

Decision of Institutional Certified Evaluation and Accreditation

The National Institute of Technology, Numazu 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:

- The Study Support Center providing a study environment by operating the “Fuji Café” study space and “Ishizue Juku,” a study consultation space where students can study freely after school and also receive advice or tutoring from academic staff members in charge and upper-year students according to their needs, with these efforts and improvements made in response to the needs and demands of students and academic staff members, resulting in an increasing number of users each year primarily among lower-year students, who recognize these places as useful afterschool study spaces;
- Introduction of project-based learning (PBL) lessons, creative seminars, and other related classes in each department’s curriculum with the aim of developing creativity by setting goals and tasks to work in groups through examinations, discussions, and other activities, thereby earning awards and achievements in various creative contests and competitions;
- Internships in the associate degree program designed to develop practical skills by experiencing research, development, production, and other activities at manufacturing sites and research institutes to learn firsthand how knowledge and techniques acquired in classes are utilized, with a majority of the participants realizing improvement in their practical skills based on the results of student questionnaires conducted after the internships are completed, in addition to that, achieving successful outcomes, including prizes in symposiums with programs involving practical skills;
- An extremely high employment rate (the number of students employed divided by the number of students seeking employment after graduation) for both the associate degree program and the advanced course, with students employed in the manufacturing industry, information and communications businesses, electricity/gas/heat/water supply companies, academic research and specialized engineering services companies, and other employment befitting of the engineers the college hopes to produce, and an extremely high rate of students advancing to higher education (the number of students advancing to higher education divided by the number of students wishing

to advance to higher education) for both the associate degree program and the advanced course, with students advancing to the advanced course at colleges of technology or engineering technology faculties, science and technology academic units, and other faculties/units at universities that are related to the associate degree program and the advanced course; and

- “Off-Campus Training (Internship)” introduced as a required subject in the first-year second term of the advanced course, adopting creative approaches to develop practical skills, including supervisors and institutions accepting interns working together to discuss and draw up off-campus training plans before internships commence, academic staff members visiting the institutions as needed during the four-month internships, and holding briefing sessions open to the public after completion of the internships.

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