【From UGSI to USSR：高教深耕計畫成果影片】連結：https://reurl.cc/MNRo0X

一、落實教學創新及提升教學品質

1. 推動彈性學制：訂有「學生成績優異提前畢業辦法」，學士班學生符合學則規定者，得申請提前一學期或一學年畢業。訂有大學部學生預先修讀學士及碩士學位辦法」，並修正學雜費收費退費要點，日間學士班及進修學士班預研生預先修讀日間碩士班課程，均不另收學分費。

2. 推動自由學分：鬆綁制度並調整各系必修學分比例，全校各系所均提供 20 個學分(以上)的「自由學分」，放寬自由學分的彈性學習，大幅增加學生跨域自主學習的意願與管道，外系選修學分比率逐年提高。

3. 推動跨領域學分學程/跨領域共授課程：自 107 年至 111 年累計開設跨領域課程達 760 門、教師參與跨領域課程達 612 人次、學生申請跨領域課程學習逾 3,720 人次(目前共 345 人修畢並於畢業證書加註

2022 Performances and Highlights

"From UGSI to USSR: Performances of the Higher Education Sprout Project" video links: https://reurl.cc/MNRo0X

1. Taking Teaching as the Core
   I. Promoting a flexible education system: We have formulated the "Regulations on Early Graduation for Outstanding Student Performance", allowing undergraduate students who meet the requirements to apply for graduation 1 semester or 1 academic year early. We also created the "Regulations for Undergraduate Students to Study Bachelor's and Master's Degrees in Advance" and revised the regulations on refunding tuition and miscellaneous fees. Pre-graduate day-time bachelor's and continuing education bachelor's students who take day-time master's courses in advance will not be charged additional credit fees.
   II. Promotion of 'Open Credits': We relaxed the system by adjusting the proportion of required credits for each department. Now, each of the university's departments includes 20 (+) "Open Credits". This makes learning more flexible and greatly increase students' willingness and opportunity to independently take part in interdisciplinary learning. We have seen an annual increase in the ratio of elective credits taken in external departments.
   III. Promotion of interdisciplinary credit courses/ jointly instructed interdisciplinary courses: From 2018 to 2022, a total of 760 interdisciplinary courses have been offered. Teachers have participated in interdisciplinary courses 612 times and students have applied for interdisciplinary courses more than 3,720 times (currently, 345 students have completed the courses and added second specialties to their diplomas). Also, 382 students have

第二專長)，382 人申請輔系或雙主修。其中跨領域學分學程修畢學分數(18 學分)與輔系(20 學分)相當，顯示本校推動學生跨領域學習，相較未執行高教深耕計畫前(103 至 106 學年度)大幅成長。

4. 推動微學分課程：107 至 110 學年度累計開設 498 場次、參與學生逾9,862 人次，跨院、系修讀比例分別占 56.31%、85.30%。學生透過微學分課程引發興趣且有意願選修他系課程者占 57.53%，上述有意願者中已進行跨系(含申請學分學程、輔系或雙主修)選修者占 56.54%，顯示微學分課程在相關制度推展下，逐步落實引領學生進入跨領域學習的目的。

5. 推動業界專家協同教學：110-2 共有 26 門課程執行，共計有 2,348 學生人次參與，學生課程整體滿意度為 4.679 分；111-1 共有 23 門課程執行，共計有 2,271 學生人次參與，學生課程整體滿意度為 4.745 分。111 年總計 165 次協同教學課程，據統計結果顯示，高達 83%的學生上完業界專家協同教學課程後，有意願到業界實習或報考證照。

applied for auxiliary departments or double majors. Currently, the number of credits completed in the interdisciplinary credit courses (18 credits) is comparable to that of auxiliary department courses (20 credits), demonstrating that interdisciplinary learning has grown significantly since the Higher Education Sprout Project was implemented (2014-2017 Academic Years).

IV. Promotion of micro-credit courses: A total of 498 sessions were held between the 2018 and 2021 Academic Years, and students participated 9,862 times. The proportion of students taking inter-college and inter-departmental course registered at 56.31% and 85.30%, respectively. 57.53% of students reported having their interest aroused by micro-credit courses and were willing to take courses from other departments. Among these willing students, 56.54% of them have already taken inter-departmental courses (including those who applied to credit courses, auxiliary departments, or double majors). This demonstrates that through the promotion of relevant systems, micro-credit courses are gradually meeting the objective of encouraging students to take part in interdisciplinary learning.

V. Promotion of collaborative industry expert teaching: In the second semester of 2021, 26 courses were held, and students participated 2,348 times. The overall student satisfaction towards the courses was 4.679. In the first semester of 2022, a total of 23 courses were held, with students participating a total of 2,271 times. The overall student satisfaction towards the courses was 4.745. In 2022, a total of 165 collaborative teaching courses where held, and according to the statistical results, as many as 83% of students were willing to participate in industry practicums or apply for licenses after completing the collaborative

6. 推動全校程式設計課程：修讀程式設計課程之學士班學生比率逐年成長，自 106 年 31.43%提升至 111 年 84.7%，畢業生完成修習達 100%；開設課程數亦從 106 年每學年 39 門提升至 111 年的 107 門。本校成為教育部訪視推動大學程式設計教學聯盟之優良學校。

7. 推動 UCAN 職涯規劃輔導及職能診斷回饋：111 年度大一新生 98.91%完成職業興趣探索，其中 99.10%學生回饋對自身職涯發展有幫助；大三學生 77.58%完成共通及專業職能診斷，其中 90.26%的學生回饋對自身職涯發展有所助益；參與業師諮詢學生 48 人次，100%認為有助於自身職涯發展。

8. 推動系所開設校外實習課程及辦理特色職輔活動：本校已有 24 個系所將實習課程納入課程架構並訂定實習作業原則，111 年度修習實習課程學生 545 人次，新開發實習機構 76 家，實習學生自評實習結束後對於解決事情能力之幫助滿意度達 94.96%，實習機構對實習學生發掘與解決問題能力滿意度達 95.83%。

teaching courses with industry experts.

VI. School-wide promotion of programming courses: The proportion of undergraduate students taking programming courses has increased annually, from 31.43% in 2017 to 84.7% in 2022. In the same year, 100% of graduates completed such courses. The number of courses has also increased from 39 in the 2017 Academic Year to 107 in the 2022 Academic Year. As a result, the Ministry of Education has visited our school and is promoting it as an 'excellent school' within the Collegiate Alliance for Teaching of Programming.

VII. Promotion of UCAN career counseling and feedback on functions diagnoses: In 2022, 98.91% of first year students completed surveys on career interests. 99.10% of these students claimed it was helpful for career development. 77.58% of third-year students completed the general and professional functions diagnoses. Among these, 90.26% of the students said it was helpful to their own career development. Students participated in counseling by industry teachers 48 times, and 100% of them thought it was helpful to their own career development.

VIII. Departments were called to offer off-campus internship courses and organize supplementary vocational activities: 24 of the university's departments have incorporated internship courses into their curriculum structure and formulated principles for internship work. In 2022, students enrolled in 545 internship courses, and 76 new internship institutions were added. After the internships, students self-assessed their problem solving ability at 94.96%; the internship institutions were 95.83% satisfied with the students' ability to discover and solve problems.

IX. Establishment of a tracking and feedback mechanism for graduates of the school:

9. 建立校內畢業生流向追蹤及回饋機制：本校 109、107、105 學年度畢業滿 1、3、5 年畢業生就業率分別為 96.31%、98.31%、98.92%。

10. 推動境外移地教學：本校目前已與 29 所海外姊妹校簽署交換學生協議，分布東北亞 10 所、東南亞 9 所及歐美 10 所。透過海外國際學術研究交流機會，培養外語聽讀、口語表達能力，有助於教學成果之宣傳推廣與未來國際學術交流合作。本計畫實施以來有 56 位學生參與移地教學活動，24 位學生前往海外交換學習。

11. 推動短期國際交流：109 至 111 學年度共計 25 位學生接受補助公費出國，其中 2 位學生獲得歐盟獎學金、17 位獲得教育部學海計畫及 6 位獲得本校自籌菁英育才計畫補助前往海外學習，本校積極爭取外部資源支援學生前往交換學習。

12. 推動以學院為核心教學單位：本校理學院執行以學院為核心教學單位試辦計畫，近年分別設立 3 個院設班別（理學院應用科學國際碩士班、理學院應用科學國際博士班、理學院

Employment rates for alumni who have graduated for 1, 3, and 5 years (2020, 2018, and 2016 Academic Years) were found to be 96.31%, 98.31%, and 98.92%, respectively.

X. Promotion of overseas teaching: Currently, the university has student exchange agreements with 29 overseas sister-schools, including 10 in Northeast Asia, 9 in Southeast Asia, and 10 in Europe and the United States. Through international academic research exchanges, students cultivate foreign language listening, reading, and oral expression skills. The exchanges also help with the publicity and promotion of teaching achievements and future international academic interaction and cooperation. Since the implementation of the program, 56 students have participated in off-site teaching activities, and 24 students have gone overseas for learning exchanges.

XI. Promotion of short-term international exchange: A total of 25 students received subsidies or public funds to go abroad in the 2020-2022 Academic Years. Of these, 2 students received EU scholarships, 17 were subsidized by the Ministry of Education's Overseas Study Project, and 6 were subsidized by the university's Self-Financed Elite Education Program. Our university actively seeks external resources to help students participate in learning exchanges.

XII. Promotion of colleges as core teaching units: the NPTU College of Science implemented a pilot project under which the college served as the core teaching unit. Recently, three college-based classes have been established (the College of Science International Master's Program in Applied Science, the College of Science International Doctoral Program in Applied Science, and the College of Science Master's Program in Semiconductor Materials Science). In 2022, under the overall structure of the college, flexible teacher integration,

半導體材料科學碩士班），111 年度於院整體架構下，彈性執行師資整合、招生及課程規劃等面向。

二、發展學校特色

1. 本校資訊學院推動 VAR 智慧創新發展：VAR 跨域合作在地深耕人才培育與區域鏈結，推動 VR/AR 互動設計學分學程，培育學生第二專長，與中小學合作以實務發展培育 AI/VR/AR/IoT 專業能力。另推動跨領域產學合作，如應用於復健醫療、運動健康、跨境電商、遊戲娛樂等，全國競賽均有豐碩成果。

2. 本校理學院推動科學創新發展：強化學生科學專業知識及實作能力，111 年度透過辦理理學院師生研究社群(20 個)、科學創客自造工作坊(5 場)，輔導學生參與校內/外各式競賽(14 件獲獎)、實務學習活動(1088 人次)及專業證照/書考試(9 張)，鼓勵學生加入實驗室參與師長產品、教具、特色實驗技術、專利之開發項目(6 件)，加深理論與實作間之連結，強化專業知識及實作能力，充實就業能力，提升就業競爭力。

3. 本校人文社會學院推動屏

enrollment, and curriculum planning have been implemented.

2. Developing University Features

   I. The NPTU College of Computer Science is promoting the development of VAR's Smart innovation: VAR cross-domain cooperation is used to cultivate local talent and regional links. The college is promoting VR/AR interactive design credit courses, cultivating students' second areas of expertise, and cooperating with primary and secondary schools to develop professional capabilities related to AI/VR/AR/IoT. In addition, it is promoting cross-discipline industry-university cooperation, in such areas as applications of rehabilitation medicine, sports health, cross-border e-commerce, and games and entertainment. Results in national competitions have been fruitful.

   II. Promotion of scientific innovation development by the College of Science: Students' professional scientific knowledge and practical capabilities are being strengthened. In 2022, the college organized teacher-student research groups (20 groups), Science Maker Self-Made Workshops (5 sessions), coaching for students to participate in various on- and off-campus competitions (14 prizes), practical learning activities (1088 participations) and professional certificate examinations (9 certificates). Students were also encouraged to join labs and assist teachers as they developed of products, teaching aids, featured experimental technologies, and patents (6 cases). In this way, the connection between theory and practice is deepened, professional knowledge and practical ability are strengthen, employability enrich, and employment competitiveness enhanced.

   III. The NPTU College of Liberal Arts and Social Sciences is popularizing and adding depth to Pingtung Studies: The college is promoting

東學的普及與深化：推動跨域與跨校地方學交流，辦理屏東學研討會，串聯臺灣推動地方學的大學院校及民間團體，出版研討會論文集，建立雙向對話，在思辯互饋過程中，共同拓深地方學的內在意涵；促進系所與外部單位鏈結，爭取公部門計畫，建立勝利星村輔導團，透過工作坊、社群小聚及縣外交流參訪提升地方文創經營能力，結合外部資源提高創意交流機會。

4. 本校教育學院推動國教 AI 教材與教學科技：翻轉偏鄉教育、教學及正向諮輔模式延伸與推廣，與原民學校、在地偏鄉實踐學校合作，實踐場域遍及新北、新竹、台南、高雄、屏東、台東、金門、小琉球及高屏地區原鄉夥伴學校，累計 105 處。利用多元教材輔助，協助學童理解艱澀的知識，建立學習自信心，而在職老師搭配科技輔具授課後亦回饋部分課程 (數學、空間體積、自然等) 較無法從文字描述來理解，但透過 AR 及輔具操作後，可讓抽象概念轉譯成半具體或具體概念，有助於學生學習及解題，使教學方法更多元。

cross-domain and inter-university local studies exchanges, holding Pingtung Studies seminars, linking up with universities, colleges and civil organizations in Taiwan that promote local studies, publishing seminar papers, and establishing two-way dialogues that allow for mutual feedback and debate and which, together, add depth to the intrinsic meaning of local studies. It is also promoting links between departments and outside agencies and striving to win public sector projects. It established the Shengli Star Village Consultation Group and through workshops, community gatherings, exchanges, and visits to outside counties, it is enhancing local cultural and creative management capabilities, and combining external resources to increase creative exchange opportunities.

IV. The NPTU College of Education is promoting AI national education teaching materials and technology: Flipped rural education and teaching, and the extension and promotion of positive counseling models is being done by cooperating with Indigenous schools and local rural practice schools and sites throughout New Taipei, Hsinchu, Tainan, Kaohsiung, Pingtung, Taitung, Kinmen, Xiaoliuqiu and Kaoping areas (a total of 105 locations). Diverse teaching materials are used to help children understand difficult information and build up their self-confidence in learning. After using technological aids for teaching, in-service teachers have commented that, based on textual descriptions, it is difficult to understand some courses (mathematics, space volume, nature, etc.); but, by using AR and auxiliary equipment, abstract ideas can be expressed in semi-concrete or concrete ways, which help students learn and solve problems, and allows for more diverse methods of teaching.

V. The College of Management is promoting the development of Smart business innovation and

5. 本校管理學院推動智慧商務創新創意發展：智慧商務競賽表現優異，本院師生積極參與校外全國競賽，並獲得良好成績，同時也近一步與廠商簽屬產學合作意向書。2022 第六屆全國大專院校 B2B 跨境電商競賽－成果報告獎第 1 名、旺鋪設計獎第一名，2022 校園公關提案競賽－佳作、參加中華企業資源規劃學會辦理「2022 國際大數據與 ERP 學術及實務研討會」榮獲「研討會論文獎」第一名。

6. 推動學生創業團隊：本校經濟部中小企業處補助創育機構發展計畫 250 萬元；屏東縣小琉球商圈發展協會委託「小琉球商圈永續發展數位轉型提升計畫」14 萬元。輔導學生創業團隊參加創業競賽，高教深耕計畫執行迄今，累計培育 19 隊學生創業團隊中，有 12 組獲教育部創業補助，共計 120 萬元。

三、提升高教公共性

1. 各招生管道簡章內容均設立各類型身分別優先錄取之條件，入學機會均衡；經濟或文化不利學生進入本校比例逐年提升，優先錄取名額由 106 學年度 23 名，增加至 110 學年度 37

creativity: Performances in Smart business competitions have been excellent. The teachers and students of the college have been actively participating in off-campus national competitions, and achieving great results. At the same time, they have been signing letters of intent for industry-university cooperation with businesses. For their work they have won the 1st place Achievements Report Award at the 6th National College B2B Cross-border E-Commerce Competition (2022), 1st place at the Wangpu Design Awards, and the "Excellent Work" award at the 2022 Campus Public Relations Proposal Competition. They also participated in the "2022 International Big Data and ERP Academic and Practical Seminar" organized by Chinese Enterprise Resource Planning Society and won first place in the "Seminar Paper Awards".

VI. Promotion of student entrepreneurship teams: The Ministry of Economics Small and Medium Enterprise Administration Creative Institution Development Project subsidized the school with 2.5 million NTD, and the Pingtung County Xiaoliuqiu Commercial District Development Association granted the college 140,000 NTD to execute the "Digital Transformation and Upgrading Project for the Sustainable Development of the Xiaoliuqiu Commercial District". Student entrepreneurial teams have also been provided with coaching to participate in entrepreneurial competitions. To date, with the implementation of the Higher Education Sprout Project, of the 19 student entrepreneurial teams that have been trained, 12 have received entrepreneurship subsidies from the Ministry of Education, for a combined total of 1.2 million NTD.

3. Making Resources more Public

I. The enrollment channels outlined in brochures detail the criteria for priority admissions based on status, allowing for balanced admission. The

名，於 110 學年度參加教育部首次推行之「經濟弱勢學生升讀特色國立大學支持計畫」，共提供 70 個名額，另 111 學年賡續辦理，其招生管道包含「學士班特殊選才單招」(4 名)及「大學個人申請入學」(66 名)，對象包含低收入戶、中低收入戶、特殊境遇家庭子女等，有效提升經濟或文化不利學生多元入學。

2. 推動原民教育與輔導：辦理 4 場職涯相關講座，32 場次讀書會及實驗國小參訪 2 場，參與人次 473 人次。辦理 24 場自我探索團體輔導課程，參與人次 240 人次。辦理原民文化/議題講座 5 場、部落文化探索 2 場，參與人次 130 人次。辦理「ARI KIVALA」活動 11 場、迎新活動 1 場、領袖培育營 1 場及跨校活動 2 場，參與人次 340 人次。辦理導師知能研習 1 場，參與人次 80 人次，及參與學務慶典活動 2 場、社團博覽會 1 場。

四、善盡社會責任

1. 永續 108 課綱合作聯盟共好精神：為讓支援高中教學的種子能擴大深耕範圍，本校於 111 年 10 月

proportion of economically or culturally disadvantaged students entering the school has increased year by year. The number of priority admissions has increased from 23 in the 2017 Academic Year to 37 in the 2021 Academic Year. In 2021, the university participated in the Ministry of Education's first offering of the "Support Project for Economically Disadvantaged Students to Enter Featured National Universities", providing a total of 70 places. Continuing in 2022, recruitment channels included "Special Selection for Bachelor's Degrees" (4 people) and "Individual Application for University Enrollment" (66 people). Eligible persons include those from low-income households and low-middle-income households, and children of families with special circumstances. This effectively improved diversified enrollment for economically or culturally disadvantaged students.

II. Promotion of Indigenous education and counseling: The school organized 4 career-related lectures, 32 book clubs, and 2 visits to experimental elementary schools; a total of 473 participations were logged. 24 self-exploration group counseling courses were held, with 240 participations. 5 lectures on Indigenous culture/issues, and 2 explorations into tribal culture were organized, with 130 participations. Eleven "ARI KIVALA" activities, 1 orientation event, 1 leadership training camp, and 2 inter-school activities were held, with 340 participations. A knowledge and ability training session for counselors was also held, with 80 participations, along with 2 academic affairs celebrations and 1 association fair.

4. Fulfilling Social Responsibility

I. The Sustainable 2019 Curriculum Cooperation Alliance spirit of common good: In order help spread seeds for high school education, in October of 2022, NPTU held the "2022 – 2019

辦理「2022 年-108 課綱合作聯盟簽約儀式」，與 23 所高屏地區高中職校締約結盟，以利開啟後續升學、輔導及課程指導等合作契機，永續高中職與大學間共同選才及育才之共好精神。

2. 本校 4 件萌芽型大學社會責任計畫，「朱雀先驅：屏東偏鄉三師共學模式」、「多元文化產業推進器-屏東地方創生實踐計畫」、「搖滾社會力：在地關懷為導向的社會企業與公益實踐培力計畫」、「讓生命不同凡「想」-屏東身心障礙成人服務友善環境的建置」，萌芽型計畫共開設 94 門課程、118 場活動與 44 場工作坊，總計 5,175 人次參與。透過開設學分學程並將課程結合 USR 計畫合作場域，透過學生在修課實作過程，汲取學用落差時得來的學習經驗，培育學生成為專業實務人才。

3. 本校 3 件種子型計畫為「學校作為地方場域創生的引動點」、「健康觀光」、「重修舊好」、校內培育 ESG 計畫「青銀培力：正念導向之科技陪伴與社區協作方案」、「有你有我：迎曦伴讀」、「穿越歷史、

Curriculum Cooperation Alliance Signing Ceremony" to sign an agreement with 23 vocational high- and junior high schools in the Kaoping area. The purpose of the agreement is to open up opportunities for follow-up education, counseling, and curriculum guidance, and to sustain the spirit of common good between vocational high schools and the university through the joint selection and cultivation of talent.

II. NPTU is home to four budding university social responsibility projects, including the "Pioneer of Suzaku: Three-Teacher Learning Model for Rural Pingtung", "Propeller for Multicultural Industry - Pingtung Local Placemaking Practice Project", "Rock and Roll Social Power: Local Care-Oriented Social Enterprises and Public Welfare Practical Training Project", and "Let Life be Different with 'Extraordinary Thinking'-The Construction of a Friendly Environment for Disabled Adults in Pingtung". The 'budding' programs included a total of 94 courses, 118 activities, and 44 workshops; 5,175 participations were logged. By establishing credit courses and combining the courses with USR fields of cooperation, students are able to fill learning gaps by participating in the practical courses and cultivate their practical professional talent.

III. The university's three seed-type projects include "School as an Actuator for Regional Revitalization", "Health Tourism", and "Renewing the Old". The university's ESG cultivation projects include "Green and Silver Cultivation: A Program for Mindful-Oriented Technology Assistance and Community Collaboration", "You and Me: Reading Together and Welcoming the Sunshine", and "Promoting Education on Cultural Assets that Traverse History and Illuminate Faith in God". The seed-type projects included a total of 9 courses, 101 activities, 3 promotional events, 4

點亮天主信仰的文化資產教育推廣」計畫，種子型計畫共開設開設 9 門課程、辦理 101 場活動、3 場推廣說明會、4 場增能會議、2 場成果展，總計 686 人次參與。 4. 由「大武山社會實踐暨永續發展中心」綜理爭取 THE Impact Ranking 2022 世界大學影響力排名申請，「SDG 4 優質教育」項目獲得 201-300 名、「SDG 8 促進包容且永續的經濟成長」項目獲得 400-600 名、「SDG 11 促使城市與人類居住具包容、安全、韌性及永續性」項目獲得 400-600 名，全球總排名區間為第 801-1000 名的佳績。	capability-enhancing meetings, and 2 achievement exhibitions. A total of 686 participations were logged. IV. The "Mt. Dawu Center for Social Engagement and Sustainable Development" made a concerted effort in its application to the 2022 THE Impact Ranking. In the "SDG 4 -Quality Education" category, it ranked at 201-300; in the "SDG 8 – Promotion of Inclusive and Sustainable Economic Growth" category, it ranked at 400-600, and in the "SDG 11- Promotion of Inclusive, Safe, Resilient and Sustainable Cities and Human Habitats", it ranked at 400-600. Its overall global ranking was in the 801-1000 range.