

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

**Kokugakuin University**



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Tokyo, Japan
<b>Accreditation Status</b>	
Year of the Review: 2022	
Accreditation Status: accredited (Accreditation Period: April 1, 2023 – March 31, 2030)	

## **Certified Evaluation and Accreditation Results for Kokugakuin University**

### **Overview**

Kokugakuin University sets forth the purpose of contributing to the development of Japanese society and world peace through academic research and education, by creatively enhancing its research based on the founding spirit of “ethos of Shinto” and by establishing an international collaboration and coexistence framework while maintaining its identity and uniqueness. Based on this purpose, the University positions “harmony between tradition and creativity, between individuality and coexistence, and between regional characteristics and globalism” as the basis of its education and research policy, with the goal of “fostering individuals with consciousness and cultivation as Japanese people with independent personalities and the intention and capacity to devote themselves to the enhancement of Japanese society and the world.” To achieve both purpose and goal, the University formulated the medium-term 21st Century Research and Education Plan in AY2002 to mark the 120th anniversary of its founding, and its ongoing activities are now based on Phase 4 of 21st Century Research and Education Plan formulated in April 2017. To enhance its education and research, the University established the Faculty of Tourism and Community Development in AY2022.

Regarding internal quality assurance, the Internal Quality Assurance Policy stipulates that the University is constantly accountable to verify that its research and education meet appropriate standards, and positions the Self-Assessment/Accreditation Committee as a university-wide organization for the task. The faculties, institutes, graduate schools, administrative offices, and other bodies conduct self-studies of their activities, and the committee summarizes the findings and makes arrangements among departments to provide advice from a university-wide perspective while carrying out its own self-study. In addition, the University introduced the Planning Progress Management System in 2018 to support the process by ensuring that the progress status of the PDCA (Plan-Do-Check-Act) cycle is shared, and that inspections and assessments are continued, allowing self-study activities to be conducted based on supporting evidence. The University is expected to utilize this system to improve and enhance its education, and achieve better student learning outcomes.

As for the University’s education, each faculty and graduate school has

established diploma and curriculum policies in line with the University's goals. The undergraduate program organizes university-wide general cultural education subjects and specialized education subjects designed for specialized fields of study. The curriculum of general cultural education subjects is clearly laid out in a sequential way with subjects organized for students to acquire the necessary academic literacy and other skills from the first year, along with language studies from introductory to basic, intermediate, upper-intermediate, and advanced proficiency levels. Moreover, the curriculum policy has been updated under a new university-wide policy since AY2017 to further clarify the systematic and sequential process by introducing course numbering systems and curriculum lists. The graduate schools strive to help students become socially and professionally independent after course completion by requiring research projects and enhancing coursework for each program, as well as offering teacher training and enabling students to obtain qualifications for positions such as senior curator. To upgrade its education the University actively engages in various activities, with the Study Support Center playing a central role in developing a peer support system centered around the Volunteer Station.

The University is also working to advance its staff members' skills through a variety of training sessions and self-development support programs, with staff members serving as instructors to help boost the participants' morale while improving their own communication skills. In addition, staff members are involved in the student recruitment process as admissions advisors to acquire the knowledge and skills necessary for the position and to deepen their understanding of the University's distinctive characteristics. It is highly commendable that these efforts contribute to the professional development of the University's staff members.

There are several issues the University needs to address, however. In terms of education, some faculties and programs have not established diploma policies for the degrees to be awarded, and the content of the curriculum policy is inadequate in some faculties. The graduate schools have failed to appropriately establish screening criteria for the learning outcomes required for degrees, and their own faculty development (FD) has not been implemented sufficiently. Moreover, some graduate schools fall short of fulfilling their student quotas. These issues should be addressed.

In the coming years, the University is expected to resolve these issues through internal quality assurance efforts and advance its outstanding initiatives, thereby progressing further as a university capable of meeting new social challenges and needs while preserving its own traditions.

## **Notable Strengths**

### *University Management and Finance*

- In accordance with the Faculty and Staff SD Policy), the University provides problem-based training and self-development support for its faculty and staff to respond to globalization and improve their IT skills, in addition to training for all employees and separate workshops by rank and division. These sessions led by staff members as instructors help boost the participants' morale while improving the instructors' own presentation and communication skills. Moreover, almost all staff members become involved in student recruitment activities after attending the Admissions Advisor Briefing Session. It is commendable that these systematic SD activities and experiences as advisors serve to increase the staff members' sense of belonging to the University and deepen their understanding of its distinctive features, leading to their professional growth.

## **Suggestions for Improvement**

### *Educational Program and Learning Outcomes*

- The diploma policies established for each department and degree program by the Faculty of Human Development and the Master's Degree and Doctoral Programs in the Graduate School of Letters are identical despite multiple types of degrees being awarded. This issue should be addressed.
- The basic concepts of curriculum implementation in the curriculum policies have not been specified by the Faculty of Letters, Faculty of Shinto Studies, Faculty of Law, Faculty of Economics, and Faculty of Human Development. The Graduate School of Letters has established separate curriculum policies for degree courses in three majors, but the contents are identical. The Shinto Studies and Religious Studies Major and Japanese Literature Major courses stipulate two types of degrees to be awarded in both the master's degree and doctoral programs, but their curriculum policies do not correspond to the different degrees. These issues should be addressed.
- The screening criteria for master's theses and project papers are identical in the

Master's Degree in the Graduate School of Law. This situation should be corrected.

- All graduate schools measure student learning outcomes based on credit status and grades, but this method is inadequate for monitoring and evaluating the learning outcomes stated in their diploma policies. This issue should be addressed with appropriate monitoring and evaluation methods adopted to measure learning outcomes in a multifaceted way.

#### *Student Enrollment*

- The ratios of student enrollment to the student enrollment cap are low at 0.13 in the Doctoral Programs in the Graduate School of Law and 0.13 in the Doctoral Programs in the Graduate School of Economics. These ratios should be improved with the graduate schools' student quotas thoroughly managed.

#### *Faculty and Faculty Organization*

- The graduate schools' own faculty development (FD) activities for educational improvements have not been implemented. This issue should be addressed with activities conducted appropriately by all master's and doctoral programs as well as each graduate school.