

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

Kanto Gakuin University



Basic Information of the Institution	
Ownership: Private	Location: Kanagawa, Japan
Accreditation Status	
Year of the Review: 2020	
Accreditation Status: accredited (Accreditation Period: April.1.2021 – March.31.2028)	

Certified Evaluation and Accreditation Results for Kanto Gakuin University

Overview

Based on the school motto “Be a man and serve the world” which is Christian in spirit, Kanto Gakuin University’s (hereinafter referred to as the “University”), mission is “to create a next-generation society together with others through thoughts and actions directed toward the wellbeing of people, society, and even the human race, founded on education for self-establishment and coexistence in diversity.” and “to foster people with skills who can embody the school motto ‘Be a man and serve the world’ while cultivating and nurturing knowledge and skills to live independently in society in addition to seeking the truth as an education and research institute.” The purpose of the University is “to cultivate character based on Christian teaching through teaching and assisting in research based on the academic theory and application in a manner under the Fundamental Law of Education and to contribute to society by fostering skilled persons with the education, knowledge, and skills to create the next generation of society with others” was formulated as a medium- to long-term plan. In 2014, the University formulated a vision for the future “Future Vision” to actualize “the ideal state” in 10 year’s time. It is commendable that the University is striving to enhance education, research, and social contribution.

Regarding internal quality assurance, the University is engaged in reform based on the previous accreditation results. Under the leadership of the president, the University has established an organization centered on the “University Internal Assessment and Evaluation Committee” that is relevant for the internal quality assurance of the entire University and is promoting the realization of the PDCA cycle. It is highly commendable that in promoting the internal quality assurance system, the University is making steady progress in its reform by creating a “GP list” and a “task list” that lists outstanding initiatives and issues for all faculties and graduate schools, sharing information, and making improvements and enhancements. It is expected that efforts will continue to be made to efficiently operate the internal quality assurance system.

Concerning education, each faculty and graduate school is appropriately designing their curriculum according to the degree award policy (diploma policy) and curriculum design and implementation policy (curriculum policy). A curriculum map in a flowchart format that clearly shows the position of each subject in the curriculum is devised to allow students to take courses systematically and sequentially. In addition, a “diploma chart” was developed, visualizing the mastery of the learning goals specified in

the degree award policy. This attempt to assess the learning outcomes comprehensively is an excellent initiative. Regarding the assessment of academic achievement, the University is making efforts to ensure fairness, objectivity, and rigor. These efforts include the creation of a “general-purpose rubric” and the development of rubrics for dissertation in graduate schools with the “Center for Research and Development of Higher Education” playing the central role.

Regarding social cooperation and social contribution, the University is engaged in various social cooperation and social contribution activities closely connected to regional communities. These activities include planning and managing regional exchange centers utilizing vacant houses, the “Okinawa Revitalization Majun Project” which aims to solve regional issues in collaboration with Okinawa University, and the “K-biz Marche” (College of Business Administration), which sells local agricultural and marine products in collaboration with supporting companies. Such activities contribute to the development of students who are interested in society and are excellent initiatives. All faculties are cooperating in the activities of the Disaster Management Institute with the president as the director. The University has a strong track record in patent licensing by providing local companies with University-owned technology. These initiatives are highly commendable as distinctive and advanced initiatives in social and industry-academia collaborations.

However, there are several issues that should be addressed. First, there are insufficient measures to substantiate credits in multiple faculties. In addition, because some graduate schools have low ratios of student enrollment to the student enrollment cap, improvements are required to ensure thorough quota management.

By effectively utilizing the internal quality assurance system for solving problems and further developing unique initiatives such as social cooperation activities, it is hoped the University will respond flexibly to future changes in the educational environment and achieve its vision.

Notable Strengths

Internal Quality Assurance

- As a mechanism to promote improvements and enhancements of the education and research structure, and based on the results of checks and reviews, the “GP list” listing the excellent initiatives, and the “task list” listing the issues, were created for the entire University, each faculty, and the graduate schools. By sharing and

managing the lists throughout the University, there is support for reliable implementation of initiatives to improve and enhance the business plans of each education and research structure. In fact, the University has achieved definite results, such as an increase in international students, development of the “diploma chart,” continuous increase in the number of applicants, new students with better grades, and establishment of the internal quality assurance system. This mechanism is useful for improving the effectiveness of visualizing the checks and reviews results and providing feedback to the business plan, and it is commendable.

Educational Program and Learning Outcomes

- As an index for direct assessment of learning outcomes shown in the degree awarding policy, the diploma chart which visualizes the mastery of the learning goals specified in the degree award policy was developed through the collaboration of teachers and provided to each faculty. The information obtained is actually used as evidence in investigating the curriculum improvements of some faculties. Besides improvements to the curriculum, contributions to the understanding of the students’ mastery of the learning goals specified in the degree award policy is expected. As such, this initiative is commendable.

Social Cooperation and Contribution

- The University is working on community-based social contributions with the development of the economy, industry, culture, and such in the region as the goal. In the “K-biz” project, students collaborate with companies in various fields, including railways, food, and media, to develop products, etc., and are realizing their independent learning and contributing to regional revitalization through commercialization and events. As for the Okinawa Revitalization Majun Project started in collaboration with Okinawa University to implement activities to solve regional issues, problem-solving classes that students of both universities can take remotely were established in collaboration with local governments and companies in both regions. Such social cooperation activities that transcend regions were implemented in conjunction with the curriculum. The initiative is commendable as an initiative that is both curricular and extracurricular for achieving the required item of “knowledge and understanding of the region” outlined in the degree award policy and the curriculum design and implementation policy.

- As for the “Disaster Management Institute” that advocates a model that integrates a Humanities and Science model for Disaster Prevention, Disaster Mitigation, and Reconstruction Studies, the URA has established effective research themes. Faculty members from both Humanities and Science participate in research that includes not only engineering aspects but also humanities and social approaches like psychological and economic aspects and contribute to disaster prevention administration and reconstruction support. Research results are disseminated to society via various lecture activities and symposia, etc., raising social awareness and knowledge concerning disaster prevention from both soft and hard aspects. In addition, the University is engaged in the practical application of intellectual property owned by the University. In a system that can be widely utilized by small and medium-sized enterprises, and from the perspective of revitalizing the entire industry with the University managing the patents, the technology owned by the University is being promoted under technology license agreements. As a result, the number of patent implementations, etc., have achieved high results. It is commendable that the University is promoting academic research by making the most of its distinctive features and is effectively passing on the results to society.

Suggestions for Improvement

Educational Program and Learning Outcomes

- Although the maximum number of credits that can be registered is defined for each faculty, some subjects in the College of Education and the College of Nursing, as well as the compulsory subject “Introduction to KGU Career Design,” are excluded as subjects. Due to this exclusion, the number of students in the first year of these faculties who are enrolled in more than the maximum number credits is increasing considerably. Although a system is implemented with syllabi that describe the hours required for preparation and review and guidance is given for taking courses, the measures to substantiate the credits are insufficient. Improvement is required in light of the purpose of the credit system.

Student Enrollment

- The ratio of student enrollment to the student enrollment cap is 0.27 in the Master’s

Course in the Graduate School of Humanities, 0.20 in the Master's Course and as low as 0.07 in the Doctoral Course in the Graduate School of Economics, with no enrolled students in the Doctoral Course in the Graduate School of Law. Therefore, significant improvement should be made in graduate school quota management.