Decision of Institutional Certified Evaluation and Accreditation

The National Institute of Technology, Nagaoka 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) The College's external funding is one of the best among colleges of technology nationwide, demonstrating its high research support and promotion system. In particular, the peer review for the Grant-in-Aid for Scientific Research is conducted continuously in the school every year, which leads to the current results.
2) As educational methods for fostering creativity, the College has been offering a regional collaborative education *Job Search for local companies based Cooperative education (JSCOOP)*, aiming to cultivate students' problem-finding and problem-solving abilities through interviews with local companies and proposals for problem-solving solutions. This initiative is resulting in notable achievements. In a questionnaire of participating students conducted in 2016, 84.2% of students (including students in the diploma course) answered, "I think the ability to create new value has improved in the light of reality."
3) The employment rate (the number of students employed divided by those 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 that the College hopes to produce. The rate of students advancing to higher education (the number of students advancing to higher education divided by those wishing to do so) for the associate and diploma 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) Regarding the problems that *the basic policy for the entrance examination that constitutes the admission policy is not clearly stated,* and *the same exam questions have been asked for multiple years in some classes in the associate course*, which was pointed out among improvements that were required in the previous Institutional Certified Evaluation and Accreditation, the clarification of the basic policy for entrance examination and the efforts to check the exam questions are insufficient (Viewpoint 1-1-(4)).
2) Efforts to grasp and improve the satisfaction of the information and communication technology (ICT) environment of faculty and staff are not sufficient (Viewpoint 3-1-(2)).

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