

Decision of Institutional Certified Evaluation and Accreditation

The National Institute of Technology, Hachinohe 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:

- Promotion of “Online English” classes to improve English language abilities in accordance with the college’s policy that focuses on international exchange activities to enhance the performance of the education support staff;
- Active signing of international exchange agreements, thereby contributing to more academic staff members and students participating in international exchanges, including overseas training programs, and emphasis on improving English language education, resulting in the largest number of successful applicants for the 2017 Eiken Test in Practical English Proficiency (Eiken) (59 for Grade Pre-2, 25 for Grade 2, and 5 for Grade Pre-1) for the second consecutive year among all national colleges of technology, with these dedicated efforts to promote international education leading to successful outcomes;
- In addition to “Self-Directed Research” aimed at developing students’ practical skills, all departments offering “Internship” that allows students to learn firsthand the roles of engineers with practical skills through work experience in companies or organizations related to their specialized fields, with detailed guidance provided with the intention of applying technical knowledge by, for example, distributing the “Internship Guide”;
- Project-based learning (PBL) lessons provided as creative teaching methods in one or two subjects of each course, and “Self-Directed Research” as a college-wide distinctive initiative introduced as a required course for all students in the five-year associate course, where students identify their own problems and questions, pursue independent inquiry activities from a scientific perspective, and receive support and guidance from supervisory teachers and teaching coordinators, with these approaches resulting in students more actively participating in academic presentations and various contests and demonstrating their creativity to produce many successful outcomes; and
- An extremely high employment rate (the number of students employed divided by the number of students seeking employment after graduation) for both the associate and diploma courses, with

students employed in the manufacturing industry, academic research and specialized engineering services companies, public offices, 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), with students advancing to the diploma courses at colleges of technology or engineering technology and other faculties at universities that are related to the students' associate course.

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