

University Accreditation Results
(Results for Certified Evaluation and Accreditation for university)

Kanagawa Institute of Technology



Basic Information of the Institution	
Ownership: Private	Location: Kanagawa, Japan
Accreditation Status	
Year of the Review: 2018	
Accreditation Status: accredited (Accreditation Period: April.01.2019 – March.31.2026)	

Certified Evaluation and Accreditation Results for the Kanagawa Institute of Technology

Overview

The Kanagawa Institute of Technology (hereafter, the University) bases its founding principles on “gathering aspiring students and educating them to become creative engineers with an abundance of knowledge and open perspectives to realize a scientifically technological nation, while endeavoring to build stronger partnerships with the local community through education and research.” It defines the purpose of education as “cultivating people who can think and act,” and establishes the objectives of educational research individually and appropriately in each faculty and their departments as well as the graduate school and its academic units, and stipulates them in the University and graduate school rules and regulations.

As for educational approaches, the faculties and graduate school appropriately organize the curricula based on their degree award and curriculum design and implementation policies. Curriculum trees are designed to display the entire curriculum structure and related subjects in flowcharts, so that students can take courses systematically and sequentially according to the lesson content and levels of each subject. Small-group teaching based on placement test results is also emphasized to enhance educational outcomes. Among the distinctive programs are the environment-themed “Stop the CO2 Program,” designed as a four-year integrated educational program across departments and faculties, and the “Department of Super Science Special,” established with a view to providing consistent education from department through graduate school. These efforts are outstanding, with heuristic approaches applied to problem solving and basic practical education, and contribute to boosting students’ motivation for research.

In addition, students’ interactive activities led to the establishment of “KAITpia,” an organization that provides support from campus life to study. These activities highlight the outstanding initiatives implemented to realize the University’s founding principles by offering educational opportunities that promote the university-wide “student-oriented principle.” “KAIT Workshop,” one of the extracurricular activity facilities, is also commendable for its distinctive approach; the facility targets all students with the aim of nurturing independence and creativity and is open to the local community.

“Social contribution with a focus on regional cooperation and contribution” is specified as one of the University’s three key long-term policies. The University promotes patent development and technology transfers, as well as joint and funded research through

a growing number of collaborative research projects with companies. These efforts to actively return the research outcomes to society are particularly notable.

There are several issues the University needs to address, however. The education offered by the graduate school is lacking, with research guidance methods and schedules not stated, and the screening criteria for theses and research work on specific themes not specified to students beforehand. In the faculties and graduate school, learning outcomes are not sufficiently monitored and evaluated in accordance with their degree award policies. In addition, some cases of inappropriate quota management were confirmed in the student enrollment process, and problems were also found with staff development (SD) activities in terms of implementation and other processes.

As for internal quality assurance, to which the Japan University Accreditation Association (JUAA) attaches utmost importance as a process for universities themselves to verify a certain level of quality in their various campus activities consisting primarily of education and research, there are discrepancies between regulations and actual conditions pertaining to the authority and roles of the leading Internal Quality Assurance Committee and Self-Study Committee. In addition, connections are not clarified between these committees and university-wide organizations in charge of teaching and learning management. These issues indicate that the University's internal quality assurance system is seriously flawed.

In the coming years, it is important for the University to address these challenges and commit itself to quality assurance for further development.

Notable Strengths

Educational Program and Outcome

- The environment-themed educational programs "An Introduction of Stop the CO₂," "Stop CO₂ and Life Design," "Stop the CO₂ Project," and "Front Line of Stop the CO₂" are designed as a four-year integrated course across departments and faculties, with each subject systematically organized. It is commendable that these programs provide students with an opportunity to work with faculty members and students from other faculties, and help boost their motivation for research by deepening the understanding of specialized areas in their faculties through environmental themes.
- The "Department of Super Science Special," established with a view to creating a consistent educational course from department through graduate school, offers first-

year small-group laboratory seminars, overseas training, and practices presentation skills in English. It is commendable that the undergraduate course focuses on advanced fields and introduces educational programs to teach practical basic skills that can be utilized in society, while contributing to a higher graduate school enrollment rate.

Student Support

- “KAITpia,” established as a peer support organization, allows students to independently engage in mutual support, including “piacafe,” a space designed to encourage students to communicate with each other, and “Faculty of Information Technology Student Supervisors,” consisting of upper-year students who serve as leaders of small groups of new students and build bridges between faculty members and new students. It is commendable that the University facilitates students’ self-directed support activities to effectively promote their growth.
- The student support head office established the Career Placement Division and the Alumni Support Division, and each faculty set up the Department Employment Office staffed by full-time administrative staff members. These support services enable the detailed analysis of students’ career information as well as smooth communication and information sharing among academic/administrative staff members and organizations involved in career support, leading to more frequent use by students. It is commendable that the University has reviewed its existing support systems to improve and strengthen career support.

Education and Research Environment

- “KAIT Workshop,” an extracurricular activity facility that supports students’ self-directed manufacturing, is designed for use by all types of students and attracts an increasing number of visitors, including students outside the Faculty of Engineering (e.g., Faculty of Nursing). The workshop is also open to the local community. This facility is commendable as the University’s distinctive approach to nurturing students’ independence and creativity while deepening interactions with the local community.

Social Cooperation and Contribution

- With the liaison office playing a central role, the University distributes the “Industry-University Exchange Program” booklet on its patents and technologies to companies; introduces its research work through its website and online magazines; and encourages joint research with companies and funded research by promoting patent development and technology transfers. Actively returning research outcomes to society through these social cooperation and contribution activities is commendable based on the University’s founding principle of building stronger partnerships with the local community.

Suggestions for Improvement

Internal Quality Assurance

- In regard to the disclosure of information stipulated in the Ordinance for Enforcement of the School Teacher’s License Act, many items including information on teacher licenses obtained by graduates remain unused in the records of the University’s internal meetings. This situation should be improved with these items made widely available through publication or on the internet.

Educational Program and Outcome

- In the master’s and doctoral degree programs of the Graduate School of Engineering, the screening criteria for theses and research outcomes on specific themes are stated, but not explicitly specified to students in writing or other means beforehand. This issue should be improved.
- To monitor learning outcomes, the faculties and graduate school conduct assessment tests (first- and third-year students) and screen theses, but these learning outcomes are not sufficiently monitored and evaluated in accordance with their degree award policies. This issue should be improved.

University Management and Finance

- Staff development activities for administrative staff members as well as collaborative

SD for academic/administrative staff are not conducted systematically. This issue should be improved with the system organized to conduct SD as planned.

Recommendations

Internal Quality Assurance

- Despite the establishment of a university-wide organization in charge of internal quality assurance, the process of improving the University's internal quality assurance system is not clarified in the Regulations on Internal Quality Assurance. The Internal Quality Assurance Committee and the Self-Study Committee play an important role in promoting internal quality assurance, but the regulations do not specify the committees' responsibilities and partnerships, with discrepancies arising between regulations and actual conditions pertaining to the committees' authority and roles. In addition, connections are not clarified among the Vice President and Faculty Chair Meeting, Three Policy Management Committee, Internal Quality Assurance Committee, and Self-Study Committee, all of which are in charge of teaching and learning management. These issues indicate that the University's internal quality assurance system is seriously flawed. In the years ahead, the University must ensure self-study to identify problems and develop an effective system in which each organization appropriately addresses such problems in a coordinated effort under the responsibility of the organizations promoting internal quality assurance.

Educational Program and Outcome

- Research guidance methods and schedules are not stated as research instruction plans in the master's and doctoral degree programs of the Graduate School of Engineering. This issue must be improved with these items clarified to students beforehand.

Student Enrollment

- The average of ratios of freshman enrollment to the freshman enrollment cap over the past five years and the ratio of student enrollment to the student enrollment cap are high at high at 1.22 and 1.26, respectively, in the Department of Robotics and Mechatronics, Faculty of Creative Engineering. These ratios must be lowered with the faculty's student quotas thoroughly managed.