

Decision of Institutional Certified Evaluation and Accreditation

Maizuru 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:

- In the associate course, the assignment of foreign teaching staff for English subjects in all years and overseas field trips for all fourth-year students to partner schools and Japanese companies in Thailand, South Korea, Taiwan, and Vietnam, fostering a rich liberal education and cosmopolitanism,
- The Engineering Design Practice subject for second-year diploma course students designed with educational methods to foster creativity enables students to experience the entire process from the planning of specifications to design, manufacturing, inspection, and shipping through seminars conducted by corporate engineers, and cultivates student skills in areas such as problem-solving, design, management, leadership, teamwork, and consistent dedication to work,
- 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, ICT industry, construction industry, at electricity/gas/heat/water supply companies, 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 engineering faculties or academic units at universities that are related to associate/diploma courses, and
- The unique “New students’ visit to a teacher” initiative, assigning all teachers to first-year students and conducting biannual meetings and counseling as needed.

Areas for improvement identified by the review committee include:

- The lack of clarity in the associate course method of assessing/evaluating the attainment levels of the academic abilities and qualities/skills that a student should acquire by the time of graduation, in the sense that the attainment levels are not directly based on an evaluation of each education objective item, and
- Inadequate self-assessment/evaluation regarding the overall condition of school activities, since (though self-assessment/evaluation reports are prepared and disclosed) several annual reports are limited to situation reporting and others fail to include details regarding operational management.

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