

## Decision of Institutional Certified Evaluation and Accreditation

The National Institute of Technology, Niihama 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) Three special courses are set up to train next-generation engineers based on social implementation education as a device for education guidance. As outstanding efforts, the following lessons are offered across the departments: the dialogue/discussion type lessons, such as *Special Course for Assistive Technology Engineer Development*; field type lessons, such as *Special Course for Next-Generation Plant Engineer Development*, and information equipment utilization lessons, such as *Special Course for Practical AI Utilization Engineer Development*.
- 2) 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) The self-assessment does not reflect the opinions of school members and external parties (Viewpoint 1-1- (3)).
- 2) The response to the problems requiring improvement suggested in the previous Institutional Certified Evaluation and Accreditation has not gone through the deliberation process of the committees related to internal quality assurance (Viewpoint 1-1-(4)).
- 3) The college system for implementing the faculty development (FD) to improve the content and method of lessons is not sufficient (Viewpoint 2-4-(1)).

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