

Decision of Institutional Certified Evaluation and Accreditation

The National Institute of Technology, Gunma 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:

- The associate course Information and Computer Engineering fourth-year “Experimental Work” class designed to foster creativity, in which the students propose themes and engage in project-based learning to design and develop software or hardware. The students pair off to consider themes based on already acquired knowledge; and before starting the experiment the theme is checked and appropriately revised, and a development schedule is drawn up. The students report their progress each week to the academic staff who provide appropriate supervision and advice, enabling them to gain new perspectives and make revisions as they complete the project;
- The diploma course first- and second-year “Computer Simulation” class, engaging students in simulations and subsequent presentations of themes of interest. This unique initiative fosters creativity as students from different diploma courses participate in discussions, come in touch with different points of view, and gain new perspectives; 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 the manufacturing industry, ICT industry, construction 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 science and 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 lack of written clarification and disclosure of the basic policy for the selection of entrants, although there is a shared understanding within the College, and the main gist of the basic policy is conveyed, as the average marks of all applicants who passed the exams and the lowest marks

by subject are disclosed in the entrance exam briefing, *etc.*;

- The lack of clarity in the assessment/evaluation methods for some items of the diploma course learning objectives, although the College does establish comprehensive evaluation standards for learning/teaching goals as a method to assess and evaluate the attainment status; and
- Insufficient details of the evaluation items and standards for the effective self-assessment/evaluation of the overall condition of school activities, although the College does conduct an internal evaluation of the implementation of the mid-term plan and regards this as self-assessment/evaluation. The disclosed details of the self-assessment/evaluation items and standards are also insufficient.

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