

Decision of Institutional Certified Evaluation and Accreditation

The National Institute of Technology, Oyama 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-UE.

Good practices identified by the review committee include:

- The associate course Mechanical Engineering fifth-year “Mechanical Design & Drawing III” class, in which the students form groups, determine specifications for engines to be developed, and discuss and determine the design value based on each member’s design calculations. The students are required to use their creativity to determine the design value since several factors need to be considered and there may not be a single answer. The students gain new perspectives and foster creativity within this process through discussion between academic staff and students and discussion among students with different points of view;
- The diploma course first-year “Advanced Course Experiments” class designed to foster creativity, in which the students of different courses form teams, plan experiments for a given theme, and gain new perspectives through discussion with academic staff and discussion among students in different fields; 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, ICT industry, construction industry, 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 engineering faculties or academic units at universities that are related to the students’ associate/diploma courses.

Areas for improvement identified by the review committee include:

- The partial lack of clarity in the method of assessing and evaluating the attainment level of teaching goal 5 of the Mechanical Engineering course, although there is no major imbalance in the actual situation of student learning within the systematic organization of the associate course curricula.

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