

Decision of Institutional Certified Evaluation and Accreditation

National Institute of Technology, Okinawa 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-QE.

Good practices identified by the review committee include:

- The growing proportion of full-time female academic staff members and academic staff members with corporate experience because of the College's active measures to revitalize its academic staff organization;
- "NIT, Okinawa College Seminar" in the first-year subjects of the associate course, aimed at developing creative thinking through comprehensive learning experiences, and "Creative Seminar" in the second-year subjects of the associate course, designed to foster creativity through problem-solving learning approaches incorporating the characteristics of different subjects, both of which contributed to successful results, for example, winning the school prize in the 2016 High School Student "Monozukuri/Koto-zukuri" Plan Contest;
- Introduction of "Creative System Engineering Experiment" in the advanced course, where students from all courses are gathered into several teams that plan and conduct experiments combining the skills and knowledge of each student to compete with one another, with these innovative teaching methods enhancing students' creativity and leading to outstanding achievements, such as the Excellent Student Award of the Institute of Electrical and Electronics Engineers (IEEE) and presentation awards in academic conferences; and
- An extremely high employment rate (the number of students employed divided by the number of students seeking employment after graduation) for both associate and diploma courses, with students employed in the manufacturing industry, information and communications businesses, transportation industry, postal service 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 both the associate and diploma courses , with students advancing to the diploma courses at colleges of technology or engineering/agriculture technology faculties or academic units at universities that are related to the students' associate/diploma courses.

Areas for improvement identified by the review committee include:

- Insufficient approaches for examining whether entrants are actually accepted according to the College's admission policy;
- A lack of efforts to conduct opinion hearings regarding the graduates' academic abilities, qualities, and skills acquired during their school years and achievements after graduation; and
- Inadequate processes for the school to fully grasp the lesson improvement status of each academic staff member, with progress confirmed through lesson reports, because there are no mechanisms for understanding the situation of improvement activities in all subjects, using only lesson reports for certain subjects.

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