

Decision of Institutional Certified Evaluation and Accreditation

Kanazawa Technical 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-UE.

Good practices identified by the review committee include:

- The principal's evaluation of all teaching staff based on the initiatives they submit for better education and their goals and subsequent achievement reports for the relevant fiscal year as well as various survey results. The principal provides specific and constructive responses in writing or through guidance in order to improve educational activities, while also collecting various information on improving education, placing matters before the KTC Education Evaluation Committee and academic affairs meetings, and using the results to effectively review the whole teaching staff organization as necessary,
- Systematic organization of the curriculum with monozukuri manufacturing education at the center. The Electrical and Electronic Engineering/Global Information Technology departments have Creative Lab courses, and the Mechanical Engineering Department has Creative Design courses, with general and technical subjects arranged around the Creative Experiment/Creative Design courses for each year, enabling students to diversify their abilities acquired by attending the subjects at the core of the curriculum and achieve their educational goals. The college has managed to systematically organize the curriculum and achieve results by effectively translating the college's objectives into the curriculum and each course,
- The "Collaborative Learning in Engineering and English in a Five-Year Program Supported by Faculty Development Activities" initiative, selected for MEXT's GP program. Since FY2009, two foreign teachers have been assigned to teach each technical course, Collaborative Learning in Engineering and English (CLE²) has been provided for students in all courses and all years, and an environment enabling fourth-year students and above to continue learning technical subjects in English has been created. In FY2010, in order to build an educational foundation to address globalization, the college became a member of the CDIO Initiative, gaining opportunities to learn the practices of engineering education worldwide on a continuous basis and give presentations of the college's educational examples. This initiative won the 16th Engineering Education Award in FY2012 from the Japanese

Society for Engineering Education,

- The “Development and Implementation of the Educational Program to Train Future Factory Managers from Age 16” initiative, selected for MEXT’s GP program. With the objective of equipping students with the basic skills to become important engineers or factory managers capable of supervising design/production processes and managing/innovating factory floors, including the aspects of schedules and cost, the college has developed and placed at the core of the curriculum a creative design education program to foster comprehensive skills as an engineer, using the seven educational methods of portfolio, role playing, engineering design, guidance by veteran engineers, lectures by professional engineers, skill evaluation by professional engineers, and machining skills. This excellent initiative has achieved results and received many prizes, including the Nikkan Kogyo Shimbun 3rd Annual Monozukuri Grand Prize Special Award,
- An extremely high employment rate (number of students employed/number of students seeking employment after graduation), with students employed in the manufacturing industry, service industry, construction industry, logistics/communications industry, and other employment befitting of the engineers the college aims to educate; and an extremely high rate of students advancing to higher education (number of students advancing to higher education/number of students wishing to advance to higher education), with students advancing to engineering universities that are related to the students’ departments, and
- The “Career Design Education Through Cooperation and Co-creation” initiative, establishing a college-wide career guidance system centered on career guidance supervisors, course supervisors, and class supervisors, and selected for MEXT’s GP program. The system provides student guidance, hosts briefings for guardians, and cultivates new employment by visiting companies and collecting information, while also providing students with many effective opportunities to experience actual work, enabling them to gradually develop their own views regarding careers from the first year and integrate the knowledge or experience gained through lectures or extracurricular activities with their career plans. Students also logically assess the knowledge or experience gained through these opportunities, recording what they have learned in a career design notebook, talking to teachers in interviews to develop their character, and building their confidence and sense of independence. This initiative has achieved results.

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