

## Kurume Institute of Technology (久留米工業大学)

### Evaluation summary

#### “Standard 1. Mission and Objectives, etc.”

Since its foundation in 1976, the Kurume Institute of Technology has striven to “cultivate an industrial workforce with human feelings” as its school philosophy. To clarify its mission and objectives responding to changes in social conditions, the institution set out its three visions in 2013: (1) To be a university that allows students to develop practical manufacturing skills; (2) To be a university that makes students realize the pleasure of manufacturing; and (3) To be a university that provides strong placement support for students. The construction of Building No.100 helped to improve its educational environment and quality of school life support, which led to visualization of the institution’s efforts for reform.

#### “Standard 2. Learning and Teaching”

In creating the admission policy for the whole university and each department, diverse forms for selection of entrants have been implemented. The replenishment rate of student quotas, which remained low in some department, has shown some signs of improvement.

Various types of student support in cooperation between teachers and other school staff have been provided, including support for self-learning using learning commons, utilization of the teaching assistant (TA) system, and care for students with poor attendance. The institution has offered a wide variety of subjects related to career development, which have contributed to boosting the employment rate along with strengthened placement support in cooperation with teachers and other school staff. As one of the measures for school life support, the institution enhanced its unique scholarship system.

The institution verified educational outcomes by conducting a students’ class evaluation questionnaire, providing feedback to teachers, and arranging for classroom observation by teachers. It also operated a quantitative teacher evaluation system by specifying concrete evaluation items.

#### “Standard 3. Management, Administration and Finance”

The institution made continuous efforts to achieve its mission and objectives by preparing mid-term business plans, as well as an implementation plan setting concrete goals.

By appointing a deputy principal and three principal aides to assist the principal, the institution established an organizational structure whereby the principal can exercise his/her leadership adequately in decision-making and execution of university operations.

The institution established a strategic management conference and information liaison committee, which contributed to ensuring appropriate information-sharing within the entire institution. It also adopted an improvement proposal system in order to facilitate bottom-up processing.

The financial results of the whole institution had shown an excess expenditure over revenue for five consecutive years until FY 2013, however, it turned a profit in FY 2014 as a result of improvement efforts. The financial results of the university alone still showed an excess of expenditure over revenue, although the excess amount has been decreasing, so improvement

measures were taken based on a management balance improvement plan. The accounting of the institution has been carried out properly. In addition to an accounting audit by a certified accountant, an audit has been performed by a corporate auditor twice a year, as a regular audit and an extraordinary audit, and the audit results were reported by the board of directors. The certified accountant and the corporate auditor have appropriately cooperated with each other.

#### “Standard 4. Self-inspection and Evaluation”

The Self-inspection and Evaluation Committee has played a central role in continuing independent and autonomous evaluations with the collaboration of teachers and other school staff. In 2012, the “Management Council” was organized as an evaluation committee on university management, with the cooperation of outside academic experts, the chamber of commerce and industry, the board of education, etc. This means the institution is prepared to respond to changes in social conditions.

However, only a brief overview of the self-inspection and evaluation conducted every year has been posted on the website. The full text of the “Self-inspection and Evaluation Report” has not been disclosed, except in the year when the institution underwent an external evaluation. It seems that there is room for improvement in disclosure of the results.

To sum up, in the current severe social situation where the college-age population has been declining, the institution has promoted collaboration with local communities, including Kurume City and local industry, including the automobile industry, and has become familiar to local people as a community-based technical university. It has developed its educational curriculum with the specific goal of cultivating human resources based on the curriculum policy of each department, and has continued to send excellent engineers into society. It seems that they are its commendable feature.

For details about “Standard A. Collaboration with Society”, which are set forth as the institution’s unique initiative based on its mission and objectives, please refer to the general remarks on the standard.