Decision of Institutional Certified Evaluation and Accreditation

The Fukushima 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:

- Offering business courses, which is rare for colleges of technology in Japan. In this regard, the College engages in unique initiatives including the "development of advanced, comprehensive understanding and knowledge in transdisciplinary study fields based on the general and broad fundamental learning of engineering sciences and business studies," and provides a form of synergistic education that merges engineering and business courses in the diploma course;
- The "Research Practice" class for all second-year associate course students, fostering creativity by engaging students in problems with no clear-cut answers; and the "Creative Practice" class for the four engineering courses, continuing to foster creativity based on the characteristics of each course. The Mechanical Engineering course also provides "Loop-style monozukuri (manufacturing) education based on collaboration between different years" as an initiative to foster creativity in the course. In the program, the second-year students present ideas on the theme of "monozukuri useful to citizens," and these ideas are conveyed to the fifth-year students, who prepare the specifications, accounting statements, and drawings. The materials are later handed back to the second-year students, who then as third-year students in the following year create the product (from manufacturing parts to assembly) in their "Creative Practice" class. The fourth-year students then talk to the third-year students to convey the fun and difficulties of monozukuri from their own experience of the previous year;
- Three diploma course classes enhancing the students' creativity based on the characteristics of each course. The Mechanical and Electrical System Engineering diploma course first-year "Exercise for Creative Engineering" class fosters creativity as the Mechanical Engineering and Electronic Engineering graduates form mixed groups of twos or threes to make specific devices or systems while engaging in team or class discussions and receiving cognitive advice from several academic staff with different expertise or skills. The Chemical and Environmental System Engineering diploma course first-year "Advanced Engineering Design" class is designed to enhance creativity by tasking students to present several solutions for the given assignment and express the optimum solution. The Business Communications diploma course first-year

"Exercises in Business Creation" and "New Business Development I" classes are designed to foster the creativity of individual students by having them design specific marketable objects;

- The practical education of internships mainly during the summer vacation as a compulsory subject for all diploma course first-year students. The College also encourages internships abroad as a way to develop English language communication skills, and a total of 14 students were sent to France, Australia, the Middle East, and China in FY2013; 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, construction industry, ICT 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 both the associate and diploma courses, with students advancing to the diploma courses at colleges of technology or engineering/information/economics faculties or academic units at universities that are related to the students' associate/diploma courses.

Areas for improvement identified by the review committee include:

- The lack of clarity of the evaluation items and standards designated by the College for the self-assessment/evaluation of the overall condition of school activities, although self-assessments/evaluations are being conducted according to the mid-term/annual plans.