

Decision of Institutional Certified Evaluation and Accreditation

The National Institute of Technology, Hakodate 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 NIAD-UE.

Good practices identified by the review committee include:

- Successful initiatives providing supervision for the students' English presentations through the Senior Educator English teacher, and encouraging diploma course students to give research presentations abroad, working with the advisor for thesis research. The College (with the International Activities Committee and Advanced Course Committee) also invites university academic staff from abroad each year to give English presentations on thesis research, providing students with the chance to engage in vibrant discussions in English;
- The diploma course first-year “Creative Experiments in Production System Engineering” and “Advanced Laboratory in Environment System Engineering” classes and second-year “Experiments for Integrated and Creative Study” class designed to promote practical engineering education (including the application of patents) with the help of retired engineers. This is a unique initiative based on the results of the “Comprehensive monozukuri perspectives passed down from retired engineers” program selected in FY2007 for MEXT’s “Support Program for Contemporary Education Needs (Contemporary GP),” and the “Comprehensive monozukuri training of personnel in the Donan-Aomori area through Kampachi partnership” program selected in FY2008 for MEXT’s “Practical training program through industry-academia partnership: monozukuri engineer training” program;
- The diploma course first-year “Creative Experiments in Production System Engineering” and “Advanced Laboratory in Environment System Engineering” classes and second-year “Experiments for Integrated and Creative Study” class designed to develop creativity. Using rubric assessments to clarify the degree of attainment, these classes provide students with opportunities to engage in group discussion and receive advice/supervision from engineering specialist teachers referred to as “Meisters” (comprised of retired engineers) as well as supervising academic staff regarding the latest problems in society as presented by companies, local municipalities, *etc.* This unique initiative prompts students to gain new perspectives and to consider and produce original solutions, thus fostering their creativity;
- An extremely high employment rate (the number of students employed divided by the number of

students seeking employment after graduation) for both the associate and diploma courses, with students employed in the manufacturing industry, ICT industry, construction industry, at electricity/gas/heat/water supply companies, and other employment befitting of the engineers the college hopes to produce; and an extremely high rate of students advancing to higher education (the number of students advancing to higher education divided by the number of students wishing to advance to higher education) for the associate course, and a high rate of students advancing to higher education for the diploma course, with students advancing to the diploma courses at colleges of technology or engineering faculties or academic units at universities that are related to the students' associate/diploma courses; and

- The system to check and improve education comprised of the “operation cycle to achieve the goal” based on feedback from students and society, and the “operation cycle to improve education,” including the “self-assessment table for teachers” and the “education level check meetings” held by the teachers in charge of each class, based on lecture evaluation questionnaires and classes open to the public. In the “operation cycle to improve education,” various assessment results, including the results of the “education level check meetings” (which check the level of exam questions and borderline marks for each course), are condensed into the “self-assessment table for teachers,” which is first reviewed by the Education Review Committee before deliberation by the Management Committee. The policies for improvement are then presented to each committee and implemented, with instructions given to the academic staff and efforts made to achieve the improvements.

Areas for improvement identified by the review committee include:

- The lack of documentation and disclosure of the basic admissions policy for associate course first-year/transfer/diploma course students, although there is a shared understanding of the basic policy within the College; and
- The partial lack of clarity in the methods for assessing the attainment levels of the C-1 learning/education goals of the Mechanical Engineering and Electrical and Electronic Engineering graduates, although the diploma course methods to assess the attained learning/education goals are clear.

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