

Decision of Institutional Certified Evaluation and Accreditation

National Institute of Technology, Tokuyama 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:

- Establishing English Task Force II, the engineering design education program working group, and other groups with specific objectives, allowing the teaching staff to work together to improve education in a consistent and effective manner. The achievements include revising the curriculum to prevent fourth- and five-year associate course students from failing to acquire English credits, reorganizing and reviewing the PBL courses, increasing the diploma course graduation requirements in stages, reviewing English Reading and other English-related courses, reorganizing the education materials for English language education, and partially reviewing the evaluation methods for Comprehensive Experiments and Comprehensive Exercises,
- Diverse and effective teaching methods in many classes, for example, allocation of two diploma course students as TAs for each math exercises class for associate course first-year students, introduction of extensive reading materials and portable CD players in all reading courses (Basic English R, Comprehensive English IR, and Comprehensive English IIR) for associate course first- to third-year students, and buzz sessions/group discussions/debates in the Communication in Japanese course for students to acquire basic communication skills in Japanese in terms of reading/writing/speaking/listening/thinking skills,
- Creative education classes for associate course students, designed with educational methods to foster creativity. Creative education for Mechanical and Electrical Engineering students involves creative exercise classes that foster creativity regarding monozukuri manufacturing with the aim to enable students to create ideas, and creative production classes that teach monozukuri design and production, including the production of robots, with the aim to enable students to realize their ideas; creative education for Computer Science and Electronic Engineering students aims to enhance creativity by focusing on programming, with creative exercise classes for associate course fourth-year students and creative production classes for associate course fifth-year students that teach the students how to propose ideas,

design, produce/mount, and present/exhibit pieces based on the creation of a system; and creative education for Civil Engineering and Architecture students involves the Engineering Design course as a design exercise class, and the Creative Practice for Structure Design course as a creative exercise class for fourth- and fifth-year students, allowing them to engage in College of Technology National Design Competition tasks. With these initiatives, the college has achieved successful results, with students winning awards in various nationwide competitions, applying for patents, *etc.*,

- The “Monozukuri education plan, transforming knowledge into wisdom by introducing complex technical products” initiative, designed with educational methods to foster creativity and selected in FY2007 for MEXT’s “Monozukuri Engineer Development and Support Program.” The Comprehensive Experiments classes enable students to understand and process the knowledge acquired in lectures through actual examples of products that combine the technologies acquired in each diploma course (small helicopter for Mechatronics, personal computers in Computer Science and Electronic Engineering, and actual bridges and architecture in Social Environment Technology), and the Comprehensive Exercises classes provide opportunities for students to learn about the entire flow from planning to design/production, fostering organized and systematic creativity. This initiative has had successful results, with students applying for patents, *etc.*,
- 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, ICT 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, and
- The establishment of a unified Career Support Center for students of all courses, providing career support programs to students from their early college years. Career education support programs and career support seminars are provided together with career education provided in classes or career advice offered by class supervisors or diploma course teaching staff. These efforts have contributed to the college’s almost 100% employment and advancement rates.

This document has been translated by NIAD-UE with consent from the college of technology for the reader's information only.