

only “Writing skills” but also “Reading abilities”, “Teamwork and collaboration skills”, “Understanding numerical values and data”, and “Computer skills”. “Computing and ICT” experience is also a correlation with “Writing skills” in HS.

The results of correlation analyses confirm that the tendency of acquisition of learning outcomes differs from depending on each field even in through similar learning experiences. Japanese quality assurance system supposes to have problems that it does not require distinct academic majors in their evaluation processes. Their scope to evaluate an educational program is too whole. It needs to shift to sectoral assessment based on the characteristics of each academic major to improve educational quality and accountability to the general public in each junior college.

6. Conclusion

This comparative study in Japanese junior college data figures out the characteristics of the learning experiences in each academic field and different learning outcomes might occur even by the same learning experiences between EC, MD, and HS through comparison of single aggregate results and correlation analysis on NSJCS data. This result finds that analyzing the academic sector basis and making a benchmark standard based on each academic field is an essential factor in understanding the educational aspects in each junior college. These institutions can have an opportunity to compare themselves more precisely by the academic field’s benchmark to support self-evaluation as a part of the quality assurance system.

This result suggests the importance of analyzing each academic major to improve the quality of educational assessment in junior colleges. On the other hand, this study also supposes the limitation of the indirect-student survey to apply the evaluation processes of higher education institutions. Educational activities consist of many factors such as faculty, an instructor, a student, atmosphere of the classroom, course setting in the curriculum, and even personal matter of student. There is also a huge possibility to manage classes in different approaches, even in the same class name. These factors may affect the answers from junior college students in NSJCS.

Therefore, the NSJCS, one of the indirect student survey, make clear learning experiences and its outcomes broadly as well as obscuring detail perspectives of learning activities in junior colleges. Educational assessment requires to have multiple approaches, quantitative and qualitative ways to improve the quality assurance system for enriching the educational quality and accountability to the general public for obtaining public support to higher education institutions.

7. References

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