

Decision of institutional certified evaluation and accreditation

The National Institute of Technology, Okinawa 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 the requirements defined as priority evaluation items in Viewpoint 1-1.

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

- 1) Okinawa College, a base school in the KOSEN Disaster Prevention, Mitigation, and Epidemic Control Community for *GEAR 5.0*—a project aimed at developing future technology professionals suited for Society 5.0—has been promoting research and development with the goal of applying these innovations to society. In 2023, the *Tourism and Regional Design Course* was established, and the college is currently undertaking initiatives that contribute to society, such as preparing to launch a student-led venture focused on wellness tourism.
- 2) As an innovative educational approach to fostering creativity, the college has introduced entrepreneurship-related subjects as compulsory courses across all departments. These subjects include the *Okinawa College Seminar* in the first year, the *Creative Seminar* in the second year, the *Creative Industry Seminar* in the third year, and *Internships* in the fourth year. Thanks to these efforts, the college has achieved significant success in various competitions, including winning awards at the 2023 Social Implementation Education Forum (such as the *Social Implementation Award*) and the 2022 National Institutes of Technology GCON (including the *Minister of Education, Culture, Sports, Science and Technology Award* for first place).
- 3) The employment rate among students in regular and advanced programs—calculated as the number of students employed divided by those seeking postgraduate employment—is exceptionally high, with graduates securing positions in manufacturing and other industries well suited to the engineers the college aims to cultivate. Likewise, the rate of students pursuing higher education—calculated as the number of students continuing their studies divided by those wishing to do so—is also exceptionally high, with graduates advancing to advanced programs at colleges of technology, engineering faculties, and graduate schools related to their fields of study.

Points to be improved:

- 1) There is no clearly defined system for the systematic review and improvement process based on the results of institutional certified evaluation and accreditation. This includes gathering feedback from college members, external stakeholders, and external experts, such as the advisory committee [Viewpoint 1-1-(3)].
- 2) The following issues, identified in the previous institutional certified evaluation and accreditation report, have yet to be addressed: [Viewpoint 1-1-(4)]
 - Efforts to ensure that student admissions align with the admissions policy are inadequate.

- Grading practices in some subjects are inconsistent in both the regular and advanced programs. For example, the same exam questions have been reused over multiple years, and grading methods and standards do not align with those stated in the syllabus. This time, efforts to improve grading in the regular program have been insufficient.
 - Efforts to assess the academic knowledge, competencies, and attributes acquired by graduates during their studies, as well as their post-graduation achievements, remain inadequate.
- 3) Although a systematic verification framework has been established to ensure objectivity and rigor in grade evaluation, its effective implementation has not been verified [Viewpoints 5-3-(1) and 8-1-(5)].
 - 4) A clearly defined framework for systematically verifying whether student admissions align with the admissions policy is lacking [Viewpoints 6-1-(2) and 8-2-(2)].
 - 5) The framework for systematically assessing the academic knowledge, competencies, and attributes acquired by students upon graduation, based on feedback from graduating students, alumni approximately five years after graduation, and stakeholders at their career destinations, has not been adequately established [Viewpoints 7-1-(2) and 8-3-(2)].

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