

## Decision of Institutional Certified Evaluation and Accreditation

The National Institute of Technology, Toyota 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 Electrical and Electronic Engineering fourth-year “Electrical and Electronic Engineering Laboratory IIB” class designed with methods to produce new ideas. With project-based learning experiment themes, the class engages the students in brainstorming sessions and idea simulation by the KJ method (group discussion) and exposes them to different ideas. Furthermore, the Information and Computer Engineering fifth-year “Engineering Design Practice II” class uses specially developed work books and engages the students in group brainstorming sessions for generating ideas, *etc.*, thus fostering their creativity;
- The diploma course Electronic and Mechanical Engineering first- and second-year “Electronic and Mechanical Engineering Laboratory” class and the Computer Science first- and second-year “Computer Engineering Experiments” class designed to foster creativity. These classes incorporate the industry-academia-government “Creative monozukuri (manufacturing) engineer training program” initiative based on the results of the “Regional Partnership Project for Training Chief Manufacturing Engineers,” selected in FY2009 for the Japan Science and Technology Agency’s “Integrated promotion of social system reform and research and development” initiative to establish training centers for personnel to regenerate local communities (later selected for a MEXT program). The students come into contact with different ideas in team discussions and are inspired to produce new ideas in design review presentations ,because engineers of local manufacturers and diploma course students form teams and the teams comprised of members from different fields and positions;
- 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, construction industry, ICT industry, at electricity/gas/heat/water supply companies, and other employment befitting the engineers the college hopes to produce; and a 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 the associate course, and an extremely high rate of students advancing

to higher education for the diploma course, 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;

- Aggressive initiatives that send dozens of students to study abroad every year;
- Aggressive initiatives to improve English language education, an issue previously pointed out by the College's self-assessment/evaluation. The College has been successful in introducing external exams, revising the English curricula, and incorporating extensive reading/listening methods in English classes based on the results of the "College-wide improvement of English language education by extensive reading/listening" program, selected in FY2008 for MEXT's "Program for Promoting High-Quality University Education (education GP);" and
- Effective college-wide initiatives to improve and enhance education. In addition to addressing issues with English language education, the College has also engaged in initiatives to enhance career education and other education programs, as well as efforts to connect the faculty development activities (mainly by the education improvement promotion office) with the improvement and enhancement of education.

Areas for improvement identified by the review committee include:

- Insufficient details of the evaluation items and standards for the effective self-assessment/evaluation of the overall condition of school activities, although the College does inspect the implementation status of the annual plan and regards this as self-assessment/evaluation.

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