

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

Kogakuin University



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

Overview

In 2012, on the 125th anniversary of its founding, Kogakuin University (hereinafter referred to as the “University”) redefined the entire school’s mission as “Promote Infinite Possibilities”, based on the founding spirit of “The ‘Mind of Engineering’ that widely connects the leading edge of education and research with society and industry.” Based on the founding spirit and mission, the purpose of the University is “To provide a wide range of knowledge as a University under the Fundamental Law of Education and the School Education Act and bring character to maturity while training engineers who can contribute to human society through teaching and researching advanced theories concerning engineering and their applications.” The purpose of the graduate school is “To contribute to the development of culture by teaching and researching academic theories and applications founded on undergraduate education.” Based on this, each undergraduate and graduate school has a purpose, and clear direction to aim.

As for the internal quality assurance system, the “Internal Quality Assurance Committee,” which is responsible for it for the entire University, was established under the President’s leadership to introduce an external evaluation system and actively improve education. However, these efforts have not led to improvements or enhancements based on the results of the University-wide checks and reviews, nor can it be said that management is adequate for each department’s improvement activities. Improvements are required to clarify collaboration and divisions of roles for each committee related to the internal quality assurance system and make its function effectively to realize practical quality assurance.

The four items of the degree award policy are established in keeping with the educational objectives of undergraduate and graduate schools, and the required learning outcomes were clarified for each area based on the “ideal image of engineers that Kogakuin University aims.” The grade evaluation is carried out according to the methods and standards specified in the syllabus. The graduation and completion requirements are explicit in the undergraduate and graduate school rules and made known to the students in advance. In addition, it is commendable that the educational outcomes in the regular courses are enhanced by establishing a basic system that can verify such aspects of education as follows: implementing mutual understanding of education in general for all faculty members through the “FD Handbook,” Faculty Development (after this called

“FD”), developing independent learning plans with encouraging the practice of learning through the Student Portfolio “Carrier Design Note,” and the hybrid international classes by combining secondary education programs with the teaching in the Faculty.

Regarding student support, to assist the needs of various students, facilities such as the “changing room for everyone” that anyone can use regardless of gender identity are established. Furthermore, educational support close to students is provided through the FD Handbook distributed to teachers and the Student Support Center. Concerning the support for the enhancement of extracurricular activities, it is deserving that a system has been established to subsidize part of the activity costs every year when selected by open-call recruitment, voluntary creative activities by student groups are promoted. As a result, the great extracurricular activities of the students are achieved. As for social cooperation and contribution, many policies have been established and announced. Based on these, a wide variety of initiatives are implemented energetically. In particular, the “Science Classroom” has been continued for many years. It is a University-wide initiative with a vast number of participants, which makes it an exemplary activity. In addition, the University is engaged in activities that contribute to society in Japan and globally. These activities include training skilled people for high schools and overseas educational institutions. Therefore, it is praiseworthy that the University is actively sharing its academic and research achievements with society.

However, several issues should be addressed. In addition to the inadequate management by the internal quality assurance promotion organization mentioned above, points such as the following require improvement: there are faculties, departments, graduate schools, and majors where the primary approach for curriculum design is not indicated in the curriculum design and implementation policy (curriculum policy); some faculties are not accepting the number of applicants to be admitted for each entrance examination category, and Faculty Development activity for graduate school education is inadequate.

Moving forward, in addition to resolving these issues through internal quality assurance, the University is expected to make great strides with the further development of its specific initiatives.

Notable Strengths

Educational Program and Learning Outcomes

- To improve the effectiveness of regular courses, the University is promoting mutual

understanding in general in education through the “FD Handbook” distributed to all faculty members. In addition, remedial teachings at the Learning Support Center are conducted for “basic lectures,” and “individual guidance” for students with diverse admission backgrounds is also provided. Furthermore, through the student portfolio “Career Design Notes” and the “Science Classroom,” the University encourages developing self-directed learning plans and study. Also, by taking “Hybrid International Classes,” the students can experience life in foreign countries and industrial sites while taking specialized courses in Japanese. As a result, not only is the motivation to learn foreign languages enhanced, but students also gain the necessary field experience as engineers and scientists, leading to effective learning. Therefore, these various efforts can be evaluated as excellent efforts to activate student learning.

Student Support

- Based on the Student Support Policy, full-scale student assistance is provided to address various difficulties and needs of individual students from both aspects of facilities and supporting measures. Many “everyone's toilets” that can be used by anyone regardless of gender or gender identity have been installed at the Hachioji campus, and expansion work is also underway at the Shinjuku campus. Besides setting up “Changing Rooms for Everyone” on both campuses, the “FD Handbook” distributed to faculty members has a section called “For Improving Education with Empathy for Students.” In addition, efforts are made to devise classes that consider various expressions of sexuality, language, and cultural background. In addition to this, teachers are provided with sufficient information and guidance to enable a wide range of collaborative support in student counseling. It is commendable that the University provides support in learning and life, and upholds the “Promote Infinite Possibilities” outlined in its mission and purpose.
- A system is in place to subsidize part of the activity costs each year for students selected by an open-call recruitment system and promote student groups' voluntary creative activities to help enhance regular extracurricular activities for students. For example, the “Kogakuin Solar Team” chosen in the open-call student project won a prize in an overseas competition. The “Honey Bee Project,” which fabricates products such as bath salts containing honey and bottled honey, etc., actually sells its products. Furthermore, it is commendable that in addition to the production

techniques learned in a regular course, industrial products are linked to the acquisition of experience and knowledge of a series of business processes in the real world, such as planning, development, sales, related laws, and regulations, etc.

Social Cooperation and Contribution

- Based on the University's social cooperation and social contribution policies, the University is engaged in several social contribution activities related to industry-academia-government collaboration and next-generation human resource development. Specifically, the "Science Classroom" has been held for many years for "promoting science education in Japan by arousing the interest of young people in science." The usefulness and practicality of science are communicated mainly to elementary and junior high school students through various productions and experiments. It is also an opportunity for the participating undergraduate and graduate school students in the position of teaching to cultivate a deeper understanding of their specialty and improve their technical and presentation skills through planning and managing exhibition themes. The "Science Classroom" has grown into a main science event in the Tama area with many visitors. It is co-sponsored and supported by various organizations such as Hachioji City and the City Board of Education and has become an activity representing the entire University. It is estimable that the results of the University education and research are actively passed on to society.

Suggestions for Improvement

Internal Quality Assurance

- Although the University is actively working on educational enhancement, the collaboration and divisions of roles for each committee related to the internal quality assurance system are unclear. In making improvements and enhancements based on the checks and reviews results, because inadequate management is provided by the Internal Quality Assurance Committee, which is the internal quality assurance promotion organization, a review of the internal quality assurance system is necessary. Improvements are required so that the internal quality assurance system functions effectively to realize practical quality assurance.

Educational Program and Learning Outcomes

- The basic approach for curriculum implementation should be improved because of not being specified in the curriculum design and implementation policy for the following: the School of Advanced Engineering, composed of the Department of Chemistry and Life Science; Department of Environmental Chemistry and Chemical Engineering; Department of Applied Physics; Department of Mechanical Science and Engineering; the School of Engineering composed of Department of Mechanical Engineering; Department of Mechanical Systems Engineering; School of Architecture organized with Department of Urban Design and Planning; Department of Architecture, Department of Architectural Design; the School of Informatics composed of Department of Computer Science; Department of Information Design; Department of Information Systems and Applied Mathematics; Graduate School of Engineering Master's Program in Architecture; and the same graduate school Master's Program in System Design.

Student Enrollment

- The School of Architecture and that of Informatics are also recruiting students who do not specify their department at the time of admission. A comprehensive examination will be conducted to determine the department to which they belong in sophomore for these students. Since the ratio of applicants for admission here is higher than that for each department to which they belong, the recruitment capacity management as a school is not suitable. Appropriate improvement of enrollment capacity is required.

Faculty and Faculty Organization

- Since graduate school-specific FDs are not implemented for educational enhancements, improvements are necessary so that the entire master's and doctoral programs or each graduate school can implement FD appropriately.