

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

Gifu 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 diploma course's Science Literacy Education Practice program, designed as an initiative reflecting the demands of society and involved in developing educational material and conducting educational activities in collaboration with science education activities of science museums and other institutions; and Business Accounting and Project Management created as new programs to equip engineers with basic knowledge in accounting or management, both being commendable as unique initiatives,
- 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 construction industry, manufacturing industry, ICT industry, at electricity/gas/heat/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, and
- Outreach Activities and Activities of Science Literacy Education promoting educational activities through student participation being unique initiatives that make use of research activity results in educational activities.

Areas for improvement identified by the review committee include:

- The lack of clarity in the associate course method for assessing the attainment levels of each student, as the evaluation is based only on class averages, and
- Insufficient evaluation items and standards set by the college for effective

self-assessment/evaluation of educational conditions.

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