

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

Sapporo Gakuin University



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Hokkaido, Japan
<b>Accreditation Status</b>	
Year of the Review: 2014	
Accreditation Status: accredited (Accreditation Period: April.01.2015 – March.31.2022)	

## Certified Evaluation and Accreditation Results for Sapporo Gakuin University

### Overview

Sapporo Gakuin University (hereafter, the University) was founded as Sapporo Bunka Senmon Gakuin (Sapporo College of Liberal Arts) in 1946. In 1968, it became Sapporo College of Commerce, a single-faculty college with a Faculty of Commerce, and in 1984, changed its name to Sapporo Gakuin University. It has five faculties: the Faculty of Management, the Faculty of Humanities, the Faculty of Law, the Faculty of Economics, and the Faculty of Social Information; and three graduate schools: the Graduate School of Law, the Graduate School of Clinical Psychology, and the Graduate School of Regional Management. Its two campuses are located in Ebetsu City, Hokkaido. The University has engaged in education and research activities based on the founding principles of “academic freedom,” “unique profound study,” and “respect of individuality.”

After its accreditation review by Japan University Accreditation Association (JUAA) in 2007, the University has made notable efforts in offering detailed guidance in course selection, implementing faculty development with the participation of students, and accepting students with disabilities and enhancing of their support. However, some issues remain, such as insufficiency in enrollment. These issues should be improved.

### Notable Strengths

#### *Educational Content, Methods, and Outcome*

- It is commendable that a systematic support system of students has been established in cooperation with the faculty and staff, and detailed study guidance has been offered. In each department and faculty, academic advisers and related faculty and staff use an electronic student guidance sheet (“*Hagukumi*”) to share information, including student achievement (acquired credits, GPA), course-taking status, attendance, and guidance records.
- It is commendable that various student activities have been carried out under the auspices of a three-year project that began in the 2011 which calls for “faculty development with the participation of students.” Using the standpoints of “changing the student environment,” “changing students,” and “changing the faculty and staff,” students and faculty cooperate with each other and students take the initiative, for example, in creating a video introducing the educational activities of the faculty. Students also conduct an analysis of the pre-recorded video of lectures both on their own and through interviews with the faculty.

#### *Student Support*

- It is commendable that the University has made notable efforts in accepting students with disabilities and offering excellent support. In particular, the activities of the Barrier-Free Committee, which include activities such as note taking or note taking by personal computer initiated by students, fulfill the University’s mission of autonomy, human rights, coexistence, and cooperation and also fulfill its educational objectives by fostering persons who are actively involved in problem solving and becoming leaders within an interconnected society. The University also makes significant contributions to Japanese higher education by accepting students with disabilities and enhancing support for them as one of the core schools of the Educational Support Network for Student with Disabilities sponsored by the Japan

Student Service Organization (JASSO), and as an allied institution of the Japan Network of Hearing-Impaired Students in Higher Education (PEPNet-Japan).

#### *Social Cooperation and Contribution*

- It is commendable that the University has actively engaged in social cooperation and contribution both in locally and internationally. In particular, Sapporo Gakuin University Community College, offered by the Social Cooperation Center, has had more than twenty thousand participants, and has played the role of a lifelong learning institution in the local community. It not only offers open lecture series but also makes efforts to enrich society. The Japanese Language Education and Culture Program for international students offers Japanese language education as well as opportunities for Japanese cultural experiences and hands-on learning of local *Hokkaido*. These attempts produce effective results, such as students who return as exchange students, and an increase in international partner schools. The Psychology Clinical Center offers psychological education consultation to local residents and regularly holds open lecture series focused on psychological health.

#### **Suggestions for Improvement**

##### *Educational Content, Methods, and Outcome*

- In the Graduate School of Law and the Graduate School of Clinical Psychology, each curriculum design policy explains the realities of the curriculum but does not provide the basic principles of educational contents and methods. This should be improved.
- In the syllabus of each graduate school, descriptions vary depending on the faculty. For example, some faculty descriptions lack lesson plans. Descriptions should follow the Syllabus Writing Guideline.

##### *Enrollment*

- In the Department of English Language and Literature in the Faculty of Humanities, the average of the ratios of the last five years of enrolled freshman to the freshman admission cap is low at 0.86, and the ratio of enrolled students to the student enrollment cap is also low at 0.84. In the Department of Clinical Psychology in the Faculty of Humanities, the ratio of transfer students to the transfer student admission cap is low at 0.25. In addition, the ratio of enrolled students to the student enrollment cap in the Graduate School of Regional Management is low at 0.40. These numbers should be improved.

#### **Area of Serious Concern**

##### *Enrollment*

- The average of the ratios of the last five years of enrolled freshmen to the freshmen admission cap is low at 0.63 in the Department of Accounting and Finance in the Faculty of Management, at 0.83 in the Department of Economics in the Faculty of Economics, at 0.71 in the Department of Jurisprudence in the Faculty of Law, and at 0.82 for the entire University. In addition, the ratio of enrolled students to the student enrollment cap is low at 0.61 in the Department of Accounting and Finance in the Faculty of Management, at 0.84 in the entire Faculty of Management, at 0.79 in the Department of Economics in the Faculty of Economics, at 0.66 in the

Department of Jurisprudence in the Faculty of Law, and 0.78 for the entire University. These numbers must be improved immediately.