Decision of Institutional Certified Evaluation and Accreditation

The National Institute of Technology, Kochi 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:

● Teaching methods of developing creativity and practical skills adopted since fiscal 2016 in "Japanese I" and "Japanese II" for first- and second-year students and "Geography" for first-year students to provide guidance on preparing for the college's presentation contest, "Kochi Kosen Unazuku (nodding) Presentation," with the fiscal 2018 contest held on the theme of "Primary Industry and Cutting-edge Engineering," in which student teams suggest ideas to address regional challenges, and teams recognized for their outstanding presentations at the contest can participate in the Kochi Regional Revitalization Idea Contest, where they received the Excellence Award in fiscal 2016, the Kochi Regional Revitalization Award in fiscal 2017, and the Idea Award in fiscal 2018, in addition to continuously pursuing the Kochi Kosen Unazuku Presentation themes, which led to earning the Poster Award at the 23rd Kosen (colleges of technology) Symposium and other achievements;

● Promotion of cyber security personnel training as a core base school for the National Institute of Technology's KOSEN Security Educational Community project, with "Basics of Information Processing" designed for first-year students to learn the basics of information security and to develop practical skills by applying their acquired knowledge to solve problems using information devices, with these approaches contributing to successful outcomes that include winning the Excellence Award and Region Award at the 12th IPA "Raise Cyber Moral and Security Awareness Competition 2016" hosted by the Information-technology Promotion Agency in fiscal 2016; 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, construction firms, electricity/gas/heat/water supply 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) for both the associate and diploma courses, with students advancing

to the diploma courses at colleges of technology or schools and graduate schools of science and engineering, and other schools and graduate schools at universities related to the students' associate and diploma courses.

Areas for improvement identified by the review committee include:

- Lack of clear definition of the self-assessment standards and items; and
- Insufficient improvement made in one of the areas for improvement pointed out by the review committee in the previous Institutional Certified Evaluation and Accreditation that exam questions with the same content had been found on occasion in both the associate and diploma courses over the past several years.

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