

Decision of Institutional Certified Evaluation and Accreditation

National Institute of Technology, Miyakonojo 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 Creative Design course for Mechanical Engineering students, the Electronic and Information Design course for Electrical and Computer Engineering students, Exercises in Material Engineering and Exercises in Biological Engineering courses for Chemical Science and Engineering students, the Architectural Design Exercises course for Architecture students, and other courses, designed with effective, multi-faceted educational methods to foster creativity. Students are divided into several groups to create ideas and solve problems together as they experience the entire flow of monozukuri manufacturing from planning to designing and producing, effectively enhancing their creativity and design ability; or students engage in planning, debates, and production in themed groups to undertake and complete new themes of their choices *etc.*, effectively fostering their creativity, design skills, ability to execute tasks, and problem-solving skills,
- The Creative Design Practice course for diploma course first-year students. Students of each diploma course demonstrate the technical knowledge required for monozukuri in the first semester, and then form groups transcending their diploma courses in the second semester to produce and coordinate ideas and engage in group tasks, learning the entire monozukuri process from design to production, evaluation, and presentation. The program offers rich guidance to develop the students' creativity in a continuous and effective manner,
- An extremely high employment rate (number of students employed/number of students seeking employment after graduation) for both the associate and diploma courses, with students employed in the manufacturing industry, construction industry, at electricity/gas/heat/water supply companies, and other employment befitting of the engineers the college aims to educate; and an extremely high rate of students advancing to higher education (number of students advancing to higher education/number of students wishing to advance to higher education) for both the associate and diploma courses, with students advancing to engineering universities or graduate schools that are related to the students' associate/diploma courses,

- The engineer staff at the Technical Support Center effectively providing educational support in experiments, practical work, graduation work, club activities, robot production, and other college activities, and also actively providing technical support for developing wind power generators in Mongolia and for Setouchi Triennale 2010. They also assist the biannual Miyakonojo Kosen Toy Hospital, offer lecture-on-demand classes for the public, *etc.*, enhancing their own qualities while contributing to the local community,
- Close partnerships with groups/organizations through joint research, internships, or other initiatives over roughly 20 years. For example, the college is a member of the Kirishima Industrial Club (established in 1992 as a cross-industrial group in the Miyakonojo area and part of Kagoshima Prefecture), and recently signed a comprehensive coordination/cooperation agreement with the Miyazaki Industrial Association, a memorandum of understanding of industry-academia-government cooperation with JST Innovation Satellite Miyazaki, and an agreement regarding coordination/cooperation with the NPO Miyazaki Engineer's Forum. The college has been successful in taking advantages of external education resources in effective and diverse ways.

Areas for improvement identified by the review committee include:

- Lack of a unified initiative in the diploma course syllabus regarding credit courses. Although the syllabus gives instructions for weekly tasks and some subjects make efforts (such as reflecting the results of those tasks in the performance evaluation), there are many subjects where the syllabus fails to clarify the instructions for self-studies for classes, fail to reflect the results in the performance evaluation, *etc.*

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