Decision of Institutional Certified Evaluation and Accreditation

Kure 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 college's unique initiative to realize education for sustainable development (ESD) in response to UNESCO's call for Education for Sustainable Development with four ESD educational objectives having been established which tie ESD into the college's own educational objectives, and the syllabuses for all courses have been set out clearly stating their relation with the ESD educational objectives as well as the college's educational objectives to raise student awareness, 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, construction industry, 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 the associate course method of assessing/evaluating the attainment levels of the educational objectives (in the credits of the optional compulsory subjects and optional subjects), though the college has established the KNCT Educational Reform Project to restructure its academic program and undertakes initiatives for improvement; and partially unclear completion criteria in the diploma course program, or method to assess/evaluate the attainment of the diploma course educational objectives, since the course includes content that may be attained in the associate course, and

● Insufficient details regarding the evaluation items/standards for conducting effective self-assessments/evaluations of the overall condition of school activities, and insufficient description of the check/evaluation content in the disclosed self-assessments/evaluations.

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