

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

Kinjo Gakuin University



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Aichi, Japan
<b>Accreditation Status</b>	
Year of the Review: 2014	
Accreditation Status: accredited (Accreditation Period: April.01.2015 – March.31.2022)	

## Certified Evaluation and Accreditation Results for Kinjo Gakuin University

### Overview

Kinjo Gakuin University (hereafter, the University), formerly the Women-only Kibokan founded in 1889, was established in 1949 with the College of English literature, located in Nagoya city, Aichi Prefecture. Through the addition and reorganization of new departments, colleges, and graduate schools, it currently has five colleges including the College of Humanities, the College of Human Life and Environment, the College of Global and Media Studies, the College of Human Sciences, and the College of Pharmacy. The University also has two graduate schools including the Graduate School of Humanities and the Graduate School of Human Ecology. The University has been engaged in education and research activities modeled on the founding spirit, which is based on the “three cores of education” consisting of “women’s education,” “integrated education of the whole person,” and “education for understanding and interpreting the world around us.”

After its accreditation review by Japan University Accreditation Association (JUAA) in 2007, the University has undertaken several endeavors, including methodical development of a support system for students considering their career choices and the development of young faculty members through the initiative of the Special Research sabbatical. However, several issues still need to be addressed. For example, many departments and faculties have not set a limit on the maximum number of credits fourth year students can register for each year, and various rules and regulations for the administration have not been fully developed.

### Notable Strengths

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

- It is commendable that the College of Global and Media Studies offers a variety of programs in which students gain experience in the field away from the campus, and those students may equip themselves with high-levels of knowledge and skills in real situations. Notably, the Kinjo International Training Program (KIT) in which all students participate in internships overseas during the spring break of their first year. In addition, it hosts eight Expert Programs (EXP) that develop career paths in cooperation with businesses and NPOs by utilizing the knowledge students gain in the University to improve society and equipping students with the practical skills necessary for the work. This is appropriate for the implementation of the policy on degree award.
- In “Pharmacy Problem-based Learning,” offered in the first year of the College of Pharmacy, freshmen are divided into small groups and a sophomore, who is given detailed instruction from supervising faculty member, participates as a tutor for each group. This enables students to learn from one another. It is commendable that this system provides a means to improve communication skills and problem-solving skills through mutual learning.

#### *Student Support*

- It is commendable that the University offers not only employment support, but also a system for career development support. For example, the Career Support Center introduced a career consultation desk called “Carriere” which can be used by students throughout their studies at the University. Graduates who are certified as

career counselors consult with students at Career and teach a Career Development class. The University also provides a Job-hunting Support System staffed by seniors who have already found jobs; the study material known as the K Note for the Career Development class; and K-Karte, a career support tool that keeps track of students' consultation records. As a result of these efforts, the University has accomplished a reasonable rate of employment by recent graduates. In addition, a survey of the whole student body indicates a high level of satisfaction regarding overall career support among the students who have used the Career Support Center.

#### *Education and Research Environment*

- The University introduced a new Special Research Period system which enables in each year fifteen faculty members to take a half -year research leave. With this system, it is easy for faculty members to undertake substantial research compared with the previous system. Young faculty members in particular are encouraged to take advantage of the research period, and many actively use this system. It is commendable that this system contributes to securing research periods for faculty, increasing motivation for research and developing the talents of younger faculty members.

#### **Suggestions for Improvement**

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

- The College of Humanities, the Department of Human Life and Information and the Department of Environmental Design in the College of Human Life and Environment, the College of Global and Media Studies, and the Department of Child Study and the Department of Multidisciplinary Psychology in the College of Human Sciences have not set the limit on the maximum number of credits fourth year students can register in a year. This should be improved in accordance with the purpose of having a credit system.

##### *Enrollment*

- The ratio of transfer students to the transfer student admission cap is low at 0.20 in the Department of Child Study in the College of Human Sciences. This should be improved.

##### *Administration and Finance*

- The authorities and responsibilities of managerial positions, such as the University President, have not been stipulated. This should be improved.
- In various regulations regarding the administration, revisions to accommodate organizational changes have not been made. This should be improved.