

Decision of Institutional Certified Evaluation and Accreditation

Osaka Prefecture University 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-QE.

Good practices identified by the review committee include:

- The Dean of Academic Affairs' Office playing a central role in planning and holding various discussion sessions to promote closer ties between academic staff members in charge of general education and advanced subjects, with successful results seen particularly in mathematics, including establishing the Teachers' Network for Mathematics Education in fiscal 2012 to create relational tables on the mathematical content used in advanced subjects and publishing the "Supplementary Mathematics Textbook for Students Transferred to *Kosen*";
- Emphasis on teaching methods for developing creativity in the associate course, including the third-year "Interdisciplinary Research," the fourth-year "Foundation for Research Activities," and the fifth-year "Graduation Research," all of which offer comprehensive learning experiences integrating knowledge acquired at each level to improve problem-solving abilities in specialized fields and further enhance creativity by stages, with these efforts leading to a second-place finish in the Japan Virtual Robotics Challenge and receiving the Commendation for Science and Technology by the Minister of Education, Culture, Sports, Science and Technology in the 1st Creative Robot Contest for Decommissioning;
- "Internship" introduced as a compulsory subject in the diploma course, providing first-year students with the opportunity to intern for over one month at university laboratories or companies according to their future career choices to meet students' diverse needs and observe academic trends while connecting internships with creative education;
- 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 and construction industries, 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 both the associate and diploma courses, with students advancing to the diploma courses at colleges of technology or engineering technology faculties or academic units at

universities that are related to the students' associate/diploma courses; and

- Sustainable efforts to improve lesson content, teaching materials, and teaching skills by checking and evaluating each academic staff member based on the Teacher Groups for Promoting Mutual Cooperation through the Survey for Class Evaluation by students and the Reports of Class Implementation by teachers uploaded on the Server for Analyzing Survey Data managed by the Dean of General Affairs' Office, as well as an excellent system that allows the school to fully grasp the improvement status of each academic staff member.

Areas for improvement identified by the review committee include:

- Some attainment items for both associate and diploma courses not sufficiently effective according to opinion hearings on the goal achievement evaluations from students and graduates; and
- The low response rate to many questionnaires despite conducting a self-assessment and evaluation of educational performance based on the results of opinion hearings from school organization members and external evaluators.

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