

Decision of Institutional Certified Evaluation and Accreditation

The National Institute of Technology, Suzuka 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.

It fulfills all requirements defined as the Priority Evaluation Items in Viewpoint 1-1.

Good practices identified by the review committee include:

- Participation in the Book Review and Essay Contest required for all first-to-third year students as a step to realize “basic knowledge of humanity and society and a broad range of educational subjects” as one of the diploma policies, thereby producing successful outcomes;
- Promotion of academic and cultural exchanges to cultivate globally active human resources by utilizing external educational resources to sign exchange agreements with overseas educational institutions and organize various programs that include exchange programs and the “Global Engineering Program” using the college’s partner schools and other institutions, through which 39 students in FY2016 and 53 students in FY2017 participated in studying abroad, overseas internships, international internships, and other programs, and the college also regularly accepts around ten international students to promote exchanges and organizes exchange visits with its partner schools’ students and other activities, with these active student exchange initiatives contributing to successful outcomes in international education;
- “Creative Engineering” (required: 2 credits), a project-based learning (PBL) course of lessons designed to develop creativity, introduced in the fourth-year first term of all departments, where students take advantage of their acquired knowledge and skills to conceive, design, and produce their own works for presentation at the college festival, with outstanding works receiving an award from the National Institute of Technology, Suzuka College Techno-Plaza comprised of the college’s partner corporations, thereby demonstrating successful performance in the Idea Competition/National Institute of Technology Robot Contest, the College of Technology Programming Contest, the Solar Car Race Suzuka, and other competitions;
- Internships viewed as a valuable opportunity for students to acquire practical skills through work experience at internship providers by applying their basic technical knowledge learned in each department, and designed by selecting institutions capable of offering effective internship programs for students while requiring students to write daily reports and internship final reports and deliver presentations at briefing sessions with a view to steadily developing practical skills,

with these efforts leading to approximately 90 percent of the associate course students earning the course credit;

- Overseas training programs in countries proficient at speaking English, such as Malaysia and Singapore, with the aim of cultivating globally active human resources, which are attended by all second-year students every year who spend a long period of time on preparations and study mindsets toward overseas training, English communication skills, and attitudinal differences between Japan and foreign countries in special activities to develop a sense of international-mindedness, with students' motivation to study English improved and other positive outcomes seen after this overseas training.
- 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, information and communications businesses, electricity/gas/heat/water supply companies, academic research and specialized engineering services 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 both the associate and diploma courses, with students advancing to the diploma courses at colleges of technology or engineering technology and other faculties/units at universities that are related to the students' associate/diploma courses.

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