

Decision of Institutional Certified Evaluation and Accreditation

The National Institute of Technology, Yonago 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) All departments offer problem-based learning (PBL), active learning (AL), and group work lessons as educational methods for fostering creativity. In the *Architecture Seminar* of the Department of Architecture, the mural paintings of facilities for the disabled created by students were reported to the Governor of Tottori Prefecture and the Mayor of Yonago. They were reported in local newspapers and television news. These initiatives have produced successful outcomes, such as 6th place at the 2020 KOSEN Robot Contest and the highest award (Minister's award) at the KOSEN Design Competition for three consecutive years.
- 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) The diploma policy for the associate course does not specify the type of human resources to be trained (Viewpoint 1-2-(1)).
- 2) The curriculum policy for the associate and diploma courses does not specify how to educate. The curriculum policy for the diploma course does not specify how to evaluate the learning outcomes. Moreover, the consistency between the curriculum and diploma policies is not sufficient (Viewpoints 1-2-(2), 1-2-(5)).

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