Decision of Institutional Certified Evaluation and Accreditation

Sasebo 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:
● The "Construction of Career Education System Focusing on PBL" initiative to enhance career education, selected in FY2007 in MEXT's Support Program for Contemporary Educational Needs, as a unique initiative establishing a Career Education Center with career coordinators, and providing career education programs for first-year to fifth-year students, including group work for second-year students (forming groups to study themes specific to each course), and pre-job hunting for third-year students (forming groups to study themes regarding employment), as well as the introduction of career portfolios for first-year to fourth-year students, and a calculated step-by-step internship including factory visits,
● The Practice of Total Creative Engineering class for all first-year students in the diploma course designed with educational methods to foster creativity, where students from different courses form groups to work on a competition task, producing machines or control programming, and discuss different points of view or ideas with other students to gain new perspectives and create new ideas, 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, service industry such as software development, 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:

● Insufficient details regarding the evaluation items/standards for conducting effective self-assessments/evaluations of the overall condition of school activities, though the college sets out self-assessments/evaluations in the annual progress report for the mid-term objectives and plans; and insufficient evaluation details in the disclosed self-assessment/evaluation reports.

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