

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

Fukuoka Institute of Technology



Basic Information of the Institution	
Ownership: Private	Location: Fukuoka, Japan
Accreditation Status	
Year of the Review: 2019	
Accreditation Status: Accredited (Accreditation Period: April 1.2020 – March 31.2027)	

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

### **Overview**

The Fukuoka Institute of Technology (hereinafter referred to as the “Institute”) has three founding principles: “cultivate the character of students and develop their education as true citizens,” “pursue the cosmic truth and apply it to real life to contribute to society,” and “nurture globally-competent individuals based on the supreme human spirit of freedom, peace, and love.” In order to achieve its mission and purpose, the Institute has consistently developed Mid-term Business Plans (hereinafter referred to as “Master Plan”) since 1998, and is currently engaging in improving and ensuring educational quality according to the Seventh Master Plan.

In order to ensure the quality of educational and research activities according to the Master Plan, the Institute established the Institute-wide Internal Quality Assurance Promotion Meeting in 2017, which has formulated an internal quality assurance policy and promoted initiatives for enhancing educational and research standards in cooperation with the Self-Study Committee, Organization of Faculty Development, and other relevant organizations. The Institute started verifying the efforts of each faculty and graduate school in line with the institute-wide assessment policy in AY2019, and has clarified the roles of each division involved in self-study activities and identified issues that need to be addressed. Therefore, the Institute's internal quality assurance system has started to function appropriately.

As for education, the Institute has implemented active learning-style classes (hereinafter referred to as “AL-style classes”) on an institute-wide basis since AY2014, and has created classrooms and other facilities and equipment to accommodate this new class format. By increasing the number of subjects involving AL-style classes, the Institute has tried to improve students’ retention of knowledge and develop an active learning attitude. These are highly commendable endeavors that contribute to the enhancement of educational effects. In order to measure the learning outcomes indicated in the degree award policy (diploma policy), the Institute has adopted the aforementioned assessment policy since AY2019, made efforts to present students’ level of achievement of learning outcomes in numerical terms and visualize them on a radar chart, utilizing grade guidelines and rubrics in the process, and established a system for improving the entire educational program, whereby the curriculum of each department is assessed according to Class Review Forms. These endeavors are expected to lead to educational

improvement going forward.

Furthermore, aiming to actively contribute to society through students' learning outcomes, the Institute has focused efforts on the promotion of social cooperation activities linked with educational and research activities since AY2016. It is commendable that students engage in solving the challenges facing the local community, and that local development is promoted based on the achievements of these activities. The Institute has also focused on training the office staff who support these activities. The LEAD Program was launched in AY2013 as part of the Institute's staff development (hereinafter referred to as "SD") efforts. The program is a joint skill development program involving faculty and office staff members, and has greatly contributed to the quality enhancement of individual faculty members and the promotion of faculty-staff cooperation. This is a remarkable endeavor.

There are, however, issues that need to be corrected. First, there are issues with the quota management implemented in some departments in the undergraduate program. The Institute should make significant improvement in quota management for its undergraduate program. Some graduate schools do not indicate the learning outcomes, including knowledge, skills, and abilities, that students need to attain in order to receive a degree in the degree award policy, or do not present the basic ideas on curriculum organization and implementation in the curriculum design and implementation policy (curriculum policy). This should be improved.

Going forward, the Institute should enable its internal quality assurance system to function appropriately under the structure established in 2017, which will contribute to tackling the issues mentioned above and enhancing the Institute's distinctive initiatives. Furthermore, we hope the Institute improves its program even further through verifying the effectiveness of its educational and research activities in view of achieving the Master Plan.

## **Notable Strengths**

### *Educational Program and Outcome*

- As an effort toward achieving the goal of "enhancing added value through a qualitative shift in education," which is presented in the Master Plan, the Institute has implemented active learning-style classes (AL-style classes) on an institute-wide basis by incorporating classes involving group work and flip teaching in lectures and seminar subjects in addition to practical training subjects and seminar activities. The

Institute has created classrooms, learning commons, and other facilities and equipment to accommodate this new class format, hired senior students as class supporters (CSs) to help junior students in AL-style classes, and implemented other measures in an active manner. It is commendable that these endeavors contribute to students' retention of knowledge and development of an active learning attitude, and also help CSs themselves deepen their learning experience.

- In order to assess the level of achievement of learning outcomes, each faculty clearly indicates the relationship between the degree award policy and each subject in an Engagement Level List, has formulated an assessment policy, drawn up guidelines for conducting assessment of academic achievement in line with the degree award policy, and established assessment tools such as an institute-wide rubric for assessing activeness. The Institute has created a system whereby students conduct self-evaluation and receive feedback from faculty members via FIT-AIM, an interactive learning support platform. The Organization of Faculty Development implements measures to improve educational programs and methods based on the results of the self-evaluation and feedback. These endeavors lead to educational improvement based on the results obtained by grasping and assessing learning outcomes.

#### *Social Cooperation and Contribution*

- In its social cooperation and contribution policy, the Institute states the intention to enhance educational activities through real cooperation with the local community. To this end, the Institute has entered into comprehensive partnerships with the local government, companies, and other entities, adopted project based learning (PBL) in seminars and practical training subjects, and enabled students to engage in solving challenges faced by the local community. Based on the achievements of these activities, the Institute contributes to local development through recycling support that leverages information and communication technology, the development of tourism PR applications, and other projects. It is commendable that the Institute uses its resources to contribute to the local community and provides students with practical learning experiences through these endeavors.

#### *University Management and Finance*

- The Institute actively engages in staff development (SD) activities, developing an off-

campus training program for office staff held in the U.S. into a training program involving faculty-staff cooperation called the Leadership of Education & Administration Development (LEAD) Program. In the LEAD Program, faculty and office staff members conduct a joint survey at American universities and then disseminate and share the survey results. This has led to the development of the Institute's activities, including programs for providing enhanced support to students with disabilities. It is commendable that the Institute has conducted SD involving faculty-staff cooperation and thereby not only improved the quality of individual faculty and staff members, but also promoted faculty-staff cooperation on an institute-wide basis and enhanced internal initiatives.

## **Suggestions for Improvement**

### *Educational Program and Outcome*

- The Master's Programs in Information Electronics, Life, Environment and Applied Chemistry, Intelligent Mechanical Engineering, Electrical Engineering, and Systems Management Engineering in the Graduate School of Engineering and the Doctor's Program in the Graduate School of Engineering do not indicate the learning outcomes, including knowledge, skills, and abilities, that students need to attain in order to receive the relevant degree in the degree award policy. This should be improved.
- The Master's Program in Life, Environment and Applied Chemistry in the Graduate School of Engineering and the Doctor's Program in the Graduate School of Engineering do not present the basic ideas on curriculum implementation in the curriculum design and implementation policy, and the Master's Program in the Graduate School of Socio-Environmental Studies does not present the basic ideas on curriculum organization and implementation in the curriculum design and implementation policy. This should be improved.

## **Recommendation**

### *Student Enrollment*

- In the last five years, the average of ratios of freshman enrollment to the freshman enrollment cap and the ratio of student enrollment to the student enrollment cap have

been high at 1.23 and 1.27, respectively, in the Department of Information and Systems Engineering in the Faculty of Information Engineering. The ratio of student enrollment to the student enrollment cap is high at 1.23 in the Department of Information Electronics in the Faculty of Engineering. The Institute should make significant improvement in quota management for its undergraduate program.