

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

University of Kochi



<b>Basic Information of the Institution</b>	
Ownership: Public	Location: Kochi, Japan
<b>Accreditation Status</b>	
Year of the Review: 2015	
Accreditation Status: Accredited (Accreditation Period: April.01.2016 – March.31.2023)	

## Certified Evaluation and Accreditation Results for the University of Kochi

### Overview

The University of Kochi (hereafter, the University), whose parent body was Kochi Women's Prefectural Medical College (established in 1945), was reorganized as Kochi Women's Prefectural College in 1947, and in 1949 became Kochi Women's University. Following a period of faculty and graduate school establishment and reorganization, the institution was shifted from a prefectural university to one under the Kochi Prefectural Public University Cooperation in 2011. At that time, it became a coeducational school and renamed itself the University of Kochi. Currently, the University has four faculties (faculties of Cultural Studies, Nursing, Social Welfare, and Nutrition) as well as three graduate schools (graduate schools of Nursing, Human Life Sciences, and Human Health Science, the latter of which halted its admissions in 2014), and has conducted its education and research activities on its Ike and Eikokuji campuses in Kochi City, Kochi Prefecture.

This is the first accreditation review by Japan University Accreditation Association (JUAA). Since its accreditation by the National Institution for Academic Degrees and University Evaluation in 2009, the University has conducted improvements and reforms with the president's initiative based on the Kochi Prefecture Public University Corporation's midterm plan. The University has notably established the Cooperative Doctoral Program for Disaster Nursing by synthesizing five universities with different establishment bodies; has actively contributed to the society for intellectual and human resources, mostly through each faculty and the Wellness and Longevity Center; and has worked in unison for its management by sharing information on each department in the Annual Review Debrief Session.

However, the University still has several issues to address. Several faculties do not have clear curriculum design policies, the content of the syllabi vary, and student enrollment is not properly managed. These points should be improved in the future.

### Notable Strengths

#### *Education and Research Organization*

- It is commendable that the University has shown leadership by overcoming issues such as differences in the parent establishment body, the education system, and the personnel system; by teaching in distant areas; and by establishing the Cooperative Doctoral Program for Disaster Nursing, the first of its kind in Japan, which is a joint program by five different national, public, and private universities.

#### *Social Cooperation and Contribution*

- It is commendable that the University, by actively devoting its intellectual resources and human resources to society, has made efforts to further develop its relationship with the local community through a wide range of social contribution activities in culture, disaster prevention, health, and welfare. The faculties of Cultural Studies, Nursing, Social Welfare, and Nutrition have developed model projects for resolving local issues, and have also matched local needs in Kochi Prefecture with the education and research resources of the University. Also, the Wellness and Longevity Center has yielded results, such as improvements in consultation rates of specific health checkups for lifestyle-related diseases in Usa District by developing cooperative projects with Tosa City, Kochi Prefecture.

### *Administration and Finance*

- It is commendable that the University holds debrief meetings that allows faculty, committee, and staff members to participate freely despite their requirement to do so. The debrief meetings have become a system through which attendees can share information or awareness of problems among departments and faculty staff and members, and work for university management. In the Annual Review Debrief session, which is held early in each academic year with the University's president as its chair, each faculty, graduate school, and center (such as the Regional Education Research Center), each committee (such as the Students Committee, the Registration Committee, the FD Committee and the International Exchange Committee), and staff (of the General Coordination and Policy Planning Office, the Student Affairs Office, and others) have made presentations to share their achievements of the past academic year as well as their action policies for the next academic year. This meeting has contributed to improvements in education content and methods.

### **Suggestions for Improvement**

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

- The curriculum design policies in the Faculty of Social Welfare and the Faculty of Nutrition only describe the current situations and do not indicate the basic ideas on educational content and the method of education. This situation should be improved.
- The policies on degree award in the master's and doctoral programs in the Graduate School of Human Life Science do not indicate the learning outcomes of required knowledge and abilities for the completion of programs. This should be improved.
- The content of the syllabi varies across the entire university. The syllabi should be useful for the learning of students.
- In all the doctoral programs in the Graduate Schools, 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 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 measures to enhance the degree completion within the required time frame.

#### *Enrollment*

- The ratio of enrolled students to the student enrollment cap is high at 6.00 in the doctoral programs in the Graduate School of Nursing, and at 3.33 in the doctoral program in the Graduate School of Human Life Science. These numbers should be improved.

#### *Education and Research Environment*

- The Ike Library does not employ any full-time staff members with specialized knowledge. This should be improved.