

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

Nagoya Gakuin University



Basic Information of the Institution	
Ownership: Private	Location: Aichi, Japan
Accreditation Status	
Year of the Review: 2025	
Accreditation Status: accredited (Accreditation Period: April 1, 2026 – March 31, 2033)	

Certified Evaluation and Accreditation Results for Nagoya Gakuin University

Overview

Nagoya Gakuin University is notable for establishing and implementing systematic curricula across campus with guidance tailored to the growth of individual students, based on its founding principle.

First, the University has clearly established three diploma, curriculum, and admission policies for each degree, designs design curricula based on these policies, and provides high-quality education aimed at achieving student learning outcomes.

Among its educational activities, the University is working across campus to visualize the learning outcomes and credit status of its students primarily using the portal website Campus Communication Service (CCS). CCS allows students to monitor their learning progress and all faculty and staff to share information about their studies. With faculty and staff using the portal for student support, CSS serves as a consistent platform for promoting student growth. Combined the Class Advisor System (the Faculty Advisor System) and other forms of assistance, this tool provides comprehensive support for all aspects of campus life. Moreover, to enhance student learning, the University supports diverse types of learning and visualizes the outcomes in various ways, such as offering foreign language study support through the International Lounge, active learning, small-group classes, and minor programs, as well as introducing portfolios and the Learning Outcomes Assessment Sheet. All of these commendable initiatives reflect the University's commitment to students' self-directed learning.

The University also actively cooperates with local municipalities, corporations, schools, and other organizations. It is commendable that the University closely combines its education with social cooperation and community contribution activities, such as various types of project-based learning (PBL) lessons, proposal competitions required for first-year students, community-based events, and support for inquiry-based learning at high schools. These activities play a significant role in providing opportunities for students to understand local issues and experience growth, while returning the University's educational resources to society.

To support the above educational and other activities, the University has revamped its internal quality assurance structure under the president's leadership since JUAA's previous university evaluation, with initiatives led by the Council for Promoting

Educational Reform. The meeting plays a leading role in improving educational programs in coordination with the graduate school committee, faculty council, and other bodies while using the analyses of student surveys by the Committee for Educational Institutional Research and other data. Under this structure, educational programs are constantly planned, implemented, inspected, and improved through faculty-staff collaboration, demonstrating the effective and systematic operation of the internal quality assurance system. However, given that the president heads multiple meeting bodies, a sustainable organizational management structure is expected to be established to avoid an excessive concentration of the president's authority and roles. The University has launched meaningful initiatives for reflecting the results of opinion exchange meetings with students in educational improvements and soliciting opinions from external experts, but these initiatives should be operated in a sustainable and systematic way, including feedback methods, thereby further assuring the University's internal quality.

The University continues to make commendable efforts to provide specifically designed assistance focusing on student growth, implement learning in cooperation with the community, and conduct systematic educational improvements through faculty-staff collaboration. At the same time, the general remarks in JUAA's evaluation results list several items for which further efforts are expected. The University is expected to address these items and advance its initiatives aimed at upgrading its education.

Notable Strengths

Student Support

- In line with the Student Support Policy, the Class Advisor System (the Faculty Advisor System) staffed by full-time faculty members was established to conduct regular interviews with all students and work closely with individual students to address their challenges in cooperation with the Student Support Center, Counseling Room, and other relevant sections. The University's own portal website CSS also makes student information accessible to all faculty and staff members to provide them with specifically designed assistance in their studies and campus life on a daily basis. This long-standing university-wide student support through faculty-staff collaboration has yielded positive outcomes, such as zero student dropouts in the Faculty of Business Administration, and is commendable as a well-organized, sustainable, and advanced approach.

- The i-Lounge, established on the Nagoya Campus TAIHO as part of international exchange activities, offers foreign language study support by native-speaking instructors and cross-cultural exchange programs welcoming international students. These initiatives help students develop independent learning, with the number of users growing year by year. In addition, students take part in planning various event programs and operating the i-Lounge, with this approach promoting students' voluntary and self-directed activities, including peer learning, and contributing to more opportunities for extracurricular activities as well. The i-Lounge is commendable as one of the University's distinctive learning support initiatives.

Social Cooperation and Contribution

- The University has strengthened its multifaceted partnerships with local municipalities, corporations, elementary and high schools, and other organizations to conduct a wide variety of social cooperation and community contribution activities. Notably, various types of PBL lessons, proposal competitions required for first-year students, and community-based events are organized to encourage students' self-direction and deepen their awareness of resolving local challenges and the importance of the local community, paving the way for them to play an active role in the community in the future. The competitions also help boost students' self-esteem and contribute to their growth. As for activities with high schools, the University offers a variety of content and other resources over a four-week period for the Period for Inquiry-Based Cross-Disciplinary Study. Students are actively involved in class management, bringing such educational benefits as increasing high schoolers' learning motivation. It is commendable that the University has long been engaged in these initiatives to actively use and return its educational resources to society, while supporting learning that fosters students' self-direction.