Decision of Institutional Certified Evaluation and Accreditation

Salesian Polytechnic 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 initiative to promote students' voluntary learning, the polytechnic has started summer school courses and provides qualification support. In the fiscal year 2021, 14 courses, including The EIKEN Test in Practical English Proficiency preparation courses, Certificate of Achievement for the Practical Mathematical Test preparation courses, and License for Type2 Electric Works Specialist exam preparation courses, were opened, and a total of 367 students enrolled in them.

2) The employment rate (the number of students employed divided by those seeking post-graduate employment) for associate and diploma courses is extremely high, with graduates employed in manufacturing and other industries suitable for the engineers that the polytechnic 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 associate and diploma courses is also extremely high, with graduates advancing to diploma courses at colleges of technology, faculties of engineering, or graduate schools related to their associate and diploma courses.

Points to be improved:

1) *In management and operation, various rules are developed, and each committee shares and works, but there is an insufficient use of questionnaires required for analysis and evaluation of many perspectives, such as understanding the status of school officials and using a syllabus,* which was pointed out as an improvement that was required in the previous Institutional Certified Evaluation and Accreditation; the problem has not sufficiently improved [Viewpoint 1-1-(4)].

2) It has not been confirmed whether the results of verifying the acceptance of students in line with the enrollment policy are used to improve enrollment selection [Viewpoint 6-1-(2)].

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