

Decision of Institutional Certified Evaluation and Accreditation

The National Institute of Technology, Oita 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 the National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE). It fulfills all requirements defined as Priority Evaluation Items in Viewpoint 1-1.

The best practices identified by the review committee include the following:

- 1) As teaching methods for fostering creativity, the College offers creative lessons and problem-based learning (PBL) lessons, such as *Engineering Design* in the Department of Mechanical Engineering, *Engineering Design Training* in the Department of Electrical and Electronic Engineering, *Civil and Environmental Design* in the Department of Civil and Environmental Engineering, and *Engineering Experiments VI* in the Department of Information Engineering. These initiatives have achieved successful outcomes, and students have demonstrated their creativity, such as winning first place in the visitor questionnaire at the Oita Collaborative Manufacturing Exhibition.
- 2) The employment rate (the number of students employed divided by those seeking post-graduation employment) for the associate and diploma courses is extremely high, with graduates employed in the manufacturing and other industries suitable for engineers that the College hopes to produce. The rate of students advancing to higher education (the number of students advancing to higher education divided by those wishing to do so) for the associate and diploma courses is also extremely high, with graduates advancing to the diploma courses at the colleges of technology, faculties of engineering, or graduate schools related to their associate and diploma courses.

Areas for improvement identified by the review committee include the following:

- 1) Although some barrier-free facilities have been equipped, barrier-free student dormitories have not progressed (Viewpoint 3-1-(1)).

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