

Decision of Institutional Certified Evaluation and Accreditation

The National Institute of Technology, Yonago 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:

- Unique and diverse measures to train new and young academic staff. Assistant professors are excused from school operation duties for one year after hiring, as a general rule, to encourage them to concentrate on enhancing their education and research activities. All new academic staff are generally asked to work in the joint staff room for two years, so that they may receive advice on educational activities from their supervising professors. Business etiquette workshops are also provided for academic staff with little work experience. Furthermore, the College conducts a mutual class observation system for young academic staff within two years of hiring, pairing them with experienced academic staff to enhance and improve the quality of classes;
- Unique creative education initiatives in the associate and diploma courses, based on the belief that stimulation and inspiration from meeting outstanding people and different things prompt students to gain new perspectives and the ability to generate new products. The Department of Architecture third-year “Design Training III” class incorporates forestry work-study experience, with extracurricular activities (for third-year students and over) and research activities (for fourth-year students and over) incorporating the renovation of old traditional houses and life-experience studies. In the Architecture diploma course first-year “Exercises in Creative Design and Drawing” class, the students produce design proposals in joint teams with the University of Tokyo Graduate School. These are unique initiatives designed with methods to encourage the students to gain new perspectives through new experiences; 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 academic research, the manufacturing industry, construction industry, special/technical service industry, 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 faculties or academic

units at universities.

Areas for improvement identified by the review committee include:

- The partial lack of clarity in the methods for assessing/evaluating the academic abilities and qualities/skills attained at the time students graduate from the associate course, such as with learning/teaching goal D “Ethics as a member of the global community” and learning/teaching goal E “Communication skills to interact with society;” and
- Insufficient details of the evaluation items and standards for self-assessment/evaluation, although the College does check the implementation status of the annual plan based on the mid-term plan and assesses the points related to education, regarding this as self-assessment/evaluation on the state of education. The documentation of the self-assessment/evaluation content based on received comments is also insufficient.

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