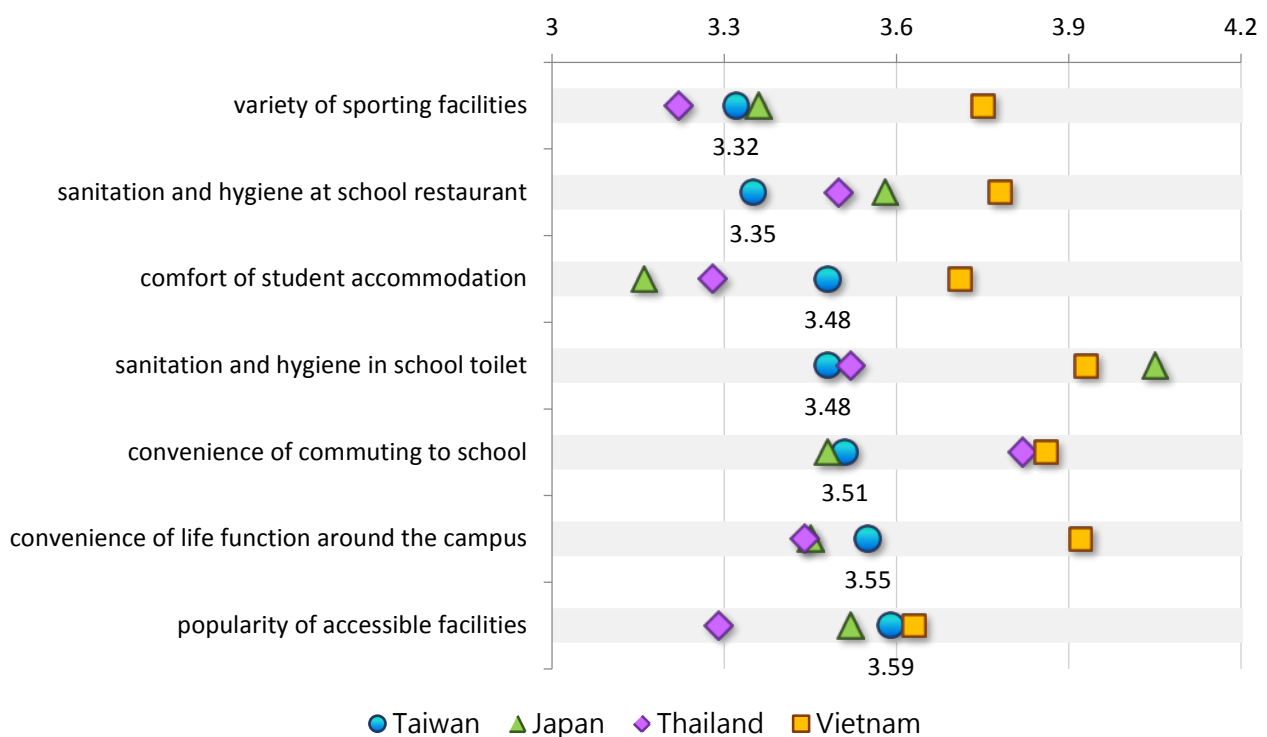
【Figure 8-6-3】Students' Satisfaction with "Campus Environment" in comparison among the 4 regions — Engineering, Manufacturing and Construction

(4) Students' Satisfaction with "Campus Environment" - Health and Social Welfare

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
variety of sporting facilities	3.32	3.36	3.22 **	3.75 **	
sanitation and hygiene at school restaurant	3.35	3.58 *	3.50 **	3.78 **	
comfort of student accommodation	3.48	3.16 **	3.28 **	3.71 **	
sanitation and hygiene in school toilet	3.48	4.05 **	3.52	3.93 **	
convenience of commuting to school	3.51	3.48	3.82 **	3.86 **	
convenience of life function around the campus	3.55	3.45	3.44 **	3.92 **	
popularity of accessible facilities	3.59	3.52	3.29 **	3.63	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



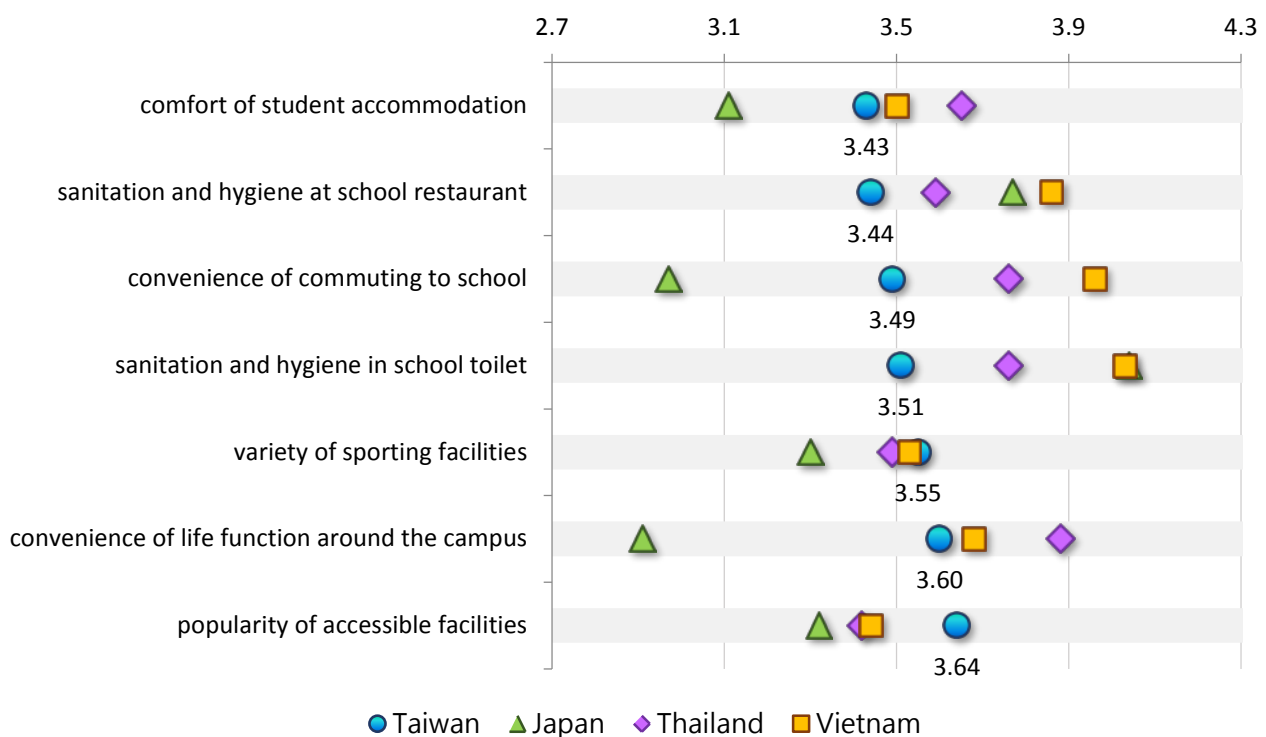
【Figure 8-6-4】 Students' Satisfaction with "Campus Environment" in comparison among the 4 regions – Health and Social Welfare

(5) Students' Satisfaction with "Campus Environment" - Information and Communication Technologies

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
comfort of student accommodation	3.43	3.11 **	3.65	3.50	
sanitation and hygiene at school restaurant	3.44	3.77 **	3.59	3.86 **	
convenience of commuting to school	3.49	2.97 **	3.76	3.96 **	
sanitation and hygiene in school toilet	3.51	4.04 **	3.76	4.03 **	
variety of sporting facilities	3.55	3.30 *	3.49	3.53	
convenience of life function around the campus	3.60	2.91 **	3.88	3.68	
popularity of accessible facilities	3.64	3.32 **	3.42	3.44 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

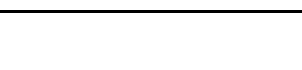
Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【Figure 8-6-5】Students' Satisfaction with "Campus Environment" in comparison among the 4 regions — Information and Communication Technologies

7. 【Q3*Q13】 Students' (with different Majors) Recognition of “Teaching Methods”

(1) Students' Recognition of “Teaching Methods” - Arts and Humanities

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
field trip or tour	3.38	2.91 **	3.49	3.88 **	
co-teaching or team-teaching	3.42	3.31	3.59 *	3.40	
review and summary of key points by teachers after students watch teaching video	3.62	3.41 **	3.74	3.84 **	
assigned readings	3.79	3.77	3.76	3.84	
experiment and exercise with the aid of teachers	3.80	3.45 **	3.78	3.90	
lecture and explanation from teachers	3.84	3.83	3.83	4.08 **	
keynote speech or demonstration	3.86	3.36 **	3.74	3.65 **	
course project	3.89	3.59 **	3.71 **	4.04 *	
case study	3.90	3.65 **	3.73 **	3.99	
videos or multimedia used for teaching	3.90	3.81	3.79	3.92	
teamwork	3.92	3.47 **	3.79	3.78 *	
interactive activities	3.93	3.49 **	3.80	3.88	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【 Figure 8-7-1 】 Students' Recognition of "Teaching Methods" in comparison among the 4 regions — Arts and Humanities

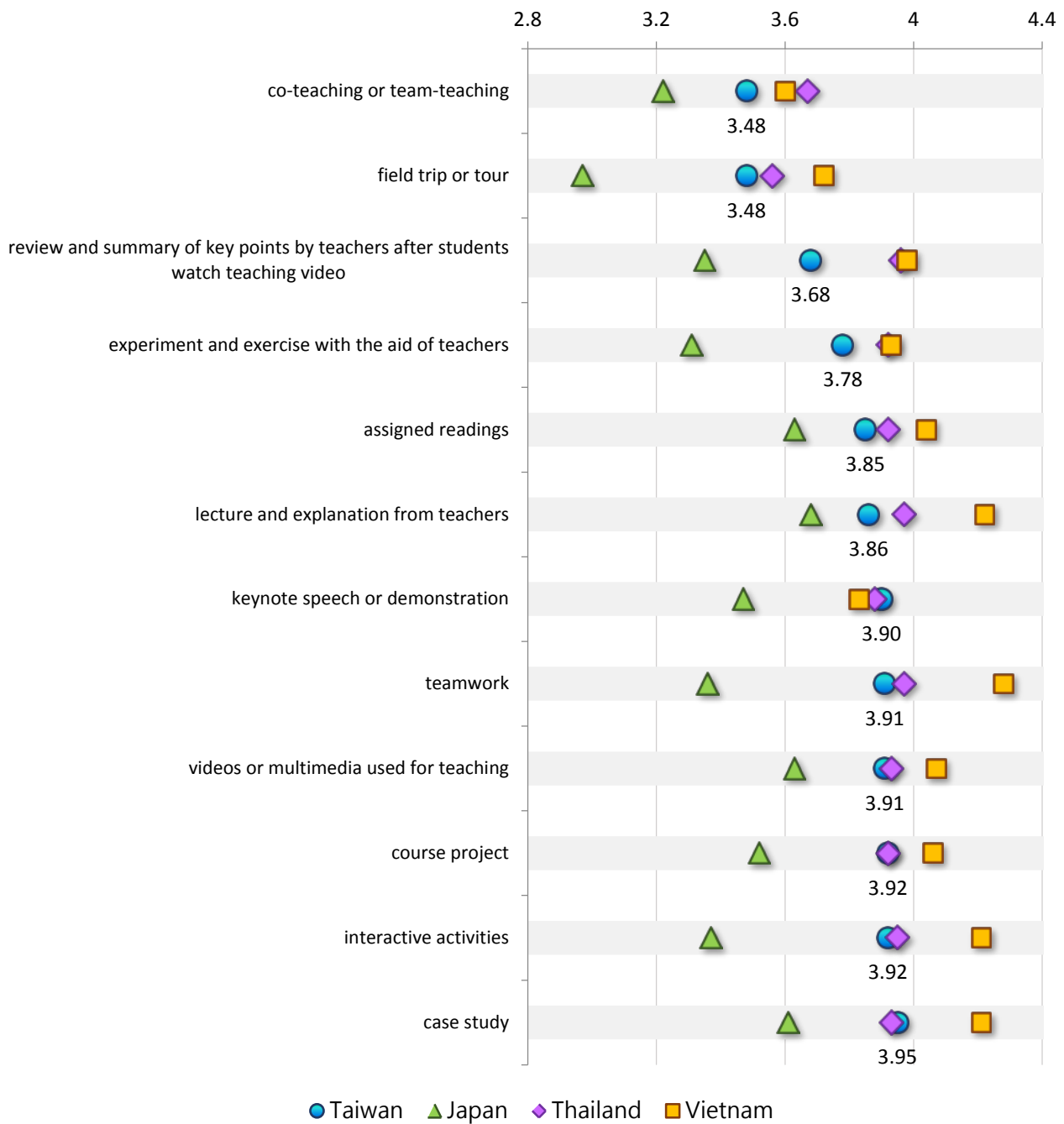
(2) Students' Recognition of "Teaching Methods" - Business, Administration and Law

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
co-teaching or team-teaching	3.48	3.22 **	3.67 **	3.60 *	
field trip or tour	3.48	2.97 **	3.56	3.72 **	
review and summary of key points by teachers after students watch teaching video	3.68	3.35 **	3.96 **	3.98 **	
experiment and exercise with the aid of teachers	3.78	3.31 **	3.92 *	3.93 **	
assigned readings	3.85	3.63 **	3.92	4.04 **	
lecture and explanation from teachers	3.86	3.68 **	3.97	4.22 **	
keynote speech or demonstration	3.90	3.47 **	3.88	3.83	
teamwork	3.91	3.36 **	3.97	4.28 **	
videos or multimedia used for teaching	3.91	3.63 **	3.93	4.07 **	
course project	3.92	3.52 **	3.92	4.06 **	
interactive activities	3.92	3.37 **	3.95	4.21 **	
case study	3.95	3.61 **	3.93	4.21 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);

【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



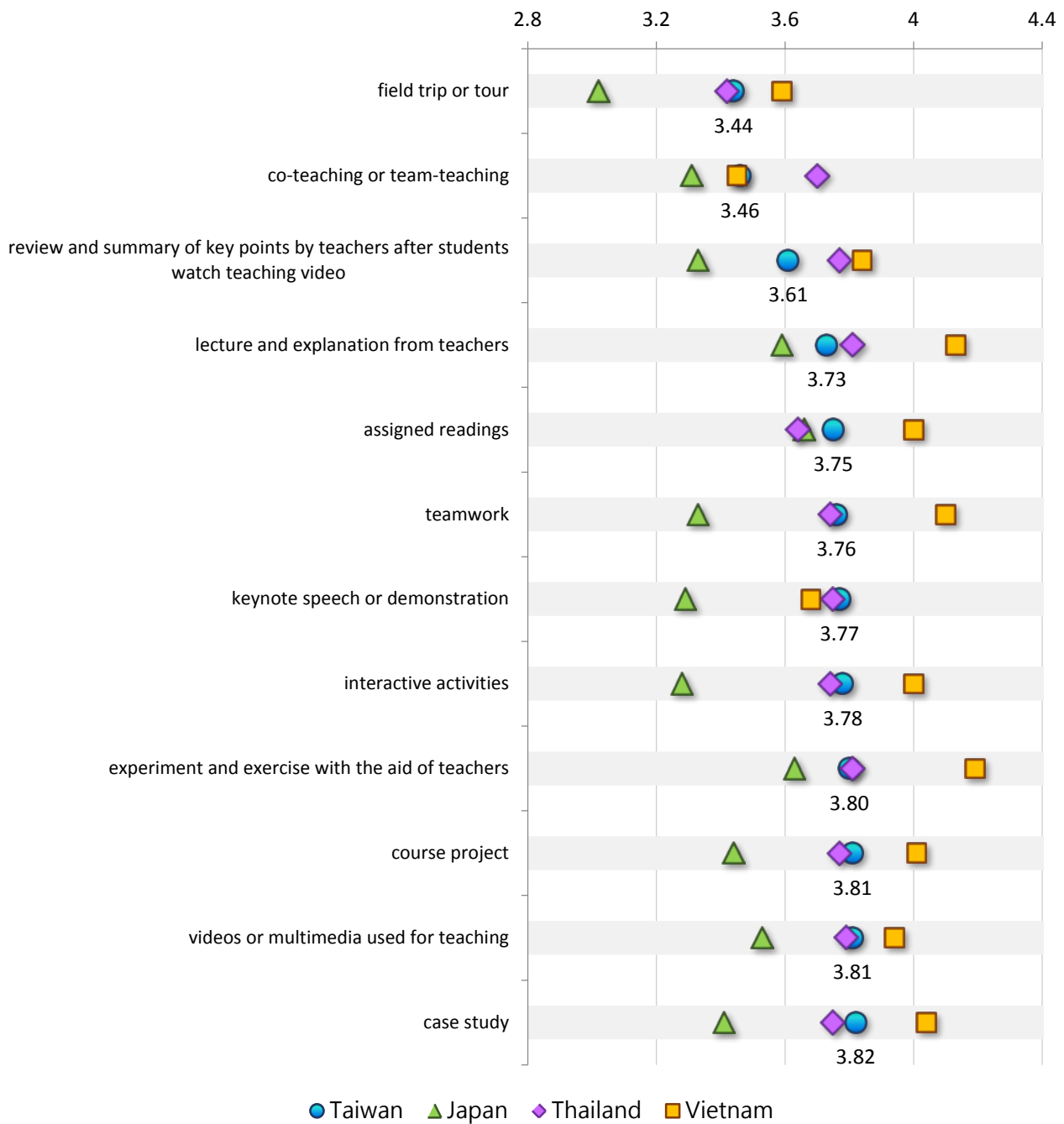
【 Figure 8-7-2 】 Students' Recognition of "Teaching Methods" in comparison among the 4 regions — Business, Administration and Law

(3) Students' Recognition of "Teaching Methods" - Engineering, Manufacturing and Construction

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
field trip or tour	3.44	3.02 **	3.42	3.59 **	
co-teaching or team-teaching	3.46	3.31	3.70 **	3.45	
review and summary of key points by teachers after students watch teaching video	3.61	3.33 **	3.77	3.84 **	
lecture and explanation from teachers	3.73	3.59 *	3.81	4.13 **	
assigned readings	3.75	3.66	3.64	4.00 **	
teamwork	3.76	3.33 **	3.74	4.10 **	
keynote speech or demonstration	3.77	3.29 **	3.75	3.68 *	
interactive activities	3.78	3.28 **	3.74	4.00 **	
experiment and exercise with the aid of teachers	3.80	3.63 **	3.81	4.19 **	
course project	3.81	3.44 **	3.77	4.01 **	
videos or multimedia used for teaching	3.81	3.53 **	3.79	3.94 **	
case study	3.82	3.41 **	3.75	4.04 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【 Figure 8-7-3 】 Students' Recognition of "Teaching Methods" in comparison among the 4 regions — Engineering, Manufacturing and Construction

(4) Students' Recognition of "Teaching Methods" - Health and Social Welfare

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
field trip or tour	3.52	3.21 **	3.26 **	3.67 *	
co-teaching or team-teaching	3.75	3.47 **	3.80	3.96 **	
review and summary of key points by teachers after students watch teaching video	3.80	3.49 **	3.84	4.00 **	
lecture and explanation from teachers	3.91	3.84	3.88	4.06 **	
keynote speech or demonstration	3.92	3.73 *	3.83 **	3.84	
assigned readings	3.95	3.79 *	3.77 **	3.98	
course project	3.96	3.49 **	3.82 **	3.97	
interactive activities	4.00	3.58 **	3.92 **	4.01	
videos or multimedia used for teaching	4.00	3.68 **	3.82 **	3.97	
experiment and exercise with the aid of teachers	4.02	3.68 **	3.94 **	4.10	
teamwork	4.02	3.73 **	3.97	4.00	
case study	4.06	3.74 **	4.02	4.04	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【 Figure 8-7-4 】 Students' Recognition of "Teaching Methods" in comparison among the 4 regions — Health and Social Welfare

(5) Students' Recognition of "Teaching Methods" - Information and Communication Technologies

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
field trip or tour	3.37	2.76 **	3.34	3.51	
co-teaching or team-teaching	3.40	3.15	3.72	3.50	
review and summary of key points by teachers after students watch teaching video	3.63	3.32 **	3.65	3.79	
keynote speech or demonstration	3.79	3.27 **	3.66	3.71	
assigned readings	3.80	3.66	3.62	3.97 *	
lecture and explanation from teachers	3.80	3.54 **	3.86	3.97 *	
teamwork	3.81	3.26 **	3.76	3.98 **	
experiment and exercise with the aid of teachers	3.82	3.48 **	3.72	3.96	
interactive activities	3.84	3.20 **	3.74	3.88	
case study	3.86	3.32 **	3.74	3.95	
course project	3.87	3.41 **	3.73	4.03 *	
videos or multimedia used for teaching	3.88	3.57 **	3.81	3.84	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【Figure 8-7-5】 Students' Recognition of "Teaching Methods" in comparison among the 4 regions — Information and Communication Technologies

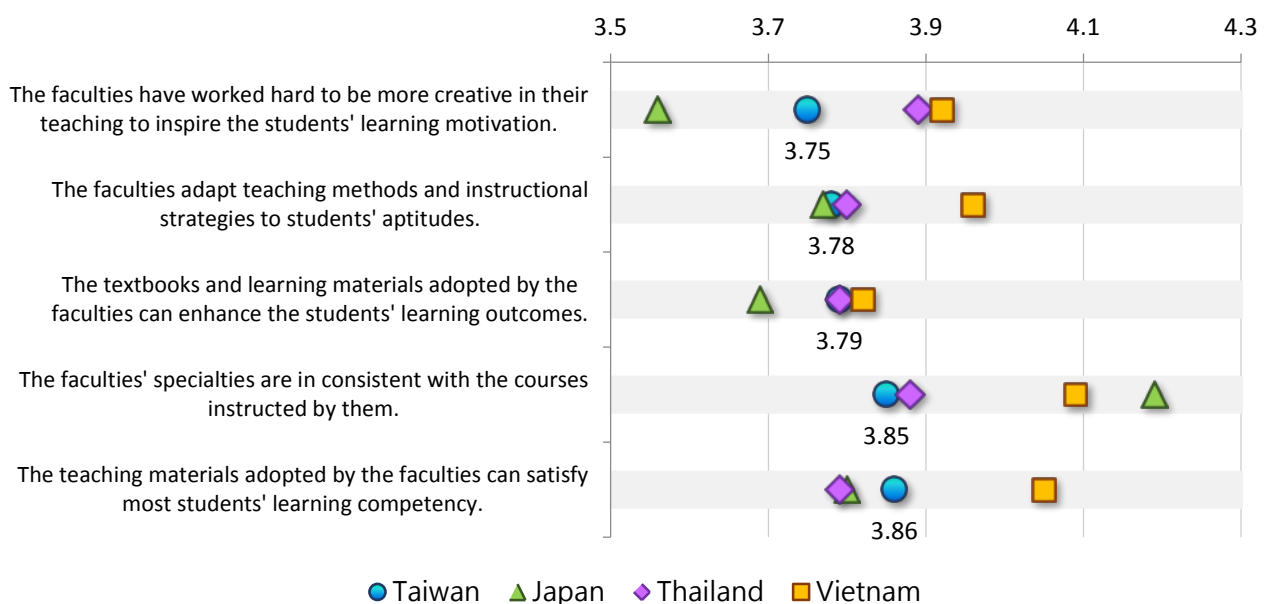
8. 【Q3*Q14】 Students' (with different Majors) Recognition of “Curriculum Teaching”

(1) Students' Recognition of “Curriculum Teaching” - Arts and Humanities

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
The faculties have worked hard to be more creative in their teaching to inspire the students' learning motivation.	3.75	3.56 **	3.89	3.92 **	
The faculties adapt teaching methods and instructional strategies to students' aptitudes.	3.78	3.77	3.80	3.96 **	
The textbooks and learning materials adopted by the faculties can enhance the students' learning outcomes.	3.79	3.69	3.79	3.82	
The faculties' specialties are in consistent with the courses instructed by them.	3.85	4.19 **	3.88	4.09 **	
The teaching materials adopted by the faculties can satisfy most students' learning competency.	3.86	3.80	3.79	4.05 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



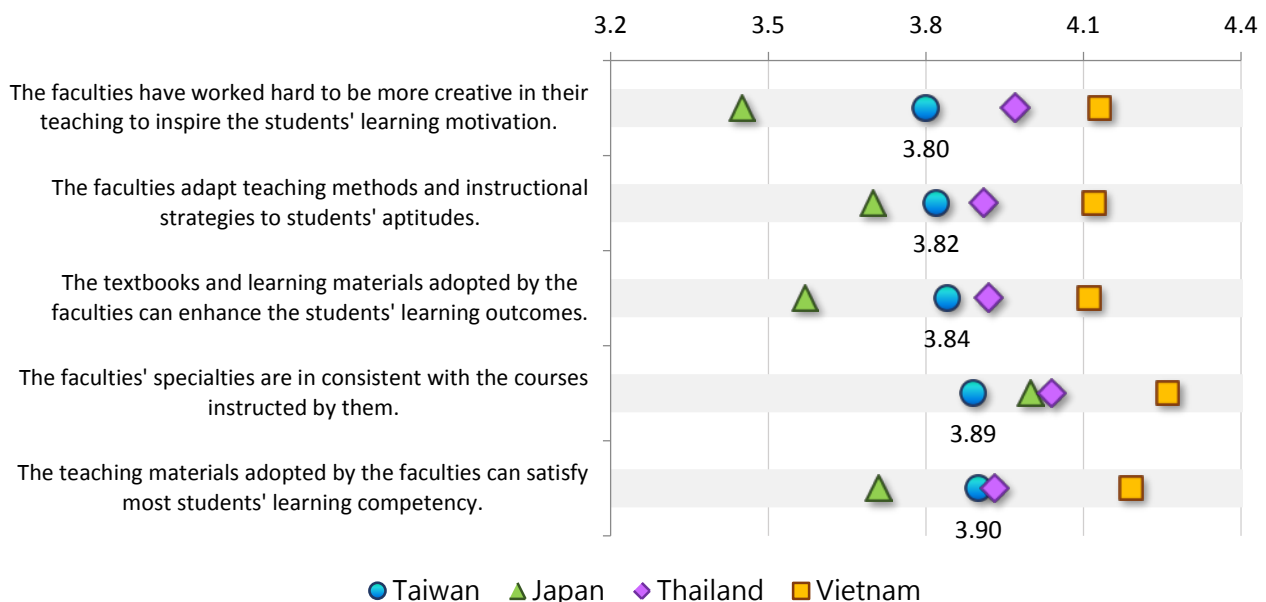
【Figure 8-8-1】 Students' Recognition of “Curriculum Teaching” in comparison among the 4 regions — Arts and Humanities

(2) Students' Recognition of "Curriculum Teaching" - Business, Administration and Law

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
The faculties have worked hard to be more creative in their teaching to inspire the students' learning motivation.	3.80	3.45 **	3.97 **	4.13 **	
The faculties adapt teaching methods and instructional strategies to students' aptitudes.	3.82	3.70 *	3.91	4.12 **	
The textbooks and learning materials adopted by the faculties can enhance the students' learning outcomes.	3.84	3.57 **	3.92	4.11 **	
The faculties' specialties are in consistent with the courses instructed by them.	3.89	4.00 *	4.04 **	4.26 **	
The teaching materials adopted by the faculties can satisfy most students' learning competency.	3.90	3.71 **	3.93	4.19 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



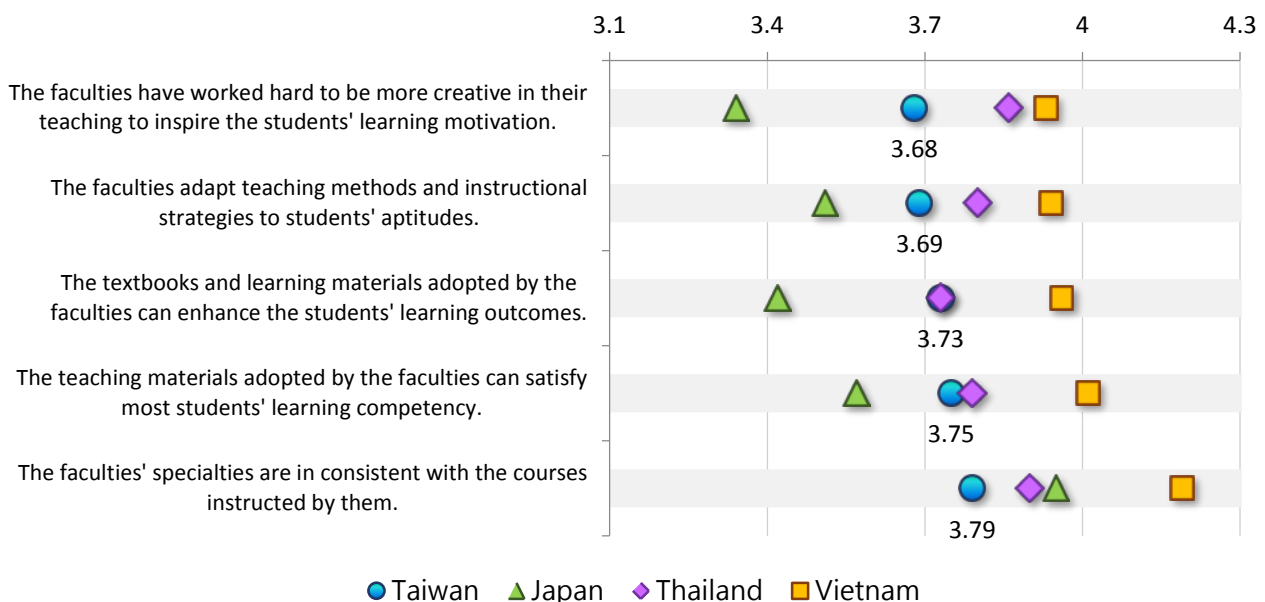
【Figure 8-8-2】 Students' Recognition of "Curriculum Teaching" in comparison among the 4 regions—Business, Administration and Law

(3) Students' Recognition of "Curriculum Teaching" - Engineering, Manufacturing and Construction

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
The faculties have worked hard to be more creative in their teaching to inspire the students' learning motivation.	3.68	3.34 **	3.86 *	3.93 **	
The faculties adapt teaching methods and instructional strategies to students' aptitudes.	3.69	3.51 **	3.80	3.94 **	
The textbooks and learning materials adopted by the faculties can enhance the students' learning outcomes.	3.73	3.42 **	3.73	3.96 **	
The teaching materials adopted by the faculties can satisfy most students' learning competency.	3.75	3.57 **	3.79	4.01 **	
The faculties' specialties are in consistent with the courses instructed by them.	3.79	3.95 **	3.90	4.19 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



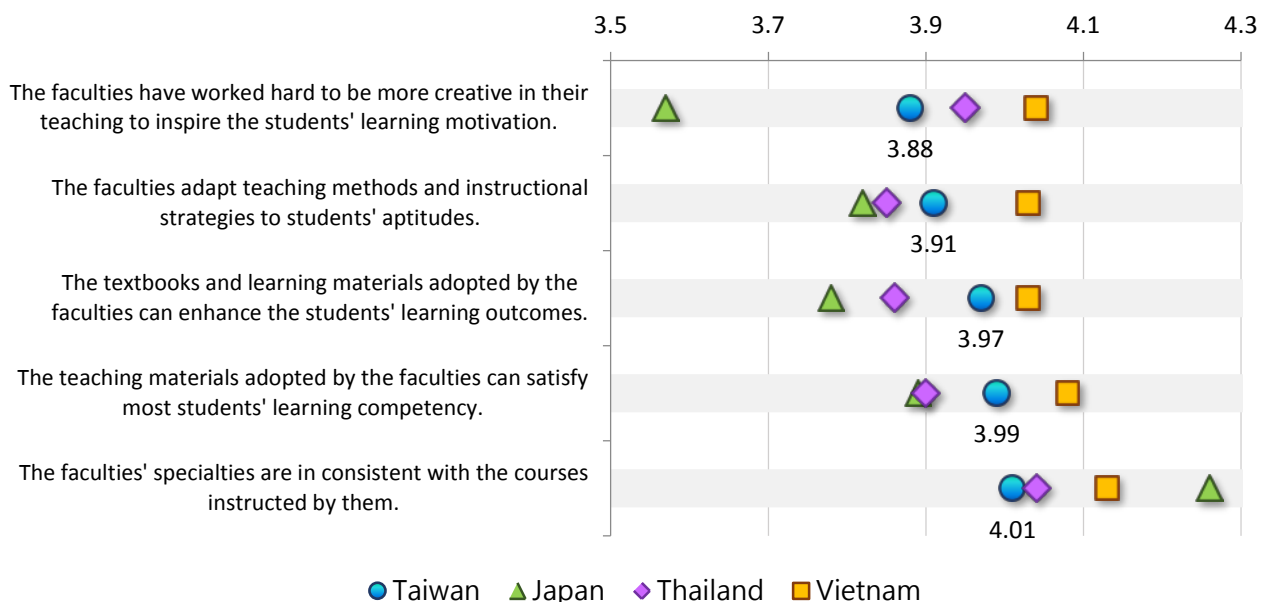
【Figure 8-8-3】 Students' Recognition of "Curriculum Teaching" in comparison among the 4 regions—Engineering, Manufacturing and Construction

(4) Students' Recognition of "Curriculum Teaching" - Health and Social Welfare

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
The faculties have worked hard to be more creative in their teaching to inspire the students' learning motivation.	3.88	3.57 **	3.95 **	4.04 **	
The faculties adapt teaching methods and instructional strategies to students' aptitudes.	3.91	3.82	3.85 *	4.03 *	
The textbooks and learning materials adopted by the faculties can enhance the students' learning outcomes.	3.97	3.78 **	3.86 **	4.03	
The teaching materials adopted by the faculties can satisfy most students' learning competency.	3.99	3.89	3.90 **	4.08	
The faculties' specialties are in consistent with the courses instructed by them.	4.01	4.26 **	4.04	4.13 *	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



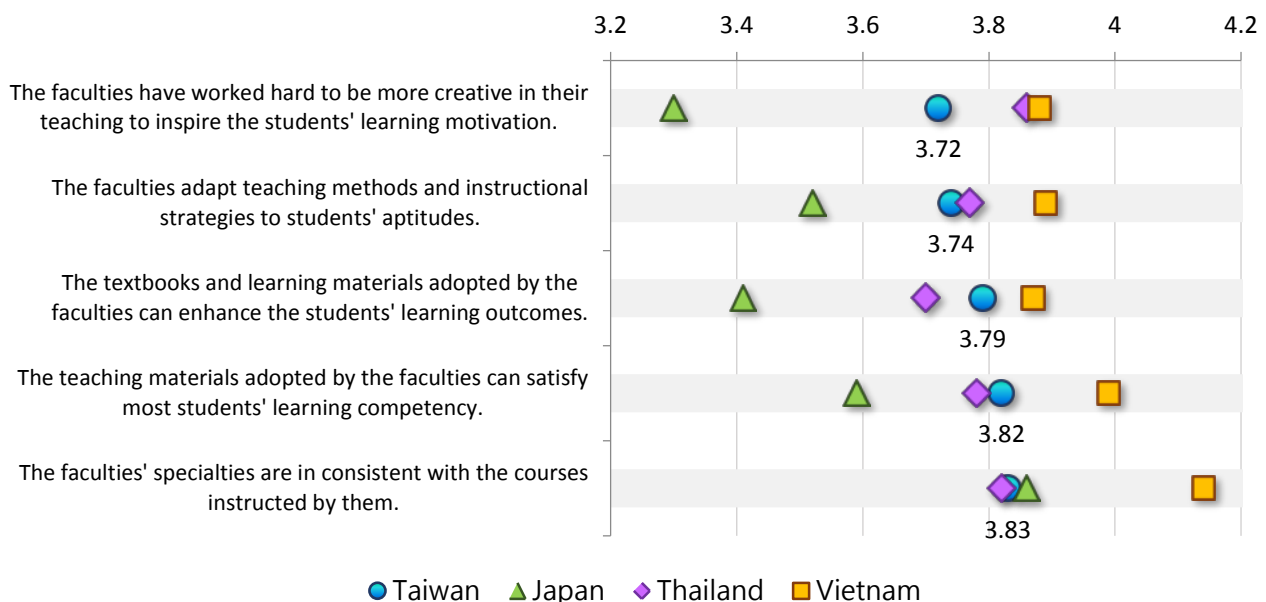
【Figure 8-8-4】 Students' Recognition of "Curriculum Teaching" in comparison among the 4 regions – Health and Social Welfare

(5) Students' Recognition of "Curriculum Teaching" - Information and Communication Technologies

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
The faculties have worked hard to be more creative in their teaching to inspire the students' learning motivation.	3.72	3.30 **	3.86	3.88 *	
The faculties adapt teaching methods and instructional strategies to students' aptitudes.	3.74	3.52 *	3.77	3.89	
The textbooks and learning materials adopted by the faculties can enhance the students' learning outcomes.	3.79	3.41 **	3.70	3.87	
The teaching materials adopted by the faculties can satisfy most students' learning competency.	3.82	3.59 *	3.78	3.99 **	
The faculties' specialties are in consistent with the courses instructed by them.	3.83	3.86	3.82	4.14 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【Figure 8-8-5】 Students' Recognition of "Curriculum Teaching" in comparison among the 4 regions — Information and Communication Technologies

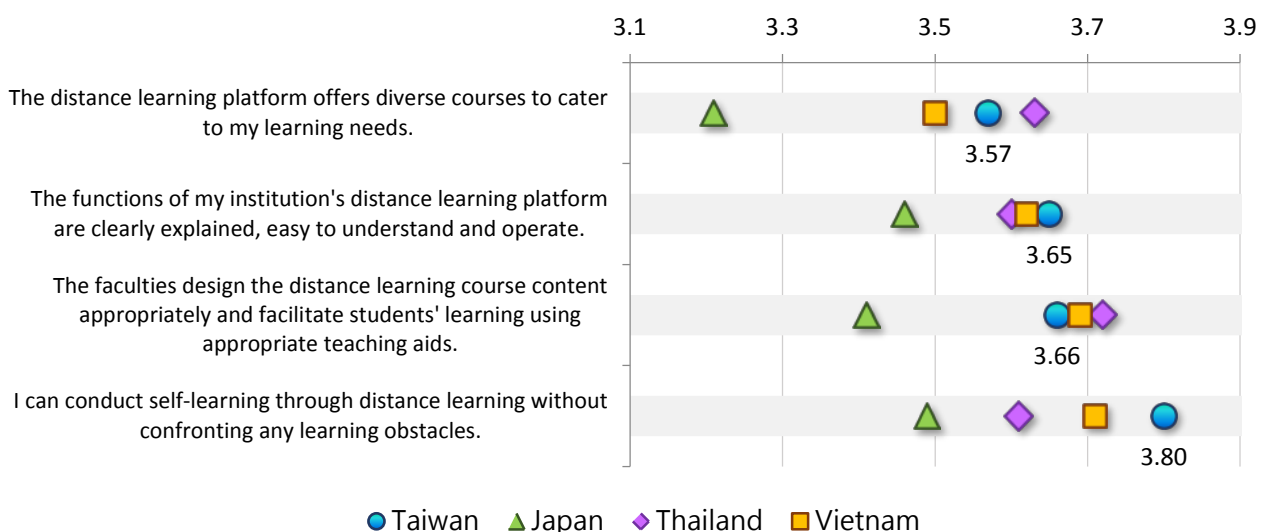
9. 【Q3*Q15】 Students' (with different Majors) Recognition of “Distance Learning”

(1) Students' Recognition of “Distance Learning” - Arts and Humanities

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
The distance learning platform offers diverse courses to cater to my learning needs.	3.57	3.21 **	3.63	3.50	
The functions of my institution's distance learning platform are clearly explained, easy to understand and operate.	3.65	3.46 **	3.60	3.62	
The faculties design the distance learning course content appropriately and facilitate students' learning using appropriate teaching aids.	3.66	3.41 **	3.72	3.69	
I can conduct self-learning through distance learning without confronting any learning obstacles.	3.80	3.49 **	3.61 **	3.71	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



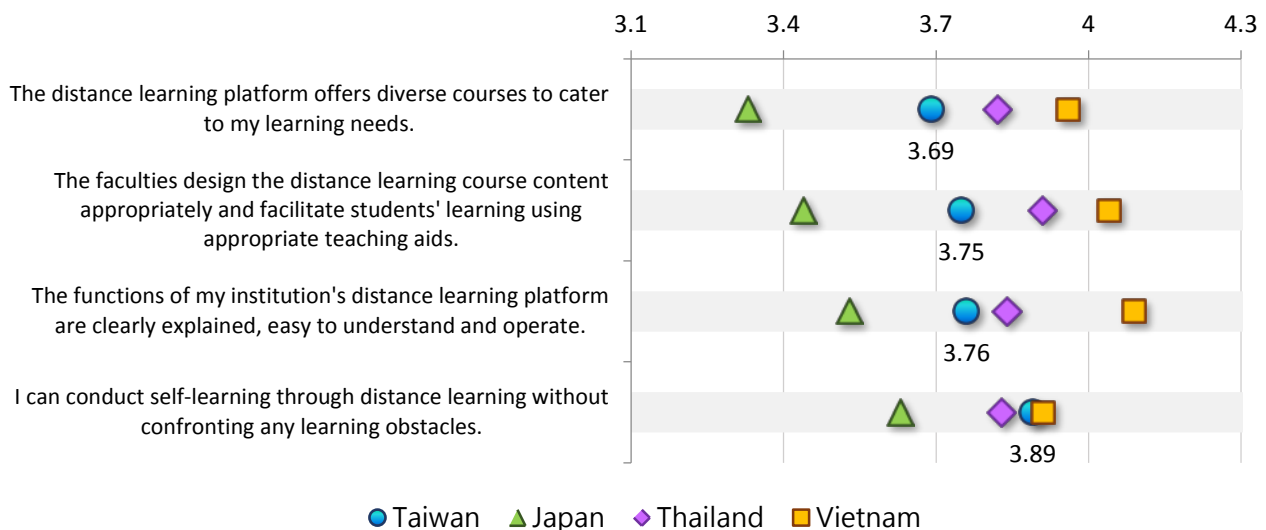
【Figure 8-9-1】 Students' Recognition of “Distance Learning” in comparison among the 4 regions — Arts and Humanities

(2) Students' Recognition of "Distance Learning" - Business, Administration and Law

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
The distance learning platform offers diverse courses to cater to my learning needs.	3.69	3.33 **	3.82	3.96 **	
The faculties design the distance learning course content appropriately and facilitate students' learning using appropriate teaching aids.	3.75	3.44 **	3.91 **	4.04 **	
The functions of my institution's distance learning platform are clearly explained, easy to understand and operate.	3.76	3.53 **	3.84	4.09 **	
I can conduct self-learning through distance learning without confronting any learning obstacles.	3.89	3.63 **	3.83	3.91	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



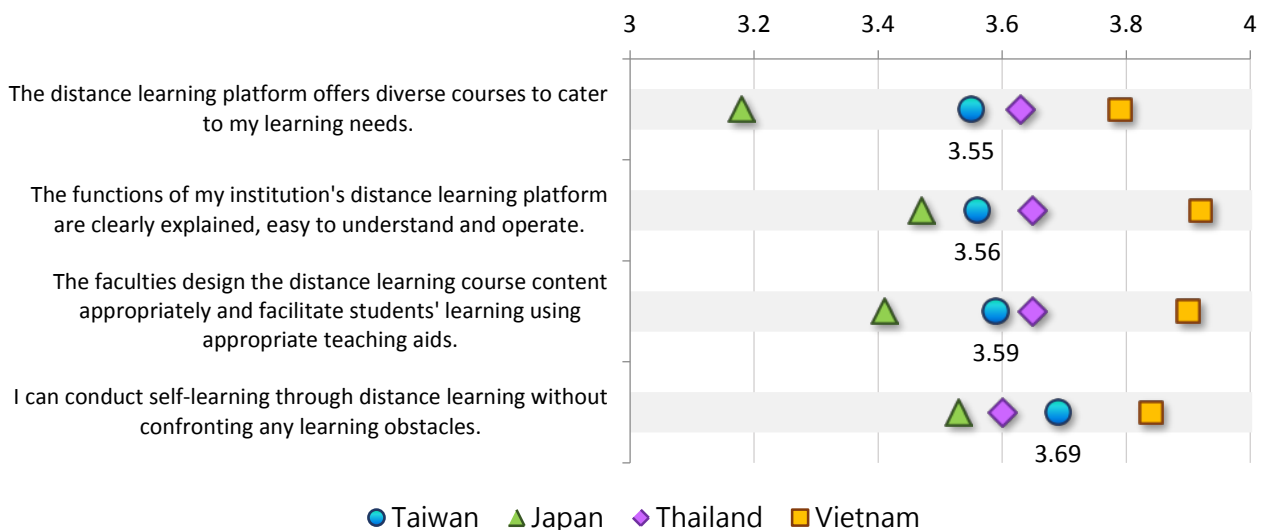
【Figure 8-9-2】 Students' Recognition of "Distance Learning" in comparison among the 4 regions — Business, Administration and Law

(3) Students' Recognition of "Distance Learning" - Engineering, Manufacturing and Construction

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
The distance learning platform offers diverse courses to cater to my learning needs.	3.55	3.18 **	3.63	3.79 **	
The functions of my institution's distance learning platform are clearly explained, easy to understand and operate.	3.56	3.47	3.65	3.92 **	
The faculties design the distance learning course content appropriately and facilitate students' learning using appropriate teaching aids.	3.59	3.41 **	3.65	3.90 **	
I can conduct self-learning through distance learning without confronting any learning obstacles.	3.69	3.53 *	3.60	3.84 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



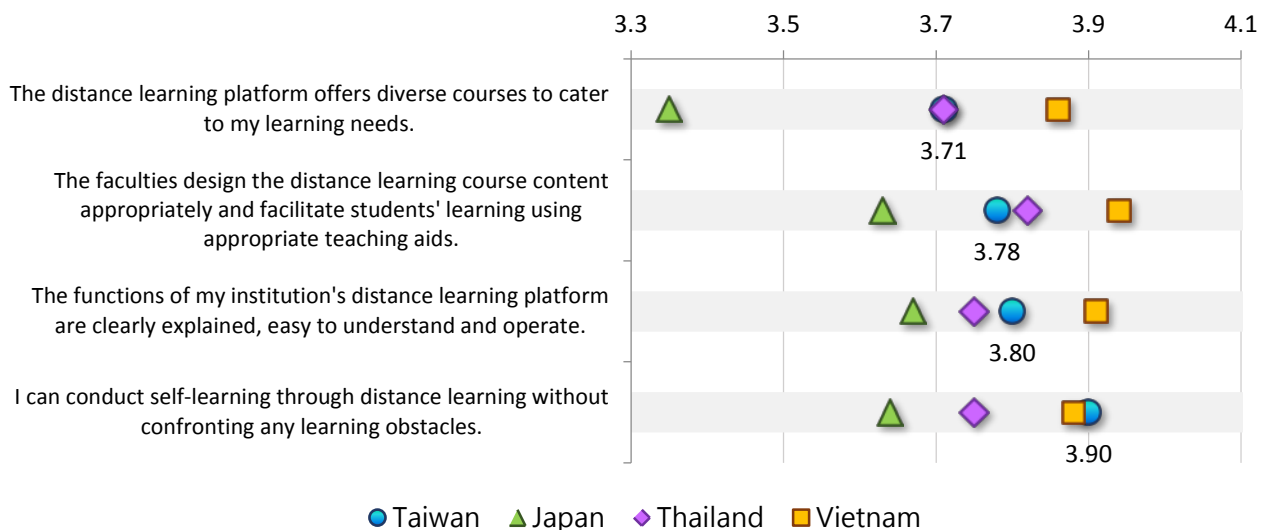
【Figure 8-9-3】Students' Recognition of "Distance Learning" in comparison among the 4 regions — Engineering, Manufacturing and Construction

(4) Students' Recognition of "Distance Learning" - Health and Social Welfare

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
The distance learning platform offers diverse courses to cater to my learning needs.	3.71	3.35 **	3.71	3.86 **	
The faculties design the distance learning course content appropriately and facilitate students' learning using appropriate teaching aids.	3.78	3.63	3.82	3.94 **	
The functions of my institution's distance learning platform are clearly explained, easy to understand and operate.	3.80	3.67	3.75 *	3.91	
I can conduct self-learning through distance learning without confronting any learning obstacles.	3.90	3.64 **	3.75 **	3.88	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



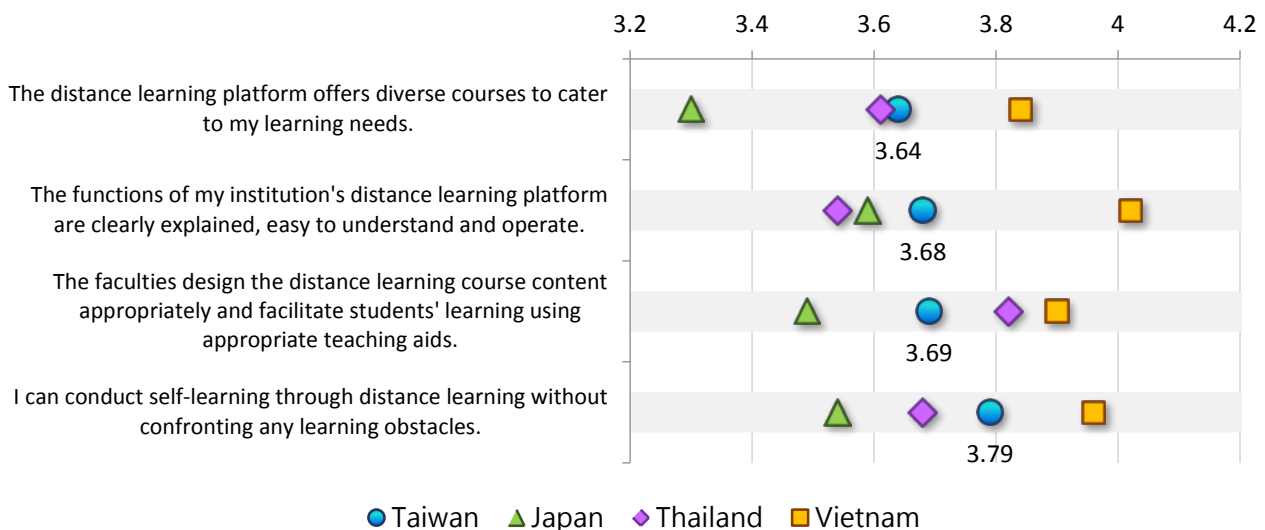
【Figure 8-9-4】 Students' Recognition of "Distance Learning" in comparison among the 4 regions — Health and Social Welfare

(5) Students' Recognition of "Distance Learning" - Information and Communication Technologies

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
The distance learning platform offers diverse courses to cater to my learning needs.	3.64	3.30 **	3.61	3.84 **	
The functions of my institution's distance learning platform are clearly explained, easy to understand and operate.	3.68	3.59	3.54	4.02 **	
The faculties design the distance learning course content appropriately and facilitate students' learning using appropriate teaching aids.	3.69	3.49	3.82	3.90 **	
I can conduct self-learning through distance learning without confronting any learning obstacles.	3.79	3.54 *	3.68	3.96 *	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【Figure 8-9-5】 Students' Recognition of "Distance Learning" in comparison among the 4 regions — Information and Communication Technologies

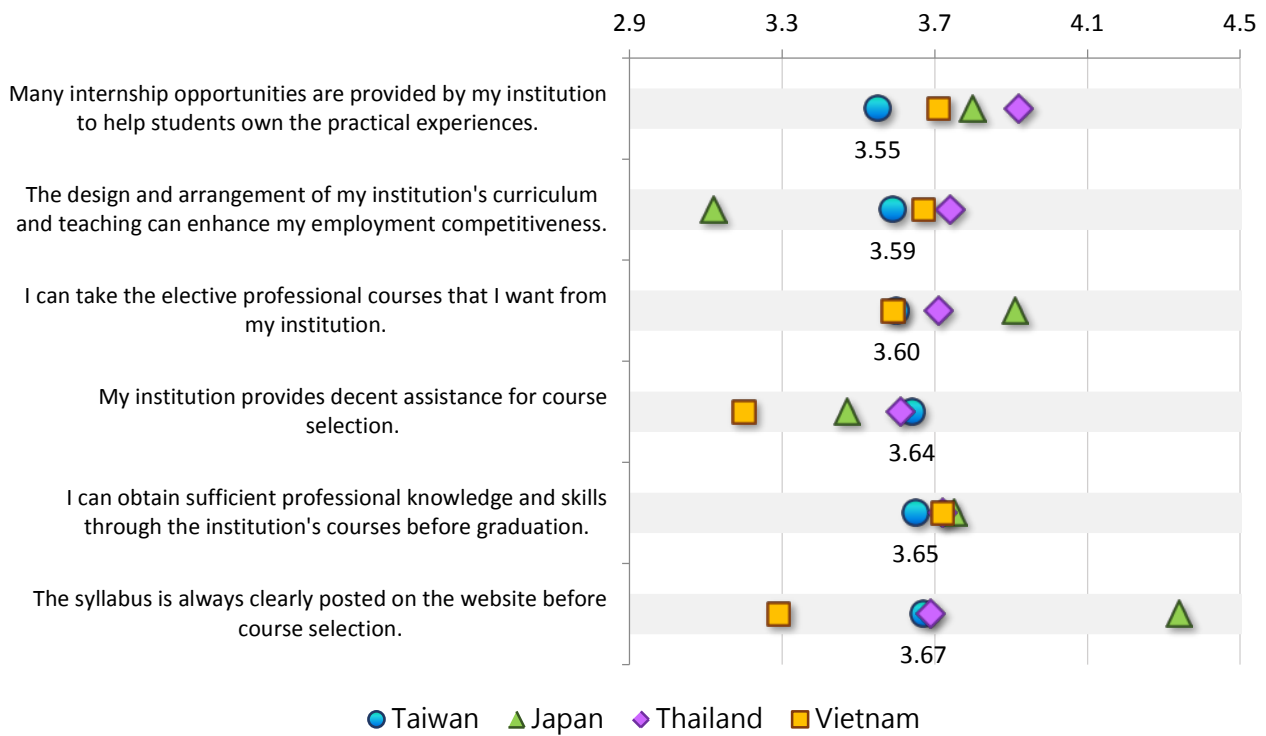
10. 【Q3*Q16】 Students' (with different Majors) Recognition of “Curriculum Arrangement”

(1) Students' Recognition of “Curriculum Arrangement” - Arts and Humanities

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
Many internship opportunities are provided by my institution to help students own the practical experiences.	3.55	3.80 **	3.92 **	3.71 *	
The design and arrangement of my institution's curriculum and teaching can enhance my employment competitiveness.	3.59	3.12 **	3.74 *	3.67	
I can take the elective professional courses that I want from my institution.	3.60	3.91 **	3.71	3.59	
My institution provides decent assistance for course selection.	3.64	3.47 *	3.61	3.20 **	
I can obtain sufficient professional knowledge and skills through the institution's courses before graduation.	3.65	3.75	3.72	3.72	
The syllabus is always clearly posted on the website before course selection.	3.67	4.34 **	3.69	3.29 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



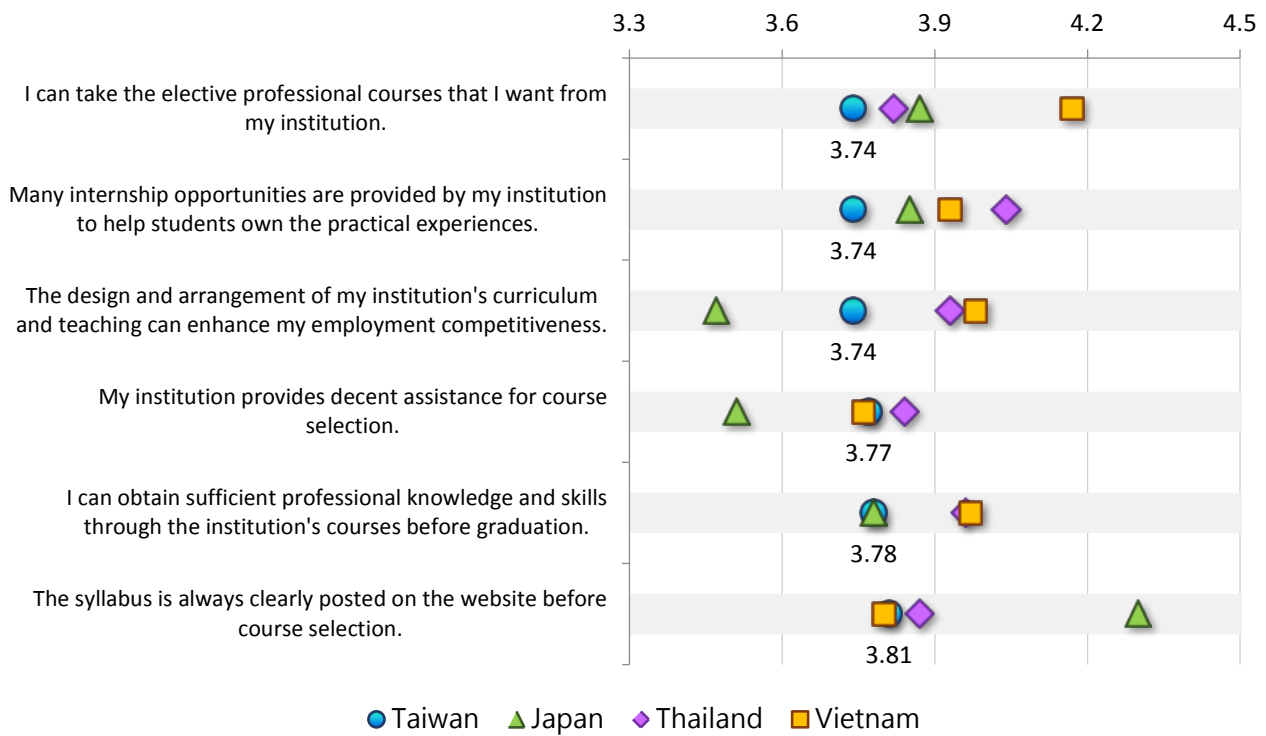
【Figure 8-10-1】 Students' Recognition of "Curriculum Arrangement" in comparison among the 4 regions — Arts and Humanities

(2) Students' Recognition of "Curriculum Arrangement" - Business, Administration and Law

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
I can take the elective professional courses that I want from my institution.	3.74	3.87 *	3.82	4.17 **	
Many internship opportunities are provided by my institution to help students own the practical experiences.	3.74	3.85 *	4.04 **	3.93 **	
The design and arrangement of my institution's curriculum and teaching can enhance my employment competitiveness.	3.74	3.47 **	3.93 **	3.98 **	
My institution provides decent assistance for course selection.	3.77	3.51 **	3.84	3.76	
I can obtain sufficient professional knowledge and skills through the institution's courses before graduation.	3.78	3.78	3.96 **	3.97 **	
The syllabus is always clearly posted on the website before course selection.	3.81	4.30 **	3.87	3.80	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



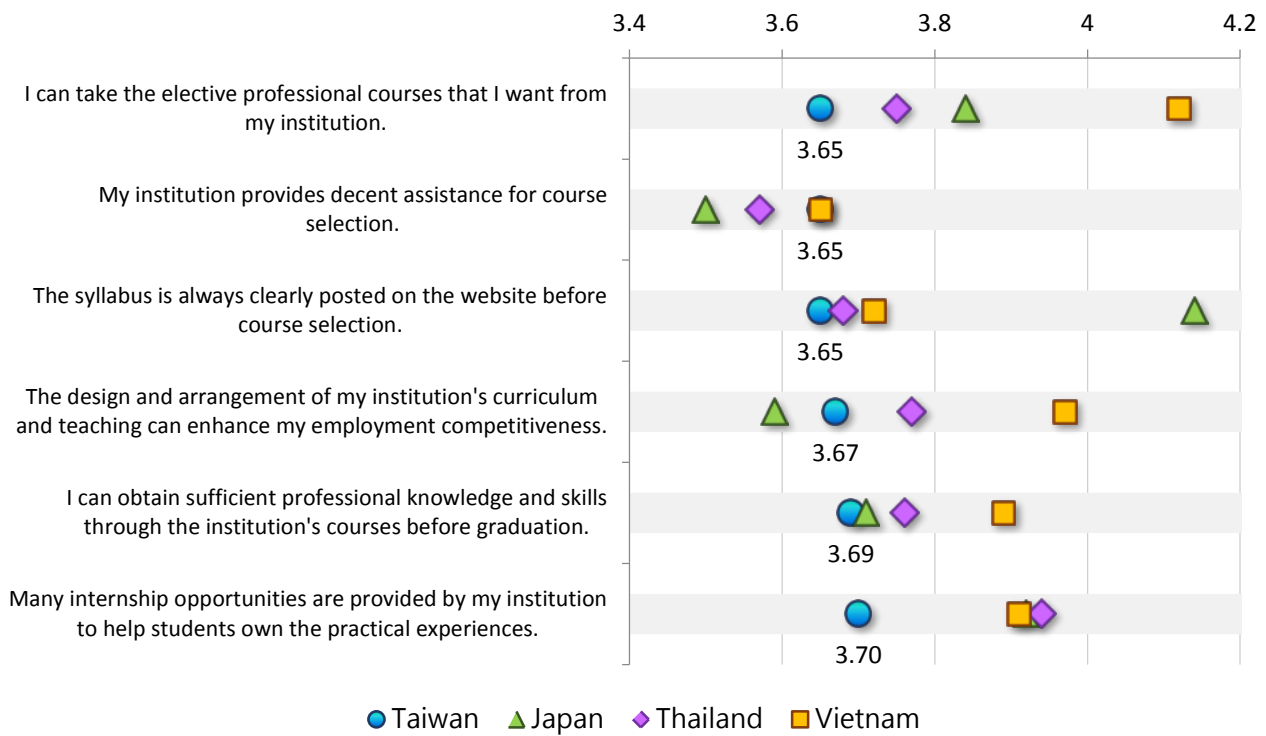
【Figure 8-10-2】 Students' Recognition of "Curriculum Arrangement" in comparison among the 4 regions — Business, Administration and Law

(3) Students' Recognition of "Curriculum Arrangement" - Engineering, Manufacturing and Construction

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
I can take the elective professional courses that I want from my institution.	3.65	3.84 **	3.75	4.12 **	
My institution provides decent assistance for course selection.	3.65	3.50 *	3.57	3.65	
The syllabus is always clearly posted on the website before course selection.	3.65	4.14 **	3.68	3.72	
The design and arrangement of my institution's curriculum and teaching can enhance my employment competitiveness.	3.67	3.59	3.77	3.97 **	
I can obtain sufficient professional knowledge and skills through the institution's courses before graduation.	3.69	3.71	3.76	3.89 **	
Many internship opportunities are provided by my institution to help students own the practical experiences.	3.70	3.92 **	3.94 **	3.91 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



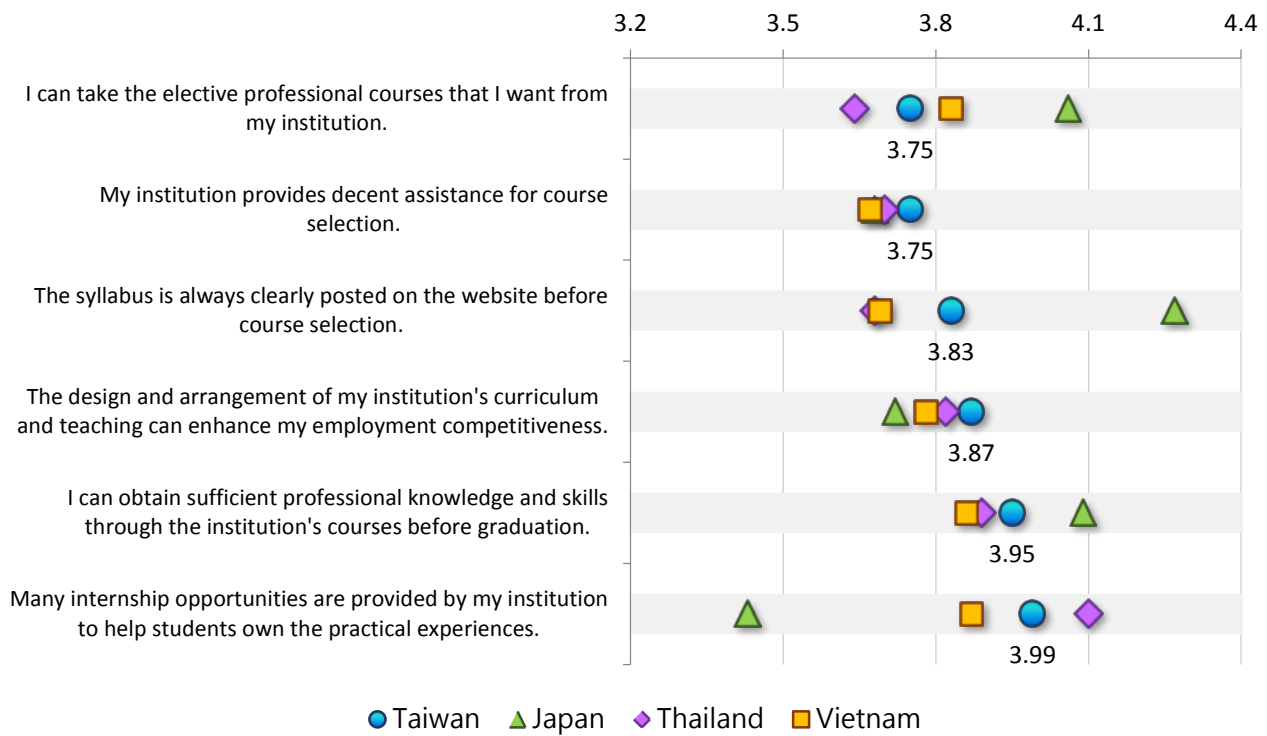
【 Figure 8-10-3 】 Students' Recognition of "Curriculum Arrangement" in comparison among the 4 regions— Engineering, Manufacturing and Construction

(4) Students' Recognition of "Curriculum Arrangement" - Health and Social Welfare

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
I can take the elective professional courses that I want from my institution.	3.75	4.06 **	3.64 **	3.83	
My institution provides decent assistance for course selection.	3.75	3.68	3.70	3.67	
The syllabus is always clearly posted on the website before course selection.	3.83	4.27 **	3.68 **	3.69 *	
The design and arrangement of my institution's curriculum and teaching can enhance my employment competitiveness.	3.87	3.72	3.82	3.78	
I can obtain sufficient professional knowledge and skills through the institution's courses before graduation.	3.95	4.09	3.89 *	3.86	
Many internship opportunities are provided by my institution to help students own the practical experiences.	3.99	3.43 **	4.10 **	3.87 *	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



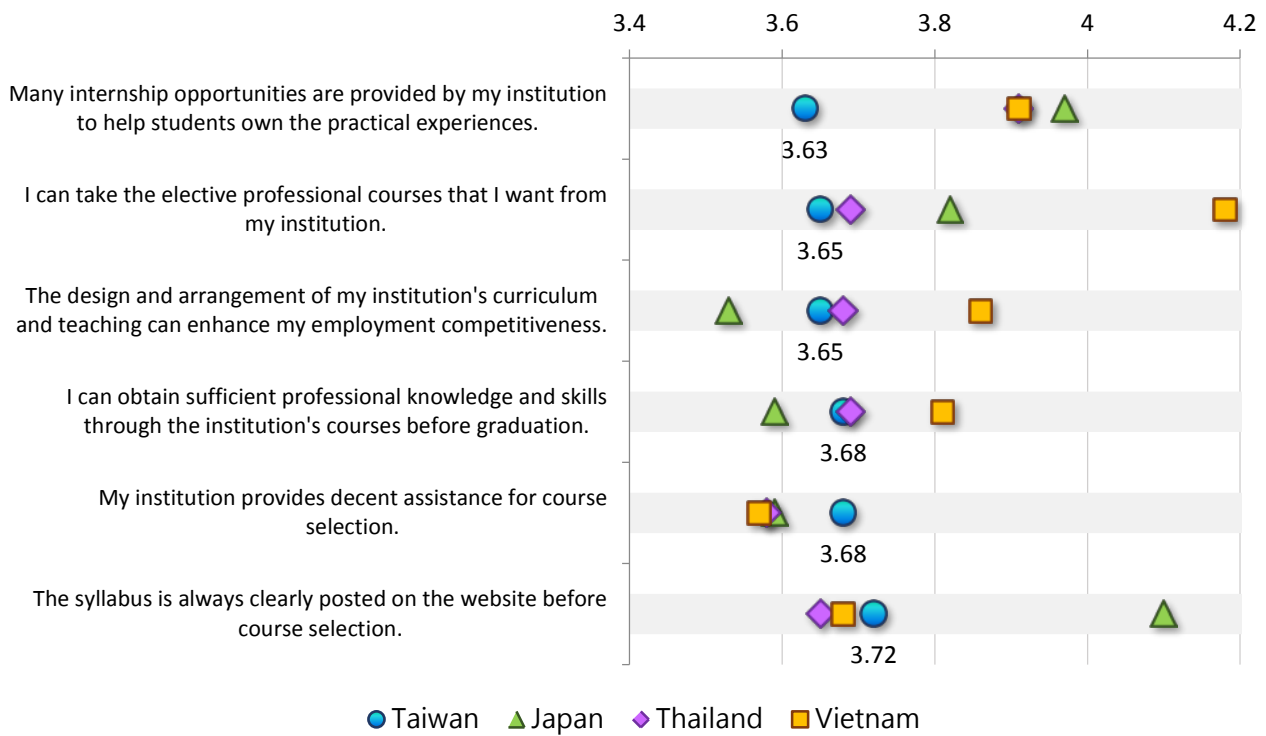
【Figure 8-10-4】Students' Recognition of "Curriculum Arrangement" in comparison among the 4 regions — Health and Social Welfare

(5) Students' Recognition of "Curriculum Arrangement" - Information and Communication Technologies

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
Many internship opportunities are provided by my institution to help students own the practical experiences.	3.63	3.97 **	3.91	3.91 **	
I can take the elective professional courses that I want from my institution.	3.65	3.82	3.69	4.18 **	
The design and arrangement of my institution's curriculum and teaching can enhance my employment competitiveness.	3.65	3.53	3.68	3.86 **	
I can obtain sufficient professional knowledge and skills through the institution's courses before graduation.	3.68	3.59	3.69	3.81	
My institution provides decent assistance for course selection.	3.68	3.59	3.58	3.57	
The syllabus is always clearly posted on the website before course selection.	3.72	4.10 **	3.65	3.68	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【Figure 8-10-5】 Students' Recognition of "Curriculum Arrangement" in comparison among the 4 regions — Information and Communication Technologies

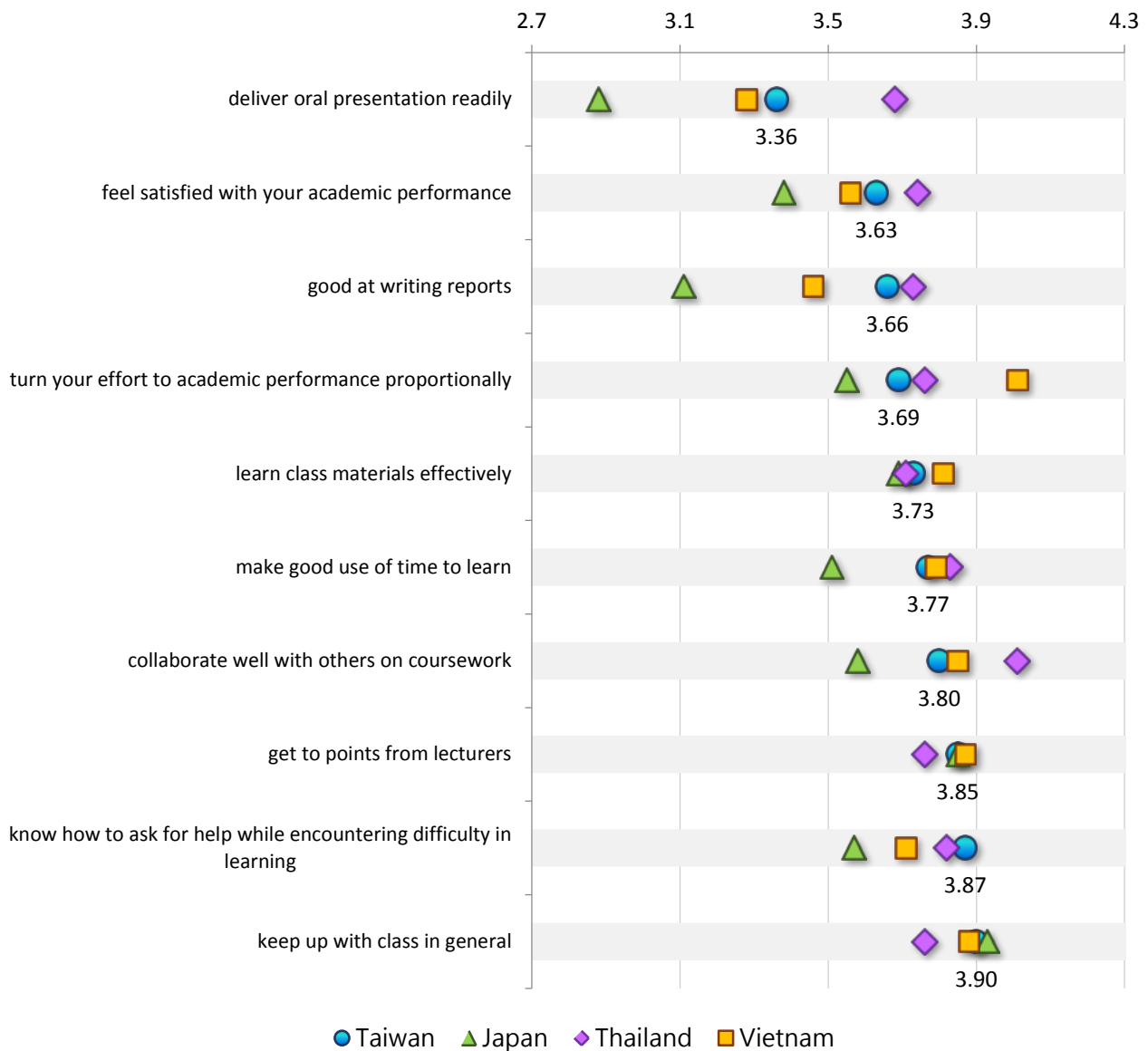
11. 【Q3*Q17】 Students' (with different Majors) Recognition of “Curriculum Learning”

(1) Students' Recognition of “Curriculum Learning” - Arts and Humanities

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
deliver oral presentation readily	3.36	2.88 **	3.68 **	3.28	
feel satisfied with your academic performance	3.63	3.38 **	3.74	3.56	
good at writing reports	3.66	3.11 **	3.73	3.46 **	
turn your effort to academic performance proportionally	3.69	3.55 *	3.76	4.01 **	
learn class materials effectively	3.73	3.69	3.71	3.81	
make good use of time to learn	3.77	3.51 **	3.83	3.79	
collaborate well with others on coursework	3.80	3.58 **	4.01 **	3.85	
get to points from lecturers	3.85	3.85	3.76	3.87	
know how to ask for help while encountering difficulty in learning	3.87	3.57 **	3.82	3.71 **	
keep up with class in general	3.90	3.93	3.76 *	3.88	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【 Figure 8-11-1 】 Students' Recognition of "Curriculum Learning" in comparison among the 4 regions — Arts and Humanities

(2) Students' Recognition of "Curriculum Learning" - Business, Administration and Law

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
deliver oral presentation readily	3.44	3.01 **	3.76 **	3.59 **	
feel satisfied with your academic performance	3.71	3.40 **	3.88 **	3.58 **	
good at writing reports	3.71	3.16 **	3.87 **	3.64	
learn class materials effectively	3.76	3.69	3.91 **	3.88 **	
turn your effort to academic performance proportionally	3.76	3.51 **	3.92 **	4.06 **	
make good use of time to learn	3.84	3.53 **	3.96 *	3.92 *	
get to points from lecturers	3.86	3.77	3.86	3.98 **	
keep up with class in general	3.92	3.83	3.90	4.03 **	
know how to ask for help while encountering difficulty in learning	3.92	3.58 **	3.93	3.77 **	
collaborate well with others on coursework	3.93	3.61 **	4.03	4.06 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



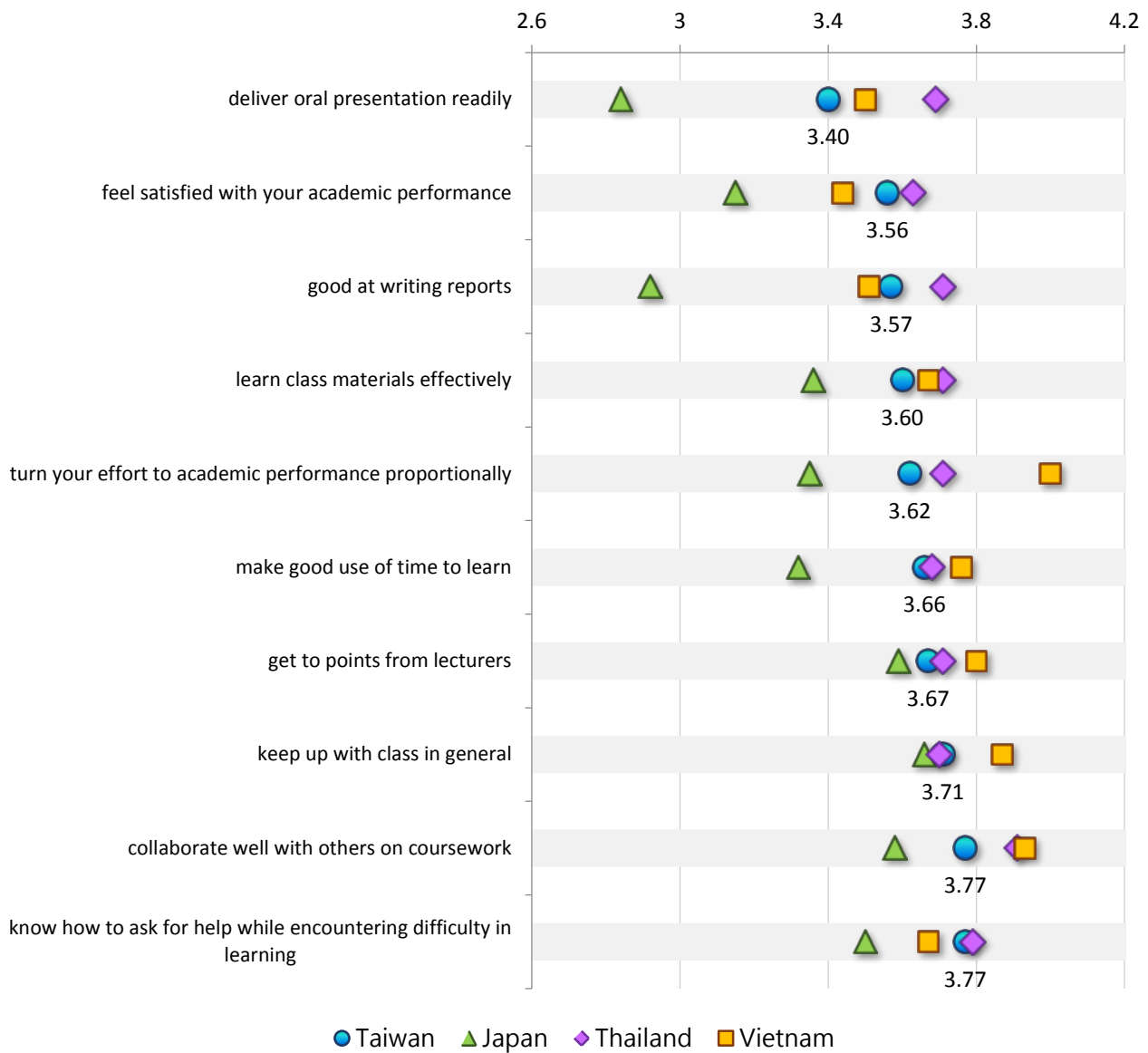
【 Figure 8-11-2 】 Students' Recognition of "Curriculum Learning" in comparison among the 4 regions — Business, Administration and Law

(3) Students' Recognition of "Curriculum Learning" - Engineering, Manufacturing and Construction

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
deliver oral presentation readily	3.40	2.84 **	3.69 **	3.50	
feel satisfied with your academic performance	3.56	3.15 **	3.63	3.44 *	
good at writing reports	3.57	2.92 **	3.71	3.51	
learn class materials effectively	3.60	3.36 **	3.71	3.67	
turn your effort to academic performance proportionally	3.62	3.35 **	3.71	4.00 **	
make good use of time to learn	3.66	3.32 **	3.68	3.76 *	
get to points from lecturers	3.67	3.59	3.71	3.80 **	
keep up with class in general	3.71	3.66	3.70	3.87 **	
collaborate well with others on coursework	3.77	3.58 **	3.91	3.93 **	
know how to ask for help while encountering difficulty in learning	3.77	3.50 **	3.79	3.67 *	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



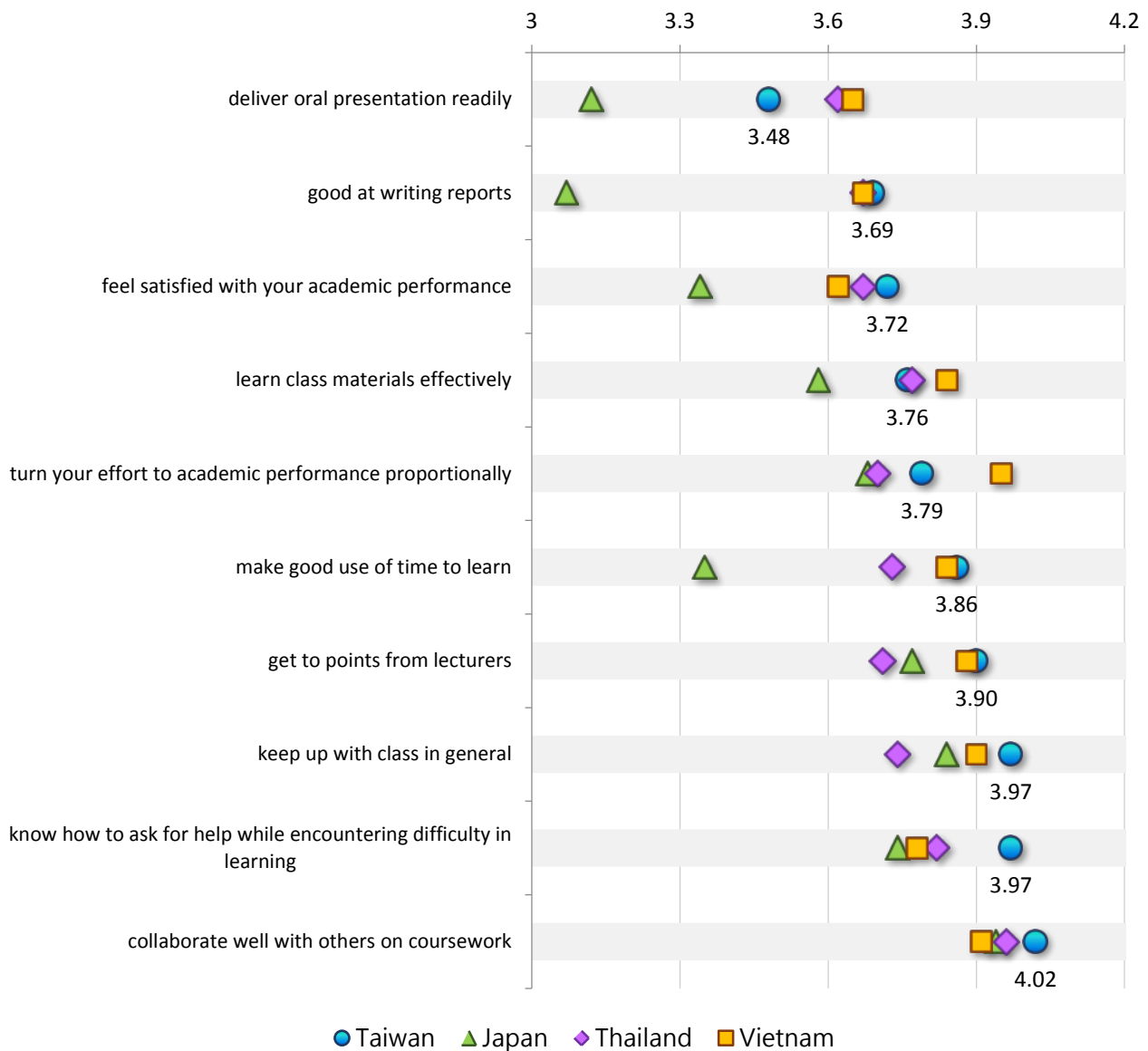
【 Figure 8-11-3 】 Students' Recognition of "Curriculum Learning" in comparison among the 4 regions — Engineering, Manufacturing and Construction

(4) Students' Recognition of "Curriculum Learning" - Health and Social Welfare

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
deliver oral presentation readily	3.48	3.12 **	3.62 **	3.65 **	
good at writing reports	3.69	3.07 **	3.67	3.67	
feel satisfied with your academic performance	3.72	3.34 **	3.67	3.62	
learn class materials effectively	3.76	3.58 *	3.77	3.84	
turn your effort to academic performance proportionally	3.79	3.68	3.70 **	3.95 **	
make good use of time to learn	3.86	3.35 **	3.73 **	3.84	
get to points from lecturers	3.90	3.77	3.71 **	3.88	
keep up with class in general	3.97	3.84	3.74 **	3.90	
know how to ask for help while encountering difficulty in learning	3.97	3.74 **	3.82 **	3.78 **	
collaborate well with others on coursework	4.02	3.94	3.96 *	3.91 *	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



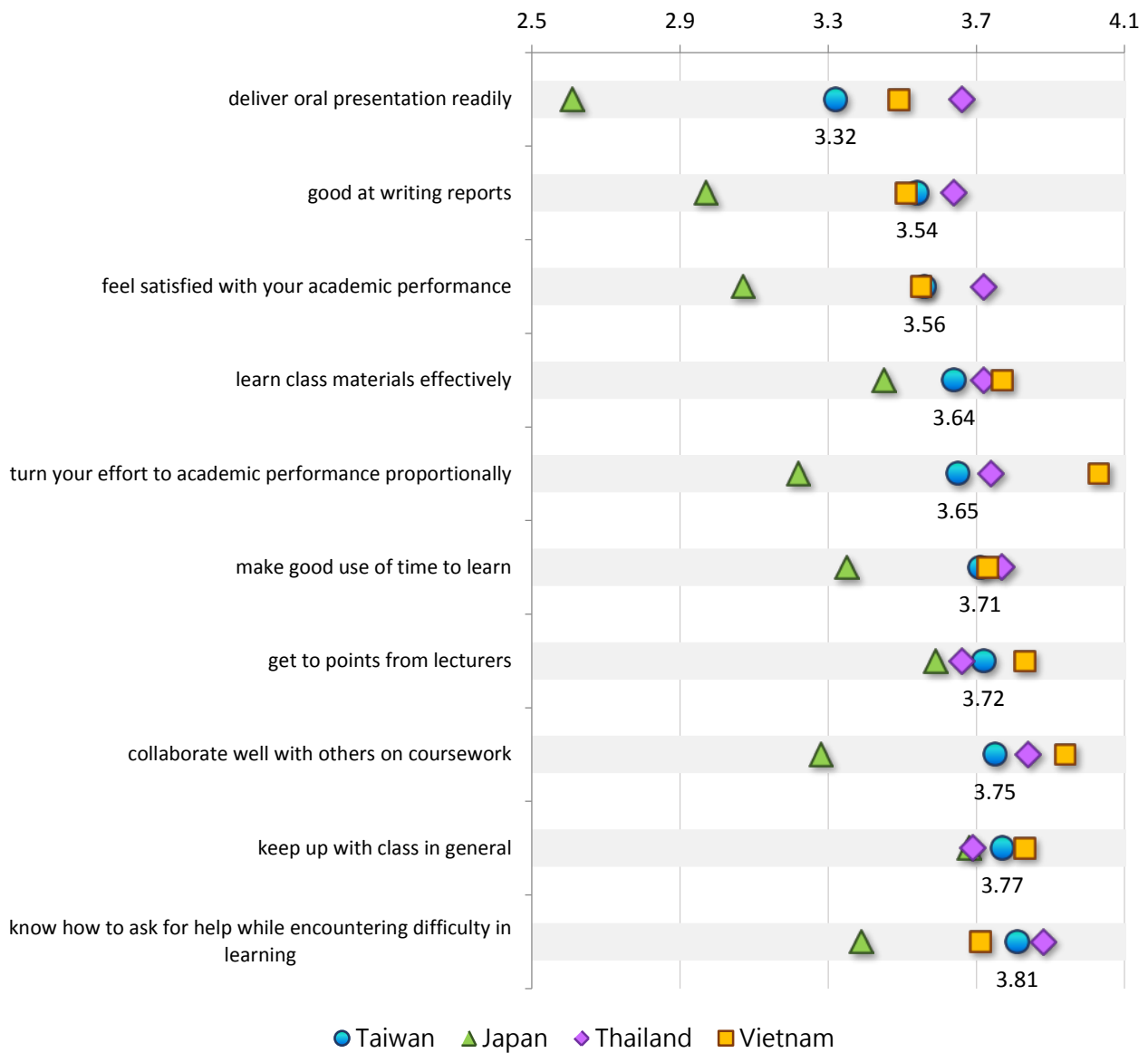
【Figure 8-11-4】 Students' Recognition of "Curriculum Learning" in comparison among the 4 regions — Health and Social Welfare

(5) Students' Recognition of "Curriculum Learning" - Information and Communication Technologies

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
deliver oral presentation readily	3.32	2.61 **	3.66	3.49	
good at writing reports	3.54	2.97 **	3.64	3.51	
feel satisfied with your academic performance	3.56	3.07 **	3.72	3.55	
learn class materials effectively	3.64	3.45	3.72	3.77	
turn your effort to academic performance proportionally	3.65	3.22 **	3.74	4.03 **	
make good use of time to learn	3.71	3.35 **	3.77	3.73	
get to points from lecturers	3.72	3.59	3.66	3.83	
collaborate well with others on coursework	3.75	3.28 **	3.84	3.94 **	
keep up with class in general	3.77	3.68	3.69	3.83	
know how to ask for help while encountering difficulty in learning	3.81	3.39 **	3.88	3.71	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【 Figure 8-11-5 】 Students' Recognition of "Curriculum Learning" in comparison among the 4 regions — Information and Communication Technologies

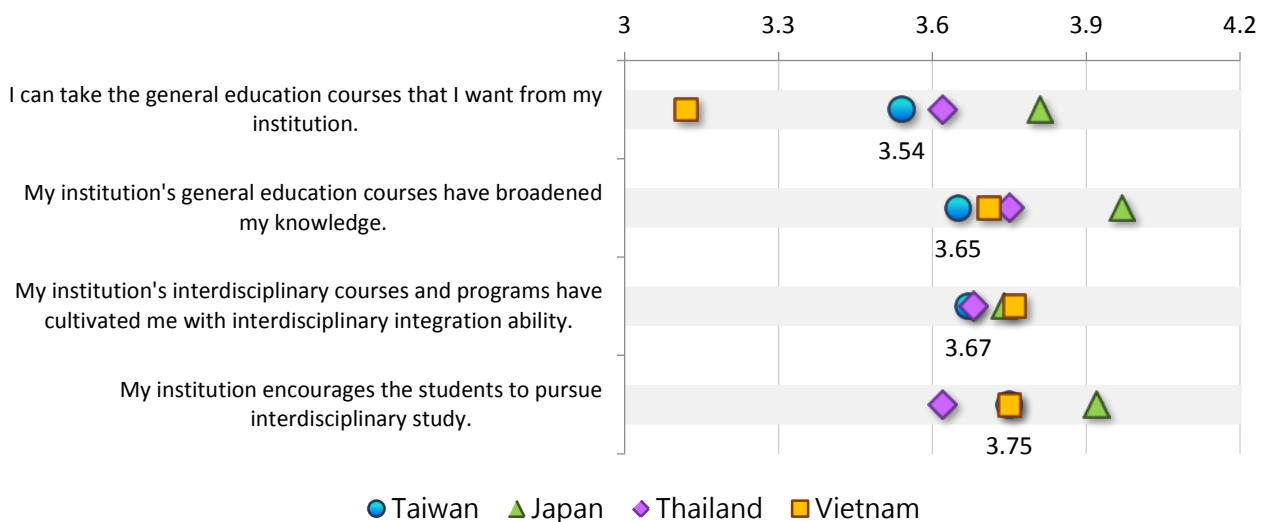
12. 【Q3*Q18】 Students' (with different Majors) Recognition of “Liberal Learning”

(1) Students' Recognition of “Liberal Learning” - Arts and Humanities

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
I can take the general education courses that I want from my institution.	3.54	3.81 **	3.62	3.12 **	
My institution's general education courses have broadened my knowledge.	3.65	3.97 **	3.75	3.71	
My institution's interdisciplinary courses and programs have cultivated me with interdisciplinary integration ability.	3.67	3.74	3.68	3.76	
My institution encourages the students to pursue interdisciplinary study.	3.75	3.92 **	3.62	3.75	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



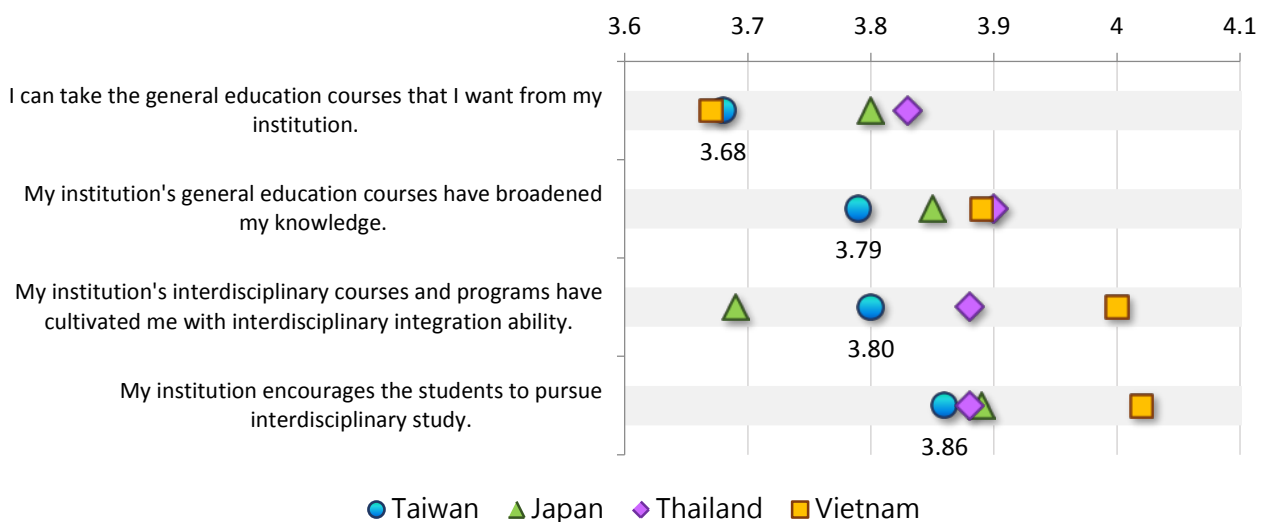
【Figure 8-12-1】 Students' Recognition of “Liberal Learning” in comparison among the 4 regions — Arts and Humanities

(2) Students' Recognition of "Liberal Learning" - Business, Administration and Law

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
I can take the general education courses that I want from my institution.	3.68	3.80 *	3.83 *	3.67	
My institution's general education courses have broadened my knowledge.	3.79	3.85	3.90	3.89 **	
My institution's interdisciplinary courses and programs have cultivated me with interdisciplinary integration ability.	3.80	3.69 *	3.88	4.00 **	
My institution encourages the students to pursue interdisciplinary study.	3.86	3.89	3.88	4.02 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



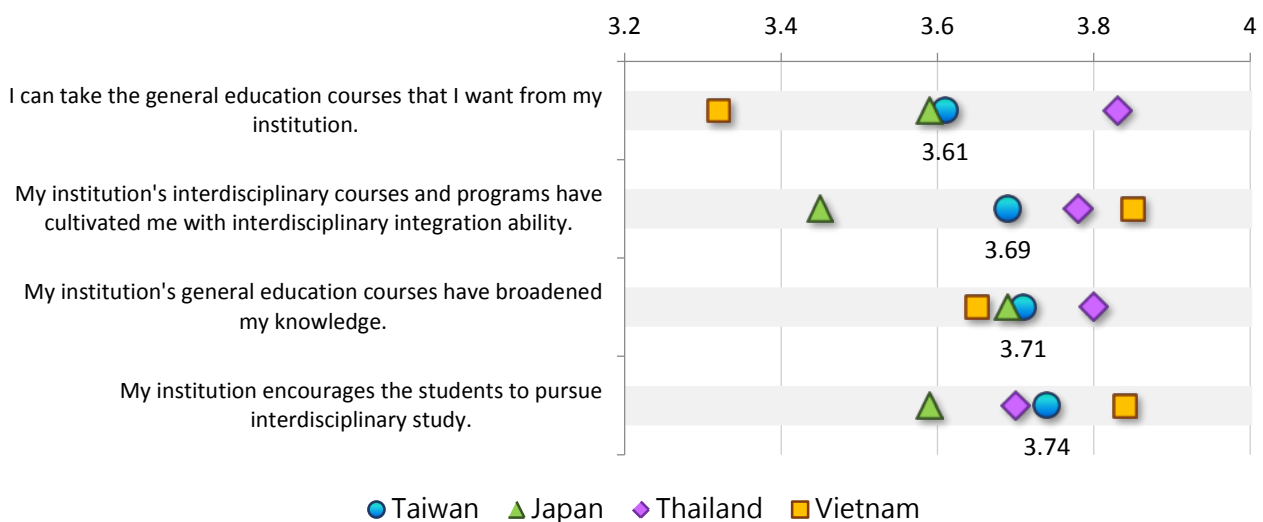
【Figure 8-12-2】Students' Recognition of "Liberal Learning" in comparison among the 4 regions— Business, Administration and Law

(3) Students' Recognition of "Liberal Learning" - Engineering, Manufacturing and Construction

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
I can take the general education courses that I want from my institution.	3.61	3.59	3.83 **	3.32 **	
My institution's interdisciplinary courses and programs have cultivated me with interdisciplinary integration ability.	3.69	3.45 **	3.78	3.85 **	
My institution's general education courses have broadened my knowledge.	3.71	3.69	3.80	3.65	
My institution encourages the students to pursue interdisciplinary study.	3.74	3.59 *	3.70	3.84 *	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



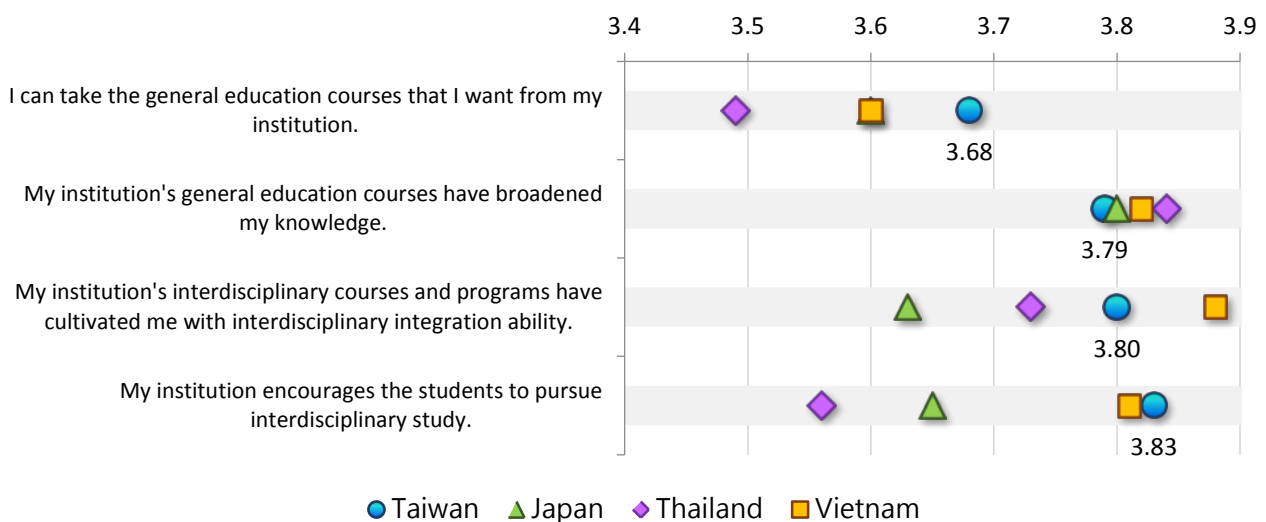
【Figure 8-12-3】 Students' Recognition of "Liberal Learning" in comparison among the 4 regions — Engineering, Manufacturing and Construction

(4) Students' Recognition of "Liberal Learning" - Health and Social Welfare

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
I can take the general education courses that I want from my institution.	3.68	3.60	3.49 **	3.60	
My institution's general education courses have broadened my knowledge.	3.79	3.80	3.84	3.82	
My institution's interdisciplinary courses and programs have cultivated me with interdisciplinary integration ability.	3.80	3.63 *	3.73 *	3.88	
My institution encourages the students to pursue interdisciplinary study.	3.83	3.65 *	3.56 **	3.81	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



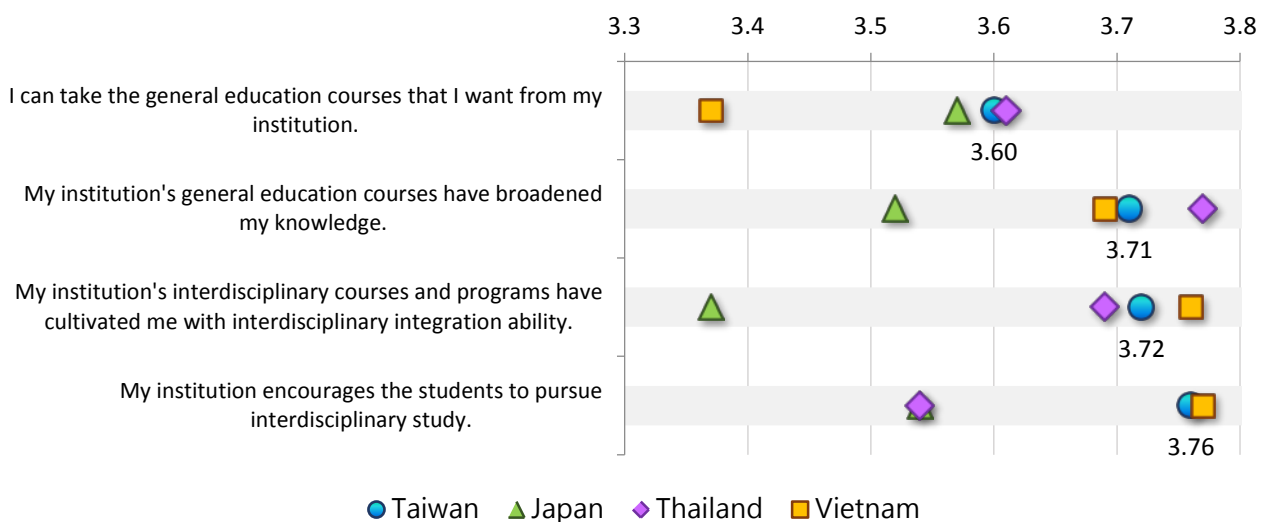
【Figure 8-12-4】Students' Recognition of "Liberal Learning" in comparison among the 4 regions — Health and Social Welfare

(5) Students' Recognition of "Liberal Learning" - Information and Communication Technologies

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
I can take the general education courses that I want from my institution.	3.60	3.57	3.61	3.37 **	
My institution's general education courses have broadened my knowledge.	3.71	3.52	3.77	3.69	
My institution's interdisciplinary courses and programs have cultivated me with interdisciplinary integration ability.	3.72	3.37 **	3.69	3.76	
My institution encourages the students to pursue interdisciplinary study.	3.76	3.54 *	3.54	3.77	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【Figure 8-12-5】 Students' Recognition of "Liberal Learning" in comparison among the 4 regions – Information and Communication Technologies

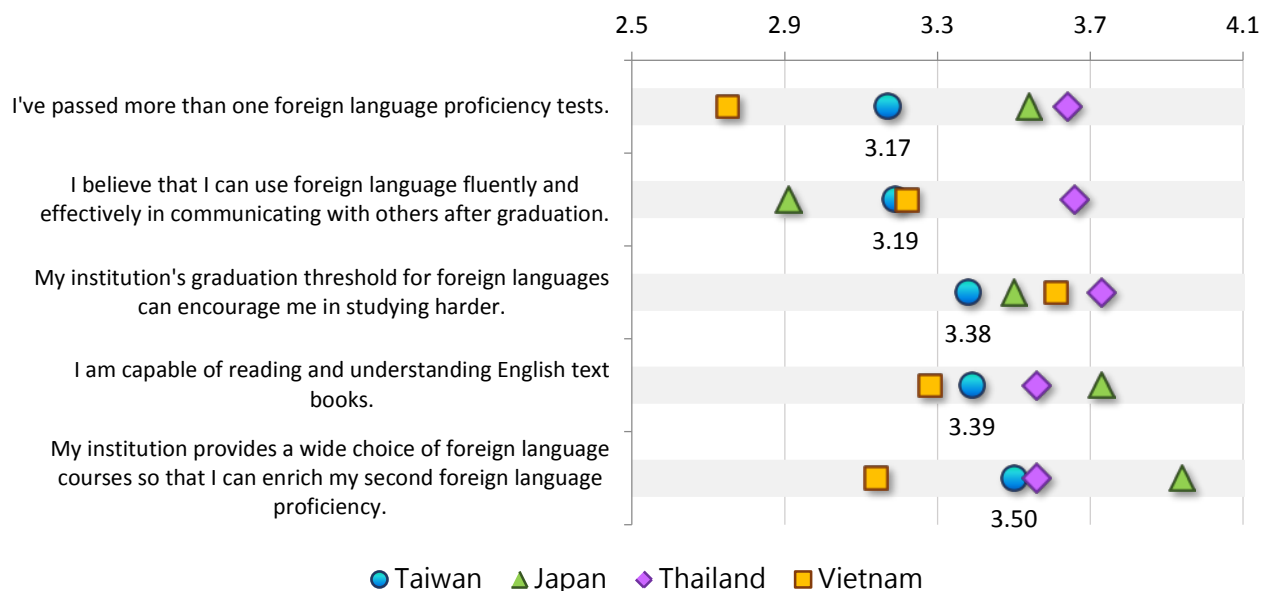
13. 【Q3*Q19】 Students' (with different Majors) Recognition of "Foreign Language Competency"

(1) Students' Recognition of "Foreign Language Competency" - Arts and Humanities

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
I've passed more than one foreign language proficiency tests.	3.17	3.54 **	3.64 **	2.75 **	
I believe that I can use foreign language fluently and effectively in communicating with others after graduation.	3.19	2.91 **	3.66 **	3.22	
My institution's graduation threshold for foreign languages can encourage me in studying harder.	3.38	3.50	3.73 **	3.61 **	
I am capable of reading and understanding English text books.	3.39	3.73 **	3.56 *	3.28	
My institution provides a wide choice of foreign language courses so that I can enrich my second foreign language proficiency.	3.50	3.94 **	3.56	3.14 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



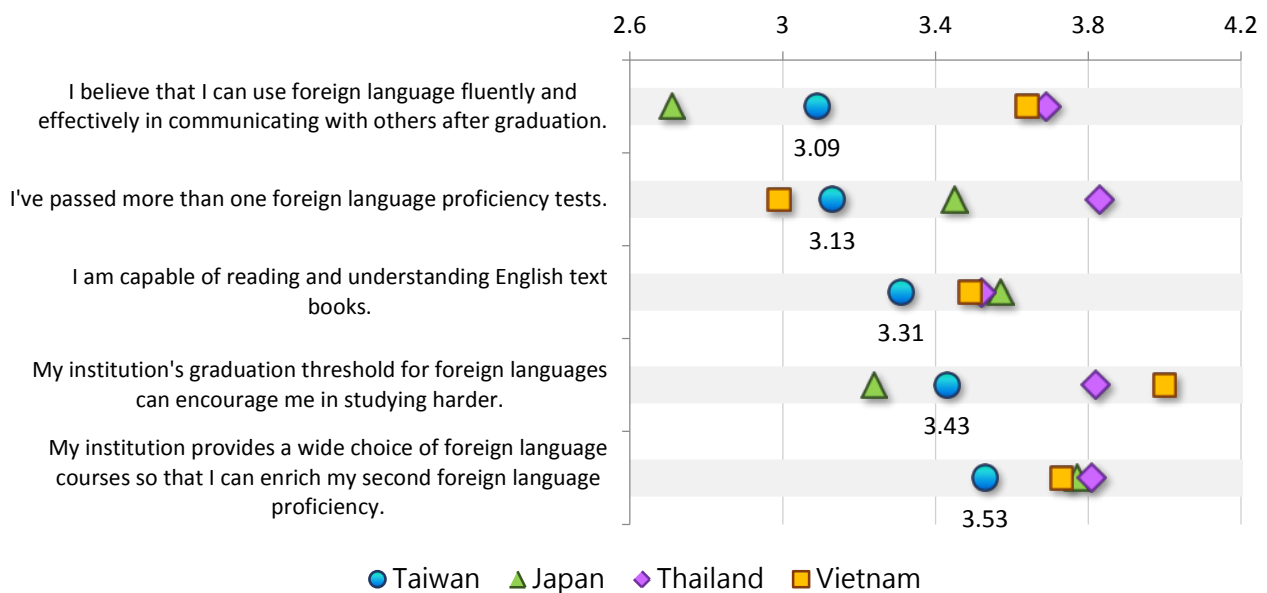
【Figure 8-13-1】 Students' Recognition of "Foreign Language Competency" in comparison among the 4 regions — Arts and Humanities

(2) Students' Recognition of "Foreign Language Competency" - Business, Administration and Law

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
I believe that I can use foreign language fluently and effectively in communicating with others after graduation.	3.09	2.71 **	3.69 **	3.64 **	
I've passed more than one foreign language proficiency tests.	3.13	3.45 **	3.83 **	2.99 *	
I am capable of reading and understanding English text books.	3.31	3.57 **	3.52 **	3.49 **	
My institution's graduation threshold for foreign languages can encourage me in studying harder.	3.43	3.24 **	3.82 **	4.00 **	
My institution provides a wide choice of foreign language courses so that I can enrich my second foreign language proficiency.	3.53	3.77 **	3.81 **	3.73 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



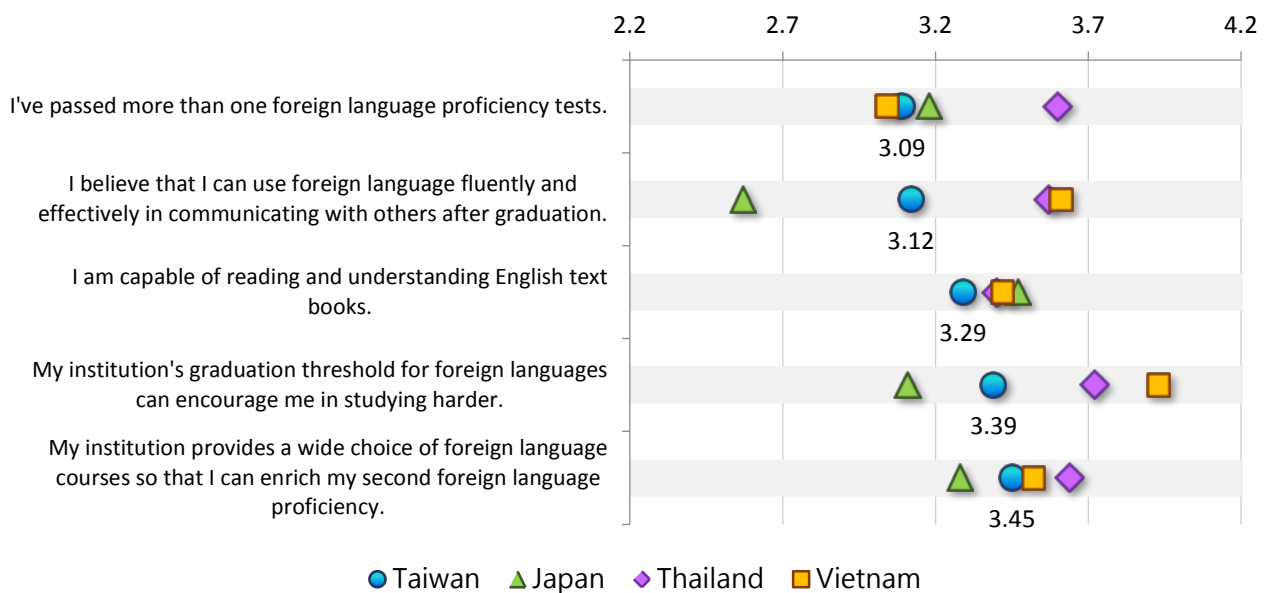
【Figure 8-13-2】 Students' Recognition of "Foreign Language Competency" in comparison among the 4 regions — Business, Administration and Law

(3) Students' Recognition of "Foreign Language Competency" - Engineering, Manufacturing and Construction

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
I've passed more than one foreign language proficiency tests.	3.09	3.18	3.60 **	3.04	
I believe that I can use foreign language fluently and effectively in communicating with others after graduation.	3.12	2.57 **	3.57 **	3.61 **	
I am capable of reading and understanding English text books.	3.29	3.47 *	3.40	3.42 **	
My institution's graduation threshold for foreign languages can encourage me in studying harder.	3.39	3.11 **	3.72 **	3.93 **	
My institution provides a wide choice of foreign language courses so that I can enrich my second foreign language proficiency.	3.45	3.28 *	3.64 *	3.52	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



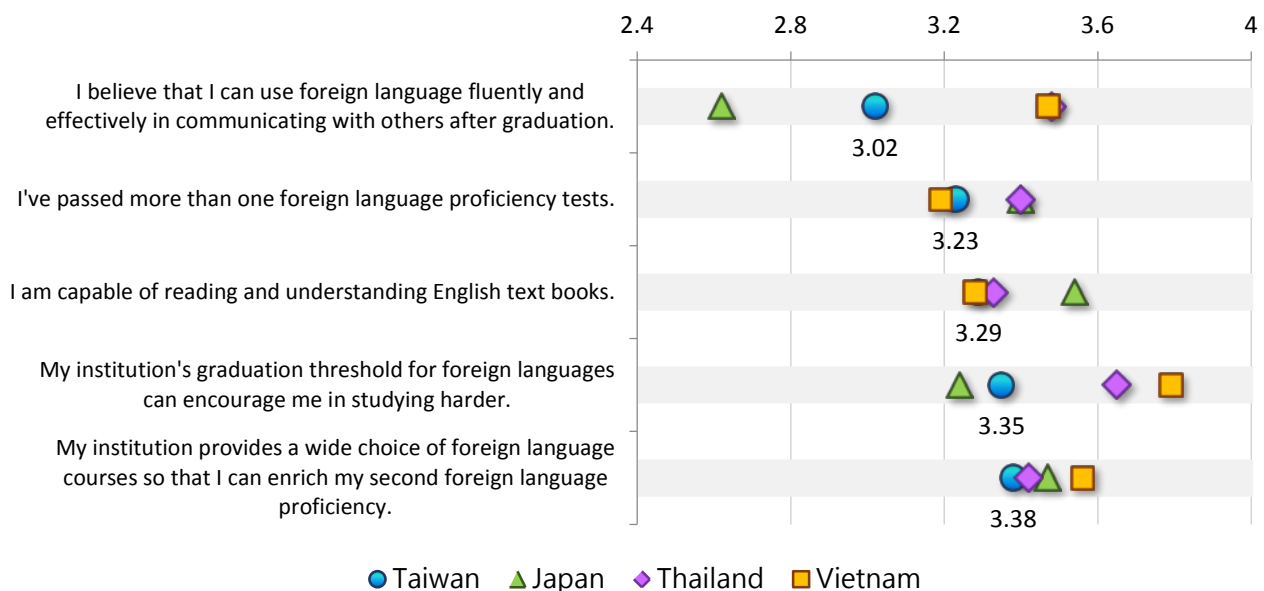
【Figure 8-13-3】 Students' Recognition of "Foreign Language Competency" in comparison among the 4 regions—Engineering, Manufacturing and Construction

(4) Students' Recognition of "Foreign Language Competency" - Health and Social Welfare

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
I believe that I can use foreign language fluently and effectively in communicating with others after graduation.	3.02	2.62 **	3.48 **	3.47 **	
I've passed more than one foreign language proficiency tests.	3.23	3.40	3.40 **	3.19	
I am capable of reading and understanding English text books.	3.29	3.54 **	3.33	3.28	
My institution's graduation threshold for foreign languages can encourage me in studying harder.	3.35	3.24	3.65 **	3.79 **	
My institution provides a wide choice of foreign language courses so that I can enrich my second foreign language proficiency.	3.38	3.47	3.42	3.56 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



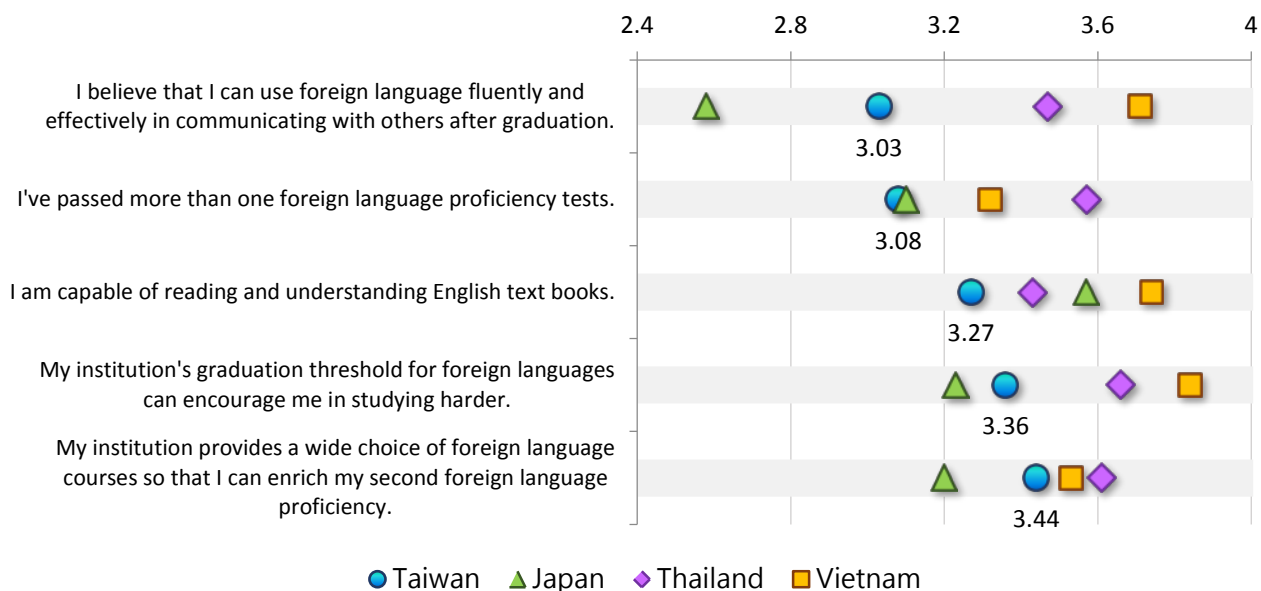
【Figure 8-13-4】 Students' Recognition of "Foreign Language Competency" in comparison among the 4 regions — Health and Social Welfare

(5) Students' Recognition of "Foreign Language Competency" - Information and Communication Technologies

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
I believe that I can use foreign language fluently and effectively in communicating with others after graduation.	3.03	2.58 **	3.47 *	3.71 **	
I've passed more than one foreign language proficiency tests.	3.08	3.10	3.57 *	3.32 *	
I am capable of reading and understanding English text books.	3.27	3.57 **	3.43	3.74 **	
My institution's graduation threshold for foreign languages can encourage me in studying harder.	3.36	3.23	3.66	3.84 **	
My institution provides a wide choice of foreign language courses so that I can enrich my second foreign language proficiency.	3.44	3.20 *	3.61	3.53	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【Figure 8-13-5】 Students' Recognition of "Foreign Language Competency" in comparison among the 4 regions—Information and Communication Technologies

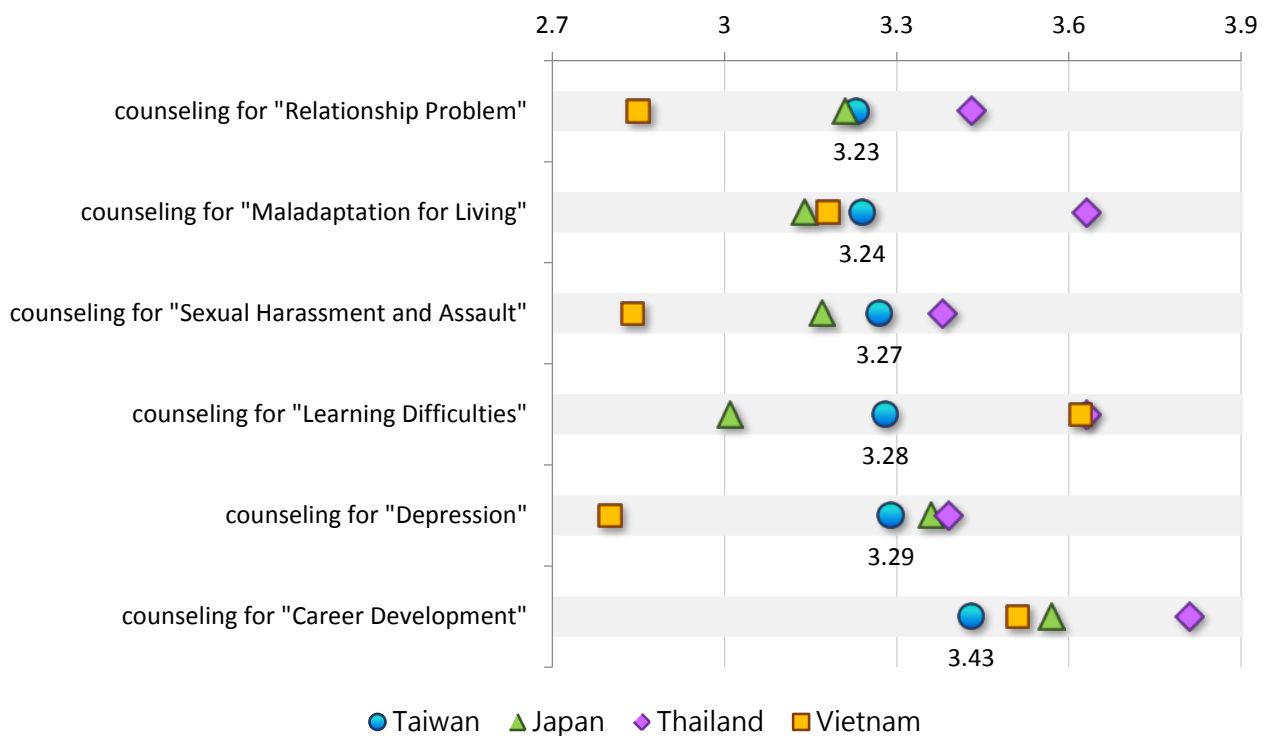
14. 【Q3*Q20】 Students' (with different Majors) Understanding of "Counseling Services"

(1) Students' Understanding of "Counseling Services" - Arts and Humanities

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
counseling for "Relationship Problem"	3.23	3.21	3.43 *	2.85 **	
counseling for "Maladaptation for Living"	3.24	3.14	3.63 **	3.18	
counseling for "Sexual Harassment and Assault"	3.27	3.17	3.38	2.84 **	
counseling for "Learning Difficulties"	3.28	3.01 **	3.63 **	3.62 **	
counseling for "Depression"	3.29	3.36	3.39	2.80 **	
counseling for "Career Development"	3.43	3.57	3.81 **	3.51	

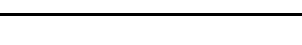
Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



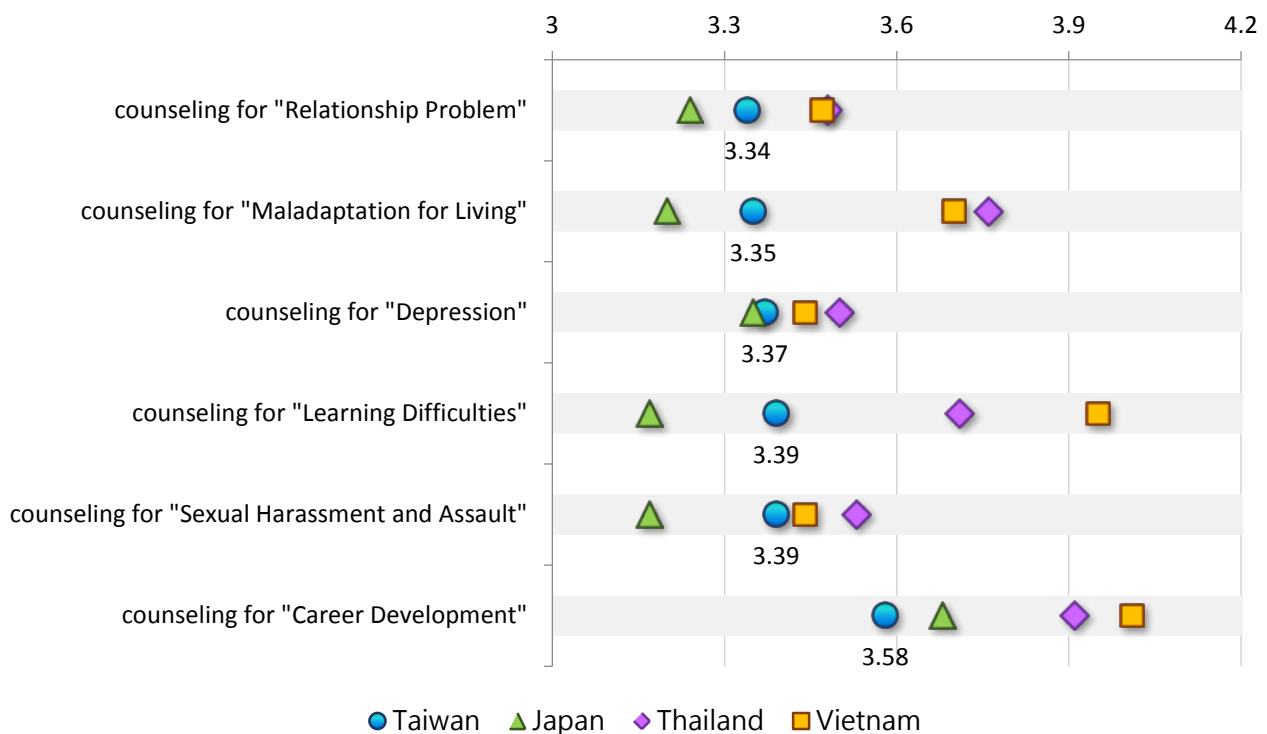
【Figure 8-14-1】 Students' Understanding of "Counseling Services" in comparison among the 4 regions – Arts and Humanities

(2) Students' Understanding of "Counseling Services" - Business, Administration and Law

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
counseling for "Relationship Problem"	3.34	3.24	3.48	3.47 **	
counseling for "Maladaptation for Living"	3.35	3.20 *	3.76 **	3.70 **	
counseling for "Depression"	3.37	3.35	3.50	3.44	
counseling for "Learning Difficulties"	3.39	3.17 **	3.71 **	3.95 **	
counseling for "Sexual Harassment and Assault"	3.39	3.17 **	3.53	3.44	
counseling for "Career Development"	3.58	3.68	3.91 **	4.01 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



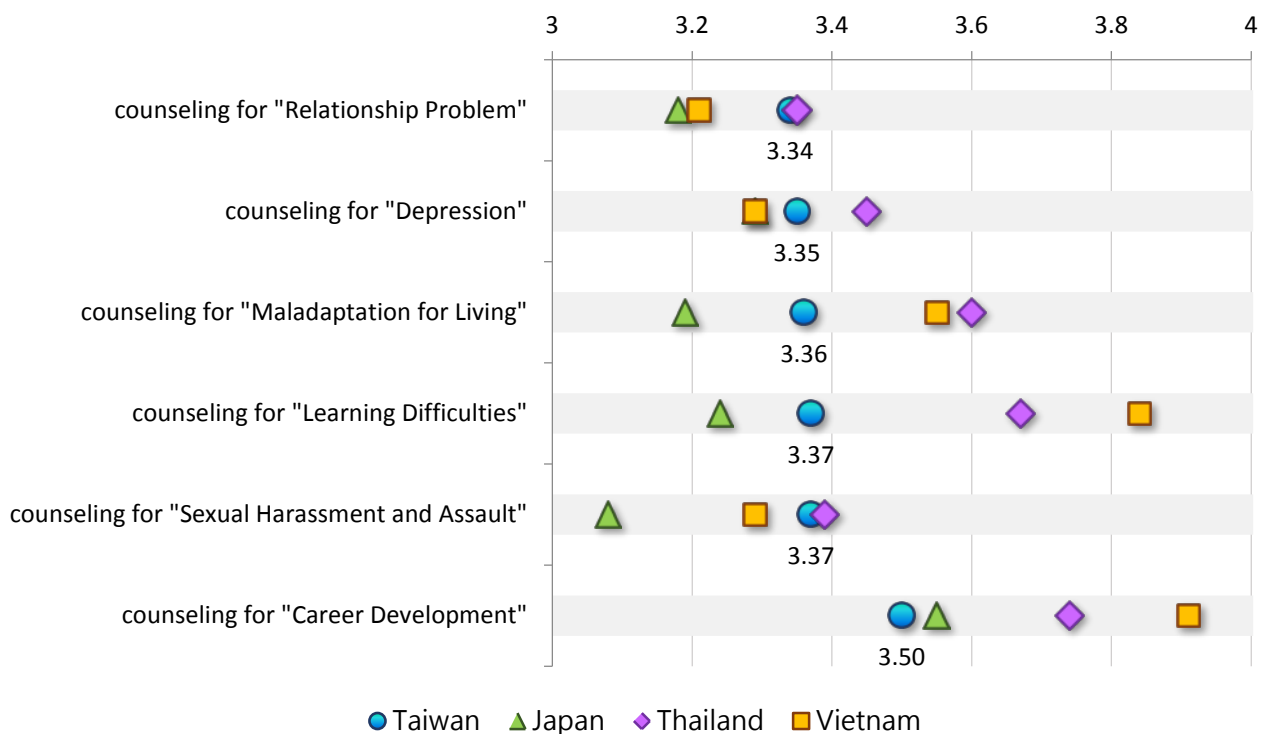
【Figure 8-14-2】 Students' Understanding of "Counseling Services" in comparison among the 4 regions— Business, Administration and Law

(3) Students' Understanding of "Counseling Services" - Engineering, Manufacturing and Construction

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
counseling for "Relationship Problem"	3.34	3.18 *	3.35	3.21 *	
counseling for "Depression"	3.35	3.29	3.45	3.29	
counseling for "Maladaptation for Living"	3.36	3.19 *	3.60 **	3.55 **	
counseling for "Learning Difficulties"	3.37	3.24	3.67 **	3.84 **	
counseling for "Sexual Harassment and Assault"	3.37	3.08 **	3.39	3.29	
counseling for "Career Development"	3.50	3.55	3.74 **	3.91 **	

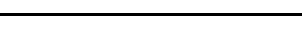
Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



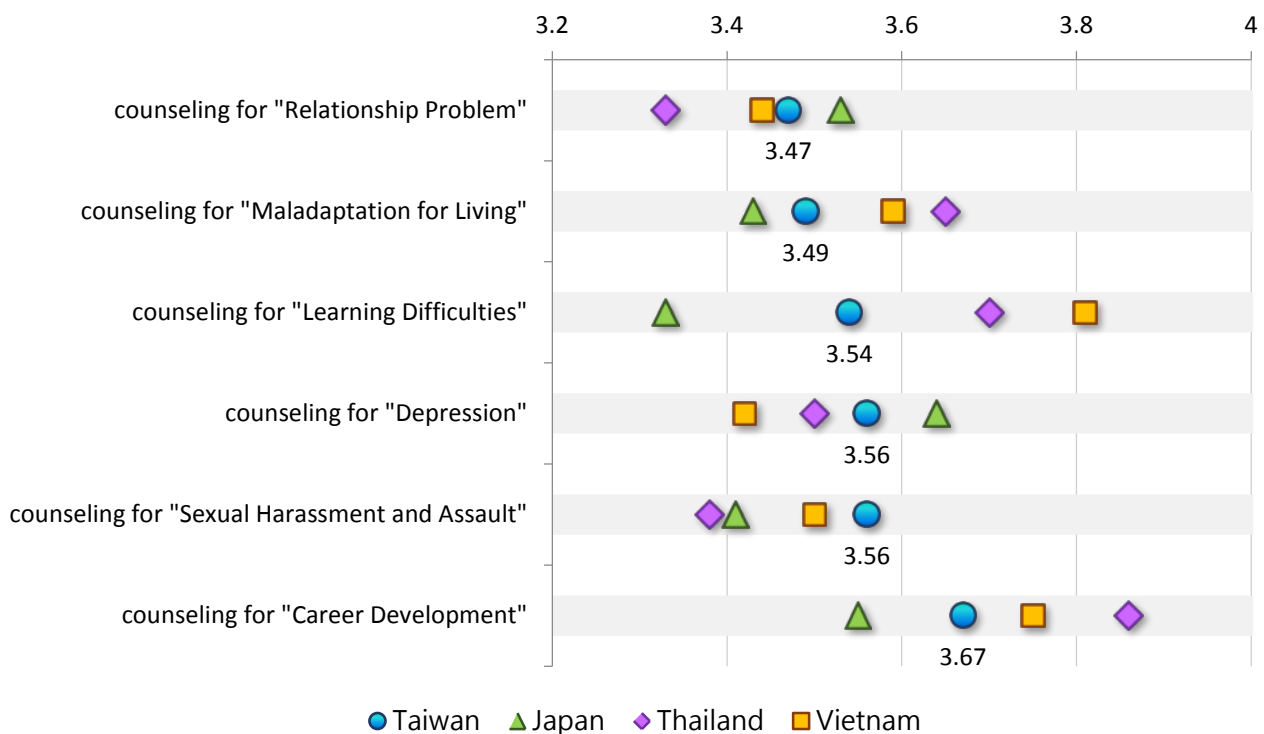
【Figure 8-14-3】 Students' Understanding of "Counseling Services" in comparison among the 4 regions — Engineering, Manufacturing and Construction

(4) Students' Understanding of "Counseling Services" - Health and Social Welfare

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
counseling for "Relationship Problem"	3.47	3.53	3.33 **	3.44	
counseling for "Maladaptation for Living"	3.49	3.43	3.65 **	3.59	
counseling for "Learning Difficulties"	3.54	3.33 *	3.70 **	3.81 **	
counseling for "Depression"	3.56	3.64	3.50	3.42 *	
counseling for "Sexual Harassment and Assault"	3.56	3.41	3.38 **	3.50	
counseling for "Career Development"	3.67	3.55	3.86 **	3.75	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



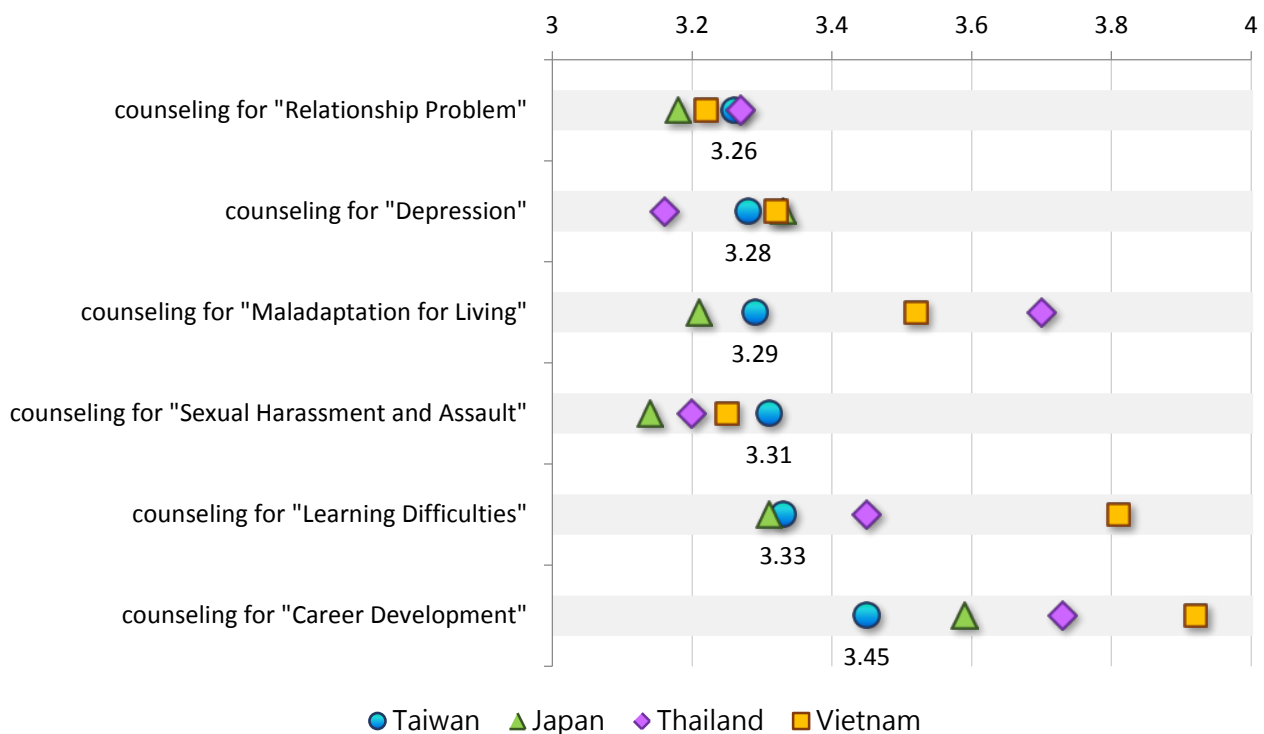
【Figure 8-14-4】 Students' Understanding of "Counseling Services" in comparison among the 4 regions — Health and Social Welfare

(5) Students' Understanding of "Counseling Services" - Information and Communication Technologies

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
counseling for "Relationship Problem"	3.26	3.18	3.27	3.22	
counseling for "Depression"	3.28	3.33	3.16	3.32	
counseling for "Maladaptation for Living"	3.29	3.21	3.70 *	3.52 **	
counseling for "Sexual Harassment and Assault"	3.31	3.14	3.20	3.25	
counseling for "Learning Difficulties"	3.33	3.31	3.45	3.81 **	
counseling for "Career Development"	3.45	3.59	3.73	3.92 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【 Figure 8-14-5 】 Students' Understanding of "Counseling Services" in comparison among the 4 regions — Information and Communication Technologies

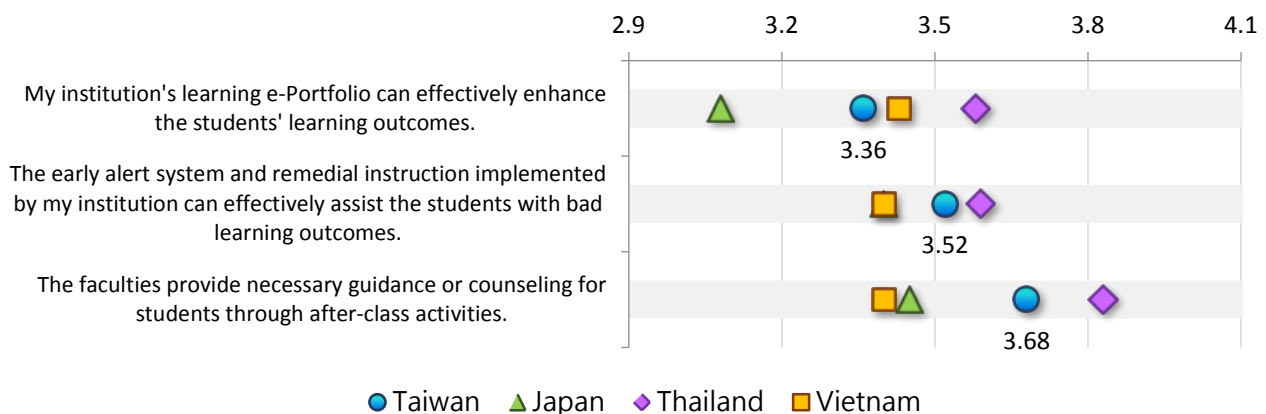
15. 【Q3*Q21】 Students' (with different Majors) Recognition of “Teaching Counseling”

(1) Students' Recognition of “Teaching Counseling” - Arts and Humanities

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
My institution's learning e-Portfolio can effectively enhance the students' learning outcomes.	3.36	3.08 **	3.58 **	3.43	
The early alert system and remedial instruction implemented by my institution can effectively assist the students with bad learning outcomes.	3.52	3.40	3.59	3.40	
The faculties provide necessary guidance or counseling for students through after-class activities.	3.68	3.45 **	3.83 *	3.40 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【Figure 8-15-1】 Students' Recognition of “Teaching Counseling” in comparison among the 4 regions — Arts and Humanities

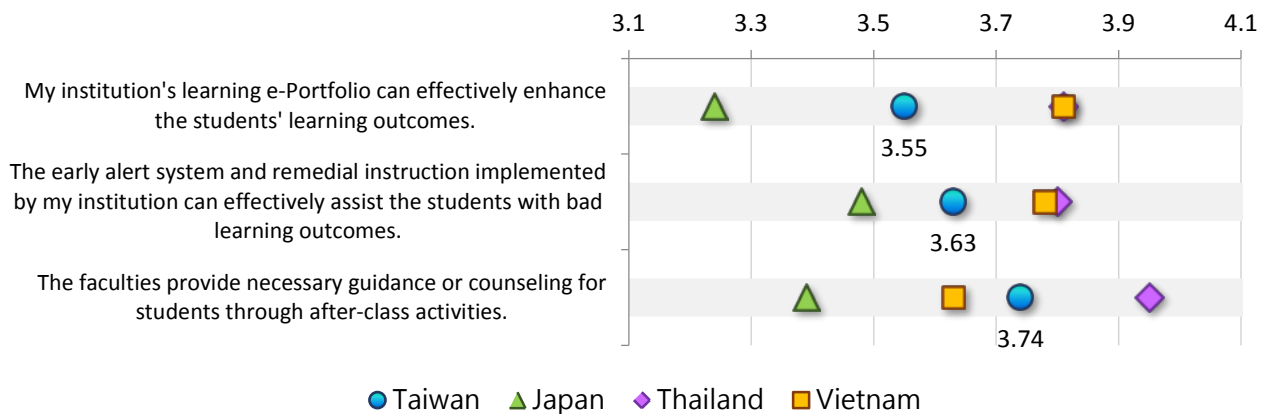
(2) Students' Recognition of "Teaching Counseling" - Business, Administration and Law

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
My institution's learning e-Portfolio can effectively enhance the students' learning outcomes.	3.55	3.24 **	3.81 **	3.81 **	
The early alert system and remedial instruction implemented by my institution can effectively assist the students with bad learning outcomes.	3.63	3.48 **	3.80 **	3.78 **	
The faculties provide necessary guidance or counseling for students through after-class activities.	3.74	3.39 **	3.95 **	3.63 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);

【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【 Figure 8-15-2 】 Students' Recognition of "Teaching Counseling" in comparison among the 4 regions— Business, Administration and Law

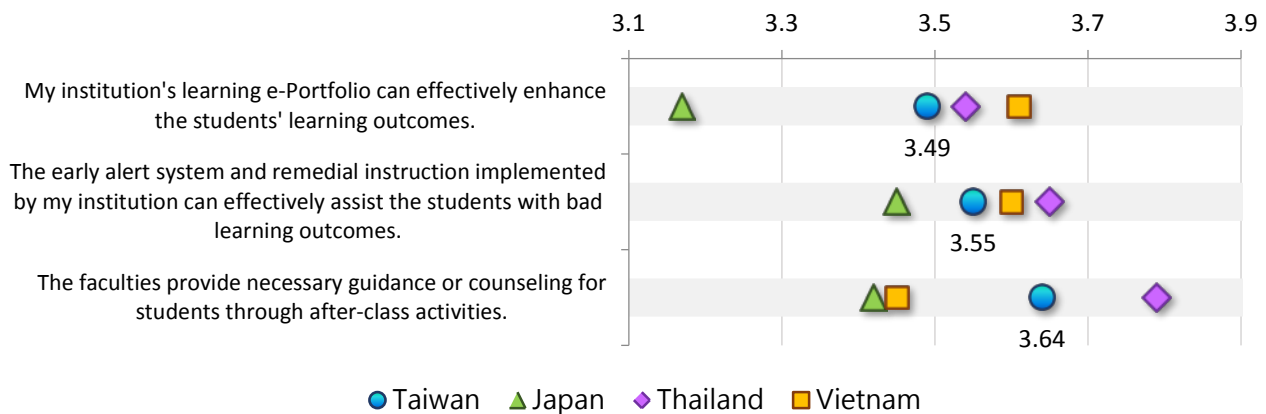
(3) Students' Recognition of "Teaching Counseling" - Engineering, Manufacturing and Construction

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
My institution's learning e-Portfolio can effectively enhance the students' learning outcomes.	3.49	3.17 **	3.54	3.61 *	
The early alert system and remedial instruction implemented by my institution can effectively assist the students with bad learning outcomes.	3.55	3.45	3.65	3.60	
The faculties provide necessary guidance or counseling for students through after-class activities.	3.64	3.42 **	3.79	3.45 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);

【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【Figure 8-15-3】 Students' Recognition of "Teaching Counseling" in comparison among the 4 regions — Engineering, Manufacturing and Construction

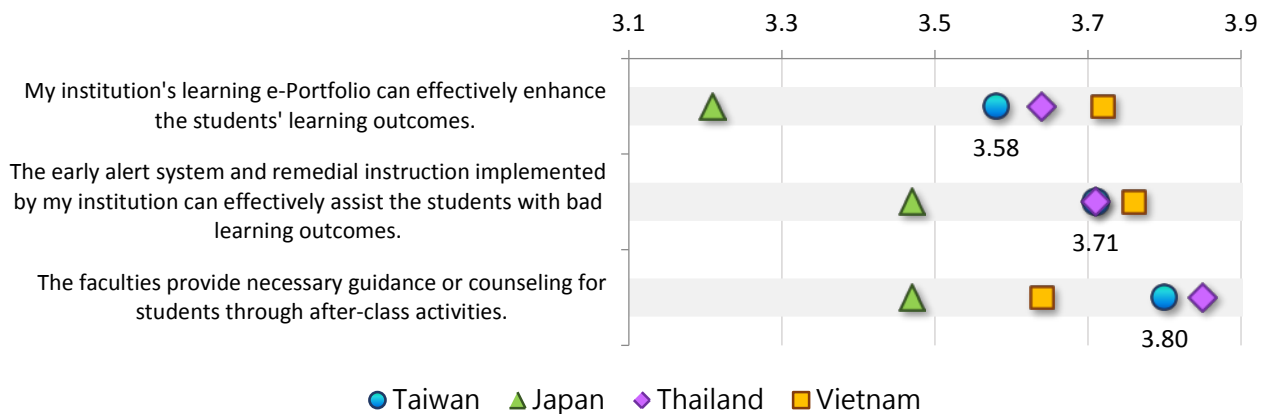
(4) Students' Recognition of "Teaching Counseling" - Health and Social Welfare

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
My institution's learning e-Portfolio can effectively enhance the students' learning outcomes.	3.58	3.21 **	3.64 *	3.72 *	
The early alert system and remedial instruction implemented by my institution can effectively assist the students with bad learning outcomes.	3.71	3.47 **	3.71	3.76	
The faculties provide necessary guidance or counseling for students through after-class activities.	3.80	3.47 **	3.85	3.64 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);

【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【Figure 8-15-4】 Students' Recognition of "Teaching Counseling" in comparison among the 4 regions — Health and Social Welfare

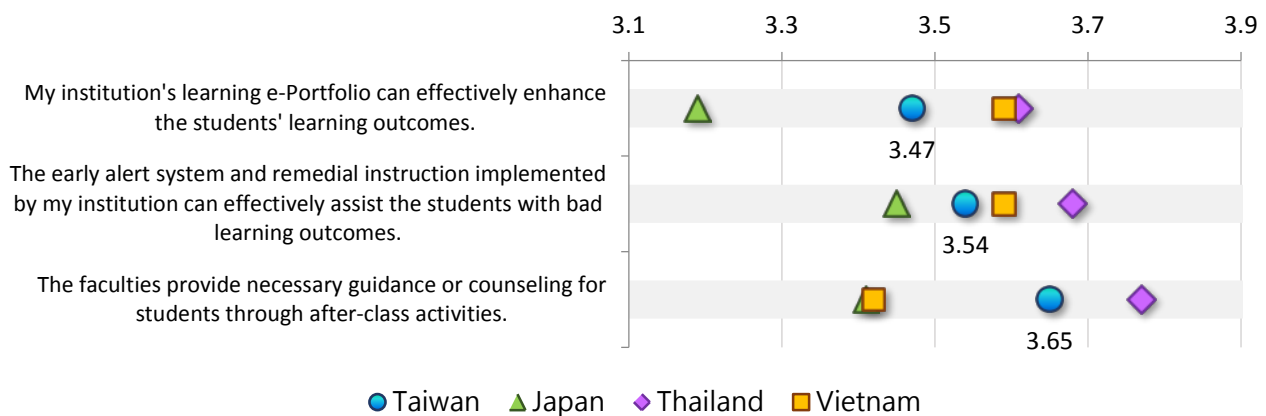
(5) Students' Recognition of "Teaching Counseling" - Information and Communication Technologies

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
My institution's learning e-Portfolio can effectively enhance the students' learning outcomes.	3.47	3.19 *	3.61	3.59	
The early alert system and remedial instruction implemented by my institution can effectively assist the students with bad learning outcomes.	3.54	3.45	3.68	3.59	
The faculties provide necessary guidance or counseling for students through after-class activities.	3.65	3.41 *	3.77	3.42 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);

【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【Figure 8-15-5】 Students' Recognition of "Teaching Counseling" in comparison among the 4 regions — Information and Communication Technologies

16. 【Q3*Q22】 Students' (with different Majors) Recognition of "Employment Counseling"

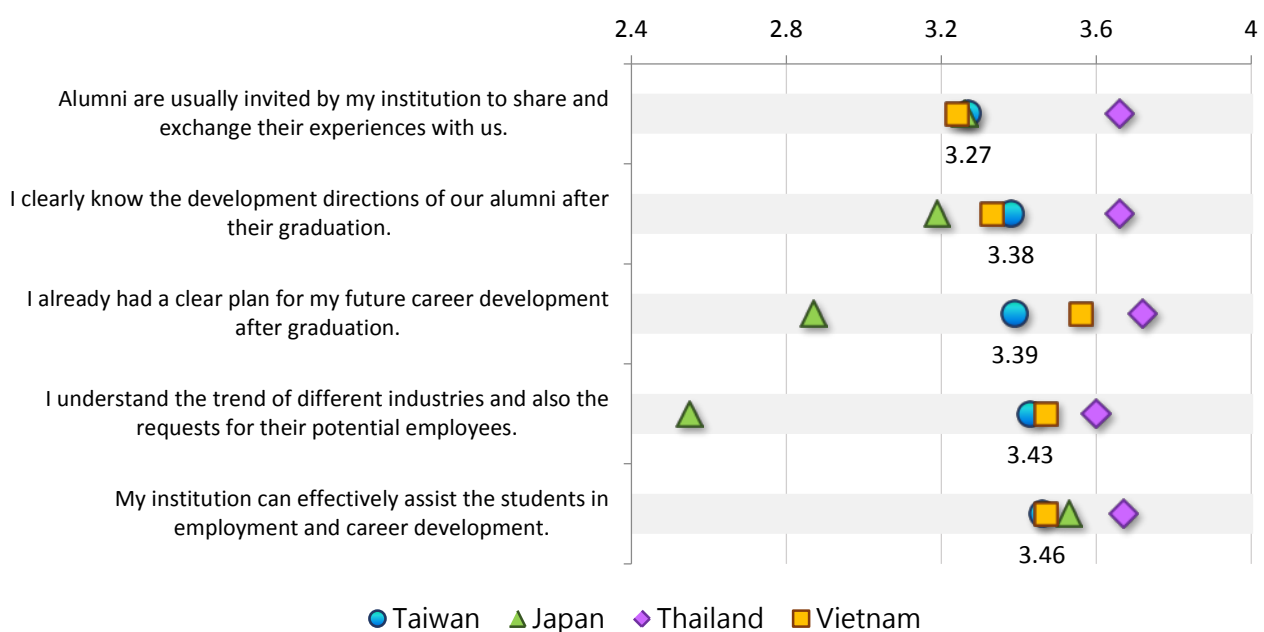
(1) Students' Recognition of "Employment Counseling" - Arts and Humanities

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
Alumni are usually invited by my institution to share and exchange their experiences with us.	3.27	3.26	3.66 **	3.24	
I clearly know the development directions of our alumni after their graduation.	3.38	3.19 **	3.66 **	3.33	
I already had a clear plan for my future career development after graduation.	3.39	2.87 **	3.72 **	3.56 **	
I understand the trend of different industries and also the requests for their potential employees.	3.43	2.55 **	3.60 *	3.47	
My institution can effectively assist the students in employment and career development.	3.46	3.53	3.67 **	3.47	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);

【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



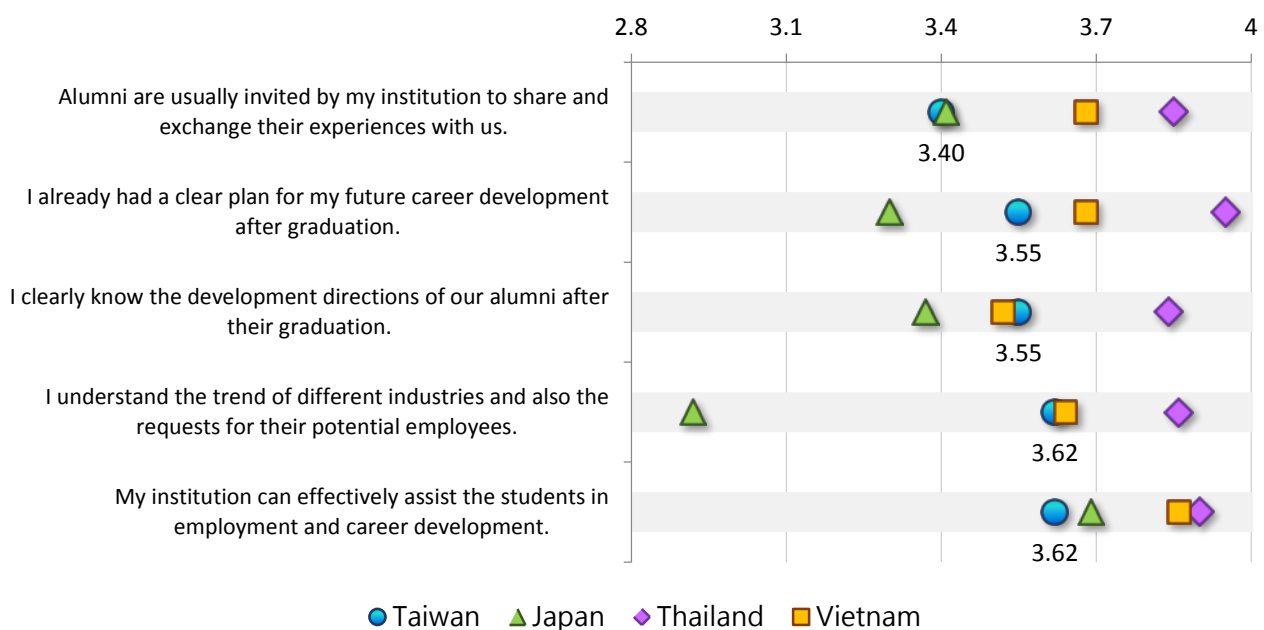
【Figure 8-16-1】 Students' Recognition of "Employment Counseling" in comparison among the 4 regions— Arts and Humanities

(2) Students' Recognition of "Employment Counseling" - Business, Administration and Law

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
Alumni are usually invited by my institution to share and exchange their experiences with us.	3.40	3.41	3.85 **	3.68 **	
I already had a clear plan for my future career development after graduation.	3.55	3.30 **	3.95 **	3.68 **	
I clearly know the development directions of our alumni after their graduation.	3.55	3.37 **	3.84 **	3.52	
I understand the trend of different industries and also the requests for their potential employees.	3.62	2.92 **	3.86 **	3.64	
My institution can effectively assist the students in employment and career development.	3.62	3.69	3.90 **	3.86 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



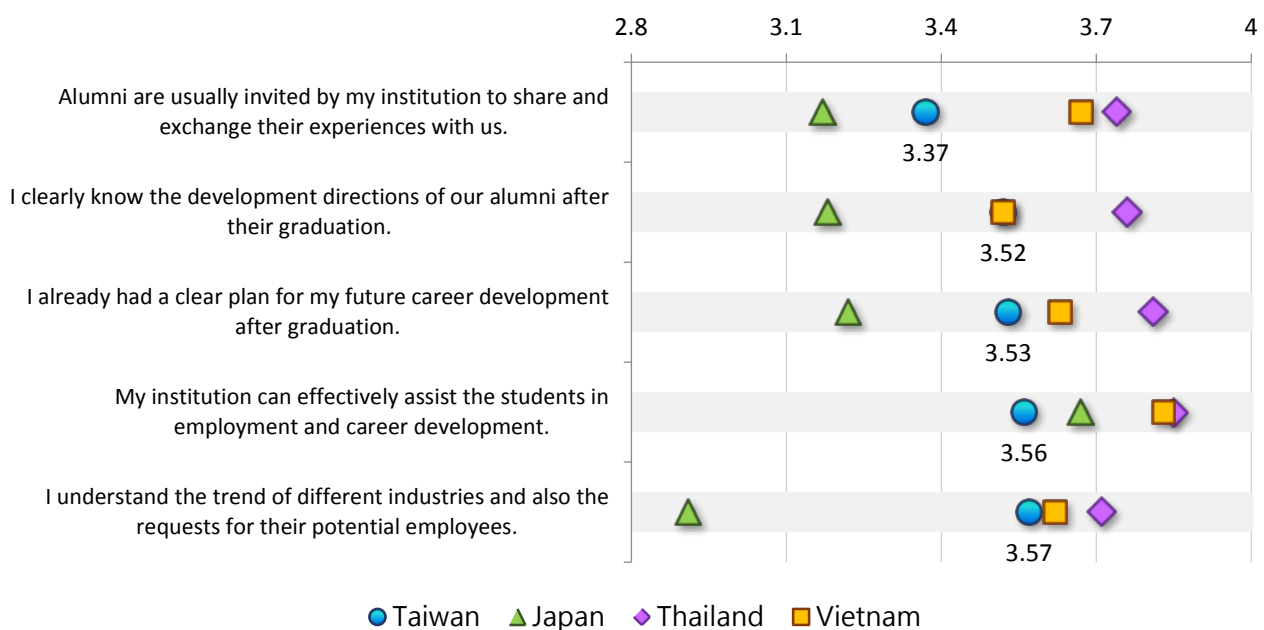
【Figure 8-16-2】 Students' Recognition of "Employment Counseling" in comparison among the 4 regions — Business, Administration and Law

(3) Students' Recognition of "Employment Counseling" - Engineering, Manufacturing and Construction

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
Alumni are usually invited by my institution to share and exchange their experiences with us.	3.37	3.17 **	3.74 **	3.67 **	
I clearly know the development directions of our alumni after their graduation.	3.52	3.18 **	3.76 **	3.52	
I already had a clear plan for my future career development after graduation.	3.53	3.22 **	3.81 **	3.63	
My institution can effectively assist the students in employment and career development.	3.56	3.67	3.85 **	3.83 **	
I understand the trend of different industries and also the requests for their potential employees.	3.57	2.91 **	3.71	3.62	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



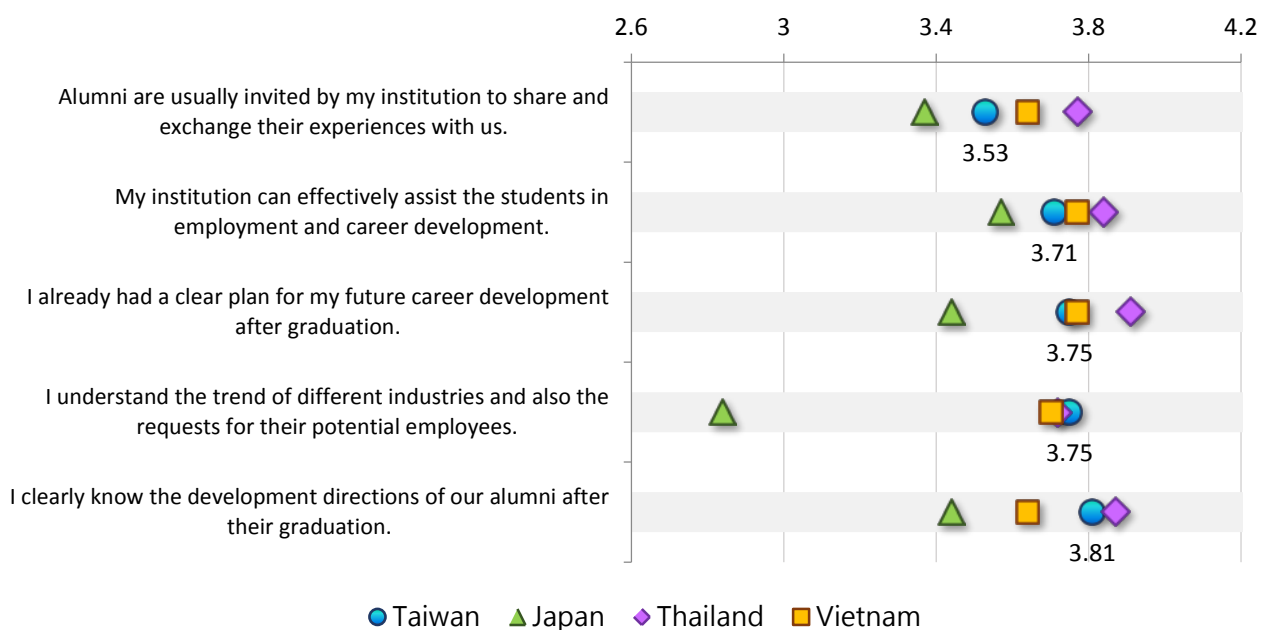
【 Figure 8-16-3 】 Students' Recognition of "Employment Counseling" in comparison among the 4 regions — Engineering, Manufacturing and Construction

(4) Students' Recognition of "Employment Counseling" - Health and Social Welfare

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
Alumni are usually invited by my institution to share and exchange their experiences with us.	3.53	3.37	3.77 **	3.64	
My institution can effectively assist the students in employment and career development.	3.71	3.57	3.84 **	3.77	
I already had a clear plan for my future career development after graduation.	3.75	3.44 **	3.91 **	3.77	
I understand the trend of different industries and also the requests for their potential employees.	3.75	2.84 **	3.72	3.70	
I clearly know the development directions of our alumni after their graduation.	3.81	3.44 **	3.87 *	3.64 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



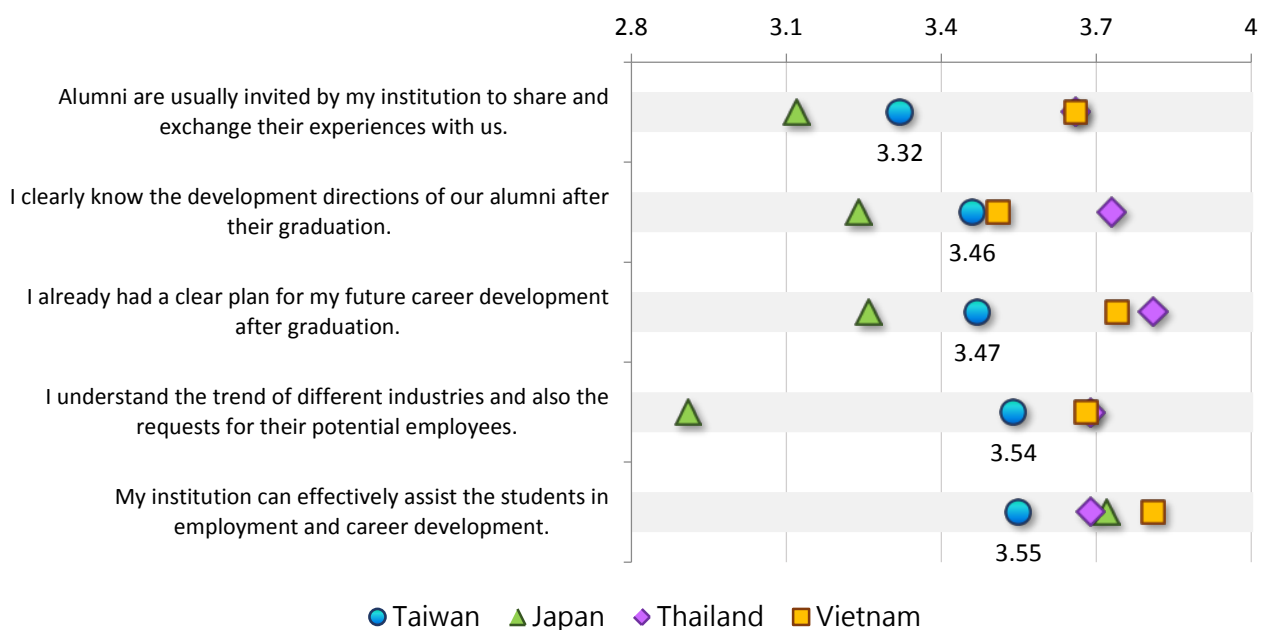
【Figure 8-16-4】Students' Recognition of "Employment Counseling" in comparison among the 4 regions — Health and Social Welfare

(5) Students' Recognition of "Employment Counseling" - Information and Communication Technologies

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
Alumni are usually invited by my institution to share and exchange their experiences with us.	3.32	3.12	3.66	3.66 **	
I clearly know the development directions of our alumni after their graduation.	3.46	3.24	3.73	3.51	
I already had a clear plan for my future career development after graduation.	3.47	3.26	3.81 *	3.74 **	
I understand the trend of different industries and also the requests for their potential employees.	3.54	2.91 **	3.69	3.68	
My institution can effectively assist the students in employment and career development.	3.55	3.72	3.69	3.81 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【Figure 8-16-5】 Students' Recognition of "Employment Counseling" in comparison among the 4 regions — Information and Communication Technologies

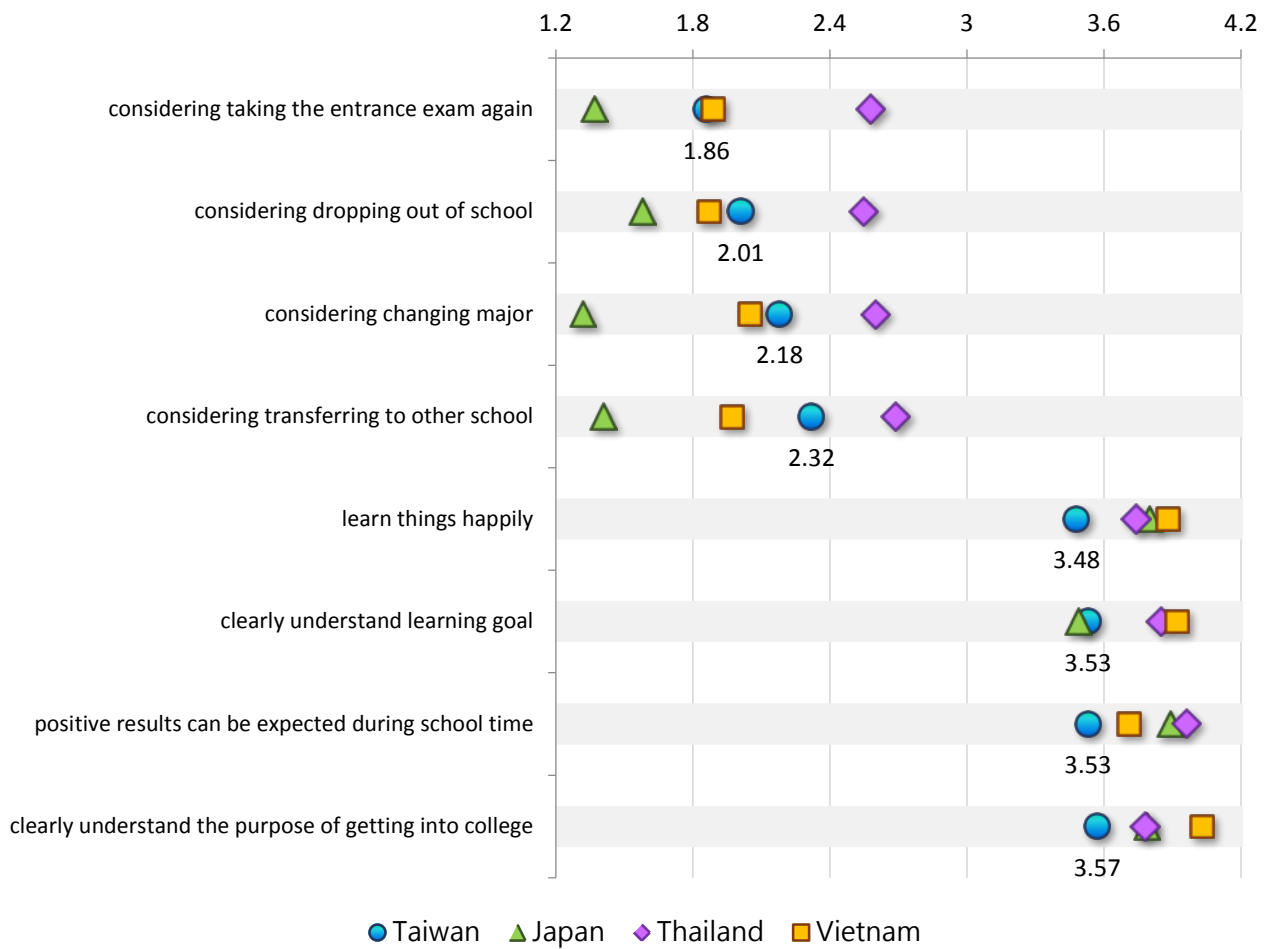
17. 【Q3*Q23】 Students' (with different Majors) Status of “Self-Evaluation”

(1) Students' Status of “Self-Evaluation” - Arts and Humanities

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
considering taking the entrance exam again	1.86	1.37 **	2.58 **	1.89	
considering dropping out of school	2.01	1.58 **	2.55 **	1.87	
considering changing major	2.18	1.32 **	2.60 **	2.05	
considering transferring to other school	2.32	1.41 **	2.69 **	1.97 **	
learn things happily	3.48	3.80 **	3.74 **	3.88 **	
clearly understand learning goal	3.53	3.49	3.85 **	3.92 **	
positive results can be expected during school time	3.53	3.89 **	3.96 **	3.71 **	
clearly understand the purpose of getting into college	3.57	3.79 **	3.78 **	4.03 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



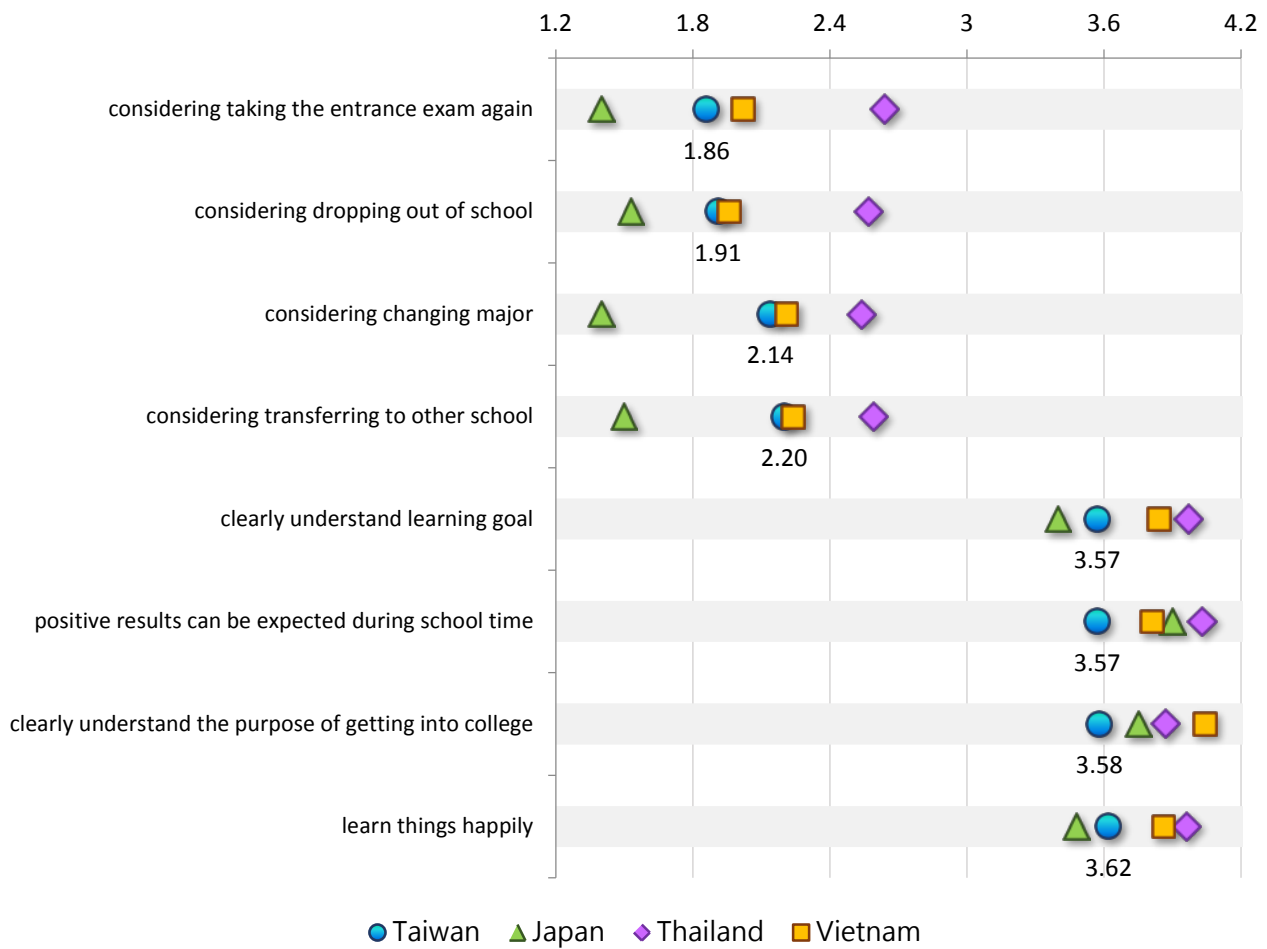
【Figure 8-17-1】 Students' Status of "Self-Evaluation" in comparison among the 4 regions— Arts and Humanities

(2) Students' Status of "Self-Evaluation" - Business, Administration and Law

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
considering taking the entrance exam again	1.86	1.40 **	2.64 **	2.02 **	
considering dropping out of school	1.91	1.53 **	2.57 **	1.96	
considering changing major	2.14	1.40 **	2.54 **	2.21	
considering transferring to other school	2.20	1.50 **	2.59 **	2.24	
clearly understand learning goal	3.57	3.40 **	3.97 **	3.84 **	
positive results can be expected during school time	3.57	3.90 **	4.03 **	3.81 **	
clearly understand the purpose of getting into college	3.58	3.75 **	3.87 **	4.04 **	
learn things happily	3.62	3.48 *	3.96 **	3.86 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【Figure 8-17-2】 Students' Status of "Self-Evaluation" in comparison among the 4 regions — Business, Administration and Law

(3) Students' Status of "Self-Evaluation" - Engineering, Manufacturing and Construction

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
considering taking the entrance exam again	2.02	1.36 **	2.60 **	2.17 *	
considering dropping out of school	2.07	1.43 **	2.59 **	2.07	
considering changing major	2.25	1.53 **	2.65 **	2.36	
considering transferring to other school	2.32	1.61 **	2.64 **	2.34	
learn things happily	3.43	3.43	3.71 **	3.62 **	
clearly understand learning goal	3.46	3.44	3.91 **	3.76 **	
positive results can be expected during school time	3.47	3.78 **	4.13 **	3.72 **	
clearly understand the purpose of getting into college	3.52	3.73 **	3.87 **	4.00 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【Figure 8-17-3】Students' Status of "Self-Evaluation" in comparison among the 4 regions—Engineering, Manufacturing and Construction

(4) Students' Status of "Self-Evaluation" - Health and Social Welfare

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
considering taking the entrance exam again	1.79	1.34 **	2.34 **	2.51 **	
considering dropping out of school	1.88	1.36 **	2.26 **	2.39 **	
considering changing major	1.99	1.42 **	2.33 **	2.56 **	
considering transferring to other school	2.13	1.39 **	2.37 **	2.65 **	
learn things happily	3.52	3.72 *	3.65 **	3.75 **	
clearly understand learning goal	3.81	3.95	3.92 **	3.83	
positive results can be expected during school time	3.86	4.18 **	4.06 **	3.69 **	
clearly understand the purpose of getting into college	3.94	4.20 **	3.79 **	3.88	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【Figure 8-17-4】 Students' Status of "Self-Evaluation" in comparison among the 4 regions – Health and Social Welfare

(5) Students' Status of "Self-Evaluation" - Information and Communication Technologies

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
considering taking the entrance exam again	1.99	1.42 **	2.51 **	2.06	
considering dropping out of school	2.03	1.51 **	2.58 **	1.99	
considering changing major	2.21	1.43 **	2.54	2.32	
considering transferring to other school	2.29	1.53 **	2.55	2.31	
learn things happily	3.45	3.42	3.82 *	3.70 **	
clearly understand learning goal	3.47	3.28	3.76	3.82 **	
positive results can be expected during school time	3.48	3.68	3.93 **	3.72 **	
clearly understand the purpose of getting into college	3.52	3.60	3.62	3.93 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【Figure 8-17-5】Students' Status of "Self-Evaluation" in comparison among the 4 regions—Information and Communication Technologies

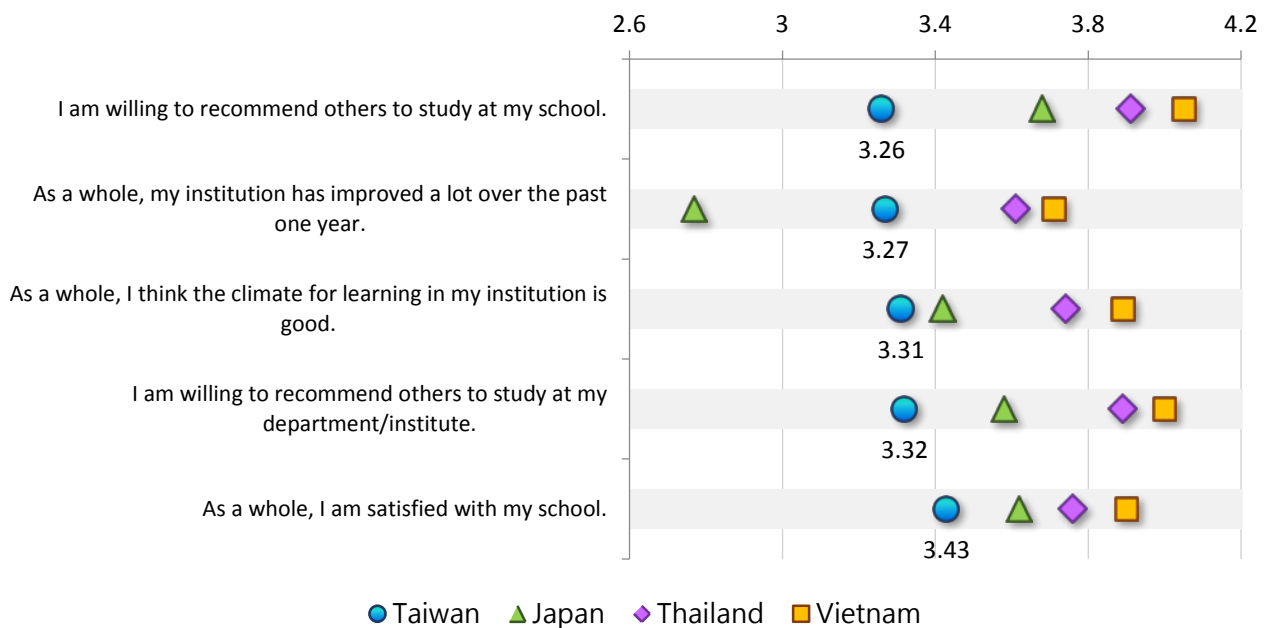
18. 【Q3*Q24】 Students' (with different Majors) Recognition of "Overall Situation"

(1) Students' Recognition of "Overall Situation" - Arts and Humanities

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
I am willing to recommend others to study at my school.	3.26	3.68 **	3.91 **	4.05 **	
As a whole, my institution has improved a lot over the past one year.	3.27	2.77 **	3.61 **	3.71 **	
As a whole, I think the climate for learning in my institution is good.	3.31	3.42	3.74 **	3.89 **	
I am willing to recommend others to study at my department/institute.	3.32	3.58 **	3.89 **	4.00 **	
As a whole, I am satisfied with my school.	3.43	3.62 **	3.76 **	3.90 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



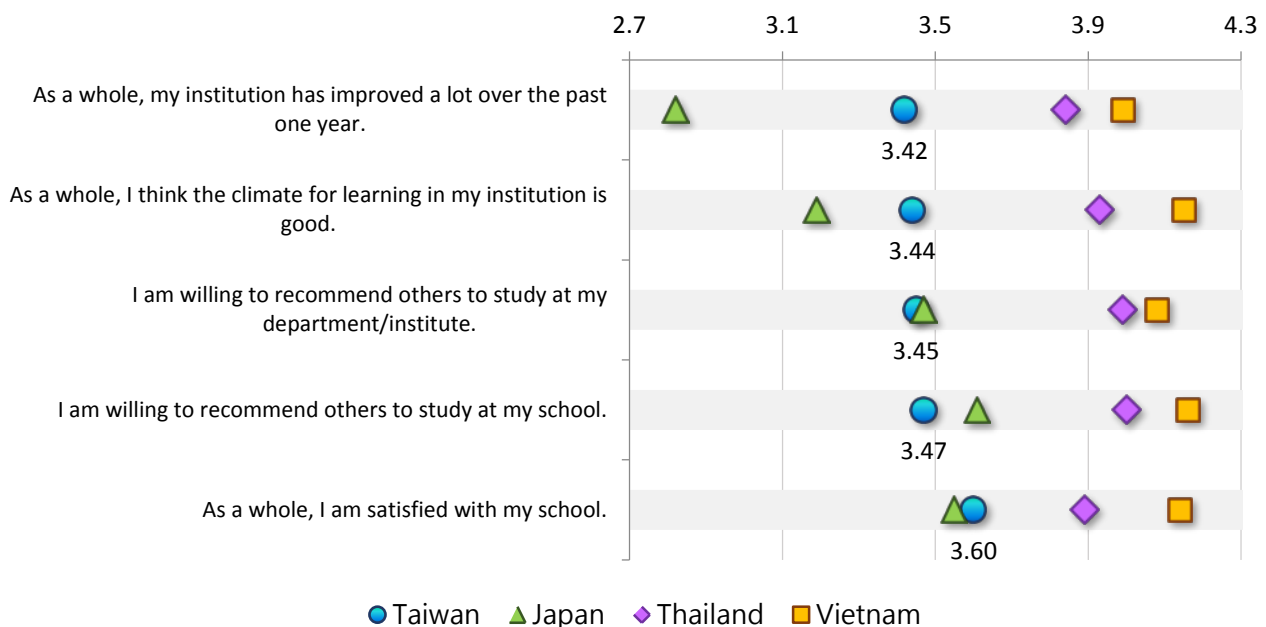
【Figure 8-18-1】 Students' Recognition of "Overall Situation" in comparison among the 4 regions — Arts and Humanities

(2) Students' Recognition of "Overall Situation" - Business, Administration and Law

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
As a whole, my institution has improved a lot over the past one year.	3.42	2.82 **	3.84 **	3.99 **	
As a whole, I think the climate for learning in my institution is good.	3.44	3.19 **	3.93 **	4.15 **	
I am willing to recommend others to study at my department/institute.	3.45	3.47	3.99 **	4.08 **	
I am willing to recommend others to study at my school.	3.47	3.61 *	4.00 **	4.16 **	
As a whole, I am satisfied with my school.	3.60	3.55	3.89 **	4.14 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



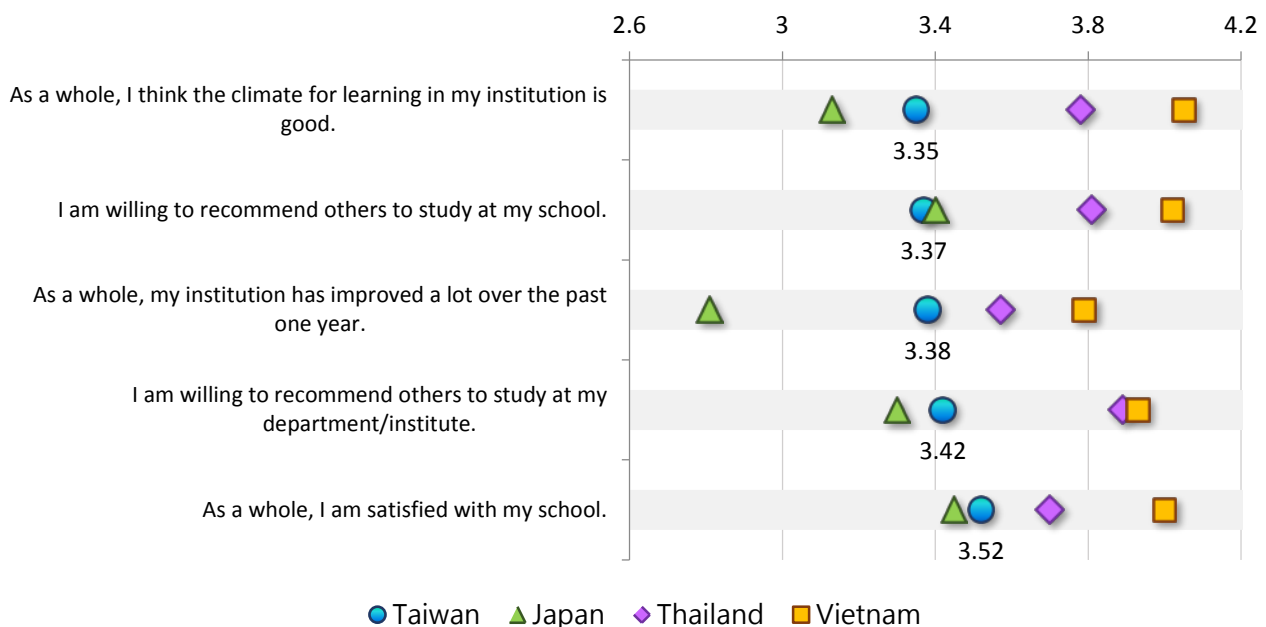
【Figure 8-18-2】 Students' Recognition of "Overall Situation" in comparison among the 4 regions — Business, Administration and Law

(3) Students' Recognition of "Overall Situation" - Engineering, Manufacturing and Construction

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
As a whole, I think the climate for learning in my institution is good.	3.35	3.13 **	3.78 **	4.05 **	
I am willing to recommend others to study at my school.	3.37	3.40	3.81 **	4.02 **	
As a whole, my institution has improved a lot over the past one year.	3.38	2.81 **	3.57 *	3.79 **	
I am willing to recommend others to study at my department/institute.	3.42	3.30	3.89 **	3.93 **	
As a whole, I am satisfied with my school.	3.52	3.45	3.70 *	4.00 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



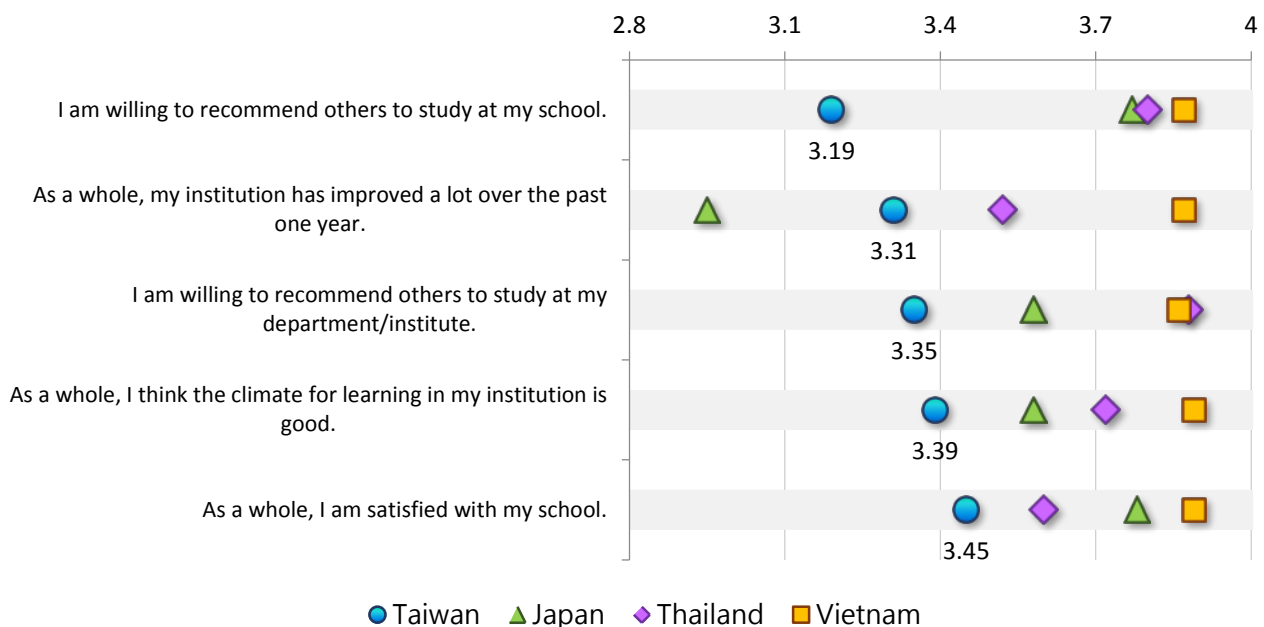
【 Figure 8-18-3 】 Students' Recognition of "Overall Situation" in comparison among the 4 regions — Engineering, Manufacturing and Construction

(4) Students' Recognition of "Overall Situation" - Health and Social Welfare

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
I am willing to recommend others to study at my school.	3.19	3.77 **	3.80 **	3.87 **	
As a whole, my institution has improved a lot over the past one year.	3.31	2.95 **	3.52 **	3.87 **	
I am willing to recommend others to study at my department/institute.	3.35	3.58 *	3.88 **	3.86 **	
As a whole, I think the climate for learning in my institution is good.	3.39	3.58 *	3.72 **	3.89 **	
As a whole, I am satisfied with my school.	3.45	3.78 **	3.60 **	3.89 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



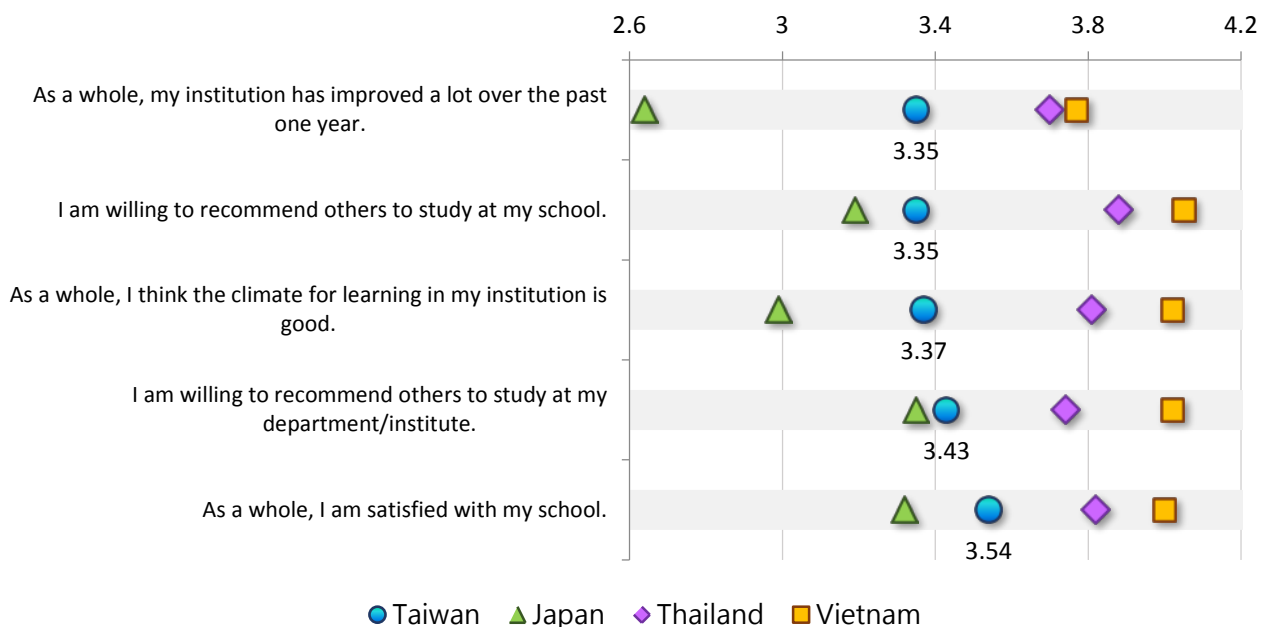
【 Figure 8-18-4 】 Students' Recognition of "Overall Situation" in comparison among the 4 regions – Health and Social Welfare

(5) Students' Recognition of "Overall Situation" - Information and Communication Technologies

Item	Taiwan Average	Japan Average	Thailand Average	Vietnam Average	   
As a whole, my institution has improved a lot over the past one year.	3.35	2.64 **	3.70 *	3.77 **	
I am willing to recommend others to study at my school.	3.35	3.19	3.88 **	4.05 **	
As a whole, I think the climate for learning in my institution is good.	3.37	2.99 **	3.81 **	4.02 **	
I am willing to recommend others to study at my department/institute.	3.43	3.35	3.74	4.02 **	
As a whole, I am satisfied with my school.	3.54	3.32 *	3.82	4.00 **	

Note 1: The order of items is based on the value of Taiwan; the ones with lower figure shall be prioritized.

Note 2: 【*】 represents that the value compared with Taiwan's has significant difference while the confidence level is $p=0.05$ (two-tailed test);
【**】 represents that it has very significant difference while the confidence level is $p=0.01$.



【 Figure 8-18-5 】 Students' Recognition of "Overall Situation" in comparison among the 4 regions — Information and Communication Technologies



Appendix 1: Questionnaire

2021 Survey on Learning Outcomes and Satisfaction in Higher Education from Japan, Taiwan, Thailand and Vietnam

Dear student,

First of all, thank you for your time spent on this questionnaire. This is an international survey intended for the study on students' learning satisfaction in Japan, Taiwan, Thailand and Vietnam. To better the educational quality of universities, your participation to this questionnaire is a great help to us for the future improvement on both the institutional administration and learning environment. Anonymity is adopted for this questionnaire, and the provided answers will be collected only for research, not for other usages.

It will take about 5~10 minutes to complete the questionnaire. Your answers will benefit a lot to the university's future development and quality enhancement. We value and respect your true feelings very much, please follow your subjective judgment to answer the questions. In case of any questions please email to cindy@twaea.org.tw. Thank you for your cooperation and support.

Taiwan Assessment and Evaluation Association (TWAEA)
Japan University Accreditation Association (JUAA)
Office for National Education Standards and Quality Assessment (ONESQA)
Center for Education Accreditation, Vietnam National University - Ho Chi Minh City (CEA VNU-HCM)
Contact Person: Cindy Lee email: cindy@twaea.org.tw

A. Basic Information

1. Gender : ☐₁ Male ☐₂ Female
2. Status : ☐₁ Local Student ☐₂ Non-local Student
3. Major :
☐₁ Education ☐₂ Arts and Humanities ☐₃ Social Sciences, Journalism and Library Information
☐₄ Business, Administration and Law ☐₅ Information and Communication Technologies
☐₆ Natural Sciences, Mathematics and Statistics ☐₇ Health and Social Welfare
☐₈ Services ☐₉ Agriculture, Forestry, Fisheries and Veterinary Medicine
☐₁₀ Engineering, Manufacturing and Construction ☐₁₁ Other Fields _____
4. Education Level :
☐₁ Associate Diploma ☐₂ Bachelor ☐₃ Bachelor of Extension Education
☐₃ Master ☐₄ Executive Master ☐₆ Ph.D. ☐₇ others _____
5. Grade :
☐₁ 1st grade ☐₂ 2nd grade ☐₃ 3rd grade ☐₄ 4th grade
☐₅ 5th grade ☐₆ higher than 6th grade
6. How do you afford to pay for your tuition fees? (multiple choices)
☐₁ Contributions/remittance from family ☐₂ Earnings from part-time job ☐₃ Scholarship
☐₄ Financial aids ☐₅ Personal savings ☐₆ Other _____



7. How do you afford to pay for the cost of learning and living (including books, housing, transportation, food and etc.)? **(multiple choices)**
- ☐₁ Contributions/remittance from family ☐₂ Earnings from part-time job ☐₃ Scholarship
☐₄ Financial aids ☐₅ Personal savings ☐₆ Other _____

B. Facilities and Administration

8. Satisfaction with "Library Equipment" (five-point scale; 1: very dissatisfied; 5: very satisfied)
- | | | | | | |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| (1) sufficient academic books, journals and electronic resources | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (2) richness of foreign language collection (books, journals, audio-visual materials, electronic resources and etc.) | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (3) ways to display the books and journals | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (4) the convenience of information retrieval | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (5) the capacity and comfort of the environment | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (6) the quietness and cleanness of the environment | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
9. Satisfaction with "Teaching Equipment" (five-point scale; 1: very dissatisfied; 5: very satisfied)
- | | | | | | |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| (1) the comfort of the classrooms | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (2) the practicality of the teaching equipment | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (3) the use of electronic teaching equipment | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (4) the usability of the equipment located in computer rooms | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (5) the smoothness of Internet connection | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
10. Satisfaction with "Administration System" (five-point scale; 1: very dissatisfied; 5: very satisfied)
- | | | | | | |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| (1) the convenience of the institution's course selection system | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (2) the convenience of the access to the course information system | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (3) the function for the switch between course selection system and course information system | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (4) the convenience of the institution's website designed for information searching | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (5) the practicality of the institution's platform system set up for teaching aids | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
11. Recognition of "Campus Internationalization" (five-point scale; 1: strongly disagree; 5: strongly agree)
- My institution provides many overseas learning opportunities.
- | | | | | | |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| (1) (e.g., student exchange, joint degree programs, overseas internship) | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
- My institution creates an international learning environment for students. (e.g., foreign language self-learning center, scenario classrooms, lecture in English)
- | | | | | | |
|-----|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| (2) | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
|-----|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
- My institution encourages the students to participate in international activities. (e.g., international volunteer service, international competition, international seminar)
- | | | | | | |
|-----|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| (3) | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
|-----|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
- Many opportunities can be found to communicate with foreign faculties and students.
- | | | | | | |
|-----|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| (4) | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
|-----|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|

12. Satisfaction with “Campus Environment ” (five-point scale; 1: very dissatisfied; 5: very satisfied)

(1) comfort of student accommodation	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
(2) sanitation and hygiene at school restaurant	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
(3) sanitation and hygiene in school toilet	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
(4) variety of sporting facilities	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
(5) popularity of accessible facilities	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
(6) convenience of commuting to school	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
(7) convenience of life function around the campus	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅

C. Teaching Effectiveness

13. To what extent can the following ways of giving a lesson help your learning? (five-point scale; 1: unhelpful; 5: very helpful)

(1) lecture and explanation from teachers	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
(2) assigned readings (textbooks or handouts)	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
(3) videos or multimedia used for teaching	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
(4) case study	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
(5) interactive activities	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
(6) teamwork (discussion, coursework or presentation)	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
(7) experiment and exercise with the aid of teachers	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
(8) course project (topics selected by students)	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
(9) keynote speech or demonstration	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
(10) field trip or tour	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
(11) co-teaching or team-teaching	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
(12) review and summary of key points by teachers after students watch teaching video	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅

14. Recognition of “Curriculum Teaching” (five-point scale; 1: strongly disagree; 5: strongly agree)

(1) The faculties’ specialties are in consistent with the courses instructed by them.	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
(2) The teaching materials adopted by the faculties can satisfy most students’ learning competency.	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
(3) The faculties adapt teaching methods and instructional strategies to students’ aptitudes.	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
(4) The textbooks and learning materials adopted by the faculties can enhance the students’ learning outcomes.	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
(5) The faculties have worked hard to be more creative in their teaching to inspire the students’ learning motivation.	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅

15. Recognition of “Distance Learning” (five-point scale; 1: strongly disagree; 5: strongly agree)

(1) The functions of my institution’s distance learning platform are clearly explained, easy to understand and operate.	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
(2) The distance learning platform offers diverse courses to cater to my learning needs.	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
(3) The faculties design the distance learning course content appropriately and facilitate students' learning using appropriate teaching aids.	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
(4) I can conduct self-learning through distance learning without confronting any learning obstacles.	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅

D. Learning Status

16. Recognition of "Curriculum Arrangement" (five-point scale; 1: strongly disagree; 5: strongly agree)

- | | | | | | | |
|-----|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| (1) | The syllabus is always clearly posted on the website before course selection. | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (2) | My institution provides decent assistance for course selection. | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (3) | I can obtain sufficient professional knowledge and skills through the institution's courses before graduation. | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (4) | I can take the elective professional courses that I want from my institution. | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (5) | The design and arrangement of my institution's curriculum and teaching can enhance my employment competitiveness. | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (6) | Many internship opportunities are provided by my institution to help students own the practical experiences. | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |

17. Recognition of "Curriculum Learning" (five-point scale; 1: strongly disagree; 5: strongly agree)

- | | | | | | | |
|------|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| (1) | keep up with class in general | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (2) | get to points from lecturers | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (3) | make good use of time to learn | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (4) | learn class materials effectively | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (5) | feel satisfied with your academic performance | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (6) | turn your effort to academic performance proportionally | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (7) | know how to ask for help while encountering difficulty in learning | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (8) | collaborate well with others on coursework | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (9) | good at writing reports | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (10) | deliver oral presentation readily | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |

18. Recognition of "Liberal Learning" (five-point scale; 1: strongly disagree; 5: strongly agree)

- | | | | | | | |
|-----|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| (1) | My institution's general education courses have broadened my knowledge. | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (2) | My institution's interdisciplinary courses and programs have cultivated me with interdisciplinary integration ability. | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (3) | My institution encourages the students to pursue interdisciplinary study. | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (4) | I can take the general education courses that I want from my institution. | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |

19. Recognition of "Foreign Language Competency" (five-point scale; 1: strongly disagree; 5: strongly agree)

- | | | | | | | |
|-----|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| (1) | I am capable of reading and understanding English textbooks. | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (2) | My institution's graduation threshold for foreign languages can encourage me in studying harder. | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (3) | My institution provides a wide choice of foreign language courses so that I can enrich my second foreign language proficiency. | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (4) | I've passed more than one (including one) foreign language proficiency tests. | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |

- (5) I believe that I can use foreign language fluently and effectively in communicating with others after graduation. ☐₁ ☐₂ ☐₃ ☐₄ ☐₅

E. School Counseling

20. The following counseling services are provided by school and my understanding to them is: (five-point scale; 1: no idea at all; 5: understand fairly well)

- | | | | | | |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| (1) counseling for "Maladaptation for Living" | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (2) counseling for "Relationship Problem" | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (3) counseling for "Depression" | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (4) counseling for "Sexual Harassment and Assault" | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (5) counseling for "Career Development" | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (6) counseling for "Learning Difficulties" | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |

21. Recognition of "Teaching Counseling" (five-point scale; 1: strongly disagree; 5: strongly agree)

- The early alert system and remedial instruction implemented
- | | | | | | |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| (1) by my institution can effectively assist the students with bad learning outcomes. | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
- The faculties provide necessary guidance or counseling for students through after-class activities.
- | | | | | | |
|-----|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| (2) | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
|-----|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
- My institution's learning e-Portfolio can effectively enhance the students' learning outcomes.
- | | | | | | |
|-----|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| (3) | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
|-----|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|

22. Recognition of "Employment Counseling" (five-point scale; 1: strongly disagree; 5: strongly agree)

- | | | | | | |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| (1) My institution can effectively assist the students in employment and career development. | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (2) I already had a clear plan for my future career development after graduation. | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (3) I clearly know the development directions of our alumni after their graduation. | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (4) Alumni are usually invited by my institution to share and exchange their experiences with us. | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (5) I understand the trend of different industries and also the requests for their potential employees. | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |

F. Self-Evaluation

23. To what extent can the following descriptions represent your status? (five-point scale; 1: not at all; 5: to a great extent)

- | | | | | | |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| (1) considering transferring to other school | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (2) considering changing major | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (3) considering taking the entrance exam again | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (4) considering dropping out of school | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (5) clearly understand the purpose of getting into college | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (6) positive results can be expected during school time | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (7) learn things happily | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (8) clearly understand learning goal | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |



24. How satisfied are you with your school? (five-point scale; 1: strongly disagree; 5: strongly agree)

- | | | | | | | |
|-----|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| (1) | I am willing to recommend others to study at my department/institute. | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (2) | I am willing to recommend others to study at my school. | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (3) | As a whole, I think the climate for learning in my institution is good. | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (4) | As a whole, my institution has improved a lot over the past one year. | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |
| (5) | As a whole, I am satisfied with my school. | ☐ ₁ | ☐ ₂ | ☐ ₃ | ☐ ₄ | ☐ ₅ |

Thank you for completing the questionnaire.



Appendix 2: List of Participating Institutions

Japan	
1. Akita International University	2. Aoyama Gakuin University
3. Chiba University	4. Chuo University
5. Daito Bunka University	6. Doshisha University
7. Gakushuin University	8. Gunma University
9. Hiroshima University	10. Hokkaido University
11. Hosei University	12. J. F. Oberlin University
13. Kanazawa Institute of Technology	14. Kanazawa University
15. Kansai University	16. Kindai University
17. Kobe City College of Nursing	18. Kobe University
19. Kogakkan University	20. Kogakuin University
21. Kwansei Gakuin University	22. Kyoto Sangyo University
23. Kyushu University	24. Rikkyo University
25. Sapporo Medical University	26. Seijo University
27. Soka University	28. Sophia University
29. The University of Kitakyushu	30. The University of Tokyo
31. Tohoku Gakuin University	32. Tohoku University
33. Tokyo Institute of Technology	34. Tokyo University of Agriculture
35. Tokyo University of Science	36. Toyo University
37. Tsuda University	38. University of Tsukuba

Taiwan	
1. Cardinal Tien Junior College of Healthcare and Management	2. Chang Gung University
3. Chang Jung Christian University	4. Chaoyang University of Technology
5. Cheng Shiu University	6. China University of Technology
7. Chinese Culture University	8. Chung Chou University of Science and Technology
9. Chungyu University of Film and Arts	10. Hsing Wu University of Science and Technology
11. Hsiuping University of Science and Technology	12. Hwa Hsia University of Technology
13. Kao Yuan University	14. Kun Shan University
15. Lunghwa University of Science and Technology	16. Meiho University
17. Minghsin University of Science and Technology	18. Nan Kai University of Technology
19. National Taichung University of Science and Technology	20. National Chiayi University
21. National Chin-Yi University of Technology	22. National Chung Cheng University
23. National Chung Hsing University	24. National Defense Medical Center
25. National Formosa University	26. National Pingtung University
27. National Quemoy University	28. National Taichung University of Education
29. National Taipei University of Business	30. National Taipei University of Nursing and Health Sciences
31. National United University	32. Overseas Chinese University
33. Shu-Te University	34. Tainan University of Technology
35. Taipei City University of Science and Technology	36. Taipei University of Marine Technology
37. Takming University of Science and Technology	38. Tatung Institute of Technology
39. TungFang Design University	40. Tunghai University
41. Vanung University	42. Wenzao Ursuline University of Languages
43. Yuanpei University of Medical Technology	



Thailand (2-1)

1. Bangkok Suvarnabhumi University	2. Boromarajonani College of Nursing, Jakkiraj
3. Boromarajonani College of Nursing, Nakorn Lampang	4. Boromarajonani College of Nursing, Chiang Mai
5. Boromarajonani College of Nursing, Khon Kaen	6. Boromarajonani College of Nursing, Nakhonratchasima
7. Boromarajonani College of Nursing, Phayao	8. Boromarajonani College of Nursing, Phrae
9. Boromarajonani College of Nursing, Ratchaburi	10. Boromarajonani College of Nursing, Saraburi
11. Boromarajonani College of Nursing, Sawanpracharak Nakhonsawan	12. Boromarajonani College of Nursing, Songkhla
13. Boromarajonani College of Nursing, Suphan Buri	14. Boromarajonani College of Nursing, Trang
15. Boromarajonani College of Nursing, Udon Thani	16. Boromarajonani College of Nursing, Yala
17. Boromarajonani College of Nursing, Suratthani	18. Bunditpatanasilpa Institute
19. Burapha University	20. Buriram Community College
21. Buriram Rajabhat University	22. Chiang Mai Rajabhat University
23. Chiangrai College	24. Christian University of Thailand
25. Chulalongkorn University	26. Civil Aviation Training Center
27. College of Asian Scholars	28. Dusit Thani College
29. Eastern Asia University	30. Huachiew Chalermprakiet University
31. Irrigation College	32. Kalasin University
33. Kamphaengphet Rajabhat University	34. Kanchanaburi Rajabhat University
35. King Mongkut's Institute of Technology Ladkrabang	36. Lampang Rajabhat University
37. Loei Rajabhat University	38. Maejo University
39. Mahamakut Buddhist University	40. Mahanakorn University of Technology
41. Mahasarakham University	42. Mahidol University
43. Nakhon Sawan Rajabhat University	44. Nakhon Si Thammarat Rajabhat University
45. Nakhonratchasima College	46. Nation University
47. National Institute of Development Administration	48. Naval Operational Medicine School
49. North-Chiang Mai University	50. Patumthani University
51. Phetchabun Rajabhat University	52. Phranakhon Si Ayutthaya Rajabhat University
53. Phrapokklao Nursing College	54. Phuket Rajabhat University
55. Pibulsongkram Rajabhat University	56. Police Nursing College



Thailand (2-2)

57. Praboromarajchanok Institute	58. Prince of Songkla University
59. Princess of Naradhiwas University	60. Rajabhat Rajanagarindra University
61. Rajamangala University of Technology Isan	62. Rajamangala University of Technology Rattanakosin
63. Rajamangala University of Technology Suvarnabhumi	64. Rajamangala University of Technology Tawan-ok
65. Rajamangala University of Technology Thanyaburi	66. Rajapruk university
67. Rambhai Barni Rajabhat University	68. Rangsit University
69. Royal Thai Air Force Nursing College	70. Royal Thai Army Nursing College
71. Royal Thai Navy Nursing College	72. Saint Louis College
73. Sakaew Community College	74. Sakon Nakhon Rajabhat University
75. Satun Community College	76. Siam University
77. Silpakorn University	78. Sirindhorn College of Public Health, Chonburi
79. Sirindhorn College of Public Health, Phitsanulok	80. Sirindhorn College of Public Health, Trang
81. Sirindhorn College of Public Health, Yala	82. Songkhla Rajabhat University
83. Southern Border Provinces Police Operation Center	84. Srinakharinwirot University
85. St Theresa International College	86. Suan Sunandha Rajabhat University
87. Sukhothai Thammathirat Open University	88. Suranaree University of Technology
89. Suvarnabhumi Institute of Technology	90. Thailand National Sports University
91. Thailand National Sports University Bangkok Campus	92. Thailand National Sports University Chiang Mai Campus
93. Thailand National Sports University Chumphon Campus	94. Thailand National Sports University Krabi Campus
95. Thailand National Sports University Mahasarakham Campus	96. Thailand National Sports University Samutsakhon Campus
97. Thailand National Sports University Sukhothai Campus	98. Thailand National Sports University Trang Campus
99. Thailand National Sports University Udon Thani Campus	100. The Far Eastern University
101. Thepsatri Rajabhat University	102. University of Phayao
103. Uttaradit Rajabhat University	104. Valaya Alongkorn Rajabhat University under the Royal Patronage
105. Vongchavalitkul University	106. Walailak University
107. Yala Community College	



Vietnam	
1. Can Tho University	2. Dalat University
3. Ho Chi Minh City University of Fine Arts	4. Ho Chi Minh City University of Technology
5. National Economics University	6. Nguyen Tat Thanh University
7. Nha Trang University	8. Tay Nguyen University
9. Tien Giang University	10. VNU University of Economics and Business
11. VNU University of Education	12. VNU University of Medicine and Pharmacy
13. VNU University of Social Sciences and Humanities	14. VNUHCM - International University
15. VNUHCM - University of Economics and Law	16. VNUHCM - University of Information Technology
17. VNUHCM - University of Science	18. VNUHCM - University of Technology



LEARNING OUTCOMES AND SATISFACTION

REPORT 2021

TWAEA
Taiwan Assessment & Evaluation Association



JUAA
Japan University Accreditation Association



ONESQA
Office for National Education Standards
& Quality Assessment



CEA VNU-HCM
Center for Education Accreditation,
Vietnam National University - Ho Chi Minh City

