

## Decision of Institutional Certified Evaluation and Accreditation

The National Institute of Technology, Akashi 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:

- Designation as a global KOSEN model school for the National Institute of Technology Project since FY2014 to take the initiative in promoting the internationalization of KOSEN education as well as its academic staff and students, with the Global Education Center playing a central role in offering diverse study abroad programs (*e.g.*, “Study Abroad Programs,” “Internship Programs,” and “Spring Study Abroad”) with different purposes and periods in over ten countries by utilizing the college’s partner schools, Japan Student Services Organization’s (JASSO) student study abroad programs, Tobitate! (Leap for Tomorrow) Study Abroad Initiative, and “Study Abroad Programs within Japan,” through which 134 students participated in these study abroad programs (including 46 students for field trips) in FY2017, with participants eligible for credit depending on their study content, and the college also accepted 119 short-term international students in FY2017 and the enrollment of 14 MEXT scholarship students and other international students to constantly promote exchanges with international students and conduct project-based learning (PBL) lessons and research activities in collaboration with short-term international students, with all these active student exchanges (sending and accepting) and other efforts leading to remarkable achievements in international education;
- Implementation of staff development programs with various training activities, in addition to responding to the college’s policies focusing on international education by, for example, offering English conversation training, online English conversation lessons, and overseas training;
- Establishment of creative education courses in all departments to develop students’ designing and problem-solving abilities, with instructions provided according to technical specialty and school years in each department, and introduction of the “Co+work” courses with the theme of independence, collaboration, and creation as a required subject for the second-to-fourth years of all departments, where students from different departments and school years are gathered into teams to collaboratively pursue projects based on themes of their own choice, with these creative teaching methods resulting in students more actively participating in academic presentations and

various contests and demonstrating successful creativity-based performance;

- Internships provided in addition to “Co+work” to cultivate students’ practical skills, during which students learn firsthand the roles of engineers with practical skills through work experience at companies or organizations related to their specialized fields, with these efforts producing better educational outcomes, such as students’ competency scores improving over the three years after the introduction of “Co+work” and internship questionnaires indicating that students have sufficiently understood and accomplished the internship goals; 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 companies, information and communications businesses, 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 technology and design faculties, engineering technology and environmental science academic units, and other faculties/units at universities that are related to the students’ associate/diploma courses.

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