

Decision of Institutional Certified Evaluation and Accreditation

The National Institute of Technology, Tsuyama 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 an educational method for fostering creativity, the *Fundamental Challenge Seminar*, in which the students choose from the themes introduced by faculty members in a wide range of fields, such as natural sciences, sports sciences, humanities, and social sciences, is offered in the second year. It is a college-wide development of the experience of the mathematics club. These initiatives have achieved successful outcomes, for instance some students have presented the results of these studies at academic conferences while others have developed the research and participated in the International Science and Engineering Fair (ISEF).
- 2) As educational methods for fostering international responsiveness, the College has been accepting two first-year students every year since 2019 as a school accepting the Thai government scholarship international student project. A specialized subcommittee has been set up within the International Exchange Center to support the exchange activities between international students and Japanese students, such as holding the *Tsuyama Robocon*. In addition to foreign teachers invited by the Global Engineer Training Project (Advanced Training) adopted in 2019, Japanese teachers also give lectures in English and hold a lesson practice study group. The College strives to expand specialized classes in English.
- 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) The curriculum policy for the associate course does not specify how to educate the abilities described in the Diploma Policy (Viewpoint 1-2-(2)).
- 2) The admission decision criteria for each admission process are not clearly stated (viewpoint 6-1-(1)).

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