

Decision of Institutional Certified Evaluation and Accreditation

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

It fulfills all requirements defined as the Priority Evaluation Items in Viewpoint 1-1.

Good practices identified by the review committee include:

- Introduction and promotion of a learning management system as a common base to promote the use of ICT (information and communications technology) in education, contributing to approximately 80 percent of the academic staff members using the system in FY2017, which has reduced their workload and facilitated students' self-directed learning, etc.;
- One of the college's visions for cultivating engineers declaring, "Our students are expected to acquire a degree as an internationally-minded engineer. We foster young engineers who have a responsibility to both our society and the natural environment as a whole," with this vision promoted by utilizing external educational resources to sign academic exchange agreements with 14 overseas institutions in the United States, Germany, Vietnam, South Korea, Indonesia, Taiwan, and New Zealand, which produced successful outcomes in FY2017, including sending 31 students to these overseas partner institutions and other schools for long-term internships while accepting 11 international students as visiting researchers from partner institutions and 19 MEXT Scholarship students and other international students;
- The "Interdisciplinary Project" introduced as a college-wide approach to nurture students' creativity, aimed at developing interdisciplinary abilities in their fourth year of study with students from multiple courses gathered into teams and all academic staff members supporting students' self-directed learning as facilitators and advisors, with these efforts considered remarkably effective based on student questionnaires on interdisciplinary abilities conducted after the completion of the "Interdisciplinary Project" course, in addition to that, an increasing number of teams led by fourth- and fifth-year students winning prizes in the College of Technology Programming Contest (Kosen Procon) and other competitions;
- College-wide approaches to develop students' practical skills, including "Internship" for fourth-year students and "The Coop Education" designed as an elective course for third- and fourth-year students to attend job training at the same companies over a total of seven weeks during long holidays, with some achievements seen in acquiring various skills such as employment skills,

technology execution skills, and problem-solving skills; and

- An extremely high employment rate (the number of students employed divided by the number of students seeking employment after graduation) for both the regular and advanced courses, with students employed in the manufacturing industry, information and communications businesses, electricity/gas/heat/water supply companies, construction industries, and other employment befitting of the engineers the college hopes to produce, and an extremely high rate of students advancing to higher education (the number of students advancing to higher education divided by the number of students wishing to advance to higher education) for both the regular and advanced courses, with students advancing to the advanced courses at colleges of technology or engineering technology faculties, science and technology academic units, and other faculties/units at universities that are related to the students' regular/advanced courses.

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