

Decision of Institutional Certified Evaluation and Accreditation

National Institute of Technology, Asahikawa College complies with the Standards for the Establishment of Colleges of Technology and other relevant laws and regulations, and meets the Standards for Evaluation and Accreditation of Colleges of Technology set by NIAD-QE.

Good practices identified by the review committee include:

- Creative teaching methods in the associate course, such as “Practical Creation” in the fourth-year subjects of the Department of Mechanical Systems Engineering, “Exercises for Creative Engineering Design A/B” in the fourth-year subjects of the Department of Electrical and Computer Engineering, “Creative Engineering” in the fourth-year subjects of the Department of Systems, Control and Information Engineering, and “Analytical Chemistry Experiments” in the second-year subjects of the Department of Materials Chemistry, all of which provide a series of lessons to enhance creativity, including project-based learning (PBL), idea development, design, production, and product operations, thereby demonstrating successful performance in the Idea Competition/National Institute of Technology Robot Contest, applying for patents, and winning the special award in the Creative Robot Contest for Decommissioning;
- “Engineering Design” established as part of the curriculum to develop creativity by promoting self-directed study for second-year students as a compulsory subject in the College’s two diploma courses and offering hands-on experience in the product technology development process under the guidance of retired or active corporate engineers (“Meister”) who graduated from the College, with these innovative approaches contributing to receiving awards in national academic meetings and international conferences and winning the grand prize in the Asahikawa Well-Being Consortium Joint Result Presentation;
- “Internship” introduced as a compulsory subject in the College’s two diploma courses to develop problem-solving abilities and practical skills, during which students intern for four weeks at universities or companies, after which they are required to submit reports, followed by presentations at briefing sessions and discussions, with their grades evaluated by both the College and intern employers before credit approval;
- An extremely high employment rate (the number of students employed divided by the number of students seeking employment after graduation) for both associate and diploma courses, with students employed in the manufacturing industry, information and communications businesses, electricity/gas/heat/water supply companies, and other employment befitting of the engineers the

college hopes to produce, and an extremely high rate of students advancing to higher education (the number of students advancing to higher education divided by the number of students wishing to advance to higher education) for both the associate and diploma courses , with students advancing to the diploma courses at colleges of technology or engineering technology faculties or academic units at universities that are related to the students' associate/diploma courses; and

- A support program to improve the lessons of each academic staff member, including using class evaluation reports by students and tentatively introducing a class consultation scheme in which educational consultants arrange pre-interviews with teachers, conduct written questionnaires by students after class, summarize their comments, and hold post-interviews with teachers based on the questionnaires to discuss concrete measures to improve lessons, with the official introduction of class consultation expected to further enhance teaching performance in the future.

Areas for improvement identified by the review committee include:

- Opinion hearings from graduates and universities and companies accepting them, which do not directly reflect the attainment level of the College's educational goals.

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