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-UE.

Good practices identified by the review committee include:

- The technical support staff, who are divided into three organized groups and assigned to the Technology Innovation Center to provide technical support to education and research in the associate and diploma courses, which includes supporting academic staff in their research activities, such as creating solar power generation systems, making laser measuring instruments, developing educational materials enabling students to learn comprehensively about engines, building prototypes of a snow depth sensor using ultrasonic waves, developing tool kits for creating multi-agent systems, and developing easy, highly sensitive methods of analyzing amino acid and biogenic amines,
- Innovative teaching methods in the associate course aimed at helping students develop their creativity through, for example, PBL-type lessons such as “Practice in Machine Creation,” in which ideas are generated, formulated into a plan, and put into practice through carrying out assigned tasks under restricted conditions; “Programing Practice,” in which ideas are generated through the creation of original game programs based on acquired computer languages and knowledge about data processing; and “Inorganic and Analytical Chemistry,” in which experiment policies are drawn up, experiments are analyzed, and the results are reported in order to understand what the experiment tasks are about by applying creativity based on acquired knowledge and skills,
- “Creative Engineering” in the Advanced Course of Engineering, delivering PBL-type lessons to help students develop their creativity by acquiring skills of solving problems in their own ways based on problem-solving methods, in which through hands-on manufacturing experience under the guidance of corporate engineers, students 1) learn about the framework and mechanism of problem solving, 2) work out problem-solving exercises according to the themes presented by local companies through discussions at planning presentation sessions, interim presentation sessions and final report sessions, and 3) learn about the processes of turning ideas into products through building prototypes with companies based on the

ideas generated,

- An extremely high employment rate (number of students employed/number of students seeking employment after graduation) for both the associate and diploma courses, with students employed in the manufacturing industry, construction industry, at electricity/gas/heat/water supply companies, information and communications companies, and other employment befitting of the engineers the college aims to educate; and an extremely high rate of students advancing to higher education (number of students advancing to higher education/number of students wishing to advance to higher education) for both the associate and diploma courses, with students advancing to engineering universities or graduate schools that are related to the students' associate/diploma courses, and
- The "Report on Student Evaluation of Teaching," compiled every two years to present the results of student evaluation of teaching, and used to improve the quality of education by enhancing educational methods from the next fiscal year onward. Academic staff members respond to the evaluations and comments by students, specify how to improve their teaching, and present requests to students, with comments by each department, *etc.*, also being made; and the effects of teaching improvements at an institutional level being confirmed also by the report that summarizes the period of six years after the start of the evaluation questionnaire surveys for the "Report on Student Evaluation of Teaching."