

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: 2025	
Accreditation Status: accredited (Accreditation Period: April 1, 2026 – March 31, 2033)	

Certified Evaluation and Accreditation Results for the Kanagawa Institute of Technology

Overview

The Kanagawa Institute of Technology has established three diploma, curriculum, and admission policies for each degree to be awarded in the undergraduate and graduate schools to realize education rooted in its mission and purpose, and designs curricula to provide education appropriate for each degree. Curriculum maps are created for faculties and departments to ensure the connection between student learning outcomes and curricula, with explanations provided during the course guidance before the start of the first and second semesters to help student deepen their understanding of the systematic structure of the curricula. Faculty members also share such information at the (expanded) faculty council.

To achieve the learning outcomes, the Institute adopts various educational methods, such as seminar courses aimed at reinforcing students' knowledge and skills as well as experiment and project subjects that incorporate active learning. The Institute arranges for homeroom teachers to interview first-year students and provides learning support led by the Basic Education Support Center for students uncertain about their basic learning up to high school. It is commendable that these initiatives are producing positive outcomes, such as increasing student motivation to study specialized subjects at the university level. The Institute also makes commendable efforts to increase student motivation through the KAIT Workshop established as an open facility for students to freely create various things for classes and extracurricular activities. The Institute's iconic facility supports creative student activities under proper guidance and safety management. To monitor and evaluate the learning outcomes through these educational activities, the Institute lays out assessment plans for all programs and degrees, and began in AY2024 to operate the "KAIT Assessmentor" system that visualizes assessment results at the student, class subject, faculty, and department levels in a hierarchical way. With the system only recently introduced, tangible outcomes are expected for years to come. However, the graduate school continues to face challenges in monitoring student learning outcomes and using the results. In addition, there are several issues that need to be addressed to effectively operate the internal quality assurance system. In terms of internal quality assurance, the Institute's various activities are not appropriately informed, with some information released inaccurately or inconsistently, and this issue should be addressed.

Meanwhile, it is commendable that the Institute actively engages in community outreach activities by leveraging its faculties' expertise and student abilities, such as disaster preparedness and response initiatives focused on people requiring medical care and frailty prevention activities through esports. "HUG" on the first floor of the library and the architecturally unique KAIT Plaza are also notable as open communication spaces for students to gather and relax.

There are several areas of improvement the Institute should address, however. First, the Institute needs to deal with identical admission policies for the master's and doctoral programs in the Course of Mechanical Engineering in the Graduate School of Engineering. As for student enrollment (quota management), improvement efforts must be made to fulfill the graduate school's student enrollment cap, while addressing the insufficient quota fulfillment in some faculties and departments. The Institute is currently working on these issues, but it should assess the outcomes and enhance student recruitment.

In the years ahead, the Institute is expected to respond to the issues identified in JUAA's latest evaluation results, and to advance its distinctive initiatives while effectively operating its internal quality assurance system, thereby progressing further.

Notable Strengths

Student Support

- The Basic Education Support Center was established as one of the educational approaches to meet the various needs of students, and supports student learning with the Basic Education Lecturer system introduced to provide tailored remedial tutoring in mathematics, science, English, and specialized fields. The KAIT Workshop is the Institute's iconic facility widely used for curricular, extracurricular, and student group activities to support creative student activities under proper guidance and safety management. These student support initiatives aimed at nurturing creativity are aligned with the Institute's founding philosophy and student support policy, and receive positive feedback from employers. It is commendable that the Institute provides students with both tangible and intangible types of support to materialize its "Student-Oriented Principle."

Social Cooperation and Contribution

- The Institute takes advantage of the expertise and student abilities of the engineering, medical, and health science faculties to actively engage in community-based disaster preparedness and care, such as assisting in operating shelters and power supply efforts. It set up the Research Center for Regional Cooperation and Disaster Care and the secretariat of the Japan Hemodialysis Assistance Team in disaster (JHAT) to ensure that no one in need of medical care is left behind. The Institute also collaborates with local municipalities to constantly conduct frailty prevention and other activities through esports. It is commendable that the Institute continues meaningful initiatives that contribute to realizing its mission and purpose as well as meeting regional needs.

Suggestions for Improvement

Internal Quality Assurance

- The teaching and learning management system has been in place since AY2024 to carry out initiatives in accordance with assessment plans and engage in inspection, assessment, and improvement activities. But the system is not adequately operated due to the insufficient mechanism, with the graduate school's comprehensive assessments still a work in progress, and these activities occasionally fail to be reported to the Vice President and Dean Meeting in charge of managing the medium-to long-term and annual plans. In addition, there are disparities between the system and actual operations, such as the Vice President and Dean Meeting not being involved in improving student enrollment and other processes. Moreover, the internal quality of the Graduate School of Engineering is not thoroughly assured, and bodies and meetings associated with internal quality assurance are becoming complex as the Institute acknowledges, indicating the need to reorganize the roles and deliberation and review processes. These issues highlight the inadequacy of the internal quality assurance system, and improvements should be made to ensure that the initiatives are effectively carried out.
- The Institute's activities are not appropriately informed, with information on the core faculty members insufficiently released and its website containing information not updated since AY2024 as well as many inaccurate or inconsistent descriptions. This issue should be addressed by taking steps that include revamping the publicity and fact-checking structure.

Teaching and Learning

- The graduate school initiated a partial trial of the Rubric Assessment Checklist Based on the Diploma Policy in AY2024, but many items in the monitoring and evaluation of learning outcomes remain under review and trial, indicating that the initiative is not carried out appropriately. More efforts should be made to improve the situation.

Student Enrollment

- The ratio of student enrollment to the student enrollment cap is low at 0.30 in the doctoral degree program in the Graduate School of Engineering and should be improved. The graduate school positions higher enrollment in the master's degree program as key and is exploring improvement measures. These efforts are expected to produce positive results through effective steps.

Recommendation

Student Enrollment

- The master's and doctoral degree programs in the Graduate School of Engineering offer different degree programs but have identical admission policies. This issue must be addressed.
- The average ratio of freshman enrollment to the freshman enrollment cap over the past five years is low at 0.82 in the Department of Clinical Engineering, Faculty of Health and Medical Science, and the ratios of student enrollment to the student enrollment cap are also low at 0.84 in both the Faculty of Engineering and its Department of Mechanical Engineering, 0.85 in both the Faculty of Health and Medical Science and its Department of Nutrition and Life Science, and 0.78 in the same faculty's Department of Clinical Engineering. In response, the Institute is exploring measures to promote its appeal, such as strengthening its public relations activities that include entrance exam reforms and visiting lectures, and enhancing high school-university cooperation by newly establishing the Education Support Office for Inquiry-Based Learning and Project Study. Some initiatives already launched have yet to produce positive results. The Institute needs to continue its

efforts to attract new students, thereby improving the enrollment situation.