

Decision of Institutional Certified Evaluation and Accreditation

National Institute of Technology, Sendai 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-QE.

Good practices identified by the review committee include:

- Implementation of Long-term overseas internship program with a core of “Project-based training in partner institutes” through mutual student exchange, the concrete outcome of which is spreading to colleges of technology in the Hokkaido and Tohoku regions, and whose noticeable educational effect is increasing, such as in participants' TOEIC score increasing by over 100 points after participating in the program, when compared to general students, and two-thirds of students were internationally active after graduation;
- An extremely high employment rate (the number of students employed divided by the number of students seeking employment after graduation) for the associate course, and a high employment rate for the diploma course, with students employed in the manufacturing industry, academic research, special/technical service industry, at electricity/gas/heat/water supply companies, and other employment befitting of the engineers the college hopes to produce; 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 the associate course, with students advancing to the diploma courses at colleges of technology or engineering faculties at universities that are related to the students' associate course; and
- Arrangement of a full-time counselor who moves between both campuses, in a Counseling Room, as the first such case in a national college of technology, and arrangement for a part-time counselor when a full-time counselor is not available, in order to minimize the number of days a counselor is not available, and having a structure to help students with developmental disorders in cooperation with the School Infirmary by organizing a support group for each target student.

Areas for improvement identified by the review committee include:

- Academic grading not implemented as stated in syllabi or improper grading of exam paper, in some courses; and
- Although efforts are made to obtain opinions from graduates or parties involved in their career/employment, the contents not directly evaluating attainment of educational objectives.

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