

## Decision of Institutional Certified Evaluation and Accreditation

Ichinoseki 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 Practical Creative Technology course for associate course fourth-year students (across disciplines) and the Practical Engineering Exercise course for associate course fifth-year students as practices that continue the “Skilled-type Engineers Education by Industrial-Academic Coop Education” program, selected in FY2007 to FY2009 as a Contemporary GP program. With the cooperation of working professionals as visiting lecturers, these courses provide cooperative education that tries to examine and solve actual problems based on the points of view and creativity of students. These practices foster engineering design skills and have achieved results in producing creative engineers,
- The problem-solving “Advanced Experiments of Creative Engineering” course in the diploma course. Students of both diploma courses form small groups irrespective of their course, with each member bringing their technical knowledge to the group as they engage in monozukuri manufacturing according to assigned themes, and group presentations of the pieces produced are made before evaluating each other. This system fosters practical creativity by allowing students to take the initiative from the planning through to the actual monozukuri and presentation stages,
- 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 manufacturing industry, telecommunications industry, 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,
- College support the Mechanic Technical Club’s participation in the nationwide KOSEN Robot Contest and the Computer Club’s participation in the nationwide

KOSEN Programming Contest. Many teachers serve as supervisors providing guidance and support, encouraging students to take the initiative, and as a result, the college has marked many achievements and won the first prize special award and design award at the nationwide KOSEN Robot Contest, Second Prize and Outstanding Performance Award at the nationwide KOSEN Programming Contest, and many other awards, and

- Employing former high school principals as education coordinators as part of the activities to improve classes. Many study classes have been provided under the supervision of these coordinators, and the study classes conducted based on the teachers' teaching plan are evaluated by the education coordinators, and their comments and reviews are summarized in a "For better education" report. Based on these recommendations, various practices are taken to improve classes, and faculty development (FD) activities are achieving results.

Areas for improvement identified by the review committee include:

- Lack of clarity in the common educational goals for the associate/diploma courses. Although details regarding the basic results that should be achieved for each subject and course (including the kind of engineers the college hopes to produce) are provided, they are not set out for students to easily understand the results they should aim for.

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