

Decision of Institutional Certified Evaluation and Accreditation

Ube National College of Technology 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:

- College-wide education initiatives partnering with the local community, including its “monozukuri education partnering with the local community” program, created to reflect the demands of society, ending up being selected in FY2005 in MEXT’s Support Program for Contemporary Educational Needs, with the results leading to graduation/special work in collaboration with the local community that incorporates corporate needs; and the college’s optional subject of Community-based Cooperative Training, with activities to foster student skills, such as producing package designs for the products of local corporations, merging with the local community,
- The cross-departmental “matrix-style base education” program (with professional education as the vertical axis and necessary introductory education for engineers as the horizontal axis), a unique initiative imbuing students with the essential engineering spirit and fostering an understanding of the significance of learning based on the keywords “environment” and “safety,”
- The diploma course subjects Engineering Complex Experiment, General Practice, and Experiment of the Social System Engineering III designed with educational methods to foster creativity in which students form groups in class to solve problems and conduct meetings to report interim and final results, enabling them to absorb the creative ideas of other groups and gain new perspectives, and
- An extremely high employment rate (the number of student 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, ICT industry, and other employment befitting of the engineers the college hopes to educate; 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 diploma courses at colleges of technology or undergraduate and graduate courses in engineering field at universities that are related to associate/diploma courses.

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