

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

Kokugakuin University



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, 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 Kokugakuin University

Overview

Kokugakuin University (hereafter, the University) was originally founded as Kokugakuin in 1890 within the Kotenkokyusho Institute, which was founded in 1882. The University was renamed Kokugakuin University in 1919 and was established as a university in the current education system in 1948. The University has opened and restructured faculties, departments, and graduate schools to reach the current status of five departments, three graduate schools, and the Law School (professional graduate school). The University has the Shibuya Campus in Shibuya-ku, Tokyo, and the Tama-Plaza Campus in Yokohama City, Kanagawa Prefecture, and engages in education and research based on the founding spirit of “pursuing the true depth of knowledge,” the official proclamation on which the University stands firm.

After its accreditation review by Japan University Accreditation Association (JUAA) in the 2008, in 2012, the University formulated a mid-term plan as part of the University’s 21st Century Research and Education Plan by setting Shinto’s spirit of tolerance and humility without losing one’s sense of Japanese identity as the basic principle in cultivating persons of talent, and has carried out a unique curriculum that applies this founding spirit.

The unique features of the University include small class sizes from the first year until graduation in the Faculty of Human Development, which helps students learn a sense of independence and fosters persons of talent in accordance with the Faculty’s educational purpose. The University also actively works with the local population and attaches importance to being involved with society and contributing to improved social wellbeing through a variety of events across departments.

The University has several issues to address, including the continuous problems of over-admission and over-enrollment as well as the inappropriate transfer of students from junior colleges that does not align with the regulations. These issues should be addressed to meet the established regulations. The Graduate School also must attend to several issues, such as the lack of examination criteria for degree seeking theses and dissertations. In addition, reviews of respective departments and graduate schools are not integrated across the University. In order to help review and improvement take place sustainably under the Self-Study Committee, the University, with the leadership of the president, must strive to share the information across the University and thus to ensure the quality and improvement of education in the future.

Prior to this accreditation review, the Law School had already undergone professional graduate school accreditation review by the Japan Law Foundation in the first half of the 2012 and accredited. Thus, JUAA reviewed the School this time by examining the improvements from 2012 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 in the Faculty of Human Development to achieve small-group study guidance and has established a support system as defined in the curriculum design policy. Through this effort, the University has also developed core competencies of logical scientific thinking, abilities to apply knowledge and skills, and skills in determining and solving problems, and has facilitated a smooth transition to university education. For example, the Faculty of Human Development offers the Introductory Basic Seminar to freshmen in which a small number of students grouped by “room” learn the

founding spirit and cultivate the capability to study independently. The Faculty also is actively engaged in introductory education by offering a collective training camp during the summer break during the first year.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- In each of the master's programs in the Graduate Schools (except the Law School), certain undergraduate courses are allowed to be taken and are accepted as part of the required credits, but separate assessment criteria are not clearly stated for each program. This should be improved from the perspective of quality assurance of education.
- In the doctoral programs in the Graduate School of Law and the Graduate School of Economics, the research instruction plans are not sufficiently articulated for students. This should be improved.
- In each graduate school (except the Law School), criteria for examining degree-seeking dissertations have not been clearly stated for the students. This situation should be improved, by clearly stating them in the graduate school handbook.
- In the Graduate School of Letters and the Graduate School of Economics, some students complete all the requirements except the dissertation, but 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 enrollment status, they are granted doctoral degrees in the same manner as those students continuously enrolled. This is an inappropriate use of the system that should be corrected. In accordance with the purpose of having doctoral programs, the University should create measures to enhance the degree completion within the required time frame.

Enrollment

- The admission policy for the doctoral program does not differ from the admission policy for the master's program. This should be corrected.
- The ratio of enrolled students to the student enrollment cap is high at 1.25 in the Faculty of Letters, and both this ratio and the average of the ratios of the last five years of enrolled freshmen to the freshman admission cap are high at 1.25 in the Department of Chinese Literature. In the Department of Japanese Literature and the Department of History, the ratios of enrolled students to the student enrollment cap are high 1.29 and 1.26 respectively. This ratio is also high at 1.26 in the Department of Shinto Culture in the Faculty of Shinto Studies. These numbers should be improved. In addition, the ratio of enrolled students to the student enrollment cap is low at 0.20 in the doctoral program in the Graduate School of Economics, and there are no students admitted and enrolled in the doctoral program in the Graduate School of Law. These problems should be improved.
- Transfer students are accepted only when there are vacancies, according to the university regulations. But some faculties and departments admit transfer students even if the ratio of enrolled students to the student enrollment cap is over 1.00. This

does not meet the regulations and should be improved.

Internal Quality Assurance

- Each faculty and graduate school conducts its own self-study and evaluation, without assistance from the Self-Review Committee as stipulated in Kokugakuin University's Regulation on Self-Review. Faculties and graduate schools across the University do not work closely with the Self-Review Committee, and they have not yet systematically and thoroughly integrated their outcomes. The University should reconsider the review process and establish sustainable in-house quality assurance measures.