Decision of Institutional Certified Evaluation and Accreditation

AKASHI 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 college's Technology Center conducting numerous research projects responding to the needs of local communities jointly with private companies, local governments and other organizations, and contributing to students acquiring "flexible problem-solving abilities" and "practical technical skills," which are part of the qualities specified in the college's educational objectives, by having them choose the center's research activities as themes for their graduation research and diploma course special research,
● The "Fostering Students through a Social Market" project, funded by MEXT's Student Support Program in Response to New Social Needs (Student Support GP) in FY2008, carried out through student volunteer activities which produced educational results that responded to new social needs; and, the "Restoration of the Area's Unique Environments and Biodiversity to Save Storks: Creation of a Paddy Field Biotope Where Loaches Can Live" project, receiving an Examining Panel Special Awards; at the Japan Stockholm Junior Water Awards, and the "Project for the Conservation of the Water Environments of Reservoirs in the Higashiharima Area in Hyogo Prefecture," winning the Minister of Agriculture, Forestry and Fisheries Prize at the Japan Water Awards,
● The "Creative Faculty Development" subject in the diploma course, in which students are encouraged to engage creatively and voluntarily in the planning, implementation and evaluation of assigned tasks; and the "Creative Faculty Development," "Engineering Presentation," "Industrial Materials," and "Information Processing," subjects among others, which are designed for students to creatively undergo learning experiences in design or problem solving with specific objectives concerning the engineering design abilities being set,
● An extremely high employment rate (number of students employed/number of students seeking employment after graduation) for both the associate and diploma courses, with students employed in the construction industry, manufacturing industry, at electricity/gas/water supply companies, transportation/communications

companies, and other employment befitting of the engineers the college aims to educate; and an extremely high rate of students advancing to higher education (number of students advancing to higher education/number of students wishing to advance to higher education) for both the associate and diploma courses, with students advancing to engineering universities or graduate schools that are related to the students' associate/diploma courses, and

● Verifying the situation of each matter based on the rules of the Future Planning & Self-Evaluation Affairs Committee, and reflecting the results in the drawing up of mid-term and other plans; drawing up an annual plan based on these plans, and reflecting the results of evaluations of the annual plan in the next fiscal year's annual plan; and the PDCA cycle of school administration functioning in the annual plan implementation process, in which challenges and objectives are presented by the principal at the first Steering Committee meeting in the fiscal year, the plan is carried out by each committee, and the results are utilized in the next fiscal year.

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