

Decision of Institutional Certified Evaluation and Accreditation

Hachinohe National College of Technology 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 NIAD-UE.

Good practices identified by the review committee include:

- The college's The Research Center of Regional Cultures established as an interdisciplinary organization that conducts comprehensive research on culture and industries rooted in the area beyond the boundaries of the humanities, social sciences, natural sciences and engineering, which with students participating contributes to education related to "(C) To contribute to local society" of the college's aims of learning and education, and also contributes to developing local communities and creating, revitalizing and publicizing the local culture through, for example, hosting the lecture titled "Regional Learning on Foot," co-hosting the Hachinohe Summer Seminar "Natural and Cultural Characteristics, Technologies and Ventures," and holding the "Liberal Arts Café,"
- Innovative teaching methods aimed at helping students develop creativity employed in creation-type subjects in the associate course, which are exemplified by a coordinated practical teaching method in which third- and fourth-year students learn with third-year students producing in "Creative Mechanical Technology Exercise" the devices designed by fourth-year students in "Creative Design and Drawing,"
- Engineering design education provided in the diploma course as education combining PBL and cooperative education using companies and other external institutions, in which the college helps students acquire the ability to detect and solve problems, and also develop their creativity through the assignment of new tasks and devising solutions on their own under the joint guidance of full-time academic staff and external lecturers,
- An extremely high employment rate (number of students employed/number of students seeking employment after graduation) for both the associate and diploma courses, with students employed in the construction industry, manufacturing industry, at electricity/gas/heat/water supply companies, information and communications companies, academic research organizations, specialized/technical service businesses, and other employment befitting of the engineers the college aims to educate; and an extremely high rate of students advancing to higher education

(number of students advancing to higher education/number of students wishing to advance to higher education) for both the associate and diploma courses, with students advancing to engineering universities or graduate schools that are related to the students' associate/diploma courses,

- Each academic staff member making continuous efforts to improve the content of lessons, teaching materials, teaching techniques, *etc.*, by adopting the candid opinions and suggestions of others, which has resulted in achievements such as the “development of simple optical answer sheet readers,” the “development of mathematical exercise textbooks,” “consideration of what to teach and collection of materials for lectures on multivariate analysis,” and an “initiative to put engineering design education on a firm footing,”
- The college's internal education and research projects carried out also as part of the faculty development activities, which have led to improvements in the quality of education and the content of lessons, specifically improvements in the use of the library and the operation of homeroom classes, the improvement of English education, and the planning and improvement of engineering design education, and
- The Future Plan Working Group and the Vice-Principal Meeting, temporarily set up under the leadership of the principal, which examine, for example, what the college's education should be to further augment and strengthen the school as a college of technology that responds to changing social conditions, propose the revision of curricula with an eye to the future, the establishment of cross-department education clusters, *etc.*, and put the proposals into practice efficiently after they are examined by the Planning Office Meeting and the Administration Committee, with results being produced.

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