

(For implementation in 2025)
(Revised in October 2023)

Institutional certified evaluation and accreditation for colleges of
technology

Guidelines for Self-Assessment

National Institution for Academic Degrees and Quality Enhancement of
Higher Education

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Attachment:

(Form 1) Self-assessment report for the Institutional Certified Evaluation and Accreditation for Colleges of Technology

(Form 2-1) Current status table for the college of technology (Pre-revision Standards; Post-revision Standards)

(Form 2-2) Calculation table for the average enrollment rate relative to admission capacity

(Form 2-3) List of faculty members in charge of courses (Pre-revision Standards; Post-revision Standards)

(Form 2-4) Checklist of items posted on the website

(Form 2-5) Status of third-party evaluation other than the certified evaluation and accreditation

(Form 2-6) Age and gender composition of faculty members

(Form 2-7) List of legal compliance items, risk management system.

Chapter 1 Contents of Evaluation

I Guidelines for Self-Assessment

The institutional certified evaluation and accreditation for colleges of technology (hereinafter referred to as the “CEA”) is implemented based on the General Principles of CEA (hereinafter referred to as “*the General Principles*”) and the Standards for Evaluation and Accreditation of Colleges of Technology (hereafter referred to as “*the Standards*”), which have been established by the National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE). Guidelines for Self-Assessment describe the methods of self-assessment conducted by the college of technology (hereinafter referred to as the “evaluated college”) that has applied for evaluation to NIAD-QE.

We believe that each college of technology has a quality assurance system in place and conducts self-assessments within the system. However, when submitting a self-assessment report for CEA conducted by NIAD-QE, the evaluated college must perform a self-assessment according to the procedures specified in this guideline, fill in Self-assessment report (Form 1), and submit it to NIAD-QE.

The guidelines consist of four chapters. “Chapter 1: Contents of evaluation” describes the essential contents of CEA conducted by NIAD-QE. “Chapter 2: Preparation of Self-assessment report” describes specific method of self-assessment conducted by the evaluated college, and specific method of preparing and submitting the self-assessment report. “Chapter 3: Reporting of response status” describes the method of reporting the status of responses regarding items pointed out as “points to be improved” specified in the “VI Confirmation of response status” of *the General Principles*. “Chapter 4: Supplementary Review” describes the method of the supplementary review for evaluated colleges that are determined as “not conforming to the Standards for Evaluation and Accreditation of Colleges of Technology” specified in “VII Supplementary review” of *the General Principles*.

II Contents of the evaluation

NIAD-QE conducts CEA based on *the Standards*. The Standards comprise the following six areas:

Area 1: Internal Quality Assurance System in Education

Area 2: Educational Organizations, Faculty Members, and Educational Support Staff

Area 3: Learning Environment and Student Support

Area 4: Financial Foundation and Administrative Management

Area 5: Status of Educational Activities in the Regular Course Program

Area 6: Status of Educational Activities in the Advanced Course Program

NIAD-QE conducts the evaluation based on “[2] Evaluation by NIAD-QE” of “V Evaluation method” of *the General Principles*.

III Importance of Self-assessment

Colleges of technology should conduct a self-assessment as stipulated in Article 109, Paragraph 1 of the School Education Act and maintain and enhance educational levels following Article 2 of the Standards for Establishment

of Colleges of Technology (hereinafter referred to as *the Standards for Establishment*). It is necessary to establish a mechanism (internal quality assurance system) to conduct a self-assessment and continuously improve education and research activities based on the results. The importance of this internal quality assurance system has been repeatedly emphasized in discussions on higher education at the University Subcommittee of the Central Council for Education.

The CEA also focuses on confirming whether the internal quality assurance system for education is sufficiently developed.

IV Evaluation schedule

* The schedule below is a guideline and will be determined each year.

In addition, changes may occur depending on the progress of the evaluation work.

| | | NIAD-QE | Evaluated college |
|-----------------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FY two years prior to the evaluation FY | June – Sep. | | Periodic self-assessment and implementation of improvements based on the results |
| | | | Briefing sessions on the CEA and workshops for internal assessors in charge of self-assessment |
| FY prior to the evaluation FY | Sep. | Acceptance of application for evaluation | Application for evaluation |
| The evaluation FY | April | Notification of evaluation fee | |
| | May | | |
| | June | Evaluation Subcommittee | Submission of self-assessment report, payment of evaluation fee |
| | July | Document analysis | Selection of interviewees, etc. |
| | Aug. | | |
| | Sep. | [Sent to evaluated colleges by September] • “Status by document analysis” and “confirmation items at the site visit” | [Submit by specified deadline] • Explanation of the “confirmation items at the site visit,” collection of materials and data, etc. • The decision of a route for inspecting educational sites and investigating the status of learning environments • Responses to pre-site visit survey |
| | Oct. | [Site visit (implemented by visiting the site and using a web conference system)] • Confirmation of answers to the “confirmation items at the site visit” • Interviews, surveys of educational and learning environments, etc. | |
| | Nov. | | |
| | Dec. | Preparation of evaluation results (original draft) | |
| | Jan. | [Committee for CEA] Notification of evaluation results (draft) to evaluated college | |
| | Feb. | | Submission of statement of objection on evaluation results (draft) |
| | Mar. | Response to the statement of objection, finalizing and publishing evaluation results | |
| FYs following the evaluation FY | | | Periodic self-assessment and implementation of improvements |
| | June | | Report on response status |
| | July | Investigation of response status reports, etc. | |

* See Chapter 4 for the supplementary review schedule.

Chapter 2 Preparation of Self-assessment report

I Documents to be submitted

- [1] Self-assessment report (main text): Form 1 (distributed on the website <https://www.niad.ac.jp>)
- [2] Self-assessment report (evidence material): Summary of the evidence materials described in [1].
- [3] Attached form: The following form (distributed on the above-mentioned website):
- (Form 2-1) College of technology current status table (Pre-revision standard) (Post-revision standard)
 - (Form 2-2) Calculation table for the average enrollment rate relative to admission capacity
 - (Form 2-3) List of faculty members in charge of courses (Pre-revision standard) (Post-revision standard)
 - (Form 2-4) Checklist of items posted on the website
 - (Form 2-5) Status of third-party evaluations other than CEA
 - (Form 2-6) Age and gender composition of faculty members
 - (Form 2-7) List of legal compliance items, risk management systems, etc.
- [4] Other materials: Existing materials include:
- Documents describing the overview of the college (College directory, etc.)
 - Documents introducing colleges to applicants and junior high schools (College guide)
 - Documents that inform students about the content of education and how to take courses (Student handbooks, Guidebooks, etc.)
 - Rules and regulations (not required if accessible on the college's website from off campus)
 - Syllabus (not required if accessible on the college's website from off campus)
 - Timetable (not required if accessible on the college's website from off campus)
 - Campus map
 - Building floor plan
- * According to the provisions of Article 4, Item 7 of the Supplementary Provisions of *the Standards for Establishment*, if the faculty members are operating according to the treatment before the revision, "(pre-revision standard)" of Forms 2-1 and 2-3 should be used.
- * In accordance with Article 28 of *the Standards for Establishment*, if a special exemption has been approved for leading initiatives related to the improvement of the curriculum, please list the departments that have received the special exemption, the provisions of *the Standards for Establishment* that are subject to special exemption, and the period of special exemption in the designated column of "Form 2-1 College of technology current status table."

II Implementation of Self-assessment and preparation of Self-assessment report

1 Composition of Self-assessment report (main text)

Self-assessment report (main text) is composed as follows.

- I Current situation and characteristics of college of technology

II Purposes

III Self-assessment for each area

Areas, standards, perspectives, self-assessment items

2 Importance of purposes

Regarding the purpose of colleges of technology, Article 3 of *the Standards for Establishment* stipulates, “Colleges of technology shall stipulate the purpose of human resource development and other educational purposes in school rules, etc., for each department.” The purpose of the college of technology as a whole and each department and major should include the mission of the college of technology, department, and major, the functions and roles to be fulfilled, and matters related to human resource development.

When implementing a self-assessment, it is necessary to check the self-assessment items for each evaluation standard and analyze and evaluate the status of education and research activities based on the purpose set by the college of technology.

In particular, it should be noted that the following three policies stipulated in Article 165, Paragraph 2 of the Ordinance for Enforcement of the School Education Act—the Diploma Policy (DP), the Curriculum Policy (CP), and the Admission Policy (AP)—should be formulated with sufficient alignment with the purpose of colleges of technology.

In CEA, the purpose of colleges of technology is treated as a prerequisite for evaluation and is not positioned as an object for assessment, as described in “(3) Evaluation that contributes to the growth of individuality” of the “Section II Basic Policy for Evaluation” of *the General Principles*.

3 Implementation of Self-assessment

When preparing a self-assessment report, it is necessary to conduct a self-assessment based on *the Standards*.

When conducting a self-assessment, after fully understanding the content of each standard, please analyze the specific status of efforts for each self-assessment item from each perspective, as shown in Attachment 2. During this analysis, please clearly indicate the supporting documents in a self-assessment report (main text) and thoroughly check their contents.

Attachment 1 summarizes the points to be noted in a self-assessment report (main text). Please analyze and prepare a self-assessment report while referring to Attachment 1.

III Preparation of Self-assessment report (evidence material)

Self-assessment report (evidence material) is a collection of materials and data that serves as evidence for the judgment for each self-assessment item in the self-assessment report (main text).

Please prepare individual materials and data so that they can be referenced by a name and a unique (one-of-a-kind) number. Please specify the sources as well. The names of individual materials, data, etc. should be easy to identify, and unique numbers should be consistent for each perspective, area, or throughout the self-assessment report (main text). In addition, if there are points to be noted when referring to the materials, you can enter them in the “Special notes” column provided in each standard.

From the viewpoint of personal information protection, please do not use any materials or data containing personal

information as evidence. If you have no choice but to include personal information, please be sure to erase it from the electronic file (for example, make it unrecoverable using the blackout function of the software) before submission.

Documents, data, etc. that serve as evidence should be submitted as electronic files by the method separately notified by NIAD-QE. In addition, if the contents of materials, data, etc. are difficult to distinguish, or judged as insufficient, we may request resubmission, additional materials, or explanations.

IV How to submit Self-assessment report

1 Submission method

Please submit the electronic file by the method separately notified.

2 Submission deadline

17:00 on June 30 of the evaluation year. If June 30 falls on a holiday, the deadline should be 17:00 on the preceding Friday.

3 Others

- (1) In case of any deficiencies, such as insufficient descriptions in the submitted documents, resubmission or additional submissions may be requested.
- (2) As a self-assessment report (main text) “I Current situation and characteristics of college of technology” will be published in the original text in the evaluation report, resubmission may be requested if it exceeds the specified word-limit.

Chapter 3 Reporting on response status

I Contents of the response status report

1 Target

Based on *the General Principles VI*, we will review the response status of items identified as “points to be improved” in the CEA results.

2 Contents

If the evaluated college that is judged to comply with the evaluation standards has any items identified as “points to be improved,” it should report on the response status to NIAD-QE by the third fiscal year, with the fiscal year following the year in which the evaluation was conducted defined as the first year because improvement should be a continuous effort for the evaluated college.

After investigating the response status report and deliberating its content at the Committee for CEA, if the response status is confirmed as sufficient, this fact is added to the previously published evaluation results. NIAD-QE notifies the college of technology and its establisher, making it public. Note that additional details to be added to the previous evaluation results will be finalized after hearing the opinion of the college of technology.

In addition, if it is not confirmed that the response status is sufficient for the points to be improved by the deadline or if the response status report is not submitted, NIAD-QE notifies the evaluated college and its establisher. This information will be published on the NIAD-QE website (<https://www.niad.ac.jp/>).

3 Schedule

From the fiscal year following the evaluation FY onward

- | | | |
|-----------|-----------|-------------------------------------------------------------------------------------------------------------------------------|
| Each year | June 30 | • Deadline for submission of response status reports, etc. |
| | From July | • Investigation of response status reports, etc. |
| | From Jan. | • Notify the evaluated college of draft additions to the evaluation results |
| | | • Deadline for receiving opinions from the evaluated college |
| | To March | • Finalize the additions to the evaluation results, notify the evaluated college, and publish the updated evaluation results. |

II How to prepare and submit the response status report

1 Preparation

(1) Preparation of the response status report

Please download the form from the website (<https://www.niad.ac.jp>) and fill it out. Please describe the response status according to each situation while analyzing the materials and data that serve as evidence.

(2) How to present materials, data, etc. that serve as evidence

Enter the document number, name, and source in the “response status” column of the response status report and attach materials and data.

2 Submission

(1) Submission method

The submission method will be determined separately.

(2) Submission period

From June 15 to 17:00 on June 30 of each fiscal year through the third fiscal year, with the fiscal year following the evaluation year defined as the first year. If June 30 falls on a holiday, the deadline is 17:00 on the preceding Friday.

(3) Others

Resubmission may be requested in case of any deficiencies in the submitted documents.

Chapter 4 Supplementary Review

I Contents of the supplementary review

1 Target

Based on *the General Principles VII*, a supplementary review will be conducted for colleges of technology that have undergone the CEA and have been determined not to conform to the Standards for Evaluation and Accreditation of Colleges of Technology (hereinafter referred to as the “colleges subject to supplementary review”).

2 Contents

The supplementary review should be conducted by a document analysis and, where necessary, a site visit, for the standards that have been determined not to be met. It must be taken by the third fiscal year, with the fiscal year following the year in which the evaluation was conducted defined as the first year. Even where multiple standards have been determined not to be met, applications for the supplementary review may not be submitted over multiple fiscal years.

In addition, if it is not confirmed that the response to the standards judged to have not been met is sufficient by the deadline, or if the supplementary review is not applied, NIAD-QE notifies the colleges subject to the supplementary review and its establisher. This information will also be published on the NIAD-QE website (<https://www.niad.ac.jp/>).

3 Schedule of the supplementary review

| | |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| April 30 | • Receipt of application for supplementary review |
| June 30 | • Deadline for submission of self-assessment report (supplementary review), etc. |
| From July to Dec. | • Document analysis and, if necessary, site visit |
| From Jan. | • Before finalizing the supplementary review results, NIAD-QE notifies the colleges subject to the supplementary review of the draft supplementary review results. • Deadline for receiving a statement of objection from the college subject to supplementary review |
| To March | • Finalize the supplementary review results, notify the college subject to supplementary review and its establisher, and publish the results. |

II How to prepare and submit Self-assessment report for the supplementary review

The method of preparation and submission will be determined separately following Chapter 2.

Attachment 1: Points to note when preparing a self-assessment report (CEA)

Self-assessment report (Form 1) consists of Section I to III, as shown below: When preparing a self-assessment report, please consider the points to note for each perspective and fully analyze the relevant materials and data.

I Current situation and characteristics of college of technology

Write concisely in approximately 2,000 Japanese characters.

1 Current situation

- (1) College of technology name: Enter the name of the college of technology.
- (2) Location: Enter the location of the headquarters of the college of technology, including the names of the prefecture and municipality.
- (3) Composition of departments: Describe all departments and advanced courses that have been established.
- (4) Status of third-party evaluation other than CEA: Describe all departments and advanced courses on Form 2-5. In addition, describe whether each department and major has received the following accreditation (1) to (3).
 - [1] Advanced courses that have been validated for the application of special provision pertaining to the conferment of bachelor's degrees by NIAD-QE (hereinafter referred to as the “NIAD-QE-validated advanced course”).
 - [2] Advanced courses and majors that have been accredited as educational programs by the Japan Accreditation Board for Engineering Education (hereinafter referred to as the “JABEE accreditation program”).
 - [3] If the evaluated college has received other third-party evaluations, the name of the third-party evaluation, organization, or program that is considered.
- (5) Number of students and faculty members: The number of students and faculty members in the departments and advanced courses as of May 1 of the evaluation year should be described. The number of faculty members is the current number of core (full-time) faculty members (professors, associate professors, lecturers, and assistant professors) and assistants, excluding those on leave or on long-term overseas assignments.

2 Characteristics

Describe the characteristics of the target school, including the history, philosophy, and ideas behind its purpose. In principle, the contents of Section I will be published in the evaluation report in its original form.

II Purpose

The legally mandated purpose of the College of Technology as a whole (Article 172- 2 of the Ordinance for Enforcement of the School Education Act (Ministry of Education Ordinance No. 11, 1947I), purpose of each department (Article 3 of *the Standards for Establishment*), and purpose of each advanced course program should be described. Please add the name of the school regulation, etc., that stipulates the purpose and text of the article (e.g., Article XX of the school regulation, Article XX of the XX Regulations, etc.).

If the purpose is established for other units (regular course program, advanced course program, etc.), describe it in the same manner so that the unit for which it is established can be identified.

In principle, the contents of Section II will be published in the evaluation report in its original form.

III Self-assessment, etc. for each standard

Self-assessment of each standard will be conducted according to the following procedures and methods based on “Section II Implementation of Self-assessment and preparation of Self-assessment report” of Chapter 2.

[1] Analysis of each item in Self-assessment report (Form 1)

Regarding the self-assessment items shown in each perspective of Self-assessment report (Form 1), the grounds for the analysis should be indicated by “materials and data” or “explanations.” If “materials and data” are used as evidence, the material must have already been prepared in some form or must be part of a document that has already been prepared. It is necessary to present materials even if the “explanation” is the evidence.

The right column of Self-assessment report (main text) indicates whether to require “materials and data” or “explanations.” The former is marked with a ◇ and the latter with a ◆, showing the content and type of materials requested. “Explanation” is unnecessary when the presentation of “documents and data” that serve as evidence is requested. However, if conveying the contents only by presenting the “materials and data” is difficult, please add a simple supplementary explanation in the self-assessment report or “materials and data.”

Please note that in Self-assessment report (Form 1), the items to be checked for applicable efforts are handled in the following two ways.

- Items marked with the statement “All items must be checked” and highlighted in yellow: In principle, all initiatives are required for these items. Analyze all the items and check the boxes (□) that are recognized as being addressed.
- Items marked with the statement “Multiple checks allowed”: Not all initiatives are required for these items. Analyze any items (one or more, as applicable) that are being addressed, and check the corresponding boxes (□).

[2] Judgment by perspective

For each perspective, review the evidence, data, and other materials indicating the status of that perspective, and select the appropriate option in the self-assessment results column. (In Form 1, a space for entering the results is provided prior to [1].)

Perspectives 4-2-(3), 4-2-(4), 5-3-(2), 5-5-(3), 6-3-(2), 6-5-(3), and 3-2-(4) (item (3) only) should be self-assessed only if the college wishes to have these perspectives evaluated. Where a self-assessment is conducted for these perspectives, NIAD-QE will analyze them as presenting more desirable practices. (The results of the analysis of these perspectives do not affect the judgment of the standards.)

[3] Description of special notes

If there are any individuality or characteristics of activities or initiatives that cannot be self-assessed from each perspective alone or points to be kept in mind when referring to materials, describe them in the “Special Notes” column for each standard as necessary. If there is nothing to describe in the “Special Notes” column, write “N/A.”

[4] Description of “best practices” and “points to be improved”

After comprehensively considering the judgments for each perspective and the content of special notes, based

on the concepts set out below, describe points that the college itself judges to be excellent and points that the college identifies as requiring improvement for each standard. If there are no such points to be identified, state “N/A.”

| | |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Best practices | <ol style="list-style-type: none"> 1) Items that the college itself judges to demonstrate a high level of implementation and achievement. 2) Items that the college itself judges to represent distinctive initiatives developed through original and innovative efforts. 3) Other items that the college itself judges to be worthy of special mention as excellent points. |
| Points to be improved | <ol style="list-style-type: none"> 1) Items that the college judges itself to require efforts and improvements, including those that are in violation of laws and regulations, such as <i>the Standards for Establishment</i>, or those for which the internal quality assurance system is insufficiently developed, and the educational quality assurance system may not function effectively. 2) Other items that the college itself judges to be worthy of special mention as requiring improvement. <ul style="list-style-type: none"> * In the evaluation results, any standards for which points requiring improvement have been identified should be judged as not being met, and the evaluated colleges should be required to report on the status of their response to the points requiring improvement. |

Attachment 2: Procedures for analyzing each perspective

Attachment 2 sets out the procedures for analyzing each perspective that constitutes *the Standards*, together with the relevant laws and regulations^{*1}, and presents the materials and data considered necessary for the analysis.

Primarily, the materials and data requested for confirmation in the self-assessment are presented. These documents are essential for the NIAD-QE when analyzing a self-assessment report (Form 1)^{*2}, and therefore should be accurate. In some instances, forms (Forms 2-1 to 2-7)^{*2*3} for organizing materials are indicated for items necessary for self-assessment analysis. Please prepare materials and data in line with the purpose and situation of each college. Unless specified otherwise, present materials and data indicating the status at the time of submission.

Points to consider regarding the description of each standard and perspective are supplemented within the dashed frame; kindly refer to them along with the descriptions of [analysis procedures] and [evidence documents, and data related to the perspective] when conducting the analysis.

*1 The relevant laws and regulations are abbreviated as follows:

(Act): School Education Act; (Ordinance): Ordinance for Enforcement of the School Education Act; (Establishment): Standards for Establishment of Colleges of Technology.

*2 In accordance with the provisions of Article 4, Item 7 of the Supplementary Provisions of the Standards for Establishment of Colleges of Technology, if “full-time faculty members” are applied in place of “core faculty members,” please read “core faculty members” as “full-time faculty members” and conduct the self-assessment in accordance with the instructions in this document and each attached form.

*3 In accordance with Article 28 of the Standards for Establishment of Colleges of Technology, if special approval has been granted for exceptional leading initiatives related to the curriculum, please specify the department(s) or program(s) subject to the special approval, the relevant provisions of the Standards for Establishment, and the period of special approval in the designated column of “Form 2-1: Current Status Table of Colleges of Technology.”

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| | |
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| Standard 6-4: Appropriate instructional formats and learning guidance methods should be adopted based on the Diploma Policy and Curriculum Policy. | 62 |
| Perspective 6-4-[1]: In principle, the duration of one academic year of classes should be 35 weeks. | 62 |
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| Perspective 6-5-[1]: The college should establish a course guidance system to meet the needs of students and provide guidance and advice. | 64 |
| Perspective 6-5-[2]: A study consultation system should be established to meet student needs, and advice and support should be provided. | 65 |
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| Standard 6-6: Fair grade evaluation should be implemented rigorously and objectively based on the Curriculum Policy. | 66 |
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| Perspective 6-6-[2]: The grade evaluation and credit recognition standards should be known to students..... | 66 |
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| Standard 6-8: Appropriate learning outcomes should be achieved in line with the college's objectives and the Diploma Policy. | 68 |
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| Standard 6-9: The Admission Policy should be specific and clear. | 70 |
| Perspective 6-9-[1]: The Admission Policy should be clearly defined in light of the college's purposes..... | 70 |
| Standard 6-10: Student admission procedures should be conducted appropriately. | 71 |
| Perspective 6-10-[1]: Appropriate admission methods should be adopted in accordance with the Admission Policy, and the implementation system should ensure fair operation. | 71 |
| Perspective 6-10-[2]: Efforts should be made to verify whether admitted students are consistent with the Admission Policy, and the results should be used to improve admission selection processes. | 71 |
| Standard 6-11: The number of actual enrollees should be appropriate..... | 72 |
| Perspective 6-11-[1]: The actual number of enrollees should not significantly exceed or fall below the admission capacity. | 72 |

Area 1: Internal Quality Assurance System in Education

Standard 1-1: [Priority evaluation item] An organizational structure for internal quality assurance system should be clearly defined.

Perspective 1-1-[1]: A policy and system for regular self-assessment of the overall situation of college activities centered on educational activities should be established.

[Analysis procedure]

(1) Confirm the formulation of a policy for regular self-assessment.

It is assumed that the college regularly and systematically grasp and track quantitative and qualitative data and information concerning the current status of educational programs, with continuous implementation of work to share information and conduct self-assessment.

The implementation policy is expected to be school regulations specifying the purpose, implementation period, implementation method, external verification of evaluation results, etc.

(2) In the policy indicated at (1), confirm that an implementation system (e.g., committees) for self-assessment is established.

- Confirm that the place responsible for self-assessment, such as the committee and the department in charge, is specified in the implementation system.
- Specifically, the person responsible for the relevant system (the person responsible for quality assurance, with the president as the ultimate responsible person) shall be specified. Confirm the form of information sharing (names and structures of organizations, such as committees and centers) between those responsible for education and research activities and each curriculum (such as department heads) and the above-mentioned individuals in charge.

(3) Confirm that the college established a policy for regularly conducting self-assessments of facilities, equipment, and student support.

(4) In policy (3), confirm that a self-assessment implementation system (committees, etc.) is established.

(5) Confirm that a policy has been established to link the results of third-party evaluations to improve and enhance the quality of education.

“Third-party evaluation” refers to evaluation conducted by evaluators, with evaluation items, etc., selected by a third-party organization independent of the evaluated college.

(6) In policy (5), confirm that a system has been established to link the results of third-party evaluations to the improvement and enhancement of the quality of education.

[Evidence documents and data related to the perspective]

Regulations that clearly state the basic policy for self-assessment and evaluation.

- Documents that can confirm the implementation system (school rules, related regulations, etc.)
- Regulations that clearly state the basic policy regarding third-party evaluation.
- Organizational chart of the implementation system.

[Related laws and regulations]

The three policies are the Policy on graduation requirements and degree awarding (hereinafter referred to as “Diploma Policy”), Policy on curriculum organization and implementation (hereinafter referred to as “Curriculum Policy”), and Policy on student admissions (hereinafter referred to as “Admission Policy”).

(Act) Article 109, (Ordinance) Article 166, (Establishment) Article 2.

Standard 1-2: [Priority evaluation item] Procedures for internal quality assurance should be clearly defined based on the college's purposes and the three policies.

Perspective 1-2-[1]: The internal quality assurance system shall have a procedure for confirming the following matters:

- (1) The Diploma Policy is determined based on the college's purpose.**
- (2) The Curriculum Policy is established in a way that is consistent with the college's purpose and the Diploma Policy.**
- (3) The Admission Policy is determined based on the college's purpose.**
- (4) The achievement of learning outcomes is at the level required for graduation (completion) as required by the Diploma Policy.**

The specific content stipulated in the three policies for each curriculum will be confirmed in Area 5.

Internal quality assurance means that colleges of technology inspect and evaluate their activities on their responsibility, strive for reforms and improvements based on the results, and guarantee their quality. The internal quality assurance system refers to the college's system (organization, regulations, etc.) for implementing internal quality assurance.

[Analysis procedure]

- (1) Confirm that the College understands the social situation and has a system in place to inspect the college's purposes and three policies.
 - Confirm through regulations, etc. that the college has a system in place to understand the social situation, assess the college's purpose and three policies, and work on improvements and enhancements.

[Evidence documents and data related to the perspective]

- Documents that can confirm the system for conducting inspections (e.g., regulations of related committees)

[Related laws and regulations]

(Act) Article 109, (Ordinance) Article 166, (Establishment) Article 2.

Perspective 1-2-[2]: In the assessment of each curriculum, it should be stipulated that judgments are made based on each of the standards in Area 5.

[Analysis procedure]

- (1) Confirm that the regulations stipulate that the content of each standard in Area 5 (Standards 5-1 to 5-11) should be assessed in the assessment of each curriculum.

Among the standards in Area 5 mentioned above, “the Diploma Policy should be specific and clear” (Standard 5-1), and other standards that require assessment of all check items should be analyzed with particular attention.

[Evidence documents and data related to the perspective]

- Documents that can confirm that assessments have been conducted (related regulations, etc.)

Perspective 1-2-[3]: Methods for self-assessment regarding facilities, equipment, and student support should be established.

[Analysis procedure]

- (1) Confirm that the standards and items of self-assessment are formulated in, or based on, the policy of Standard 1-1 or based on the same policy.
 - Confirm this based on regulations that specify the standards, targets, implementation timing, implementation bodies, and evaluation methods for self-assessment.

[Evidence documents and data related to the perspective]

- Documents that can confirm the standards and items for self-assessment (basic policies, related regulations, etc.)

[Related laws and regulations]

(Act) Article 109, (Ordinance) Article 166, (Establishment) Article 2.

Perspective 1-2-[4]: A system should be established to hear the opinions of stakeholders.

[Analysis procedure]

- (1) Confirm that opinions from the following stakeholders are reflected when conducting self-assessment; faculty members, administrative staff, current students, graduates, graduates a certain number of years after graduation, parents, and stakeholders from junior high schools, local governments, and private companies.

Please note that, in principle, the checked items are expected to reflect the opinions of all target stakeholder groups.

- Confirm that it is stipulated to hear opinions from stakeholders.
- Confirm that a mechanism to check the collected opinions in the internal quality assurance system is established.
- Confirm that the timing and number of hearings, the body responsible for hearing opinions, and the items and content of the hearings are expressly stipulated for meetings and questionnaires in which stakeholders

participate.

- (2) Confirm that self-assessment is conducted based on the evaluation results of the collected opinions, the results of various other evaluations, and the content of the comments.

The items set in the self-assessment form (Form 1) are assumed to be carried out by one (or more) of the methods in the self-assessment of each college. Please analyze the check items related to the initiatives for hearing opinions, which are conducted as necessary for analyzing the situation at each college.

[Evidence documents and data related to the perspective]

- Regulations regarding opinion hearing (meetings in which relevant parties participate, implementation method, number of meetings, examples of opinion content, student/faculty questionnaires, etc.) It is sufficient to conduct questionnaires with employers or universities that accept graduates when analyzing the questionnaires sent to employers.
- Applicable parts of self-assessment results report, etc.

Perspective 1-2-[5]: Procedures for considering, planning, and proposing response measures based on the self-assessment results (including opinions given in the follow up on the implementation of university establishment plan (Aftercare), statements from auditors and accounting auditors, views from outsiders, and the results of third-party evaluations based on the self-assessment) shared and confirmed in the internal quality assurance system shall be established.

[Analysis procedure]

- (1) Confirm that the procedures for considering, planning, and proposing response measures based on the self-assessment results are stipulated in or based on the policy of Standard 1-1.
- Confirm, through regulations, etc. that procedures for considering, planning, and proposing response measures based on the self-assessment results are established.
 - Confirm that policies and plans for responding to matters confirmed by the self-assessment results have been formulated.

In addition to the committee and department responsible for improvement and enhancement, clarify the locus of responsibility for improvement and enhancement efforts. If possible, present an organizational chart.

Even if the same organizational structure as in 1-1-[1]-(2) is used, analyze whether the roles of both the self-assessment and the improvement and enhancement efforts are organized in regulations, etc.

[Evidence documents and data related to the perspective]

- Regulations that define procedures for considering, planning, and proposing response measures based on self-assessment results.

Perspective 1-2-[6]: Procedures for implementing the plan of response measures approved by the internal quality assurance system are established.

[Analysis procedure]

- (1) Confirm that procedures for implementing the plans for response measures approved by the internal quality assurance system are defined.
 - After going through the procedure of Perspective 1-2-[5], confirm that the procedures for implementing the plan of response measure approved by the internal quality assurance system are stipulated in the regulations.

[Evidence documents and data related to the perspective]

- Regulations specifying the procedures for implementing approved response measure plans in the internal quality assurance system.

Perspective 1-2-[7]: In the internal quality assurance system, procedures should be established for checking the progress of the approved plan and determining necessary response measures.

[Analysis procedure]

- (1) Confirm that procedures for checking the progress of response measure plans and deciding on responses based on progress have been established.
 - Confirm that the regulations that define the internal quality assurance system include procedures for checking the progress of response measure plans and determining appropriate actions based on the progress.

[Evidence documents and data related to the perspective]

- The regulations stipulating the procedure for checking the progress of response measure plans and determining appropriate responses based on the progress status.

Perspective 1-2-[8]: The results of the self-assessment should be made public.

[Analysis procedure]

- (1) Confirm that self-assessment is carried out and that the results are widely disclosed to the general public through publication on the website.

[Evidence documents and data related to the perspective]

- [Form 2-4] Website publication item checklist.

[Related laws and regulations]

(Act) Article 109, (Ordinance) Article 166, (Establishment) Article 2.

Standard 1-3: [Priority evaluation item] Results of self-assessment and third-party evaluation should be linked to improving and enhancing the quality of education.

Perspective 1-3-[1]: Improvements based on the institutional certified evaluation and accreditation (from now on referred to as the “CEA”) and third-party evaluation results should be made within the internal quality assurance system.

[Analysis procedure]

- (1) Confirm that the items pointed out as “points to be improved” in the results of the previous CEA are being addressed.
 - Confirm that the internal quality assurance system responds to the matters pointed out as “points to be improved” in the previous CEA (continuous improvement efforts and status if the improvements have been completed).
 - If the response status for items pointed out as “points to be improved” in the previous CEA has not been submitted, the analysis should be conducted with the understanding that such items may be candidates for “points to be improved” in the CEA. If the response status has been reported but no improvement has been recognized, the response status to the points raised should be described in special notes.
- (2) In addition to (1), confirm that efforts are being made to improve based on self-assessment and third-party evaluation results.
 - Confirm that the internal quality assurance system identifies issues based on the results of self-assessment and third party evaluation, and improvements are actually being made.

[Evidence documents and data related to the perspective]

- Documents that can confirm the response status (improvement efforts) for previous CEA results (meeting materials, minutes, etc. that can ensure that improvement measures are deliberated and formulated in response to the points raised).
- Documents that can confirm the responses and measures implemented in the efforts related to each perspective of Standard 1-2 (e.g., self-assessment report, relevant parts of third-party evaluations).

Area 2: Educational Organizations, Faculty Members, and Educational Support Staff

Standard 2-1: The basic organizational structure of the college's education should be appropriate in light of the purposes of the college.

Perspective 2-1-[1]: The structure of the department should be appropriate and in line with the college's purpose.

[Analysis procedure]

- (1) Confirm that the structure of the department is consistent with the college's purposes (as stated in Section II of the self-assessment report) and the Diploma Policy.
 - For departments that have undergone reorganization after the last CEA, write the history of each department in approximately 400 Japanese characters.

[Evidence documents and data related to the perspective]

- The Diploma Policy, school regulations, college handbooks, etc.

[Related laws and regulations]

(Act) Article 116, (Establishment) Article 4.

Perspective 2-1-[2]: The structure of the majors should be appropriate and in line with the college's purpose.

[Analysis procedure]

- (1) Confirm that the structure of the majors (advanced course programs) is appropriate and aligned with the college's purposes (as stated in Section II of the Self-Assessment Report) and the Diploma Policy.
 - For majors that have undergone reorganization since the last CEA, write the history of each major in approximately 400 Japanese characters.

[Evidence documents and data related to the perspective]

- The Diploma Policy, school regulations, college handbooks, etc.

[Related laws and regulations]

(Act) Article 119-2.

Standard 2-2: The administrative system necessary for developing educational activities should be appropriately maintained.

Perspective 2-2-[1]: Under the systematic division of roles of faculty members, the locus of responsibility for education is clarified.

[Analysis procedure]

- (1) Confirm that a deliberation and management system is in place to develop educational activities effectively.
 - Check the division of roles in education in the faculty members organization and the departments to which the faculty members belong.
 - Confirm the system of responsibility (department chairperson, head of the major, etc.) in the faculty members organization of each department and major.

[Evidence documents and data related to the perspective]

- Documents that can confirm the organizational structure of committees for academic affairs, student support, entrance examinations, etc., which are considered necessary for the effective development of educational activities (structure diagram of the organization for deliberating the above matters, operating regulations, etc.)

Perspective 2-2-[2]: From a college-wide perspective, an organization should be in place to deliberate and implement educational and research activities under the president and other senior officers

[Analysis procedure]

- (1) Concerning the organization that deliberates or implements college-wide educational and research activities, confirm that the composition, lines of responsibility of the president, etc. (president, vice presidents, and each director), matters of deliberation, issues related to the operations of the organization and its proceedings, and other necessary matters are specified.
 - Confirm the composition, responsibility structure, and deliberation matters of departmental meetings (organizations deliberating essential issues related to educational activities).
- (2) Check the status of specific deliberations in the above organization.

[Evidence documents and data related to the perspective]

- Regulations, etc., stipulating the organization that deliberates or implements education and research activities.
 - Deliberations, meeting materials, and minutes of meetings held in the organization in the year preceding the CEA (one meeting).
-

Standard 2-3: The faculty members required for developing educational activities should be assigned appropriately.

Perspective 2-3-[1]: The required number of faculty members should be assigned following the Standards for Establishment.

[Analysis procedure]

- (1) Confirm that the required number of core faculty members in charge of general education courses and in charge of specialized courses are secured in accordance with applicable laws and regulations.
 - Based on the Standards for Establishment, confirm that the number of core faculty members meets or exceeds the required standard number.
 - If the number of core faculty members falls below the standard number based on the Standards for Establishment, explain the fiscal year in which the vacancy occurred, the reason for the vacancy, and the progress of the replacement plan.

[Evidence documents and data related to the perspective]

- [Form 2-1] Current status table of the College of Technology.

[Related laws and regulations]

(Act) Article 120, (Establishment) Article 6, Article 7, Article 8, Article 8-2.

Perspective 2-3-[2]: Faculty members in charge of the advanced course program who possess the education and research capabilities in each field are appropriately allocated.

If the judgment of this entire perspective is based on the NIAD-QE-validated advanced course, please indicate this fact in Form 1 and the rationale column of this perspective. No further analysis related to this perspective is required.

[Analysis procedure]

- (1) Confirm that an appropriate number of core faculty members are available for the advanced course program.
 - Confirm that the necessary core faculty members are allocated to develop the curriculum organized based on the college's purposes and Diploma Policy.
 - Confirm the status of securing core faculty members responsible for classes in the advanced course program, the appropriateness of the specialized fields of faculty members in charge of each course subject, the research achievements of faculty members in charge of research guidance, etc.

[Evidence documents and data related to the perspective]

- [Form 2-3] List of faculty members in charge

[Related laws and regulations]

(Act) Article 119-2.

Perspective 2-3-[3]: Appropriate consideration should be given to ensure that the age and gender composition of faculty members is not significantly biased.

[Analysis procedure]

- (1) Confirm that, in the allocation of faculty members, due consideration is given to maintaining and improving education and research standards and to revitalizing education and research, so that the composition of faculty members is not significantly biased toward a particular age group or gender.
 - Regarding age composition, if the number of faculty members in their 50s exceeds three times the number of faculty members in their 30s, describe in the special notes the understanding of the situation, analysis of the reasons, the status of specific response efforts, and the future outlook .
 - If the proportion of female faculty members among all faculty members at the college is below 10%, describe in the special notes the understanding of the situation, analysis of reasons, the status of specific response efforts, and the future outlook.

[Evidence documents and data related to the perspective]

- [Form 2-6] Age and gender composition of faculty members.
- Documents that can confirm the status of consideration and initiatives as necessary.

[Related laws and regulations]

(Establishment) Article 6-11.

Standard 2-4: The quality of faculty members should be secured, maintained, and improved on an organizational basis.

Perspective 2-4-[1]: Decision-making methods regarding educational, research, or practical knowledge, abilities, and achievements should be clearly defined when hiring and promoting faculty members.

[Analysis procedure]

- (1) Confirm that standards for hiring and promoting faculty members are established in accordance with laws and regulations.
 - Confirm that the standards of educational, research, or practical knowledge, abilities, and achievements required for each position upon hiring and promotion are established.
 - Confirm that the methods for determining whether these standards are met are clearly defined.
 - Confirm that faculty members other than core faculty members (part-time faculty members, in the case of previous regulations) are excluded.

(2) Confirm that actual hiring and promotions are conducted based on the standards indicated in (1).

[Evidence documents and data related to the perspective]

- Regulations regarding systems, standards, procedures, etc. related to hiring and promotion of faculty members (faculty selection rules, promotion standards, examination guidelines, etc.)
- Documents that can confirm that consideration has been given to educational background, work experience, gender composition, etc.
- Open recruitment guidelines/forms, materials regarding past records, etc.

[Related laws and regulations]

(Establishment) Articles 11 to 14.

Perspective 2-4-[2]: The college should have a system, based on regulations, etc., for regular evaluation of all faculty members' educational and research activities.

[Analysis procedure]

- (1) Confirm that a system is in place in which all faculty members (excluding faculty members other than core faculty members, i.e., part-time faculty under previous regulations) are regularly evaluated by the president or someone delegated by the president, regarding their educational abilities and activity performance.
- Confirm that the purpose of evaluating educational and research activities of the faculty members and the continuous (regular) implementation of evaluation are stipulated in regulations and standards.

[Evidence documents and data related to the perspective]

- Documents that can confirm the implementation system, etc. (evaluation implementation regulations, regulations setting standards for faculty evaluations, etc.)
- Deliberations, references, and minutes of meetings held in the evaluation implementation organization in the year preceding the CEA (one meeting).

Perspective 2-4-[3]: There should be a system in place to take action on matters identified as a result of faculty evaluation in line with the purpose of the evaluation.

[Analysis procedure]

- (1) Confirm that the measures to be taken based on the evaluation results are stipulated.
- Confirm that regulations have been established to reflect the evaluation results in the treatment of individual faculty members (salary, awards, etc.), allocation of education and research funds, guidance for improvement, etc.

The self-assessment report (Form 1) includes items such as "Measures related to salary," etc., assuming that each college is working on one (or more) of them depending on their needs. Analyze the check items

for which the college has taken appropriate measures.

[Evidence documents and data related to the perspective]

- Regulations regarding initiatives (evaluation implementation regulations, regulations stipulating improvement guidance, etc.)
- Deliberations, references, and minutes of meetings held in the evaluation implementation organization in the year preceding the CEA (one meeting).

Perspective 2-4-[4]: Faculty development (FD) should be systematically implemented to improve the content and methods of instruction.

Even if a training program is provided for faculty members, if a training is not intended to improve the content and method of instruction (e.g., training related to harassment), it will be confirmed in Perspective 4-3-[2].

[Analysis procedure]

- (1) Confirm that the college has a system to implement FD to improve the content and methods of classes.
 - Confirm that the implementation structure, content, and methods of FD (e.g., research and training on educational methods, mutual observation of classes by faculty members) are clearly defined.
- (2) Confirm that FD is carried out regularly.

[Evidence documents and data related to the perspective]

- Materials that can be used to confirm the implementation system, policy, content, and method (FD implementation policy, committee regulations, organizational relationship chart of committees)
- Implementation status list.

[Related laws and regulations]

(Establishment) Article 9-2.

Standard 2-5: Staff who support or assist educational activities should be appropriately assigned, and measures should be taken to improve their quality.

Perspective 2-5-[1]: Educational support staff and educational assistants (assistant instructors) should be appropriately allocated for the development of educational activities.

[Analysis procedure]

- (1) Confirm that educational support staff (administrative staff, technical staff, assistants, etc.) are appropriately assigned, following laws and regulations.
 - Confirm the placement status of staff responsible for academic affairs and welfare guidance necessary for

developing education, and staff who support and assist in educational activities.

- If assistants are assigned, confirm the status of the organization, number of people, support content, etc.
- (2) Confirm that the library is staffed with professional personnel. In addition, confirm, where applicable, that dedicated faculty members or administrative staff are assigned.
- (3) If educational assistants (assistant instructors) are assigned, confirm that their definitions, scope of duties, and hiring procedures are stipulated.
 - For faculty members educational support staff, TAs (assistant instructors) who assist in classes that involve exercises, experiments, practical training, or practical skills, confirm that regulations regarding the definition of “educational assistants (assistant instructors),” work content, and hiring procedures, etc., are stipulated.

[Evidence documents and data related to the perspective]

- [Form 2-1] Current status table of the college of technology.
- Documents that can confirm the division of roles (office organization regulations, office organization charts, technical office regulations, staff lists)
- If assistants are assigned, documents that clearly state the assistant's position, support content, and staff allocation.
- Regulations stipulating the definition, work content, and hiring procedures for educational assistants (assistant instructors).

[Related laws and regulations]

(Act) Article 37 Paragraph 14, Article 60 Paragraph 6, Article 120 Paragraph 1 Item 1, Item 2, Item 7,
(Establishment) Article 6 Paragraphs 1 to 4, Article 7, Article 26 Paragraph 2.

Perspective 2-5-[2]: Efforts, such as training, should be systematically implemented to maintain and improve the qualities and competencies required of educational support staff and educational assistants (assistant instructors) in carrying out educational activities.

[Analysis procedure]

- (1) Confirm that educational support staff (administrative staff, technical staff, library staff, assistants, etc.) are appropriately provided with opportunities to improve their qualifications through training, technical education research presentations, and similar initiatives.
 - Confirm training and other initiatives policy, content/method, and implementation status.

In this perspective, efforts to improve the qualifications and abilities of educational support staff related to educational support activities are confirmed. It is envisioned that some FD initiatives will target both faculty members and educational support staff. If the training is unrelated to educational activities, it will be confirmed in Perspective 4-3-[2].

- (2) When educational assistants (assistant instructors) are assigned, confirm that appropriate efforts are made to improve their qualifications through training, orientation, guidance, and advice.
 - Confirm training and other initiatives policy, content/method, and implementation status.

[Evidence documents and data related to the perspective]

- Implementation status list.
- Materials that can confirm the content of the training.

[Related laws and regulations]

(Establishment) Article 9 Paragraph 3

Area 3: Learning Environment and Student Support

Standard 3-1: Facilities and equipment appropriate to the educational organization and curriculum should be in place.

Perspective 3-1-[1]: The facilities and equipment for carrying out educational activities should be maintained in accordance with laws and regulations.

[Analysis procedure]

- (1) Confirm that college land and building areas are appropriately secured following laws and regulations.
- (2) Confirm that necessary facilities are maintained following laws and regulations.
 - Confirm that “sports grounds, gymnasiums, and other sports facilities, auditoriums, dormitory facilities, extracurricular activity facilities, and other welfare support facilities,” as stipulated in Article 23 of the Standards for Establishment, are provided according to education and research needs. In addition, make sure that “classrooms, libraries, nurse's office, offices, and other necessary facilities” as stipulated in Article 24 are provided.
- (3) Confirm that affiliated facilities are appropriately maintained, following laws and ordinances according to the type of department.
 - If necessary for educational purposes, confirm that “experiment and training factories, training ships, and other auxiliary facilities of appropriate scale” are provided as auxiliary facilities as stipulated in Article 27 of the Standards for Establishment.

The attached facilities set in the self-assessment report (Form 1) assume that each college is developing one (or more) of them according to their needs. Please analyze the check items for the maintenance of the relevant affiliated facilities.

- (4) To enhance the educational and research environment, confirm whether facilities and equipment other than those listed in (1)–(3) are provided, such as welfare facilities, communication spaces, and independent learning spaces.

The welfare facilities set in the self-assessment report (Form 1) assume that each college is developing one (or more) of them according to their needs. Please analyze the check items for the maintenance of the relevant welfare facilities.

[Evidence documents and data related to the perspective]

- [Form 2-1] Current status table of the college of technology.
- Materials that can confirm the status of facilities and equipment (e.g., campus map, student handbooks)

[Related laws and regulations]

(Ordinance) Article 172-2

(Establishment) Article 22, 23, 24, 25, 27, 27-2, 27-3

Perspective 3-1-[2]: A system to ensure consideration of the safety of facilities and equipment should be established.

[Analysis procedure]

- (1) Confirm that a safety and health management system for facilities and equipment is in place.
 - It is necessary to understand the earthquake resistance of facilities and equipment, response to aging, safety and security aspects, such as the installation of outdoor lights and security cameras, and consideration for smooth use by users, such as students with disabilities. Then, confirm through regulations that a system for making improvements is in place.
 - If legal requirements are imposed on facilities and equipment (fire prevention/disaster prevention management, chemical management, high-pressure gas management, radiation management.), confirm that appropriate management and operation systems are in place.
 - Guidance for students regarding experiment and training facilities is addressed in item (1) of this perspective.
- (2) Confirm that consideration is given to making facilities and equipment barrier-free.
 - Confirm that the reasonable accommodations required by the Act on the Elimination of Discrimination against Persons with Disabilities are provided for facilities and equipment. Reasonable accommodation means that when a person with a disability expresses their need for some accommodation to remove a barrier, accommodation is provided within a range that does not impose an excessive burden on a college of technology.

[Evidence documents and data related to the perspective]

- Documents that confirm the safety and health management system (safety and health management regulations, relevant committee regulations, etc.)
- Regulations regarding equipment usage, equipment usage guidelines, etc.
- Documents showing efforts to make facilities and equipment barrier-free, such as maintenance status and plans (materials that can confirm reasonable considerations under the Act on the Elimination of Discrimination against Persons with Disabilities).

Perspective 3-1-[3]: The library should have the materials necessary for education and research.

[Analysis procedure]

- (1) Confirm that the library is established in accordance with applicable laws and regulations.
 - Check the maintenance status of library equipment.
 - The allocation of specialist library staff, and where applicable, other full-time faculty members or administrative staff, is confirmed in Perspective 2-5-[1].
- (2) Ensure that books, academic journals, electronic journals, and other materials necessary for education and

research are systematically collected and organized.

- (3) Confirm that the faculty members, administrative staff, and students effectively use the materials in (2).
 - Regarding the use of the library, check the usage status of the materials by faculty members, administrative staff, and students.
 - Check library opening hours.

[Evidence documents and data related to the perspective]

- [Form 2-1] Current status table of the college of technology.
- Materials that can check maintenance status (school directory, library information center usage guide, etc.)
- Results of university, junior college, and college of technology library survey (Japan Library Association).

[Related laws and regulations]

(Establishment) Article 26

Standard 3-2: Counseling, advice, and support should be provided to students regarding life, career paths, extracurricular activities, and financial assistance.

Perspective 3-2-[1]: A consultation/advice system regarding students' lives, health, career paths, and various types of harassment should be in place.

[Analysis procedure]

- (1) Confirm the status of the system for comprehensive guidance, consultation, advice, and so on (including those related to mental health and harassment) regarding students' daily lives.

The consultation/advice system set in the self-assessment report (Form 1) assumes that each college develops one (or more) of them according to their needs. Please analyze the check items to maintain the relevant consultation/advice system.

- Confirm the development status of the system for guidance, consultation, and advice based on regulations.
 - Confirm the status of the development of various consultation/advisory systems using materials and data that can confirm the role of the organization, the scale and balance of personnel in the implementing organization, coordination and decision-making processes between organizations, and the locus of responsibility.
 - Confirm that the system for guidance, consultation, advice, etc., is known to students.
 - Confirm that a system is in place to understand and improve students' needs regarding guidance, consultation, advice, etc., as well as a system to consider and respond.
- (2) Confirm that health consultations and health guidance are provided on a regular basis.
 - Check the status of the health-related consultation/advice system.
 - (3) Confirm that a system for the prevention, early detection, and response to bullying is in place, based on laws and regulations (Act for the Promotion of Measures to Prevent Bullying, Basic Policy for Prevention of Bullying, etc.).

[Evidence documents and data related to the perspective]

- Materials that can confirm the maintenance status of the checked items (lifestyle guidance system, guidance content, organizational chart, related regulations, information for students)
- Materials that can be used to check the implementation status of each initiative (implementation guidelines for the past three years, information and guidance for students)
- Materials that can confirm the implementation system (basic policies, manuals, and related regulations)

[Related laws and regulations]

(Act) Article 12; School Health and Safety Act, Articles 8 and 13; Act for the Promotion of Measures to Prevent Bullying, Article 35

Perspective 3-2-[2]: A system should be in place to appropriately provide learning and daily life support to students who need exceptional assistance.

Even if no such students are enrolled in the academic year in which the CEA is conducted, confirm that support can be provided in accordance with the circumstances of each college.

[Analysis procedure]

(1)-(4) Confirm that support systems are in place for the learning and daily life of (1) international students, (2) transfer students, (3) working students, and (4) students with disabilities (student acceptance, content of support, support implementation system, etc.).

- These items should be checked considering the purpose of the relevant laws and regulations.

Regarding the response to the Act for Eliminating Discrimination against Persons with Disabilities, in addition to the college's efforts, please present the materials if there is a response from the establisher (corporation).

Measures to make facilities and equipment barrier-free are confirmed in Perspective 3-1-[2].

- (5) Confirm compliance with Articles 5 and 7 or 8 (including the related provisions of Articles 9, 10, and 11) of the Act for Eliminating Discrimination against Persons with Disabilities.
- (6) Check if there is any exceptional support other than the above.
- Confirm only if relevant efforts are being made.

[Evidence documents and data related to the perspective]

- Materials that can check the maintenance status (related regulations, supporter placement status, methods for understanding target students, examples of responses)
- Information materials for students (guidelines for student life)
- Materials that can check the response status (related regulations, response guidelines, consultation desk status)

[Related laws and regulations]

Basic Act on Education, Article 4, Paragraph 2

Act for Eliminating Discrimination against Persons with Disabilities, Articles 5, 7 to 11

Perspective 3-2-[3]: A career education system should be in place and functioning, including career guidance for employment and further education.

[Analysis procedure]

- (1) Confirm that a career education system (content and implementation) is in place, including career guidance for employment and further education.
- (2) Confirm the career education initiatives undertaken by the college, including career guidance for finding employment and advancing to higher education under the system described in (1).

The career education initiatives set in the self-assessment report (Form 1) assume that each college is developing one (or more) of them according to their needs. Please analyze the check items for which the relevant efforts are being made.

[Evidence documents and data related to the perspective]

- Materials that can confirm the status of system development (related regulations)
- Documents that confirm the status of initiatives for the checked items (relevant regulations, implementation guidelines, manuals, partnership agreements)

Perspective 3-2-[4]: A system should be in place to provide the necessary support so that students' extracurricular activities, such as club activities and student government activities, can be carried out smoothly.

No analysis is necessary if the most recent CEA did not point out any points to be improved, and there are no significant changes from the most recent CEA.

[Analysis procedure]

- (1) Confirm that a support system for students' extracurricular activities is in place.
- (2) Confirm that the locus of responsibility is clear in the system described in (1).
- (3) Confirm that the system in (1) is based on the “Comprehensive Guidelines for Athletic Club Activities” (Japan Sports Agency, March 2018). [Analysis as a more desirable approach]

It is up to the evaluated college to evaluate this item. Please conduct a self-assessment only if the college can confirm the college's excellent results regarding the relevant item and wish to be assessed. In addition, the evaluation results from this perspective will not affect the judgment of the standard.

[Evidence documents and data related to the perspective]

- Materials that can confirm support systems (related regulations, organizational charts, materials that can confirm facility maintenance status).
- In system (1), materials (e.g., relevant regulations) that can confirm the locus of responsibility.
- Materials that can confirm policies for sports club activities, regulations regarding activity hours, rest days, and cooperation with local sports groups.

Perspective 3-2-[5]: Student dormitories should be maintained as a place for students to live and study.

In this perspective, because the analysis is required only for colleges that have student dormitories, please analyze (2) to (5) below only if the college answered “student dormitories are provided” in (1) below.

[Analysis procedure]

- (1) Confirm that student dormitories are provided.
- (2) Ensure that the student dormitory is well-equipped as a place to live.
 - Confirm that living rooms, dining rooms, snack rooms, communal baths (shower rooms), laundry rooms, and other necessary facilities are in place to function as student living spaces.
- (3) Confirm that student dormitories are equipped as places for study.
 - Confirm that, to ensure that study rooms are equipped, self-study times are set, and other necessary improvements are made to function as places for students to study.
- (4) Confirm that the management and operation system for student dormitories is in place.
- (5) Confirm that a system exists to understand student opinions and improve the dormitory.

[Evidence documents and data related to the perspective]

- Materials that can confirm the maintenance status (related regulations)
- Materials that can confirm the details of daily life support (leaflet for dormitory students)
- Materials that can confirm the contents of learning support (materials that can ensure the maintenance status of the study room, setting self-study times)
- Documents that can confirm the management and operation system (related regulations)
- Materials that can confirm the implementation system (related regulations, etc.), including materials showing mechanisms for collecting student opinions (suggestion boxes, etc.)

Perspective 3-2-[6]: Financial support should be provided to students.

[Analysis procedure]

- (1) Confirm that financial consultation, advice, and support are provided.

The items for financial consultation, advice, and support in the self-assessment report (Form 1) assume that each college is developing one (or more) of them according to their needs. Please analyze the check items for which the relevant efforts are being made.

If the establisher has a financial support system instead of the college's, check the system.

[Evidence documents and data related to the perspective]

- Materials that confirm the implementation status of the checked items (student handbook, related regulations, information provided on the website, information for students, etc.)

Area 4: Financial Foundation and Administrative Management

Standard 4-1: The financial management should be appropriate for the purposes of the college.

Perspective 4-1-[1]: The financial statements of the corporation that establishes the college are appropriately disclosed, and financial audits are properly conducted.

[Analysis procedure]

- (1) Confirm that the establisher prepares and publishes financial statements following the laws and regulations.
 - Confirm that financial statements are prepared and published.
 - Confirm that the necessary procedures have been followed through the audit reports of the auditor and accounting auditor.
- (2) Confirm that financial audits inside and outside the college are being conducted.

[Evidence documents and data related to the perspective]

- Documents that can confirm the preparation and publication status ([Form 2-4] Website publication item checklist)
- Materials that can confirm audits are being conducted (internal accounting audit regulations (including audit regulations regarding external funds, such as Grants-in-Aid for Scientific Research projects))
- Audit report (external audit reports and internal audit report)

[Related laws and regulations]

- Act on General Rules for Incorporated Administrative Agencies, Articles 38 and 39; Private School Act, Article 47; Act on Subsidies for Private Schools, Article 14.
- Act on Access to Information Held by Independent Administrative Agencies, Article 12; Other laws and regulations concerning information disclosure.
- Private School Law Article 37, Paragraph 3; Act on Subsidies for Private Schools Article 14, Paragraph 3; Local Autonomy Law Article 199; Other laws and regulations related to accounting audits, etc.

Perspective 4-1-[2]: The budget necessary for education and research activities is allocated, and related expenditures are properly executed.

[Analysis procedure]

- (1) Confirm that the financial condition for the past five years is appropriate.
 - Check the budget and actual financial results for the past five years using financial statements.
- (2) Confirm that the income and expenditure situation over the past five years has been appropriate.
 - Check the budget and actual financial results for the past five years using financial statements.
 - If there is a deviation of 30% or more for each item, check the reason.
 - If there is an operating loss, check the reason.

- If the extraordinary loss is excessive, confirm the reason.

[Evidence documents and data related to the perspective]

- Financial statements such as the balance sheet of the establisher (past five years)
- Income statement of the establisher (past five years)

The financial statements of each college and the results of confirmation of the financial status by the establisher [for national colleges, the annual evaluation of the corporation's medium-term goals and plans; for private colleges, “Classification of management status based on quantitative management judgment indicators (whole corporation)” of the Promotion and Mutual Aid Corporation for Private Schools of Japan] are assumed.

[Related laws and regulations]

(Establishment) Article 27-3

Standard 4-2: The management and operation systems should be established and functioning.

Perspective 4-2-[1]: The college's management and operation system is appropriately sized and functions effectively.

[Analysis procedure]

- (1) Confirm that the rules regarding the management and operation system are in place.
 - Regarding the management and operation system of the college, confirm that the structure of the management system, focusing on the roles of the president, vice presidents, directors, heads of departments and majors, and other people who are involved in the management and operation of the college, is well organized and its size and function are appropriate.
 - Confirm the nature and locus of responsibilities if the president and the head of the corporation that establishes the college are different.
 - If the board of directors, management council, education and research council, etc. of the corporation that establishes the college have roles in the management of the college's education and research activities beyond their corporate duties, analyze their positioning and confirm that the college's management and operation system has an appropriate size and functions effectively.
- (2) Confirm that the structure of committees, etc., is established.
- (3) Confirm that the division of roles among the president, vice presidents, directors, etc. are clear.

[Evidence documents and data related to the perspective]

- Documents that can check various regulations regarding management and operation and the maintenance status
- Documents that can confirm regulations and maintenance status regarding the structure of committees (organizational charts)

- Documents that can confirm the division of roles

[Related laws and regulations]

(Act) Article 120-3, (Ordinance) Article 175, (Establishment) Article 6, paragraphs 1 to 5.

Perspective 4-2-[2]: A system should be in place for legal compliance and risk management efforts.

[Analysis procedure]

- (1) Confirm that the school has a safety management system, including crisis management, with clearly defined responsibilities.
 - Confirm the development status of the system for responding to the legal compliance items imposed on the college as a business operator. Specifically, confirm the position of the person in charge, the organization that supports the judgment and execution of duties of the person in charge, and the regulations that form the basis for those operations and organizations.
 - Confirm the position of the person in charge of crisis management, safety, and health within the college, the organization that supports the judgment and execution of duties of the person in charge, and the regulations that serve as the basis for those duties and organizations.
- (2) Confirm that crisis management manuals, school disaster prevention manuals, etc. are in place.
- (3) Based on (2), confirm that activities to prepare for a crisis, such as regular training, are being carried out.

[Evidence documents and data related to the perspective]

- [Form 2-7] List of legal compliance items and risk management systems.
- Crisis management manual, school disaster prevention manual.
- Regulations and plans regarding the implementation of disaster prevention drills and seminars.

Perspective 4-2-[3]: The college systematically develops and implements measures to create and enhance a research environment that produces sustainable results.

[Analysis as a more desirable approach]

It is up to the evaluated college to evaluate this perspective. Please conduct a self-assessment only if the college can confirm excellent results regarding the relevant item and wishes to be assessed. In addition, the evaluation results from this perspective will not affect the judgment of the standard.

[Analysis procedure]

- (1) Confirm that there are measures and systems in place to maintain, improve, and revitalize the research standards of faculty members. [Analysis as a more desirable approach]

The support system set in the self-assessment report (Form 1) assumes that each college develops one (or more) of them according to their needs. Please analyze the check items for which relevant support is being provided.

- (2) Confirm that efforts are being made to utilize research facilities and equipment effectively to promote research.

[Analysis as a more desirable approach]

- If there is a policy for the development and enhancement of a research environment that will produce sustainable research results, confirm its contents.
- (3) Confirm that efforts are being made to actively accept external financial resources (grants for scientific research, contract research, joint research, contract examinations, scholarship donations, donations from alumni associations). [Analysis as a more desirable approach]
- (4) Confirm that there is a system for conducting the necessary research ethics training for faculty members, students, and staff involved in the research. [Analysis as a more desirable approach]
- (5) Confirm that the research results are sustainably produced through efforts described in (1) to (4). [Analysis as a more desirable approach]

[Evidence documents and data related to the perspective]

- Materials that can confirm the implementation status of the checked items (related regulations, achievements, etc.)
- Documents on the efforts and achievements of accepting external financial resources over the past five years.
- Materials that can confirm the implementation structure, implementation policy, content, and methods (system diagram, related regulations such as research ethics regulations, manual for using public research funds, etc.)
- Materials that can confirm that research results are being obtained on a sustainable basis.

Perspective 4-2-[4]: Systems and measures are in place to promote collaborative activities in the community as part of the college's organizational efforts.

[Analysis as a more desirable approach]

It is up to the evaluated college to evaluate this perspective. Please conduct a self-assessment only if the college can confirm excellent results regarding the relevant item and wishes to be assessed. In addition, the evaluation results from this perspective will not affect the judgment of the standard.

This perspective targets the college's organizational efforts, rather than the initiatives of individual faculty members.

External funding is confirmed in Perspective 4-2-[3], and the use of external educational and research resources is confirmed here.

[Analysis procedure]

- (1) Confirm that plans for community contribution activities and activities in collaboration with the community have been formulated, and that a system for improvement is in place. [Analysis as a more desirable approach]
 - If there is a community cooperation policy, confirm its contents.
 - Confirm the staffing status, responsibility system, and scale of the organization that promotes community cooperation.
- (2) Confirm that external educational and research resources are utilized. [Analysis as a more desirable approach]
- (3) Confirm that the college's efforts in (1) and (2) have produced excellent results. [Analysis as a more desirable approach]

[Evidence documents and data related to the perspective]

- Materials that can confirm the implementation policy and implementation system (related regulations, committee meeting materials, minutes, etc.)
- Materials that can confirm usage status (related regulations, list of agreements, track record of collaborative projects, etc.)

Standard 4-3: For smooth management and operation, the administrative organization should have an appropriate scale and function.

Perspective 4-3-[1]: An administrative organization with appropriate scale and functionality to ensure smooth management and operation is in place.

[Analysis procedure]

- (1) Confirm that the administrative organization for management and operation is in place based on regulations.
 - Confirm the roles and allocation of personnel (managers, administrative staff, technical staff, etc.), responsibilities, and the scale of the administrative organization that conducts management and operations based on the regulations. Then confirm that it is an organization in which smooth management and operations are carried out.

[Evidence documents and data related to the perspective]

- Regulations stipulating administrative organization for management and operation

[Related laws and regulations]

(Act) Article 120-3, (Ordinance) Article 175, (Establishment) Article 6, paragraphs 1 to 5.

Perspective 4-3-[2]: Efforts (staff development, SD) are being made systematically to improve the quality of staff involved in management and operation, such as training so that the management and operation system and administrative organization can fully fulfill their duties for smooth control and operation.

Efforts to improve the qualities and abilities of educational support staff and educational assistants (assistant instructor) related to academic support activities are confirmed in Perspective 2-5-[2].

[Analysis procedure]

- (1) Confirm that the SD is implemented systematically.
 - Confirm that the implementation structure, content, and methods of SD, such as training to improve skills and support for acquiring qualifications, are clearly defined.
 - Confirm that the SD is provided regularly.

[Evidence documents and data related to the perspective]

- Materials that can confirm the implementation system, policy, contents, and methods (SD implementation policy, committee regulations, organizational charts, etc.), and an implementation status list.

[Related laws and regulations]

(Establishment) Article 9-1.

Standard 4-4: The division of roles between academic and administrative staff should be appropriate, and a cooperation system should be ensured.

Perspective 4-4-[1]: A necessary collaboration system is ensured with the appropriate division of roles between faculty members and administrative staff, etc.

[Analysis procedure]

- (1) Confirm that a necessary cooperation system is secured through an appropriate division of roles among faculty members, administrative staff, and technical staff.
 - Confirm the existence of committees consisting of faculty members, administrative staff, etc., for college-wide management and operations.
 - Confirm that a system has been established in which faculty members and administrative staff work together while sharing responsibilities and roles in committees of faculty members and administrative staff.

[Evidence documents and data related to the perspective]

- Materials that can confirm the structure of college-wide committees (related regulations)
- List of school duty and responsibility assignments, etc.

[Related laws and regulations]

(Act) Article 120-3, (Ordinance) Article 175, (Establishment) Article 6, paragraphs 1 to 5.

Standard 4-5: Information on the education and research activities of the college should be appropriately disclosed.

Perspective 4-5-[1]: Matters required by laws and regulations to be made public should be made public.

[Analysis procedure]

- (1) Confirm that educational information is appropriately published following laws and regulations.
 - Confirm that information regarding the purpose of the school, the Diploma Policy, the Curriculum Policy, the

Admission Policy, etc. and the educational and research activities stipulated in Article 172-2 of the Ordinance for Enforcement of the School Education Act are widely disclosed to the general public. Such information shall be made public through publications, the Internet, or other means that allow for wide dissemination.

The “educational purposes of the college of technology and policies (three policies) established under the provisions of Article 165-2, Paragraph 1 of the Ordinance for Enforcement of the School Education Act” set in the self-assessment report (Form 1) are required to be made public as a general rule by law. Please keep this in mind in the analysis.

[Evidence documents and data related to the perspective]

- [Form 2-4] Website publication item checklist

[Related laws and regulations]

(Ordinance) Article 165-2, Article 172-2.

Area 5: Status of Educational Activities in the Regular Course Program

Standard 5-1: The Diploma Policy should be specific and clear.

Perspective 5-1-[1]: The Diploma Policy has been specifically formulated based on the college's purposes.

Publication of the Diploma Policy is confirmed in Perspective 4-5-[1].

[Analysis procedure]

(1) Confirm that the Diploma Policy is established based on relevant laws and regulations and *Guideline*.

The guideline refers to “the Guidelines for the formulation and operation of the Policy on Graduation Requirements and Degree Awarding (Diploma Policy), the Policy on Curriculum Organization and Implementation (Curriculum Policy), and Policy on Student Admissions (Admission Policy)” (Central Council for Education, University Subcommittee, University Education Subcommittee, March 31, 2016).

- The Diploma Policy does not focus on the content that should be taught from the perspective of the educator, but rather on the learning outcomes of “what has been acquired and what has become capable” from the perspective of the person receiving the education (= learner = student). The content should be clearly understandable and specific.
- Confirm that the following items are taken into account in the Diploma Policy.
 - 1) Student learning goals
 - 2) Manifest and latent needs in society, including students' career paths
- (2) The Diploma Policy should focus on “what the student will be able to do.” In addition, confirm the consistency of the Diploma Policy with the purposes of the regular course program as a whole and in each department (described in this self-assessment report II).
- (3) Confirm that the Diploma Policy includes “academic abilities, qualities, and abilities that students will acquire upon graduation” and “the image of the human resources to be cultivated.”

Please analyze the two elements (check items) set in the self-assessment report (Form 1), keeping in mind that they are required to be included in the Diploma Policy.

[Evidence documents and data related to the perspective]

- The Diploma Policy for the regular course program

[Related laws and regulations]

(Act) Article 117, (Ordinance) Article 165-2, (Establishment) Article 18, *Guideline*.

Standard 5-2: The Curriculum Policy should be specific, clear, and consistent with the Diploma Policy.

Perspective 5-2-[1]: The Curriculum Policy should clearly and concretely state (1) the policy for organizing the curriculum, (2) the policy for teaching and learning methods in the curriculum, and (3) the policy for evaluating learning outcomes.

Publication of the Curriculum Policy is confirmed in Perspective 4-5-[1].

[Analysis procedure]

- (1) Confirm that the Curriculum Policy includes “what kind of curriculum is to be organized,” “what kind of educational content and methods to implement,” and “how to evaluate learning outcomes.”

Please analyze all check items set in the self-assessment report (Form 1), keeping in mind that they are required to be included in the Curriculum Policy.

[Evidence documents and data related to the perspective]

- The Curriculum Policy for the regular course program

[Related laws and regulations]

(Ordinance) Article 165-2, (Establishment) Article 16, Article 17, *Guideline*.

Perspective 5-2-[2]: The Curriculum Policy is consistent with the Diploma Policy

Publication of the Curriculum Policy and Diploma Policy is confirmed in Perspective 4-5-[1].

[Analysis procedure]

- (1) Confirm that the Curriculum Policy is established based on relevant laws and regulations and *guidelines*.
- (2) Confirm that the Curriculum Policy is consistent with the Diploma Policy.
- Confirm whether the Curriculum Policy enables students to acquire the qualities and abilities that they should acquire as specified in the Diploma Policy.

[Evidence documents and data related to the perspective]

- The Curriculum Policy and Diploma Policy for the regular course program

[Related laws and regulations]

(Ordinance) Article 165-2, (Establishment) Article 16, Article 17, *the Guideline*.

Standard 5-3: The curriculum should be organized systematically based on the Curriculum Policy, and the content of the course subjects should be set based on the Diploma Policy.

Perspective 5-3-[1]: The curriculum should be organized systematically.

[Analysis procedure]

- (1) Based on the Curriculum Policy, confirm that appropriate subjects are systematically arranged.
 - Course subjects should be arranged based on the Curriculum Policy, including a balance between general education courses and specialized courses (consideration for enriching general education), the distribution of compulsory subjects and elective subjects, and so on. Then, confirm that the systematicity of the curriculum is ensured.
 - The systematicity of the curriculum is confirmed using curriculum maps, course trees, study plans, course numbering, and other necessary materials.
- (2) Confirm that consideration is given to enriching general education.
- (3) Confirm that rules regarding going to the next grade are in place.

[Evidence documents and data related to the perspective]

- Materials that confirm the placement of class subjects (curriculum map, course tree, student handbook, etc.)
- General education courses curriculum table, meeting minutes, etc.
- Regulations for going to the next grade

[Related laws and regulations]

(Establishment) Article 16, Article 17.

Perspective 5-3-[2]: Educational methods are designed to foster creativity, practical skills, and international awareness. [Analysis as a more desirable approach]

It is up to the evaluated college to conduct a self-assessment for this perspective. Please conduct a self-assessment only if the college can confirm excellent results regarding the relevant item and wishes to be assessed. In addition, the evaluation results from this perspective will not affect the judgment of the standard.

This perspective covers what the college systematically engages in as part of its departmental educational programs. Extracurricular activities are not covered.

[Analysis procedure]

- (1) Confirm that educational methods that foster creative abilities are being devised. (How the college perceives and develops it.) [Analysis as a more desirable approach]
 - Analyze using materials that show the ingenuity of specific educational methods in PBL-type classes and creative exercises.
 - Analyze educational methods that foster creative ability based on how the college views them and how they

are developed.

- (2) Confirm that educational methods that foster practical skills are being devised. [Analysis as a more desirable approach]
 - Analyze using materials that show specific ideas for educational methods that foster practical skills.
- (3) In addition, analyze if there were any ideas for educational methods related to perspectives other than (1) and (2) (e.g., cultivating international awareness in students). [Analysis as a more desirable approach]
- (4) Confirm that excellent results have been achieved because of the college's initiatives as given in points (1) to (3). [Analysis as a more desirable approach]

[Evidence documents and data related to the perspective]

* When the college is carrying out excellent initiatives that make up most of the characteristics and strengths of each college, present the specific details of the initiatives, the status of the initiatives as a college, and materials that can confirm the results.

- Materials that can confirm specific innovations in educational methods to foster creative ability implemented as part of the educational program (syllabi for PBL-type classes and creative exercises, class materials, number of participants, etc.)
- Materials that can confirm specific innovations in educational methods that foster practical skills as part of the educational program (syllabus, class materials, number of participants).
- If any initiatives are made as part of the educational program other than (1) and (2) (e.g., education aimed at cultivating international awareness in students), present materials that can confirm specific measures. (Syllabus, class materials, number of participants, etc.)
- Materials that can confirm the excellent results obtained from these initiatives.

Standard 5-4: Appropriate instructional formats and learning guidance methods should be adopted based on the Diploma Policy and Curriculum Policy.

Perspective 5-4-[1]: In principle, the duration of one academic year of classes should be 35 weeks.

[Analysis procedure]

- (1) Confirm that 35 weeks should be secured for one year of classes, including the period for regular examinations.

[Evidence documents and data related to the perspective]

- Documents confirming that 35 weeks have been secured (event schedule, timetable, etc.)

[Related laws and regulations]

(Establishment) Article 15.

Perspective 5-4-[2]: Special activities should be carried out for 90 or more class hours.

[Analysis procedure]

- (1) Confirm that special activities are conducted for at least 90 class hours.

[Evidence documents and data related to the perspective]

- Materials to verify the implementation status of special activities (relevant regulations, timetables, and special activity schedules)

[Related laws and regulations]

(Establishment) Article 17-7.

Perspective 5-4-[3]: Appropriate class formats and teaching methods should be adopted, and class methods and contents should be indicated to students.

No analysis is necessary if the most recent CEA did not point out any points to be improved, and there are no significant changes from the most recent CEA.

[Analysis procedure]

- (1) Appropriate class formats for lectures, exercises, experiments, and practical training should be adopted in accordance with the Curriculum Policy.
 - Based on the Curriculum Policy, confirm that the balance between lectures, exercises, experiments, and practical training is appropriate.
- (2) Confirm the ingenuity in learning guidance according to the educational content.

The self-assessment report (Form 1) includes items such as ingenuity in learning guidance, assuming that each college is working on one (or more) of them depending on their needs. Please analyze the check items for which the appropriate initiatives are in place.

- Confirm the status when efforts are made to improve class formats (combination/balance of lectures, exercises, experiments, and practical training) and teaching methods (small group classes, dialogue/debate-based classes, use of various media, grouping by ability, etc.).
- (3) Based on the Curriculum Policy, confirm that the items to be included in the document indicating the guidelines for preparing a syllabus are clearly defined and that the syllabus is appropriately prepared.
 - Confirm that the following items are set in the preparation guidelines and format of the syllabus, and that all subjects and items are filled in as a basis for students to proceed with preparatory study for each class subject. The items include the name of the class, number of credits, name of the faculty members in charge, purpose and goals of the course, class format, content of each class, grading method, grading criteria, specific instructions for preparatory learning, textbooks/references, and course conditions.
 - (4) Confirm that the latest syllabus is presented in an organized manner. Ascertain how students use the syllabus and confirm that improvements are being made based on this understanding.
 - Ensure that all syllabi are made known to students through publications, posts on websites, or other appropriate means. Ascertain how students use the syllabus and confirm that improvements are being made based on this

understanding.

- (5) Based on the provisions of Article 17, Paragraph 3 of the Standards for Establishment confirm that 30 class hours are secured for each course (course-based credit subjects).
- (6) Concerning the 30 class hours in (5), confirm that the standard one class hour is 50 minutes.
- (7) Following the provisions of Article 17, Paragraph 4 of the Standards for Establishment, if classes are arranged in which the course duration for one credit is 45 hours, including outside-class study (so-called learning-based credit subjects), ensure that the syllabus, syllabus collection, course guide, etc., clearly state that one credit means 45 hours of study, including outside-class study hours. In addition, confirm whether learning outside class hours are set up according to the number of class hours for each class format stipulated in the school regulations.

[Evidence documents and data related to the perspective]

- Materials that can confirm the status of class formats (composition ratio of class formats by department)
- Materials that confirm the implementation of the checked items (syllabi, materials showing examples, etc.)
- Materials for confirming syllabus preparation procedures and specific examples
- Materials that can confirm the system for systematically checking the status of syllabus awareness
- Materials that can confirm the system for understanding the usage status of the syllabus
- If there are examples of improvement in the utilization of the syllabus, the materials can confirm the specific details of the improvement examples.
- Documents that can check the status of 30 credit-hour courses (college rules, academic calendar, timetable, annual event schedule, etc.)
- Part of the college rule stipulates the class hours of the learning-based credit subjects for each class format and materials that can confirm the clearly stated status (syllabus, course requirements, student handbooks, etc.)

[Related laws and regulations]

(Establishment) Article 17, Article 17-2, Article 17-3.

Standard 5-5: Appropriate academic course guidance and support should be provided.

Perspective 5-5-[1]: The college should establish a course guidance system to meet the needs of students and provide guidance and advice.

[Analysis procedure]

- (1) Confirm what specific considerations are being made in the curriculum, considering students' diverse needs, trends in academic development, societal demands, etc.

The self-assessment report (Form 1) includes items such as specific considerations in the curriculum, assuming that each college is working on one (or more) of them depending on their needs. Please analyze the check items for which the appropriate initiatives are in place.

- (2) If a credit transfer system is in place with other higher education institutions, confirm that it is handled properly

following laws and regulations.

- (3) Confirm how guidance on delivering education is being implemented.
- (4) Confirm how educational guidance is implemented for students who may need special support.

The self-assessment report (Form 1) includes items related to student support, assuming that each college is working on one (or more) of them depending on their needs. Please analyze the check items for which the support for students is in place.

[Evidence documents and data related to the perspective]

- Materials that can confirm the implementation status of each item checked as specific considerations in the curriculum (related regulations, curriculum chart, syllabus, achievements, etc.)
- Documents that can confirm the details of the credit transfer system (related regulations)
- Documents that can confirm the implementation status of the items checked as guidance being implemented (implementation schedule, implementation guidelines, etc.)

[Related laws and regulations]

(Establishment) Article 19, Article 20.

Perspective 5-5-[2]: A study consultation system should be established to meet student needs, and advice and support should be provided.

[Analysis procedure]

- (1) Confirm that appropriate consultation and advisory systems are established to support students' independent learning.

The self-assessment report (Form 1) includes items related to consultation and advisory systems, assuming that each college is working on one (or more) of them depending on their needs. Please analyze the check items for which the relevant system is in place.

- (2) Confirm whether systems should be established to understand student needs regarding learning support.

The self-assessment report (Form 1) includes items related to learning support systems, assuming that each college is working on one (or more) of them depending on their needs. Please analyze the check items for which the relevant system is in place.

[Evidence documents and data related to the perspective]

- Materials that can confirm the maintenance status of the checked items (related regulations, student handbooks, information for students, other materials that can confirm the maintenance status of the system)
- Materials that can confirm the system contents of the checked items (related regulations, student handbooks, information for students, other materials that can confirm the contents of the system)

Perspective 5-5-[3]: Opportunities to study abroad are provided to full-time students and are used effectively. [Analysis as a more desirable approach]

It is up to the evaluated college to conduct a self-assessment for this perspective. Please conduct a self-assessment only if the college can confirm excellent results regarding the relevant item and wishes to be assessed. In addition, the evaluation results from this perspective will not affect the judgment of the standard.

[Analysis procedure]

- (1) Confirm that students study abroad by taking advantage of the opportunities provided. [Analysis as a more desirable approach]

[Evidence documents and data related to the perspective]

- Materials that can confirm the support system (related regulations, records of utilization, etc.)

Standard 5-6: Fair grade evaluation should be implemented rigorously and objectively based on the Curriculum Policy.

Perspective 5-6-[1]: The college should establish academic grade evaluation standards consistent with the learning outcome evaluation policy based on the Diploma Policy and Curriculum Policy.

[Analysis procedure]

- (1) Confirm that grade evaluation and credit recognition standards are established based on the Curriculum Policy.
 - Concerning grade evaluation standards, confirm that the college has established criteria for judgment, considering the achievement goals of the subject when applying grades (A, B, C, etc.).
- (2) Confirm that credit recognition for each course is carried out based on grade evaluation and credit recognition standards.
- (3) If the school has learning-based credit subjects in which the course duration for one credit is 45 hours, including outside-class study, the school should confirm that evaluations of outside-class study are conducted, as stated in the syllabus.

[Evidence documents and data related to the perspective]

- Regulations regarding grade evaluation and credit recognition, etc.
- Materials that can confirm that grade evaluation is being carried out appropriately, such as internal checks on grade evaluation (related regulations, materials related to grade evaluation meetings, etc.)
- Materials related to the system, methods, procedures, etc. for understanding learning outside class hours for learning-based credit subjects (meeting materials, etc.)

[Related laws and regulations]
(Establishment) Article 17-3.

Perspective 5-6-[2]: The grade evaluation and credit recognition standards should be known to students.

[Analysis procedure]

- (1) Confirm students are aware of grade evaluation and credit recognition standards.
 - Confirm that the college informs students through methods such as publication and posting on websites.
- (2) Confirm that grade evaluation methods for supplementary examinations, re-examinations, and credit-recognition examinations have been established.

[Evidence documents and data related to the perspective]

- Materials that can confirm the details of efforts to disseminate information (student handbooks, information provided on websites, etc.)
- Regulations stipulating grade evaluation methods for supplementary examinations, re-examinations, and credit recognition examinations.

[Related laws and regulations]
(Establishment) Article 17-3.

Perspective 5-6-[3]: Grade evaluation and credit recognition for each subject should be systematically confirmed to be conducted rigorously and objectively based on grade evaluation standards.

[Analysis procedure]

- (1) Confirm that, as part of the college's organizational measures to ensure the objectivity and rigor of grade evaluation and credit recognition, the following checks are carried out: The validity of grading (grading is conducted according to the syllabus), return of answer sheets, presentation of model answers and scoring criteria, not repeating the same exam questions, and appropriate level of exam questions.

Please analyze the check items set in the self-assessment report (Form 1), keeping in mind that, in principle, all measures are required.

Please check that the same exam questions are not used in mid-term/final exams, supplementary exams, re-exams, and credit recognition exams over multiple years or within the same year. Analyze whether steps have been taken to take corrective action as necessary.

[Evidence documents and data related to the perspective]

- Materials that can confirm what the college is systematically working on (regulations that describe how to check all items, materials that can confirm the check results from the previous year).
- Materials that can confirm the organizational measures taken in the year prior to the evaluation to ensure that the same exam questions are not used (related meeting materials, minutes, and documents, if applicable, that

can confirm that corrective actions have been taken).

[Related laws and regulations]

(Establishment) Article 17-3.

Perspective 5-6-[4]: A system for grade appeals should be in place.

[Analysis procedure]

(1) Confirm that opportunities for students to appeal their grade evaluation results are provided in the regulations.

[Evidence documents and data related to the perspective]

- Regulations stipulating procedures for student grade appeals

[Related laws and regulations]

(Establishment) Article 17-3.

Standard 5-7: Fair graduation decisions should be conducted based on the college's objectives and the Diploma Policy.

Perspective 5-7-[1]: The college should establish a graduation requirements policy in accordance with the Diploma Policy.

[Analysis procedure]

(1) Confirm that the college's graduation requirements are systematically developed and consistent with the requirements set by the Standards for Establishment.

[Evidence documents and data related to the perspective]

- Materials that confirm that graduation requirements are systematically formulated (school regulations, graduation requirements policy, etc.)

[Related laws and regulations]

(Act) Article 117, (Establishment) Article 17 Paragraphs 3 to 6, Article 18, Article 19, Article 20.

Perspective 5-7-[2]: The established graduation requirements should be made known to students.

[Analysis procedure]

- (1) Confirm that graduation requirements are made known to students.
 - Confirm that graduation requirements are communicated to students by posting them on publications, websites, etc.

[Evidence documents and data related to the perspective]

- Disseminated materials (student handbook, information on the website, etc.)

[Related laws and regulations]

(Act) Article 117, (Establishment) Article 17 Paragraphs 3 to 6, Article 18, Article 19, Article 20.

Perspective 5-7-[3]: Graduation decisions should be carried out systematically in accordance with the graduation requirements policy.

[Analysis procedure]

- (1) Confirm that the college conducts graduation decisions based on the graduation requirements policy.

[Evidence documents and data related to the perspective]

- Forms used for graduation decisions

[Related laws and regulations]

(Act) Article 117, (Establishment) Article 17 Paragraphs 3 to 6, Article 18, Article 19, Article 20.

Standard 5-8: Appropriate learning outcomes should be achieved based on the college's objectives and the Diploma Policy.

Perspective 5-8-[1]: A system should be in place to assess and confirm that the results of learning and education are in accordance with the Diploma Policy.

This perspective should be reviewed with due consideration for consistency with the analysis content in Perspective 1-2-[4].

[Analysis procedure]

- (1) Confirm that a system is established to understand and evaluate learning and educational outcomes, based on feedback from students, graduates, and stakeholders related to graduates' career paths, regarding the academic abilities and competencies acquired upon graduation.

[Evidence documents and data related to the perspective]

- Materials that can confirm the status of system development (related regulations, etc.)

Perspective 5-8-[2]: Learning outcomes should be confirmed to have been achieved in accordance with the college's purposes and the Diploma Policy, based on feedback from students at graduation.

This perspective should be reviewed with due consideration for consistency with the analysis content in Perspective 1-2-[4].

[Analysis procedure]

- (1) Confirm that learning and educational outcomes are understood and evaluated based on the results of interviews with students at graduation regarding the academic abilities, qualities, and abilities that students have acquired at graduation.

[Evidence documents and data related to the perspective]

- Materials that confirm that the learning outcomes are understood and evaluated based on the results of the student feedback (graduation questionnaire, questionnaire results, meeting materials, etc.)

Perspective 5-8-[3]: Learning outcomes should be confirmed to have been achieved in accordance with the college's purposes and the Diploma Policy, based on feedback from graduates with a certain period of post-graduation work experience.

This perspective should be reviewed with due consideration for consistency with the analysis content in Perspective 1-2-[4].

[Analysis procedure]

- (1) Confirm that the results of learning and education are understood and evaluated based on interviews with graduates approximately five years after graduation regarding the academic abilities, qualities, and abilities that they have acquired at graduation.

[Evidence documents and data related to the perspective]

- Materials that confirm that the learning outcomes are understood and evaluated based on the results of the opinion hearing (graduate questionnaire, questionnaire results, meeting materials, etc.)

Perspective 5-8-[4]: Learning outcomes should be confirmed to have been achieved in accordance with the college's purposes and the Diploma Policy, based on feedback from employers and other relevant stakeholders.

This perspective should be reviewed with due consideration for consistency with the analysis content in Perspective 1-2-[4].

[Analysis procedure]

- (1) Confirm that the results of learning and education are understood and evaluated based on interviews with employers and representatives of institutions of further education attended by graduates regarding the academic abilities, qualities, and abilities acquired by students upon graduation.

[Evidence documents and data related to the perspective]

- Materials that confirm that the learning outcomes are understood and evaluated based on the results of the opinion hearing (employer and further education destination surveys, questionnaire results, meeting materials, etc.)

Standard 5-9: The Admission Policy should be specific and clear.

Perspective 5-9-[1]: The Admission Policy should be clearly defined in light of the college's purposes.

Publication of the Admission Policy is confirmed by Perspective 4-5-[1].

[Analysis procedure]

- (1) Confirm that the Admission Policy has been established based on related laws and regulations and *guidelines*.
- (2) Confirm that the Admission Policy has been formulated based on the purposes of the college and its departments (described in Section II of the Self-Assessment Report), the Diploma Policy, and Curriculum Policy.
 - Check whether the Admission Policy has been formulated based on the purposes of the college and its departments, the Diploma Policy, and Curriculum Policy.
- (3) Confirm that the Admission Policy includes descriptions related to the “Basic Policy for Student Admission Selection” and the “Desired Student Profile (Including the desired learning outcomes for accepted students).”

Please analyze the two elements (check items) set in the self-assessment report (Form 1), keeping in mind that they are included in the Admission Policy.

[Evidence documents and data related to the perspective]

- The Admission Policy for the regular course program

[Related laws and regulations]

(Act) Article 57 and Article 118; (Establishment) Article 165-2; *Guideline*.

Standard 5-10: Student admission procedures should be conducted properly.

Perspective 5-10-[1]: Appropriate admission methods should be adopted in accordance with the Admission Policy, and the implementation system should ensure fair operation.

[Analysis procedure]

- (1) Confirm that the admissions selection methods [student recruitment policy, selection classification (academic ability selection, recommendation selection, etc.), interview content, scoring/questioning policy, etc.] are in accordance with the Admission Policy, especially the basic policy for admission selection.
 - For each selection category, confirm that the method of selecting new students (academic ability tests, interviews, etc.) complies with the Basic Policy of Student Admission Selection.
 - If interviews are included in the admission method, confirm that interview procedures are in place.
 - Confirm the implementation status of the system (organizational role, composition, process for determining successful candidates, etc.).

[Evidence documents and data related to the perspective]

- Materials that indicate the admission recruitment guidelines, interview guidelines, admission decision criteria, admission decision format, entrance exam implementation status, etc. for each selection category (summaries for meetings, etc.)

[Related laws and regulations]

(Establishment) Article 3-2.

Perspective 5-10-[2]: Efforts should be made to verify whether admitted students are consistent with the Admission Policy, and the results should be used to improve admission selection processes.

[Analysis procedure]

- (1) Confirm that a system is in place to conduct verification and to utilize the verification results for improvement.
 - Confirm the status of verification organizations and specific efforts (including efforts to collect information for improvement) in committees related to entrance examinations.
- (2) Under the system described in (1), confirm that the students who have enrolled are verified to be in line with the Admission Policy.
- (3) Confirm that the verification results in (2) are used to improve admission selection.

[Evidence documents and data related to the perspective]

- Materials that can confirm the status of the system (related regulations)
- Materials used for verification (meeting materials, etc.)
- Materials that can confirm the verification results were used for improvement

Standard 5-11: The number of actual enrollees should be appropriate relative to the admission capacity.

Perspective 5-11-[1]: The actual number of enrollees should not significantly exceed or fall below the admission capacity.

[Analysis procedure]

- (1) Confirm that the rules of the college specify the total capacity for each department and that the standard number of students per class is 40.
- (2) Confirm that the relationship between the admission capacity (enrollment capacity divided by five) for each department and the actual number of enrollees is understood, and that a system for improvement is in place.
- (3) Confirm that the actual number of enrollees in each department over the past five years is appropriate relative to the admission capacity.
- (4) In the past five years, if the actual number of enrollees in each department significantly exceeded or fell short of the admission capacity, confirm that improvement efforts (efforts to optimize) have been made.

If the average actual number of enrollees over the past five years is not within the range of 0.7 times or more and less than 1.3 times the admission capacity for each department, the actual number of enrollees will be judged to be significantly over or under.

[Evidence documents and data related to the perspective]

- Applicable part of the school regulations
- Materials that can confirm the status of the system (related regulations)
- [Form 2-2] Average admission capacity sufficiency rate calculation table
- Materials that can confirm efforts toward improvement in cases where the actual number of enrollees significantly exceeds or falls short of the admission capacity

[Related laws and regulations]

(Establishment) Article 4-2, Article 5-2.

Area 6: Status of Educational Activities in the Advanced Course Program

Standard 6-1: The Diploma Policy should be specific and clear.

Perspective 6-1-[1]: The Diploma Policy has been specifically formulated based on the college's purposes.

Publication of the Diploma Policy is confirmed in Perspective 4-5-[1].

- (1) Confirm that the Diploma Policy is established based on relevant laws and regulations and *Guideline*.
 - The Diploma Policy does not focus on the content that should be taught from the perspective of the educator, but rather on the learning outcomes of “what has been acquired and what has become capable” from the perspective of the person receiving the education (= learner = student). The content should be clearly understandable and specific.
 - Confirm that the following items are taken into account in the Diploma Policy.
 - 1) Student learning goals
 - 2) Manifest and latent needs in society, including students' career paths
- (2) The Diploma Policy should focus on “what the student will be able to do.” In addition, confirm the consistency of the Diploma Policy with the purposes of the regular course program as a whole and in each department (described in this self-assessment report II).
- (3) Confirm that the Diploma Policy includes “academic abilities, qualities, and abilities that students will acquire upon graduation” and “the image of the human resources to be cultivated.”

Please analyze the two elements (check items) set in the self-assessment report (Form 1), keeping in mind that they are required to be included in the Diploma Policy.

[Evidence documents and data related to the perspective]

- The Diploma Policy for the advanced course program

[Related laws and regulations]

Guideline.

Standard 6-2: The Curriculum Policy should be specific, clear, and consistent with the Diploma Policy.

Perspective 6-2-[1]: The Curriculum Policy should clearly and concretely state (1) the policy for organizing the curriculum, (2) the policy for teaching and learning methods in the curriculum, and (3) the policy for evaluating learning outcomes.

Publication of the Curriculum Policy is confirmed in Perspective 4-5-[1].

[Analysis procedure]

- (1) Confirm that the Curriculum Policy includes “what kind of curriculum is to be organized,” “what kind of educational content and methods to implement,” and “how to evaluate learning outcomes.”

Please analyze all check items set in the self-assessment report (Form 1), keeping in mind that they are required to be included in the Curriculum Policy.

[Evidence documents and data related to the perspective]

- The Curriculum Policy for the advanced course program

[Related laws and regulations]

Guideline.

Perspective 6-2-[2]: The Curriculum Policy is consistent with the Diploma Policy

Publication of the Curriculum Policy and Diploma Policy is confirmed in Perspective 4-5-[1].

[Analysis procedure]

- (1) Confirm that the Curriculum Policy is established based on *guidelines*.
- (2) Confirm that the Curriculum Policy is consistent with the Diploma Policy.
 - Confirm whether the Curriculum Policy enables students to acquire the qualities and abilities that they should acquire as specified in the Diploma Policy.

[Evidence documents and data related to the perspective]

- The Curriculum Policy and Diploma Policy for the advanced course program

[Related laws and regulations]

Guideline.

Standard 6-3: The curriculum should be organized systematically based on the Curriculum Policy, and the content of the course subjects should be set based on the Diploma Policy.

Perspective 6-3-[1]: The curriculum should be organized systematically.

When the results of third-party evaluations (such as the NIAD-QE-validated advanced course or the certification of the JABEE accredited program; the same applies to Area 6 from now on) are used, analysis of this perspective is not required.

[Analysis procedure]

- (1) Based on the Curriculum Policy, confirm that appropriate course subjects are systematically arranged.
 - Class subjects should be arranged based on the Curriculum Policy, including a balance between general education courses and specialized courses (consideration for enriching general education), the distribution of compulsory subjects and elective subjects, and so on. Then, confirm that the systematicity of the curriculum is ensured.
 - The systematic structure of the curriculum should be confirmed using curriculum maps, course trees, study models, course numbering, and other relevant materials.

[Evidence documents and data related to the perspective]

- Materials that confirm the placement of course subjects (curriculum map, course tree, student handbook, etc.)

Perspective 6-3-[2]: The curriculum considers cooperation with, and development from, the regular course program.

When the results of third-party evaluations are used, analysis of this perspective is not needed.

[Analysis procedure]

- (1) Confirm that the curriculum of the advanced course program considers cooperation with, and development from, the regular course program.

[Evidence documents and data related to the perspective]

- Materials that can confirm the status of collaboration and development (subject system diagrams, materials showing the status of collaboration, etc.)

Perspective 6-3-[3]: Educational methods are designed to foster creativity, practical skills, and international awareness. [Analysis as a more desirable approach]

It is up to the evaluated college to conduct a self-assessment for this perspective. Please conduct a self-assessment only if the college can confirm excellent results regarding the relevant item and wishes to be assessed. In addition, the evaluation results from this perspective will not affect the judgment of the standard.

This perspective covers what the college systematically engages in as part of its departmental educational programs. Extracurricular activities are not covered.

[Analysis procedure]

- (5) Confirm that educational methods that foster creative abilities are being devised. (How the college perceives and develops it.) [Analysis as a more desirable approach]
 - Analyze using materials that show the ingenuity of specific educational methods in PBL-type classes and creative exercises.
 - Analyze educational methods that foster creative ability based on how the college views them and how they

are developed.

- (6) Confirm that educational methods that foster practical skills are being devised. [Analysis as a more desirable approach]
- Analyze using materials that show specific ideas for educational methods that foster practical skills.
- (7) In addition, analyze if there were any ideas for educational methods related to perspectives other than (1) and (2) (e.g., cultivating international awareness in students). [Analysis as a more desirable approach]
- (8) Confirm that excellent results have been achieved because of the college's initiatives as given in points (1) to (3). [Analysis as a more desirable approach]

[Evidence documents and data related to the perspective]

* When the college is carrying out excellent initiatives that make up most of the characteristics and strengths of each college, present the specific details of the initiatives, the status of the initiatives as a college, and materials that can confirm the results.

- Materials that can confirm specific innovations in educational methods to foster creative ability implemented as part of the educational program (syllabi for PBL-type classes and creative exercises, class materials, number of participants, etc.)
- Materials that can confirm specific innovations in educational methods that foster practical skills as part of the educational program (syllabus, class materials, number of participants).
- If any initiatives are made as part of the educational program other than (1) and (2) (e.g., education aimed at cultivating international awareness in students), present materials that can confirm specific measures. (Syllabus, class materials, number of participants, etc.)
- Materials that can confirm the excellent results obtained from these initiatives.

Standard 6-4: Appropriate instructional formats and learning guidance methods should be adopted based on the Diploma Policy and Curriculum Policy.

Perspective 6-4-[1]: In principle, the duration of one academic year of classes should be 35 weeks.

[Analysis procedure]

- (2) Confirm that 35 weeks should be secured for one year of classes, including the period for regular examinations.

[Evidence documents and data related to the perspective]

- Documents confirming that 35 weeks have been secured (event schedule, timetable, etc.)

Perspective 6-4-[2]: Appropriate class formats and teaching methods should be adopted, and class methods and contents should be indicated to students.

No analysis is necessary if the most recent CEA did not point out any points to be improved, and there are no

significant changes from the most recent CEA.

When using the results of third-party evaluations, analysis of this perspective is not needed.

[Analysis procedure]

- (1) Appropriate class formats for lectures, exercises, experiments, and practical training should be adopted based on the Curriculum Policy.
 - Based on the Curriculum Policy, confirm that the balance between lectures, exercises, experiments, and practical training is appropriate.
- (2) Confirm the ingenuity in learning guidance according to the educational content.

The self-assessment report (Form 1) includes items such as ingenuity in learning guidance, assuming that each college is working on one (or more) of them depending on their needs. Please analyze the check items for which the appropriate initiatives are in place.

 - Check the status when efforts are made to improve class formats (combination/balance of lectures, exercises, experiments, and practical training) and teaching methods (small group classes, dialogue/debate-based classes, use of various media, grouping by ability, etc.).
- (3) Based on the Curriculum Policy, confirm that the items to be included in the document indicating the guidelines for preparing a syllabus are clearly defined and that the syllabus is appropriately prepared.
 - Confirm that the following items are set in the preparation guidelines and format of the syllabus, and that all subjects and items are filled in as a basis for students to proceed with preparatory study for each class subject. The items include the name of the class, number of credits, name of the faculty members in charge, purpose and goals of the course, class format, content of each class, grading method, grading criteria, specific instructions for preparatory learning, textbooks/references, and course conditions.
- (4) Ensure that the latest syllabus is presented in an organized manner, ascertain how students use the syllabus, and confirm that improvements are being made based on this understanding.
 - Ensure that all syllabi are made known to students through publications, posts on websites, or other appropriate means. Ascertain how students use the syllabus and confirm that improvements are being made based on this understanding.
- (5) Ensure that the syllabus, syllabus collection, course guide, etc. clearly state that one credit means 45 hours of study, including learning outside class hours. In addition, confirm whether learning outside class hours are set up according to the number of class hours for each class format stipulated in the school regulations.

[Evidence documents and data related to the perspective]

- Materials that can check the status of class formats (composition ratio of class formats by major)
- Materials that confirm the implementation system of the checked items (syllabi, materials showing examples, etc.)
- Materials for confirming syllabus preparation procedures and specific examples
- Materials that can confirm the system for systematically checking the status of syllabus awareness
- Materials that can confirm the system for understanding the usage status of the syllabus
- If there are examples of improvement in the utilization of the syllabus, the materials that can confirm the specific details of the improvement examples.
- The part of the college rules that stipulates the class hours of the learning-based credit subjects for each class

format, and materials that can confirm the clearly stated status (syllabus, course requirements, student handbooks, etc.)

Perspective 6-4-[3]: Liberal arts education and research supervision should be provided properly based on the Curriculum Policy.

[Analysis procedure]

- (1) Confirm that liberal arts education and research supervision are provided properly based on the Curriculum Policy.

[Evidence documents and data related to the perspective]

- Documents that can confirm the implementation status of liberal arts education and research supervision.
- Documents that can confirm the framework and the condition of supervision for special research (status of supervision by the research supervisor and assistant supervisor, status of research support from technical staff, etc.)

Standard 6-5: Appropriate academic course guidance and support should be provided.

Perspective 6-5-[1]: The college should establish a course guidance system to meet the needs of students and provide guidance and advice.

[Analysis procedure]

- (1) Confirm what specific considerations are being made in the curriculum, considering students' diverse needs, trends in academic development, societal demands, etc.

The self-assessment report (Form 1) includes items such as specific considerations in the curriculum, assuming that each college is working on one (or more) of them depending on their needs. Please analyze the check items for which the appropriate initiatives are in place.

- (2) If a credit transfer system is in place with other higher education institutions, confirm that it is handled properly following laws and regulations.
- (3) Confirm how guidance on delivering education is being implemented.
- (4) Confirm how educational guidance is implemented for students who may need special support.

The self-assessment report (Form 1) includes items related to student support, assuming that each college is working on one (or more) of them depending on their needs. Please analyze the check items for which the support for students is in place.

[Evidence documents and data related to the perspective]

- Materials that can confirm the implementation status of each item checked as specific considerations in the

curriculum (related regulations, curriculum chart, syllabus, achievements, etc.)

- Documents that can confirm the details of the credit transfer system (related regulations)
- Documents that can confirm the implementation status of the items checked as guidance being implemented (implementation schedule, implementation guidelines, etc.)

Perspective 6-5-[2]: A study consultation system should be established to meet student needs, and advice and support should be provided.

[Analysis procedure]

- (1) Confirm that appropriate consultation and advisory systems are established to support students' independent learning.

The self-assessment report (Form 1) includes items related to consultation and advisory systems, assuming that each college is working on one (or more) of them depending on their needs. Please analyze the check items for which the relevant system is in place.

- (2) Confirm whether systems are established to understand student needs regarding learning support.

The self-assessment report (Form 1) includes items related to learning support systems, assuming that each college is working on one (or more) of them depending on their needs. Please analyze the check items for which the relevant system is in place.

[Evidence documents and data related to the perspective]

- Materials that can confirm the maintenance status of the checked items (related regulations, student handbooks, information for students, other materials that can confirm the maintenance status of the system)
- Materials that can confirm the system contents of the checked items (related regulations, student handbooks, information for students, other materials that can confirm the contents of the system)

Perspective 6-5-[3]: Opportunities to study abroad are provided to full-time students and are used effectively. [Analysis as a more desirable approach]

It is up to the evaluated college to conduct a self-assessment for this perspective. Please conduct a self-assessment only if the college can confirm excellent results regarding the relevant item and wishes to be assessed. In addition, the evaluation results from this perspective will not affect the judgment of the standard.

[Analysis procedure]

- (2) Confirm that students study abroad by taking advantage of the opportunities provided. [Analysis as a more desirable approach]

[Evidence documents and data related to the perspective]

- Materials that can confirm the support system (related regulations, records of utilization, etc.)

Standard 6-6: Fair grade evaluation should be implemented rigorously and objectively based on the Curriculum Policy.

Perspective 6-6-[1]: The college should establish academic grade evaluation standards consistent with the learning outcome evaluation policy based on the Diploma Policy and Curriculum Policy.

When using the results of third-party evaluations, analysis of this perspective is not needed.

[Analysis procedure]

- (1) Confirm that grade evaluation and credit recognition standards are established based on the Curriculum Policy.
 - Concerning grade evaluation standards, confirm that the college has established criteria for judgment, considering the achievement goals of the subject when applying grades (A, B, C, etc.).
- (2) Confirm that credit recognition for each course is carried out based on grade evaluation and credit recognition standards.
- (3) If learning-based credit subjects are arranged, the school should confirm that evaluations for learning outside class hours are conducted as stated in the syllabus.

[Evidence documents and data related to the perspective]

- Regulations regarding grade evaluation and credit recognition, etc.
- Materials that can confirm that grade evaluation is being carried out appropriately, such as internal checks on grade evaluation (related regulations, materials related to grade evaluation meetings, etc.)
- Materials related to the system, methods, procedures, etc. for understanding learning outside class hours for learning-based credit subjects (meeting materials, etc.)

Perspective 6-6-[2]: The grade evaluation and credit recognition standards should be known to students.

[Analysis procedure]

- (1) Confirm students are aware of grade evaluation and credit recognition standards.
 - Confirm that the college informs students through methods such as publication and posting on websites.
- (2) Confirm that grade evaluation methods for supplementary examinations, re-examinations, and credit-recognition examinations have been established.

[Evidence documents and data related to the perspective]

- Materials that can confirm the details of efforts to disseminate information (student handbooks, information provided on websites, etc.)
- Regulations stipulating grade evaluation methods for supplementary examinations, re-examinations, and credit recognition examinations.

Perspective 6-6-[3]: Grade evaluation and credit recognition for each subject should be systematically confirmed to be conducted rigorously and objectively based on grade evaluation standards.

[Analysis procedure]

- (1) Confirm that, as part of the college’s organizational measures to ensure the objectivity and rigor of grade evaluation and credit recognition, the following checks are carried out: the validity of grading (grading is conducted according to the syllabus), return of answer sheets, presentation of model answers and scoring criteria, not repeating the same exam questions, and appropriate level of exam questions.

Please analyze the check items set in the self-assessment report (Form 1), keeping in mind that, in principle, all measures are required.

Please check that the same exam questions are not used in mid-term/final exams, supplementary exams, re-exams, and credit recognition exams over multiple years or within the same year. Analyze whether steps have been taken to take corrective action as necessary.

[Evidence documents and data related to the perspective]

- Materials that can confirm what the college is systematically working on (regulations that describe how to check all items, materials that can confirm the check results from the previous year).
- Materials that can confirm the organizational measures taken in the year prior to the evaluation to ensure that the same exam questions are not used (related meeting materials, minutes, and documents, if applicable, that can confirm that corrective actions have been taken).

Perspective 6-6-[4]: A system for grade appeals should be in place.

[Analysis procedure]

- (1) Confirm that opportunities for students to appeal their grade evaluation results are provided in the regulations.

[Evidence documents and data related to the perspective]

- Regulations stipulating procedures for student grade appeals

Standard 6-7: Fair completion decisions should be conducted based on the college's objectives and the Diploma Policy.

Perspective 6-7-[1]: The college should establish a completion requirements policy in accordance with the Diploma Policy.

When using the results of third-party evaluations, analysis of this perspective is not needed.

[Analysis procedure]

- (1) Confirm that the college's completion requirements are systematically developed.

[Evidence documents and data related to the perspective]

- Materials that confirm that completion requirements are systematically formulated (school regulations, graduation requirements policy, etc.)

Perspective 6-7-[2]: The established completion requirements should be made known to students.

[Analysis procedure]

- (1) Confirm that completion requirements are made known to students.
 - Confirm that completion requirements are communicated to students by posting them on publications, websites, etc.

[Evidence documents and data related to the perspective]

- Disseminated materials (student handbook, information on the website, etc.)

Perspective 6-7-[3]: Completion decisions should be carried out systematically in accordance with the completion requirements policy.

[Analysis procedure]

- (1) Confirm that the college conducts completion decisions based on the completion requirements policy.

[Evidence documents and data related to the perspective]

- Forms used for completion decisions

Standard 6-8: Appropriate learning outcomes should be achieved in line with the college's objectives and the Diploma Policy.

Perspective 6-8-[1]: A system should be in place to assess and confirm that the results of learning and education are in accordance with the Diploma Policy.

This perspective should be reviewed with due consideration for consistency with the analysis content in Perspective 1-2-[4].

[Analysis procedure]

- (1) Confirm that a system is established to understand and evaluate learning and educational outcomes, based on

feedback from students, graduates, and stakeholders related to graduates' career paths, regarding the academic abilities and competencies acquired upon graduation.

[Evidence documents and data related to the perspective]

- Materials that can confirm the status of system development (related regulations, etc.)

Perspective 6-8-[2]: Learning outcomes should be confirmed to have been achieved in accordance with the college's purposes and the Diploma Policy, based on feedback from students at completion.

This perspective should be reviewed with due consideration for consistency with the analysis content in Perspective 1-2-[4].

[Analysis procedure]

- (1) Confirm that learning and educational outcomes are understood and evaluated based on the results of interviews with students at completion regarding the academic abilities, qualities, and abilities that students have acquired at graduation.

[Evidence documents and data related to the perspective]

- Materials that confirm that the learning outcomes are understood and evaluated based on the results of the student feedback (completion questionnaire, questionnaire results, meeting materials, etc.)

Perspective 6-8-[3]: Learning outcomes should be confirmed to have been achieved in accordance with the college's purposes and the Diploma Policy, based on feedback from graduates with a certain period of post-graduation work experience.

This perspective should be reviewed with due consideration for consistency with the analysis content in Perspective 1-2-[4].

[Analysis procedure]

- (1) Confirm that the results of learning and education are understood and evaluated based on interviews with graduates approximately five years after completion regarding the academic abilities, qualities, and abilities that they have acquired at completion.

[Evidence documents and data related to the perspective]

- Materials that confirm that the learning outcomes are understood and evaluated based on the results of the opinion hearing (completion questionnaire, questionnaire results, meeting materials, etc.)

Perspective 6-8-[4]: Learning outcomes should be confirmed to have been achieved in accordance with the college’s purposes and the Diploma Policy, based on feedback from employers and other relevant stakeholders.

This perspective should be reviewed with due consideration for consistency with the analysis content in Perspective 1-2-[4].

[Analysis procedure]

- (1) Confirm that the results of learning and education are understood and evaluated based on interviews with employers and representatives of institutions of further education attended by graduates regarding the academic abilities, qualities, and abilities acquired by students upon graduation.

[Evidence documents and data related to the perspective]

- Materials that confirm that the learning outcomes are understood and evaluated based on the results of the opinion hearing (employer and further education destination surveys, questionnaire results, meeting materials, etc.)

Standard 6-9: The Admission Policy should be specific and clear.

Perspective 6-9-[1]: The Admission Policy should be clearly defined in light of the college's purposes.

Publication of the Admission Policy is confirmed by Perspective 4-5-[1].

[Analysis procedure]

- (1) Confirm that the Admission Policy has been established based on related laws and regulations and *guidelines*.
- (2) Check whether the Admission Policy has been formulated based on the purposes of the college and its departments, the Diploma Policy, and Curriculum Policy.
- (3) Confirm that the Admission Policy includes descriptions related to the “Basic Policy for Student Admission Selection” and the “Desired Student Profile (Including the desired learning outcomes for accepted students).”

Please analyze the two elements (check items) set in the self-assessment report (Form 1), keeping in mind that they are included in the Admission Policy.

[Evidence documents and data related to the perspective]

- The Admission Policy for the advanced course program

[Related laws and regulations]

Guideline.

Standard 6-10: Student admission procedures should be conducted appropriately.

Perspective 6-10-[1]: Appropriate admission methods should be adopted in accordance with the Admission Policy, and the implementation system should ensure fair operation.

[Analysis procedure]

- (1) Confirm that the admissions selection methods [student recruitment policy, selection classification (academic ability selection, recommendation selection, etc.), interview content, scoring/questioning policy, etc.] are in accordance with the Admission Policy, especially the basic policy for admission selection.
 - For each selection category, confirm that the method of selecting new students (academic ability tests, interviews, etc.) complies with the Basic Policy of Student Admission Selection.
 - If interviews are included in the admission method, confirm that interview procedures are in place.
 - Confirm the implementation status of the system (organizational role, composition, process for determining successful candidates, etc.).

[Evidence documents and data related to the perspective]

- Materials that indicate the admission recruitment guidelines, interview guidelines, admission decision criteria, admission decision format, entrance exam implementation status, etc. for each selection category (summaries for meetings, etc.)

Perspective 6-10-[2]: Efforts should be made to verify whether admitted students are consistent with the Admission Policy, and the results should be used to improve admission selection processes.

[Analysis procedure]

- (1) Confirm that a system is in place to conduct verification and to utilize the verification results for improvement.
 - Confirm the status of verification organizations and specific efforts (including efforts to collect information for improvement) in committees related to entrance examinations.
- (2) Under the system described in (1), confirm that the students who have enrolled are verified to be in line with the Admission Policy.
- (3) Confirm that the verification results in (2) are used to improve admission selection.

[Evidence documents and data related to the perspective]

- Materials that can confirm the status of the system (related regulations)
- Materials used for verification (meeting materials, etc.)
- Materials that can confirm the verification results were used for improvement

Standard 6-11: The number of actual enrollees should be appropriate.

Perspective 6-11-[1]: The actual number of enrollees should not significantly exceed or fall below the admission capacity.

[Analysis procedure]

- (1) Confirm that total capacity (or admission capacity) is stipulated in the college regulations for each major.
- (2) Because a discrepancy between the admission capacity and the actual number of enrollees may reduce the confidence of applicants, confirm the relationship between the admission capacity (where the total capacity is determined, the total capacity is divided by two) and the actual number of enrollees.
- (3) From the perspective of ensuring educational effectiveness, confirm that the educational system for majors with a fixed admission capacity is appropriately maintained in accordance with the enrollment capacity. If the average number of enrolled students over the past five years is not within the range of 0.7 times or more and less than 1.3 times, the school should understand and analyze the situation. In addition, confirm that the placement of faculty members, administrative staff, as well as the development of educational and research facilities and equipment, are in place and that appropriate educational outcomes are being achieved.

Students enrolled in joint education programs with universities should be counted as enrollees in the advanced course programs.

[Evidence documents and data related to the perspective]

- Applicable part of the rule of the college
- Materials that can confirm the status of the system (related regulations)
- [Form 2-2] Average admission capacity sufficiency rate calculation table
- [Form 2-3] List of faculty members in charge
- If the actual number of enrollees significantly exceeds or falls short of the admission capacity, documents showing that the placement of faculty members, administrative staff, educational and research facilities, equipment, etc., are in place, and documents showing that appropriate educational outcomes are being achieved.