

DAIICHI INSTITUTE OF TECHNOLOGY (第一工業大学)

Evaluation summary

“Standard 1. Mission and Objectives, etc.”

According to its school philosophy “training for life by development of individuality”, the institution has defined its mission, goals and educational objectives, which have been clearly and concisely stated in the school rules.

The institution has stated its “three educational objectives” embodying the above school philosophy in the school rules, and specifically defined the purposes and features of each department based on those objectives.

Its school philosophy, mission, goals and educational objectives were discussed in the faculty meeting and by the board of directors, and have obtained the understanding and support of officers and school staff. They appeared in the student handbook, on the website, etc., and were made known to students and school staff during their orientation program.

The institution organized the educational content of faculties and departments, and the education and research structure, which were consistent with its mission and objectives, and made efforts to respond to social changes, for example by adding courses in relevant departments.

“Standard 2. Learning and Teaching”

According to its admission policy, the institution has held a general entrance examination, as well as various other forms of entrance examinations, including a special recommendation-based entrance examination and entrance examination for international students.

The educational curriculum was developed systematically according to “three educational objectives”, aiming for meticulous education through introductory education prior to admission, proficiency-dependent class teaching after admission, and learning instruction using the grade point averages (GPAs) system, etc. In addition, the institution has put stress on support for acquiring qualifications.

Teachers and other school staff cooperated in offering student counseling and support focusing on the “class advisor” system. As placement assistance, all teachers engaged in organized activities to boost the employment rate, including finding a new company that may offer a job.

The institution has implemented inspections and evaluations on the achievement of educational objectives through “class questionnaire” surveys. It has given the survey results to teachers who are supposed to draw up a “class improvement plan”, based on which they should make an explanation to their students.

The institution has secured an adequate number of teachers, and proper school premises and buildings, in accordance with the Standards for Establishment of Universities. It has strived to enhance its experimental and practice facilities, and training tools, as an engineering university.

“Standard 3. Management, Administration and Finance”

In terms of management, the board of directors has played a central role in ensuring appropriate management of the institution in accordance with laws and regulations, as well as various rules,

including the articles of endowment, to maintain management discipline and integrity. Rules relating to legal compliance, environmental conservation and human rights, etc., were established and strictly observed.

In terms of administration, the faculty meeting and the board of representatives chaired by the principal have taken the initiative so that the principal can exercise leadership. The “Liaison and Coordination Council” constituted the structure to promote collaboration and communication between administrative sections and academic sections.

In terms of finance, the institution has formulated a “management improvement plan (mid- and long-term plan)” focusing on how to secure students and reduce expenditure, and has made school-wide efforts to achieve sound finance. It has properly performed accounting procedures based on relevant internal rules, including the Accounting Standards for School Corporation and the “Daiichi Institute of Technology Accounting Regulations”. As for auditing, accounting audits were properly conducted by the auditing firm and the auditor-secretary, respectively.

“Standard 4. Self-inspection and Evaluation”

The “Self-inspection and Evaluation Committee” has played a central role in implementing self-inspections and evaluations of the institution in collaboration with committees taking charge of technical matters, including the educational curriculum. In 2015, the institution decided to change the frequency of self-inspections and evaluations from once every three years to every year.

Self-inspections and evaluations were implemented based on materials collected daily, and compiled by respective committees and clerical sections. The results were summarized as the “Self-inspection and Evaluation Report”, which has been shared via the website as well as through a brochure to be distributed to all school staff.

Improvement and enhancement measures were presented based on the evaluation results, and discussed in the faculty meeting and by the board of directors. The relevant sections then discussed, and carried out more detailed improvement and enhancement measures.

To sum up, the institution has created a structure for university administration and educational organizations according to its mission, goals and educational objectives, and promoted practice-oriented education responding to changes in society, although it has some problems, such as how to secure students. It has strived to improve the quality of the university by making improvements based on self-inspections and evaluations.

For details of “Standard A. Social Contribution through Education and Research Activities”, which are set forth as the institution’s unique initiative based on its mission and objectives, please refer to the general remarks on the standard.