

## **Decision of Institutional Certified Evaluation and Accreditation**

The National Institute of Technology, Tsuyama 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-UE.

Good practices identified by the review committee include:

- Offering subjects that involve active learning outside of school hours (active learning subjects) from the second year of all associate course disciplines, designed with various ways to foster creativity by engaging the students in problem-based learning and trial and error from an early stage. For example, the Mechanical Engineering fourth-year “Design and Manufacturing Exercises” class provides themes such as “wind cars” that make it easier for students to incorporate their creativity and originality. Furthermore, the Electrical and Electronic Engineering third-year “Exercises in Electrical and Electronic Creativity I, II” class, Electronics and Control Engineering fourth-year “Study of Control Technology” class, and Computer and Information Engineering third-year “Practice for Creative Work” class foster creativity by prompting students to take the initiative in the themes they set and to consider solutions through trial and error; and
- An extremely high employment rate (the number of students employed divided by the number of students seeking employment after graduation) for the associate course, and a high employment rate for the diploma course, with students employed in the manufacturing industry, ICT industry, logistics 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 the associate course, with students of both the associate and diploma courses advancing to the diploma courses at colleges of technology or engineering 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 current lack of written clarification of the basic policy for the selection of entrants (part of the admissions policy), although student eligibility (another part of the admissions policy) is clarified in written form, and the reasoning of the basic policy for the selection of entrants (that

the College accepts students who understand the student eligibility criteria or those who conform to the criteria) is shared among faculty members. There are plans for this to be clarified in written form, but this has yet to be achieved;

- The lack of description of the learning objectives of each associate course subject in the class syllabuses or the curriculum chart of the syllabus booklet, although the Japan Accreditation Board for Engineering Education (JABEE) program's learning/education attainment objectives are described in the associate course class syllabuses. The efforts for disclosing the relationship between each class and the course learning objectives cannot be described as sufficient; and
- The lack of clarity of the evaluation items and standards set by the College for the self-assessment/evaluation of the overall condition of school activities, although the College does disclose self-assessment/evaluation reports on an irregular basis.

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