

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

Kurume 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:

- Unique initiatives that foster creativity, including the diploma course Experiment of Creative Engineering class is designed to foster creativity in which students are given the task of designing and producing their own devices, and in which, as they approach the final completed product, building several prototypes and making design adjustments along the way, they are prompted to think creatively to solve problems within a limited budget and timeframe, as well as the Industrial Design Exercises class which is also designed to develop creativity, and where with the objective to produce a specific product, the program starts with the student's abilities and proceeds to mutual coordination within the group and tackling challenges, before acquiring patents,
- The 2- to 4-month internship program as a compulsory subject in the second half of the diploma course's second year as being a unique initiative enabling students to experience a long-term internship at companies and elsewhere to see how their engineering knowledge or skills accumulated over the seven years of the associate and diploma courses can be applied in practice, 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, mining 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.

Areas for improvement identified by the review committee include:

- Insufficient details regarding the evaluation method for some diploma courses, though the college does evaluate the outcomes or effects of institutional performance by assessing the attainment levels of the learning/educational objective items based on the necessary credits acquired by each student, and
- The lack of clarity regarding the evaluation methods/standards for evaluating the overall condition of school activities, and inadequacies in the methods of disclosing the evaluation results.

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