National Institute of Technology, Nagaoka College

## Decision of Institutional Certified Evaluation and Accreditation

The National Institute of Technology, Nagaoka 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 associate course trial implementation of the Cross-Disciplinary Integrated Educational System consisting of academic staff across several disciplines to address academic developments. This unique initiative enables students to acquire credits of other disciplines, take diploma course subjects early, participate in joint seminars, engage in active learning, *etc.*;
- Offering subjects that involve project-based learning for all associate course disciplines to foster creativity. Classes are provided so that students foster creativity through experiments/practice and monozukuri manufacturing. For example, the Mechanical Engineering third-year "Creative Design and Manufacture" class provides the opportunity for students to simulate competitive development as if corporate employees and members of a product development project. The academic staff do not provide direct answers to the problems that arise in the idea/production processes, but do offer guidance to allow the students to think and produce their own solutions, thus enhancing their creativity;
- Each of the diploma course's "Advanced Seminars," "Advanced Experiments," and "Thesis Work" classes designed to foster creativity. For example, the first-year "Advanced Experiments" class engages the students in open-ended problems that are without clear-cut answers and require creativity and the process of working together in groups to find solutions; and
- An extremely high employment rate (the number of students employed divided by the number of students seeking employment after graduation) for both the associate and diploma courses, with students employed in the manufacturing industry, ICT industry, mining industry, construction-related industry, at 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 faculties or academic units at universities that are related to the students' associate/diploma courses.

Areas for improvement identified by the review committee include:

- The current lack of written clarification of the basic policy for the selection of entrants (part of the admissions policy), although student eligibility (another part of the admissions policy) is clarified in written form, and the reasoning of the basic policy for the selection of entrants is shared among faculty members, with plans for it to be clarified in written form; and
- Insufficiency in terms of continuous comprehensive assessment/evaluation of the overall condition of school activities (including the educational status related to standard 9), although the evaluation items are determined in the implementation guidelines. The current evaluation is based on the attainment level of the annual plan, and cannot be described as sufficient in terms of continuous assessment/evaluation.

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