Decision of Institutional Certified Evaluation and Accreditation

Matsue 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:

● The Department of Information Engineering's Creative Exercises in Information Engineering I program for third-year students designed with educational methods to foster creativity, with both the mini-programming contest in the first half and the contest in the second half involving students brainstorming in groups, encouraging them to gain new perspectives and to challenge new creative ideas, and then going further, not stopping at simply generating ideas, by having the students summarize their group ideas in reports,

● The unique "Student tutoring and study program to enhance academic performance," selected in MEXT's "Program for Promoting University Education and Student Support Theme A: Program for Promoting University Education Reform," with senior students in the fourth and fifth years teaching junior students in the first, second, and third years, enhancing each other's academic performance leading to the development of the fourth-year subject Learning by Teaching in each course, 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 (especially ordinary machinery and equipment), ICT industry, construction 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.

Areas for improvement identified by the review committee include:

- ● Some lack of clarity in the associate/diploma course methods 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 of how the attainment levels of each education objective item are assessed and evaluated, and
- ● Insufficient details regarding the evaluation items/standards for conducting effective self-assessments/evaluations of the overall condition of school activities, resulting in self-assessments/evaluations being documented in the self-assessment/evaluation reports until 2006, before being included in the "mid-term plan evaluation" from FY2007 in the form of self-assessment/evaluation regarding activities.

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