

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

The National Institute of Technology, Tokuyama 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 of a school monitoring system in which external school monitors recruited from the public, teachers in charge of the relevant lessons at school, and academic staff members in all departments participate in open classes, make evaluations, and exchange opinions to make lessons better and more effective;
- Integrated creative courses introduced in all departments, including project-based learning (PBL) lessons and intellectual property courses, to cultivate creativity through problem solving in groups and other approaches, which contributed to acquiring patents and to winning awards at a design competition and other contests;
- Promotion of the National Institute of Technology Global Kosen Project (development type) and the Acceleration Program for University Education Rebuilding (Theme V) by the Ministry of Education, Culture, Sports, Science and Technology to develop human resources who can play an active role in a global society by providing problem-solving educational programs aimed at enhancing English language abilities and dealing with different cultures and local globalization, with these efforts leading to an increase in the number of both study abroad students and international students; 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 companies, public service-related businesses, 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 schools of science and engineering and graduate schools, and other schools and graduate schools at universities related to the students' associate and diploma courses.

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