

## **Decision of Institutional Certified Evaluation and Accreditation**

The National Institute of Technology, Ariake 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.

It fulfills all requirements defined as the Priority Evaluation Items in Viewpoint 1-1.

Good practices identified by the review committee include:

- Implementation of teaching methods for developing creativity and practical skills by introducing “Exercises on Engineering I,” a common subject for all second-year courses designed for students to learn basic ways of advancing research activities by working on research projects selected from among those assigned by multiple academic staff members, including teachers from the Department of General Education, and “Exercises on Engineering II, a common subject for all third-year courses aimed at cultivating creativity and practical abilities, in which students undertake projects in specialized fields assigned by each course based on the knowledge and experience acquired in “Exercises on Engineering I” as they set goals in groups, undertake research activities on their own initiative, and summarize their findings, with these approaches resulting in various achievements in writing research papers and delivering presentations at academic conferences and international meetings, and participating and receiving prizes in competitions; and
- 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, construction companies, academic research institutes, specialized engineering services companies, service industry, 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 schools and graduate schools of science and engineering, and other schools and graduate schools at universities related to the students’ associate and diploma courses.

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