

Decision of Institutional Certified Evaluation and Accreditation

The National Institute of Technology, Sasebo 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:

- Practical training using robotics textbooks in “Manufacturing Technology (Practice)” and “Creative Development” designed for students to propose ideas applicable to everyday life and develop creativity through seminars and other activities for commercialization, with these educational approaches resulting in winning prizes that include the Corporation Award at the Nagasaki Student Business Plan Contest;
- A project for the “Kosen 4.0” initiative adopted to promote mathematical informatics and its related fields for lower-year students with group work, teach fourth-year students about the actual use of mathematical informatics by visiting Japanese companies’ plants at home and abroad, and help fifth-year students acquire practical skills by utilizing mathematical informatics techniques to deal with regional challenges, with these efforts contributing to solving regional issues, including research on fish image recognition;
- Activities in connection with “Education for Practical Use of Knowledge” for fourth-year students, including the promotion of the engineering technology for elementary school students and the interaction with high school students and teachers at American schools in Sasebo City, with the aim to improve students’ presentation skills in English and develop a sense of international-mindedness; 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 being employed in the manufacturing industry, academic research institutes, specialized engineering services companies, information and communications businesses, and other employment befitting the engineers that 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 schools of engineering, graduate schools of science and engineering, and other schools and graduate schools at universities related to the students’ associate and diploma courses.

Areas for improvement identified by the review committee include:

- Lack of clear definition of the self-assessment standards and items; and
- Lack of efforts to survey school members and outside affiliates and reflect the findings in the self-assessment.

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