

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

Kanazawa Institute of Technology



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Kanazawa, Japan
<b>Accreditation Status</b>	
Year of the Review: 2015	
Accreditation Status: Accredited (Accreditation Period: April.01.2016 – March.31.2023)	

## **Certified Evaluation and Accreditation Results for Kanazawa Institute of Technology**

### **Overview**

Kanazawa Institute of Technology (hereafter, the Institute), whose predecessor was Hokuriku Radio Wave School (founded in 1957), was established as a college with a single Faculty of Engineering in 1965. After a series of additions and reforms to the faculties and graduate schools, the Institute currently has four faculties (College of Engineering, College of Information and Human Communication, College of Environmental Engineering and Architecture, and College of Bioscience and Chemistry) as well as two graduate schools (Engineering, and Psychology). Aside from its Ohgigaoka Campus in Nonoichi City, Ishikawa Prefecture, the Institute operates the Yatsukaho Campus in Hakusan City Ishikawa Prefecture as well as the Tokyo Toranomon Campus in Minato Ward, Tokyo. The Institute is carrying out education and research activities based on its founding mission of “Fostering Ideal Character,” “Profound Technological Innovation,” and “a Large-Scale Industry-Academic Cooperation.”

The faculty and staff have worked together to cultivate persons of talent, and, in accordance with the contemporary requirements, have made efforts to achieve the “Visions for the Academy,” which are “to be the best educational value in Japan,” “the realization of education and research through cooperation and co-creation,” and “the development of a self-study system.” In 2012, the Institute underwent an accreditation review by Japan Institution for Higher Education Evaluation (JIHEE).

Notable features of the Institute include its implementation of Project Design Education, which focuses on group activities for the purpose of supporting students’ independent learning inside and outside of the curriculum, as well as the building of the Library Center and a study room that is open 24 hours a day, 365 days a year in the “YUMEKOBO (Factory for Dreams and Ideas) Campus.” Also, the Institute has actively engaged in improving its quality by conducting appropriate self-study, receiving accreditations from external institutions, and joining external organizations. However, the Institute still has several issues to address. It is expected that the Institute will improve issues in enrollment management, admissions, and the education systems in the graduate schools.

### **Notable Strengths**

#### *Educational Content, Methods, and Outcome*

- Given the Institute’s missions and purposes, it is commendable that the Institute has systematically placed Project Design Education classes in each faculty’s curriculum for first-year through fourth-year students so that they can experience active learning in a group environment. By providing group activities wherein students discover and resolve society-based problems in cooperation with the community, these classes have helped develop not only practical skills in presentation and communication, but also students’ ability to act independently.
- It is commendable that the Institute has helped students learn actively and systematically by requiring them to prepare detailed Learning Support Planning Reports on each subject in all the faculties. This facilitates students’ learning by making them aware of the “CLIP Learning Process,” wherein students gain knowledge and skills, think from a variety of viewpoints, and create presentations about, and express what they have learned. Students also receive comprehensive feedback, indicating assignment for reviews and previews and the estimated time to

complete them, and specifying the “action purposes students should achieve” and “concrete standards for achievements,” which are specified according to levels.

- It is commendable that the Institute offers students the chance to express the results of their learning to these companies through Stakeholder Exchange Events, in which both undergraduate and graduate students have direct access to representatives of local companies. Due to yearly increases in the number of participating companies, these events have allowed students to receive real-world evaluations of their opinions and research.

#### *Student Support*

- It is commendable that by establishing the Student Leadership Award System as a special scholarship system to foster “engineers who think and act independently” (one of the Institute’s stated purposes), the Institute has offered fruitful economic support to students selected in the entrance examinations as being likely to become leaders. Given the Institute’s missions and purposes, the Institute instructs scholarship students to develop their skills by setting mandatory project activities while they are in school, which encourages them to work in a proactive manner toward their goals.
- In addition to offering special guidance for students who failed to earn credit and repeats the same class by assigning faculty members as learning advisers in each class of each grade, it is commendable that the Institute has conducted individual interviews with students who have learning difficulties, and has built a system to share the contents of the interviews with the faculty and staff in the Learning Record Information System. The Institute has also made use of the system for early learning instruction for students with low attendance rates.

#### *Education and Research Environment*

- It is commendable that the Institute has built an environment to support students’ independent activities, and has made use of the environment to foster students’ field awareness from the perspective of safety. For example, the Institute has established the *YUMEKOBO* Campus, which consists of a study room that is available 24 hours a day, 365 days a year; the Library Center; the *YUMEKOBO*, a lounge and open space in each lecture building; and other facilities to support its educational curriculum focusing on group activities. Aside from the study room, where students are encouraged to do group activities, the *YUMEKOBO*, offers professional and technical engineers from a wide range of fields that are present at all times to advise students, as well as a trained student staff to oversee its management.

#### *Social Cooperation and Contribution*

- It is commendable that the Institute has made efforts to increase students’ understanding of community issues. For example, in the Community-Oriented Education and Research Project, the Institute, in cooperation with Nonoichi City and Kanazawa City, has introduced community-oriented learning content related to class projects and also it is commendable that the Institute has cultivated students’ comprehensive skills by offering chances to tackle grounded issues in the community through interactions with innovators outside the campus.
- It is commendable that the Institute participates in the “CDIO Initiative,” and, in accordance with that initiative’s mission, has developed an international social

innovation project, Learning Express, to foster internationally successful engineers. In particular, the Institute has conducted fieldwork with students from Singapore, Vietnam, and Indonesia. Students of the Institute learn about community development and environmental issues and work out strategies to resolve them.

#### *Internal Quality Assurance*

- It is commendable that the Institute has built a functional institution-wide system for internal quality assurance by reviewing the results of self-studies in the KIT (Kanazawa Institute of Technology) Evaluation Improvement Committee and using the reviews to formulate a list of improvements and implementation policies for action in the next academic year. Under the initiative of the KIT Evaluation Improvement Committee, seven subordinate committees have been formed, and each subordinate committee conducts reviews in its assigned field. Furthermore, the Committee for Self-Study in Education has worked to examine and review improvements in education and faculty development training in each course, department, and graduate school, and has made efforts to share such information across the Institute. It is also commendable that the Institute has actively worked for further improvements in its quality through receiving accreditation from external institutions and joining external organizations.

#### **Suggestions for Improvement**

##### *Educational Content, Methods, and Outcome*

- While the policy on degree award and the curriculum design policy for undergraduate programs are indicated comprehensively, there are not any policies which reflect the specific features of each college and department. Each college and department should develop its own policies. The master's and doctoral programs in the Graduate School of Engineering do not have separate policies on degree award or curriculum design policies. This should be improved.
- The curriculum of the doctoral program in the Graduate School of Engineering does not appropriately combine research work and course work. Considering the purpose of a credit-based degree granting system, the doctoral program should offer appropriate educational content.
- In the Graduate School of Engineering and the Graduate School of Psychology, criteria for examining degree seeking theses have not been clearly stated for students. This should be improved.
- In the doctoral program in the Graduate School of Engineering, some students complete all the requirements except the dissertation, and leave the university before completing their dissertation requirement within the time limit set by the Institute. Later, when these students submit their dissertations, even though they do not have the enrollment status, they are granted doctoral degrees in the same manner as those students continuously enrolled. This is an inappropriate use of the system that should be corrected. In accordance with the purpose of having doctoral program, the Institute should create measure to enhance the degree completion within the required time frame.

##### *Enrollment*

- The admission policy does not reflect the features of each college and department

and college despite there is a policy for undergraduate program comprehensively. Each college and department should develop its own policy. In the Graduate School of Engineering, the master's and doctoral programs do not have separate admission policies. This should be improved.

- The ratio of enrolled students to the student enrollment cap is low at 0.19 in the Graduate School of Engineering. This number should be improved.

### **Area of Serious Concern**

#### *Enrollment*

- The average of the ratios of the last five years of enrolled freshmen to the freshman admission cap is high at 1.27 in the Department of Robotics, 1.25 in the Department of Electrical and Electronic Engineering, 1.25 in the Department of Electronics, Information and Communication Engineering, 1.23 in the Department of Media Informatics in the College of Engineering, 1.22 in the entire College of Engineering, 1.28 in the Department of Media Informatics in the College of Informatics and Human Communication, and 1.30 in the Department of Applied Bioscience in the College of Bioscience and Chemistry. Also, the ratio of enrolled students to the student enrollment cap is high at 1.23 in the Department of Robotics, 1.21 in the Department of Electrical and Electronic Engineering, 1.20 in the Department of Electronics, Information, and Communication Engineering in the College of Engineering, and 1.25 in the Department of Media Informatics in the College of Informatics and Human Communication. These numbers must be improved.