

## Results for Certified Evaluation and Accreditation for Junior College

### Kagoshima Prefectural College



Basic Information of the Institution	
Ownership: Public	Location: Kagoshima, Japan
Accreditation Status	
Year of the Review: 2024	
Accreditation Status: accredited (Accreditation Period: April 1, 2025 – March 31, 2032)	

## **Certified Evaluation and Accreditation Results for Kagoshima Prefectural College**

### **Overview**

Kagoshima Prefectural College (hereafter “College”), founded on the educational philosophy of “providing in-depth educational and research opportunities in specialized academic fields and fostering well-educated students with skills necessary for professional or personal lives, thereby contributing to the development of the local community,” has set forth the objectives of “carrying out educational and research activities on the basis of organically coordinating general education and specialized education to nurture students with the ability to explore and resolve issues as a way to appropriately respond to changes in social conditions, and with the well-rounded character traits required to actively participate in the formation of society.” Kagoshima Prefecture as the founding entity has outlined the goal of “enhancing the prefectural college attractive” in its basic educational plan. Designating this goal as part of its medium-term plan, the College is striving to enhance its educational and research activities.

The College traditionally implemented internal quality assurance through the activities of committees, mainly the College-Wide Administrative Committee and individual departments. In AY2022, however, the College established a new system with the Self-Assessment and Future Planning Committee as the main organization responsible for promoting internal quality assurance, and set in place an internal quality assurance subcommittee under the Self-Assessment and Future Planning Committee to systematically implement internal quality assurance. Given the discrepancies between the roles of the Self-Assessment and Future Planning Committee and the internal quality assurance subcommittee set forth in the Internal Quality Assurance Guidelines and their roles in the actual internal quality assurance process, the roles and authorities of the internal quality assurance bodies should be clarified to allow them to fulfill their roles in internal quality assurance.

Regarding education, although the College has not formulated a college-wide degree award policy (diploma policy), all departments systematically organize their curricula based on their own degree award policies and curriculum design and implementation policies (curriculum policy), and assess learning outcomes in accordance with these policies. In addition to introducing active learning, the College has taken

various initiatives to allow students learning experiences across a wide range of disciplines in line with their interest, including an cross-departmental-class system that enables students to take courses in other departments and majors as part of general education subjects as well as a credit transfer system operated in collaboration with other junior colleges and technical colleges. The College maintains a small number of students enrolled in the majors and works to ensure effective education in graduation work. In AY2021, the Department of Life and Environmental Science Major of Life Science changed its curriculum with four design-related subject groups as the main pillars. In this way, the College promotes college-wide reviews of its curricula and efforts to provide students with effective education.

As the only public junior college in Kagoshima Prefecture, the College owns diverse channels for social cooperation and contribution. It implements projects in collaboration with Kagoshima City and, through its regional research institute, conducts research in the fields of humanities, social sciences, and natural sciences on various issues facing the region. Another distinctive feature is the College's ongoing satellite courses on remote islands, such as the Amami Islands. Furthermore, the College engages in numerous social collaborations and community activities involving students, including creating regional revitalization posters for neighboring municipalities, participating voluntarily in prefectural events, and working to promote local specialties and to win competitions. These highly commendable initiatives are helping to realize the College's educational philosophy of “contributing to the local community.”

There are several areas of improvement the College should address, however. As for assessing learning outcomes, while the College states that learning outcomes are assessed through graduation theses and course evaluation surveys, the methods or indicators have not been established to assess the acquisition of the knowledge and skills set forth in the degree award policies. Some departments and majors clearly indicate the connection between degree award policies and curricula, or make efforts to assess learning outcomes based on the acquisition of qualifications, but, even with these efforts, have failed to adequately assess the learning outcomes stated in the degree award policies. The College should address this issue by appropriately measuring the learning outcomes set forth in the degree award policy of each department and major. In addition, in response to a harassment incident that occurred in AY2023, the College has taken initiatives to prevent a recurrence, such as holding multiple annual anti-harassment training sessions, revising the guidelines to include student surveys, and establishing an external counseling service. The College needs to implement these measures systematically and continuously.

Going forward, the College is expected to address these issues through internal quality assurance initiatives and further enhance its educational and research activities.

## **Notable Strengths**

### *Social Cooperation and Contribution*

- As the only public junior college in Kagoshima Prefecture, the College owns diverse channels for social cooperation and contribution and has long offered satellite courses on remote islands, such as the Amami Islands, creating opportunities for lifelong and recurrent learning. Furthermore, students engage in regional collaboration by participating in activities such as creating posters for nearby local governments and entering contests focused on the challenges faced by the tea industry. Through these practical learning experiences, students develop the motivation for further learning and research, which is commendable.

## **Suggestions for Improvement**

### *Internal Quality Assurance*

- The Internal Quality Assurance Guidelines clearly states that the internal quality assurance subcommittee reports the results of inspections and evaluations conducted in collaboration with relevant committees and departments to the Self-Assessment and Future Planning Committee, which in turn discusses improvement measures based on the results. In practice, however, the internal quality assurance subcommittee also discusses improvement measures, and the roles and responsibilities are unclear between the Self-Assessment and Future Planning Committee and the internal quality assurance subcommittee. The College should address this issue to clarify the roles and authorities of the internal quality assurance bodies, enhance the internal quality assurance system, and ensure the PDCA cycle functions for improvement and enhancement based on the self-study results.

### *Education Program and Learning Outcomes*

- The College has taken initiatives to monitor and evaluate learning outcomes through graduation theses and course evaluation surveys, but methods have not been

established for determining the acquisition of the knowledge and skills stated in the degree award policies. Some departments and majors use the acquisition of professional qualifications to assess learning outcomes or create a curriculum tree indicating the connection between degree award policies and curricula, but, even with these efforts, have failed to adequately monitor the learning outcomes stated in the degree award policies. The College should engage in college-wide initiatives to ensure appropriate learning outcome assessments by developing indicators and methods for measuring the learning outcomes stated in the degree award policies in light of the characteristics of each department and major.