

Decision of Institutional Certified Evaluation and Accreditation

The National Institute of Technology, Ibaraki 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:

- Project-based learning (PBL) lessons introduced as creative education in the engineering experiment courses of each department, and a venture laboratory established on campus as the “Kosen 4.0” initiative to support students’ creative activities, with these approaches leading to an award in the 2018 Ibaraki Student Business Plan Contest and other achievements;
- Designation as a model of the Global National College of Technology with subjects taught in English in fiscal 2018 accounting for 19 percent of the sub-major global course that requires lessons in English during the upper years and 12.5 percent of the other courses, and “English in Use” for third-year students designed to grant credits to those who have completed study programs designated by college-certified overseas educational institutions, in addition to cultivating global human resources equipped with the basic skills to seize opportunities overseas by awarding students with high TOEIC (Test of English for International Communication) scores every fiscal year, with these efforts contributing to an increase in the number of students applying for the study abroad program, “Tobitate! (Leap for Tomorrow) Young Ambassador Program”;
- Creative teaching approaches to “English I,” “Global Awareness,” and “Global Life Science,” required courses for first-year students in which lessons are taught with students divided into small groups in rotation, and jigsaw and poster-making teaching techniques are used for students to make presentations among groups and participate in discussions and debates held in English through question and answer sessions; 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, information and communications businesses, electricity/gas/heat/water supply 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 of

engineering, 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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