

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

Shonan Institute of Technology



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

Certified Evaluation and Accreditation Results for the Shonan Institute of Technology

Overview

The parent body of the Shonan Institute of Technology is Sagami Technology Academy, a legally incorporated educational institution founded in 1961. In 1963, the Academy established a college with a single faculty for technology, named the Sagami Institute of Technology, in Fujisawa City, Kanagawa Prefecture. After faculty reorganization in 1990, the Sagami Institute of Technology changed its name to the Shonan Institute of Technology (hereafter, the Institute). Currently, the Institute includes the Faculty of Engineering and the Graduate School of Engineering, and has developed education and research activities in line with its mission, which is “to nurture technological professionals who devote themselves to society.”

After its accreditation review by Japan University Accreditation Association (JUAA) in 2008, the Institute has worked vigorously for internal quality assurance. In particular, under the leadership of the president, the Institute has advanced its reforms, with the entire staff working together as one team utilizing Plan-Do-Check-Action (PDCA) cycles. For example, the Institute has promoted the introduction of active learning methods to all classes, and has made efforts for education reforms such as its curriculum “tree” (a tree image of its curriculum organization and system) and syllabi. As this accreditation confirms, the Institute has made efforts to offer support for its students and take good care of them by placing faculty members in charge of the Communication Circle (CC) classes. With small class-sizes, the education system of the CC has functioned as the base for student support.

On the other hand, the Institute still has several issues to address in its student enrollment and the educational content and method for its graduate school. JUAA hopes that the Institute will make further improvements by promptly building a structure of continuous institutional governance and clarifying the direction of its reforms.

Notable Strengths

Educational Content, Methods, and Outcome

- It is commendable that the Institute has worked, together with its faculty and staff members, to energize its education and improve faculty members’ skills in education. In the Faculty of Engineering, an education reform objective introduces the elements and methods of active learning to all classes in an effort to promote its students’ autonomous, self-directed learning. Under the leadership of the Institute’s president, the Institute has promoted faculty development (FD) activities and actively introduced education methods involving group work and/or team project to every class. These efforts have led to clear improvements in students’ learning motivation, as evidenced by their answers to class evaluation questionnaires and the increase in the number of credits the students earned.

Student Support

- It is commendable that the Institute has made efforts to support its students. For example, the Institute has established the Communication Circle (CC) system, where faculty members involved cooperate with clerical administrative units such as the Registration Office and the Parents Meetings. Through the CC system, the Institute has supported needy students by understanding their individual academic situations and providing attention to those students who are repeating an academic year, are on a leave of absence, or are at risk of dropping out. Recently, the Institute has supported its students more effectively by making the CC system cooperate

with efforts for institutional research (IR), resulting in a platform of student support that is functional and continuously developing.

Suggestions for Improvements

Educational Content, Methods, and Outcome

- In the master's and doctoral programs of the Graduate School of Engineering, criteria for examining the theses have not clearly stated for students. This situation should be improved by clearly stating them in the student handbooks, such as "Graduate School of Technology Handbook."
- In the Graduate School of Engineering's doctoral program, some students complete all the requirements except the dissertation, and leave the institute before completing the 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 also create measures to enhance the degree completion within the required time frame.

Enrollment

- The ratio of transfer students to the transfer student admission cap is low in the Faculty of Engineering. In particular, it is low at 0.30 in the Department of Mechanical Engineering, at 0.33 in the Department of Electrical and Electronic Engineering, at 0.40 in the Department of Information Science, at 0.40 in the Department of Applied Computer Sciences, at 0.27 in the Department of Multidisciplinary Design Science, and at 0.07 in the Department of Materials and Human Environmental Sciences. This situation should be improved.
- The ratio of enrolled students to the student enrollment cap is low at 0.28 in the doctoral program of the Graduate School of Engineering. This should be improved.

Area of Serious Concern

Enrollment

- In the Faculty of Engineering, the average of the ratios of the last five years of enrolled freshmen to the freshman admission cap and the ratio of enrolled students to the student enrollment cap are high at 1.31 and 1.32 respectively in the Department of Information Science; however, they are low at 0.79 and 0.65 respectively in the Department of Multidisciplinary Design Science. In addition, the ratio of enrolled students to the student enrollment cap is low at 0.88 in the Department of Mechanical Engineering. This situation must be corrected.