

Decision of Institutional Certified Evaluation and Accreditation

The 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-QE.

It fulfills all requirements defined as the Priority Evaluation Items in Viewpoint 1-1.

Good practices identified by the review committee include:

- Creative teaching approaches to “Industrial Property Law,” a fifth-year general education subject that requires students to write specifications and documents related to inventions with a view to applying for the Patent Contest and the Design Patent Contest, and introduces active learning (problem finding and analysis with quality control techniques, problem finding with mind maps, and presentation guidance to enhance planning abilities), with these methods producing successful outcomes that include winning an Excellence Award (support for patent application) at the Patent Contest and an Excellence Award (support for design registration application) at the Design Patent Contest in fiscal 2018, as well as seven patents and designs acquired by 10 students as of fiscal 2019;
- Introduction of project-based learning (PBL) lessons in “Creative Design” for fourth-year students in the Department of Mechanical Engineering, in which students work in groups on production projects from planning to design and manufacturing, thereby improving their presentation skills within and outside of groups while developing independence and creativity, which resulted in remarkable achievements that include receiving an Excellence Award at the RESAS App Contest hosted by the Cabinet Office and the President’s Award at the fiscal 2018 National Institute of Technology Student Recognition;
- Taking advantage of partnership agreements with the Mongolian University of Science and Technology, University of Da Nang, University of Technology, and King Mongkut’s University of Technology Thonburi to provide training for academic staff members to and from Mongolia and overseas training for students, thereby cultivating a global mindset of the college’s students who earned prizes at international symposiums and other achievements; 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, construction firms, electricity/gas/heat/water supply companies, information and communications businesses, 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 schools of engineering, graduate schools of science and engineering, and other schools and graduate schools at universities related to the students' associate and diploma courses.

Areas for improvement identified by the review committee include:

- The Self-Assessment Committee's failure to acknowledge that the self-assessment results are connected to improving educational quality.

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