

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

Tsuruoka 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 five-year associate course, divided into the first- and second-year “knowledge and skills learning period,” third-year “pre-internship period,” fourth-year “continuing internship period,” and fifth-year “technical issue challenge period,” which allows students to start internship interviews from their third-year summer holidays and to follow a repetitive cycle of regular lectures at school and internship during long summer/spring vacations, and which establishes specific education goals of developing communication skills in the third year, basic skills in the fourth year, and problem-solving skills in the fifth year, and is a unique cooperative education initiative to develop these skills by sharing educational objectives with companies,
- The unique initiatives which contribute to aim to cultivate rich humanities by promoting student participation in disaster/snow removal volunteer activities as well as volunteer programs to repair home appliances on remote islands using their skills, and
- 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 manufacturing industry, construction industry, at electricity/gas/water supply companies, and other employment befitting of the engineers the college hopes to educate; 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 diploma courses at colleges of technology or undergraduate and graduate courses in engineering field at universities that are related to associate/diploma courses.

Areas for improvement identified by the review committee include:

- The lack of clarity in some of the attainment requirements regarding the learning/education objectives as in the diploma course which sets out methods to attain and evaluate the learning/education objectives as well as the attainment requirements, and some of whose attainment requirements regarding learning/education objectives are unclear though this is the basis for confirming student credits in the associate course and attainment levels in the diploma course,
- The lack of direct evaluation regarding the learning/education objectives by students. Though students are evaluating the achievement levels of each lecture, they are not evaluating the achievement levels regarding the learning/education objective items,
- The lack of direct feedback regarding the attainment levels of the learning/education objective items, failing to cover the actual evaluation of the attainment levels of the learning/education objective items though the interviews with graduates or people related to their career paths touch upon satisfaction levels regarding the attainment of learning/education objectives, and
- Inadequate details for some of the evaluation items/standards regarding the effective self-assessment/evaluation of the overall condition of school activities, and insufficient clarity of the disclosed evaluation content.

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