

## **Decision of Institutional Certified Evaluation and Accreditation**

The National Institute of Technology, Kushiro 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:

- “Fundamental Seminar for Creative Engineering” in the Smart Mechanics Course, “Computer Science I” and “Creative Engineering” in the Electronics Course, and “Design Engineering” in the Architecture Course, introduced to second-year students who are beginning to fully engage in specialized education as creative teaching methods combining basic knowledge in each specialized field and reasoning skills, with these approaches resulting in remarkable achievements that include some graduation research outcomes being presented at academic conferences and other events, and receiving excellent presentation prizes at student research presentation conferences organized by the Hokkaido Branch of the Japanese Society for Information and Systems in Education; 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, information and communications businesses, construction industry, electricity/gas/heat/water supply 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 and diploma courses, with students advancing to the diploma courses at colleges of technology or schools of engineering, 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;
- Lack of clarity in organizations and systems responsible for gathering and accumulating data and materials as the basis to conduct a self-assessment;
- Absence of a system to survey graduates (students who completed their courses) and higher educational institutes attended by the students, among the surveys of school members and outside

affiliates, with self-assessment unlikely to reflect these survey findings;

- 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 the same exam questions had been used in some subjects of the associate course over the past several years; and
- No systems developed to review the college's educational goals and three policies while monitoring social and other trends.

This document has been translated by NIAD-QE with consent from the college of technology for the reader's information only.