University Accreditation Results

(Results for Certified Evaluation and Accreditation for university)

Niigata Institute of Technology

Basic Information of the Institution	
Ownership: Private	Location: Niigata, Japan
Accreditation Status	
Year of the Review: 2014	
Accreditation Status: accredited （Accreditation Period: April.01.2015 – March.31.2022）	

Certified Evaluation and Accreditation Results for the Niigata Institute of Technology

Overview

The Niigata Institute of Technology (hereafter, the Institute) was established in 1995 as a college with a single faculty, the Faculty of Engineering, in Kashiwazaki City, Niigata Prefecture. The Institute was started because there has been a strong need for the Institute among a number of company owners in Niigata Prefecture, who had finally formed an Alliance of the Niigata Institute of Technology Foundation. The alliance obtained the support by Niigata Prefecture, Kashiwazaki City, and other local governments, and the Institute was established with the funds which were supplied by a college-establishing endowment by private companies within/out Niigata Prefecture. Since its establishment, the Institute has reorganized the departments and established a graduate school. Currently, the Institute has four departments in the Faculty of Engineering, and a master's program and a doctoral program in the Graduate School of Engineering.

After its accreditation review by Japan University Accreditation Association (JUAA) in 2007, the Institute has strengthened its social contribution activities via cooperation with local governments and companies. Currently, the Institute is conducting self-study and improvements based on the second mid-term plan for 2013-2017, in which declining enrollments have been identified as an urgent issue. JUAA hopes that the Institute will develop a system through which it can offer education in the undergraduate departments and graduate school that appeal to students, and that it will decide on next year's reorganization plans, while making substantive reforms.

Notable Strengths

Education and Research Organization

- It is commendable that the Institute's center, the Nuclear Seismic and Structural Research Center, has undertaken initiatives to educate and offer feedback to the citizens of Kashiwazaki City. The center has made efforts to take advantage of the Institute's location in Kashiwazaki City. The center has conducted research in the area of seismic and structural safety in nuclear installations, presented research findings, and offered training seminars concerning nuclear safety for engineers and technical officers within/out Japan. In particular, the center has engaged in research on nuclear safety systems against tsunamis and earthquakes and on information dissemination concerning safety and security, and has held international symposiums on nuclear seismic safety. It has also gathered and analyzed information concerning these topics with students, the City of Kashiwazaki, and local residents.

Social Cooperation and Contribution

- It is commendable that the Institute, along with the Center for Local Industry and Academic Exchange, has undertaken a number of systematic and continuous projects. For example, in order to develop a cooperative system that closely connects local governments, the Chamber of Commerce and Industry, and various companies, the Institute constantly and closely examines the requests made by local communities with the Center for Local Industry and Academic Exchange serving as an institute-wide main office where any initiative can be proposed for industry and academic cooperation. In particular, the Institute has made efforts to develop local economies by cooperating with Kashiwazaki City, and has engaged in joint

endeavors to revitalize local business districts by opening a “Research Office at the Corner,” which uses closed storefronts in the districts as office space. The Institute, along with the center, has achieved a good deal of continuing success in holding meetings of industry-academia exchanges with companies and in adult education. Moreover, the center annually reviews its initiatives to make social contributions that enable the Institute to realize its mission, including giving constant and systematic feedback to faculty members.

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Suggestions for Improvement

Educational Content, Methods, and Outcome

- The maximum number of credits students can register for per year has been set high at fifty-six in the Faculty of Engineering. It should be improved in accordance with the purpose of having a credit system.

- In the Graduate School of Engineering, criteria for examining degree-seeking theses have not been clearly stated for the students. This situation should be improved, by clearly stating them in a student handbook such as the “Handbook for Graduate Students.”

Enrollment

- The ratio of enrolled students to the student enrollment cap is low in the doctoral program in the Graduate School of Engineering—at 0.00 in 2013 and at 0.17 in 2014. In addition, the ratio of enrolled transfer students to the transfer student cap is low at the Department of Mechanical and Control Engineering in the Faculty of Engineering—at 0.20 in 2013 and at 0.60 in 2014. This situation should be improved.

Area of Serious Concern

Enrollment

- In the last five years, the average of the ratios of enrolled freshmen to the freshman admission cap is low at 0.71 in the Institute (i.e., the Faculty of Engineering) as a whole. In particular, in the Faculty of Engineering, it is low at 0.79 in the Department of Mechanical and Control Engineering, at 0.66 in the Department of Information and Electronics Engineering, at 0.74 in the Department of Environmental Science, and at 0.64 in the Department of Architecture and Building Engineering. In addition, the ratio of enrolled students to the student enrollment cap is low at 0.64 in the Institute (i.e., the Faculty of Engineering) as a whole. In particular, in the Faculty of Engineering, it is low at 0.72 in the Department of Mechanical and Control Engineering, at0.60 in the Department of Information and Electronics Engineering, at 0.71 in the Department of Environmental Science, and at 0.54 in the Department of Architecture and Building Engineering. This situation must be improved.