

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

Kanagawa University



Basic Information of the Institution	
Ownership: Private	Location: Kanagawa, Japan
Accreditation Status	
Year of the Review: 2015	
Accreditation Status: Accredited (Accreditation Period: April.01.2016 – March.31.2023)	

Certified Evaluation and Accreditation Results for Kanagawa University

Overview

Kanagawa University (hereafter, the University), whose predecessor was Yokohama Academy (founded in 1928), was established in 1949 in Yokohama City, Kanagawa Prefecture. After a series of installments and reorganizations of faculties and graduate schools, the University has become a university with seven faculties, eight graduate schools, and one professional graduate school. Along with the Yokohama Campus, the University operates the Shonan Hiratsuka Campus in Hiratsuka City, Kanagawa Prefecture. The University has developed education and research activities based on its founding spirits: “Simple and Sturdy,” which means having respect for tradition and the classics, a regard for common sense, and an unwavering sense of justice; “Forward-thinking,” which indicates a readiness to take on difficult challenges and to seek progress and positive change; and “Balanced and Steady,” which refers to a pursuit of truth and essence through “exploration, harmonizing, and synthesizing,” and by becoming deeply conscious of two former concepts of values, from the perspective of a spirit of independence and commitment to coexistence, and creates new value in an autonomous and independent way.

After its accreditation review by Japan University Accreditation Association (JUAA) in 2009, the University has built a system to make improvements and reforms through self-studies through the initiative of the Self-inspection & Evaluation University-Wide Committee. The University has stipulated the “Three Basic Policies for Undergraduate Education at Kanagawa University” and the “medium-term objectives, action plans, and evaluation indicators (the three-year plan for medium-term objectives, action plans).”

Notable features of the University are its efforts in education for the first-year students, which aims a smooth transition in learning from the general subject group to the specialized subject group in the first year, and its social contribution activities rooted in the local community.

However, the University still has some issues to address. It is expected that the University will improve education methods to make the credit system more substantial, as well as enrollment management in the graduate schools.

Prior to this accreditation review, the School of Law had already undergone professional graduate school accreditation review by JUAA in 2013. Thus, JUAA reviewed the School this time by examining the improvements from 2013 onward from the standpoint of University Accreditation (institutional certified evaluation and accreditation).

Notable Strengths

Educational Content, Methods, and Outcome

- It is commendable that the University has made efforts to support basic education with diverse and systematic specialized education in each faculty through the First-Year Seminar (FYS), which has not only functioned as a learning opportunity to help students adjust to campus life, but also contributed to improvements in comprehensive competency with basic core academic skills (which is listed as one of the university’s missions for education). In addition to implementing FYS as a university-wide experience for first-year students and basic education such as how to write reports and make presentations, the University has promoted the founding spirits and raised the social awareness of university students. At the same time, by placing a subject on each theme, such as “Society and Human Being” and

“Thinking about Life and Death” in “Common Theme Subjects,” the University has created synergistic effects of these subjects centered around FYS.

Enrollment

- It is commendable that the fellowship examination has had positive effects on the University. The University has implemented the “fellowship examination” for many years, which selects excellent students. By organizing all stipendiary students who have passed the examination each year, the University has made efforts to form a network and improve students’ motivation to learn. For example, after admission, stipendiary students organized learning support circles, made materials for independent learning, and got involved in peer support in recent years. Thus, the stipendiary student entrance examination has been demonstrated to be a worthwhile selection system.

Social Cooperation and Contribution

- It is commendable that the University has made efforts to contribute to society through its education research results, and at the same time has created opportunities to practice “learning that is truly attuned to the real world.” Based on its policies on social cooperation and social contribution, the University has developed a variety of community contribution activities such as: holding lifelong learning lectures for local residents; the Satochi Satoyama (Foothill) Revitalization Project, which conducts environmental conservation in cooperation with Hiratsuka City; and continuous support for the Kanagawa University (KU) Tohoku Volunteer Ekiden as part of its support for the victims of the Great East Japan Earthquake. In particular, the Jindai Youth Support Project (JYSP) has contributed to local education by sending junior high school students studying at the “JIN-KANA Cram School” to high school at a high rate. At the same time, these support experiences have become practical learning opportunities for the students involved.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- In each master’s program, except in the Graduate School of Business Administration, Course of Chemistry in the Graduate School of Science and the Graduate School of Engineering, certain undergraduate classes are allowed to be taken as a part of the required credits for degree-completion, but there are no separate assessment methods to evaluate the master’s students in these classes. This practice should be improved from the perspective of quality assurance of education.
- The maximum number of credits a student can register for is high at 50 for fourth-year students in the Faculty of Business Administration, at 52 in the Department of Mechanical Engineering in the Faculty of Engineering, and at 54 in the Department of Electrical, Electronics and Information Engineering, the Department of Material and Life Chemistry, the Department of Architecture, and the Coordinated Engineering Program. In addition, student is allowed to register for credits over the limit (with permission of the dean) if he/she has specific reasons (such as they have not satisfied the conditions required to advance to the next grade or have not satisfied graduation requirements) in the following departments or groups: third-year students in the Department of Architecture in the Faculty of Engineering; fourth-year students in the Faculty of Law, the Faculty of Human Sciences, the Department of English and the Department of Spanish in the Faculty of

Foreign Languages; second-year, second-semester students and completing-year students in the Faculty of Economics; second-year and fourth-year students in the Department of Chinese and the Department of Cross-Cultural Studies; and students of any year in the Faculty of Science. This situation should be improved in accordance with the purpose of having a credit system.

- In all doctoral programs except in the School of Law, some students complete all the requirements except the dissertation, and leave the university before completing their dissertation requirement within the time limit set by the University. Later, when these students submit their dissertations, even though they do not have the enrollment status, they are granted doctoral degrees in the same manner as those students who have been continuously enrolled. This is an inappropriate use of the system that should be corrected. In accordance with the purpose of having doctoral program, the University should create measure to enhance the degree completion within the required time frame.

Enrollment

- In the graduate schools, the ratio of enrolled students to the student enrollment cap is high at 3.33 in the doctoral program in the Graduate School of History and Folklore Studies, but low at 0.28 in the master's program in the Graduate School of Law, at 0.25 in the master's program in the Graduate School of Economics, at 0.46 in the master's program in the Graduate School of Engineering, at 0.22 in the doctoral program in the Graduate School of Law, at 0.25 in the doctoral program in the Graduate School of Economics, and at 0.09 in the doctoral program in the Graduate School of Engineering. These numbers should be improved.