Decision of Institutional Certified Evaluation and Accreditation

The National Institute of Technology, Tokyo 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 the National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE). It fulfills all requirements defined as Priority Evaluation Items in Viewpoint 1-1.

The best practices identified by the review committee include the following:

1) As educational methods for fostering creativity and practical skills, the College introduces "Social Implementation Project I, II, and III" as required subjects in the fourth-to-fifth years of all departments. Various real-world issues are addressed in cooperation with the community, and their solutions are considered. The experience of evaluating and improving prototypes through their use in companies encourages the development of engineers who will achieve innovation. In addition, these outcomes are presented at the Social Implementation Education Forum hosted by the College, providing a platform to improve students' research skills. The number of participants in this forum, which has been held since 2012, is increasing annually, and social implementation education is expanding.

2) As educational methods for fostering practical skills, the College offers "Advanced Engineering Laboratory I and II" as cross-departmental elective subjects designed by converting its industry-academia collaboration initiative "Embedded System Meister Program" into credit courses. These subjects aim to cultivate embedded system engineers with basic academic abilities and necessary skills under the existing department structure, and attempt to further develop the abilities of highly motivated students. Students completing the embedded system development course are awarded the "Embedded System Meister" as an incentive, and those who have later worked as a teaching assistant are certified as student engineering educators. In 2019, the College received numerous awards at various contests and competitions, including the Grand Prize and the Minister of Education, Culture, Sports, Science, and Technology (MEXT) Award in the Themed and Original Sections, and the top prize and the MEXT Award in the Competition Section at the 30th KOSEN Programming Contest (KOSEN ProCon).

3) The employment rate (the number of students employed divided by the number of students seeking post-graduation employment) for the associate and diploma courses is extremely high, with graduates employed in the manufacturing and other industries suitable for engineers the College hopes to produce. The rate of students advancing to higher education (the number of students advancing to higher education divided by the number of students wishing to do so) for the regular and advanced courses is also extremely high, with graduates advancing to the diploma courses at the colleges of technology, faculties of engineering, or graduate schools related to their associate and diploma courses.

Areas for improvement identified by the review committee include the following:

1) Although the college has redeveloped the rules to grasp the extracurricular study time for subjects that require

lessons and self-study to earn credits, it has not yet been launched (Viewpoint 5-2-(2), 8-1-(5)).

The College's response to the coronavirus pandemic:
NIAD-QE asked the College to report its response to the coronavirus pandemic, as the spread of infections has affected educational activities in unprecedented ways since the beginning of the 2020 school year. Consequently, it was confirmed that the College is dealing with the situation as mentioned in the appendix.

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