

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

Kogakkan University



Basic Information of the Institution	
Ownership: Private	Location: Mie, Japan
Accreditation Status	
Year of the Review: 2023	
Accreditation Status: accredited (Accreditation Period: April 1, 2024 – March 31, 2031)	

Certified Evaluation and Accreditation Results for Kogakkan University

Overview

Kogakkan University defines its mission as one “to investigate Japanese culture based on the history and tradition of the Japanese people; establish a moral code that can be applied in both the East and West; educate and foster a love for one’s country; and develop students who will help benefit society.” The University formulated the Future Vision 140 – Second Medium-Term Action Plan in AY2020-AY2024 in AY2019 as a medium- to long-term plan to achieve its founding spirit and purpose. The University strives to enhance its educational and research activities by laying out six action plans: “ensuring the quality of “learning” in university education and shifting to an approach that is learner-centered,” “promoting diversity and flexibility within the research infrastructure,” “supporting students to develop their initiative and potential,” “promoting reforms in high school-university linkages,” “strengthening and growing community service initiatives,” and “bolstering the organization and operational foundation, and disseminating information.”

In terms of social contribution and cooperation, the University carries out various initiatives using its history and tradition to promote the above purpose. Specifically, the Ise-Shima Settlement and Independent Area Coexistence Studies Education Program contributes to addressing a wide range of regional challenges by extending the partnership areas from the entire Ise-Shima region to other cities and towns in Mie Prefecture. The University has also launched the Kogakkan Okage Campus Project to support new activities leading to regional revitalization. These activities now cover other fields, including children, child-rearing, and education, and have helped commercialize several projects by offering funds and other assistance for progressive initiatives. It is highly commendable that the University has expanded and upgraded its ongoing activities and played an effective role as a regional center in addressing challenges and revitalizing the community.

Regarding the University’s internal quality assurance, the Kogakkan University Quality Assurance and Improvement Committee (hereafter “Quality Assurance and Improvement Committee”) is positioned as a promotion body. The committee compiles and checks the results of each division’s periodic inspections and assessments, before returning comments to the divisions, but these comments are unlikely to help make

improvements as they are mainly related to the methods of writing self-study forms. The Teaching and Learning Management Meeting examines the three diploma, curriculum, and admission policies, while checking, evaluating, and managing the progress of the key teaching and learning items and the medium- to long-term plans. This situation indicates insufficient coordination between the Quality Assurance and Improvement Committee and the Teaching and Learning Management Meeting in the internal quality assurance system. This issue should be addressed with coordination between the two meeting bodies clarified to effectively operate the university-wide PDCA (Plan-Do-Check-Act) cycle.

As for education, all faculties and graduate schools have appropriately designed their curricula based on the diploma and curriculum policies, with curriculum matrixes, course charts, and subject numbering codes developed for students to take courses in a systematic and sequential way. The University actively promotes active learning for students, especially first-year students, in terms of class formats, lesson contents, and teaching methods to encourage active participation. The University also provides educational programs to cultivate the abilities necessary for students to become socially and professionally independent. Groups of basic subjects related to life, work, and professional practice have been established as common subjects in all faculties. In specialized subjects based on the expertise of the faculties and departments, the civil servant program has been adopted in the Faculty of Contemporary Japanese Society, and the psychology expert program has been introduced in the Department of Communication, Faculty of Letters.

There are several areas of improvement the University should address, however, in addition to the above issues regarding the internal quality assurance system. First, the maximum number of credits students can register for in a year is specified to ensure credit validity, but practical training subjects, graduation theses, and other academic work are excluded. Credit cap exceptions also apply to transfer and fourth-year students as well as those recognized as high achievers based on their grades in the previous academic year, resulting in students earning a higher number of registered credits. With a considerable number of students also qualifying as high achievers, the criteria for high academic achievement should be reviewed and improvements made in light of the purpose of the credit system. Next, the graduate schools have formulated an assessment policy, but the connection between the measurement methods and the student learning outcomes stated in the diploma policy is vague. This issue should be addressed to appropriately monitor and evaluate the learning outcomes stated in the diploma policy by developing indicators for monitoring these outcomes. Moreover, the Master's Program in the Graduate School of Education has low ratios of student enrollment to the student enrollment cap, and the

graduate school's student quotas should be managed thoroughly. Lastly, university-wide faculty development (FD) activities are conducted, but the graduate schools do not carry out their own FD activities. This issue situation be addressed.

In the years ahead, the University is expected to progress further by effectively operating the internal quality assurance system, resolving several issues to be addressed, and enhancing its distinctive initiatives.

Notable Strengths

Social Cooperation and Contribution

- The University has been continuously engaged in the Ise-Shima Settlement and Independent Area Coexistence Studies Education Program as part of its various social cooperation and contribution activities aimed at addressing regional challenges and revitalizing the community. The program has extended the partnership areas from the entire Ise-Shima region to other cities and towns in Mie Prefecture to help overcome challenges facing the entire region. In addition, the Kogakkan Okage (Community Revitalization) Campus Project is operated to support new activities leading to regional revitalization. These activities now cover other fields, including children, child-rearing, and education, and have helped commercialize several projects by offering funds and other assistance for progressive initiatives. It is commendable that the University has expanded and upgraded its ongoing activities and played an effective role as a regional center in addressing challenges and revitalizing the community.

Suggestions for Improvement

Internal Quality Assurance

- The Quality Assurance and Improvement Committee, positioned as an internal quality assurance promotion body, checks the results of each division's periodic inspections and assessments, and returns comments to the divisions, but these comments are unlikely to help make improvements as they mainly refer to the methods of writing self-study forms. Moreover, the Teaching and Learning Management Meeting examines the three diploma, curriculum, and admission

policies, while checking, evaluating, and managing the progress of the key teaching and learning items and the medium- to long-term plans. This situation indicates insufficient coordination between the Quality Assurance and Improvement Committee and the Teaching and Learning Management Meeting in the internal quality assurance system. The University should address this issue by clarifying the coordination between the two meeting bodies and providing support for improvement based on the results of each division's inspections and assessments to effectively operate the university-wide PDCA cycle.

Educational Program and Learning Outcomes

- Each faculty specifies the maximum number of credits students can register for in a year, but excludes practical training subjects, graduation theses, and other academic work. Credit cap exceptions also apply to transfer and fourth-year students as well as those recognized as high achievers based on their grades in the previous academic year, resulting in students earning a high number of registered credits. With a substantial number of students also qualifying as high achievers, the University should review the criteria for high academic achievement and make improvements in light of the purpose of the credit system.
- The graduate schools have formulated the assessment policy, but the connection between the measurement methods and the student learning outcomes stated in the diploma policy is unclear. This issue should be addressed to appropriately monitor and evaluate the learning outcomes stated in the diploma policy by developing indicators for monitoring these outcomes.

Student Enrollment

- The ratio of student enrollment to the student enrollment cap in AY2023 is low at 0.44 in the Master's Program in the Graduate School of Education. This ratio should be improved with the graduate school's student quotas thoroughly managed.

Faculty and Faculty Organization

- The graduate schools do not conduct their own FD activities for educational improvements. This issue should be addressed with FD activities appropriately

implemented for all master's and doctoral programs or each graduate school.