

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

Miyagi University



<b>Basic Information of the Institution</b>	
Ownership: Public	Location: Miyagi, Japan
<b>Accreditation Status</b>	
Year of the Review: 2019	
Accreditation Status: Accredited (Accreditation Period: April 1.2020 – March 31.2027)	

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

### **Overview**

In accordance with its founding principle of “exploration and materialization of hospitality and amenity,” Miyagi University (hereinafter referred to as the “University”) makes it its mission to nurture individuals with “affluent humanity” and “advanced expertise,” as well as “reliable practical ability” that will enable them to contribute to the development of the local community from a global perspective, and to contribute to the development of scholarship and culture and the formation of a rich and vibrant local community. In line with the Second Mid-term Goal set by Miyagi Prefecture, the University’s founding body, the University is currently implementing the six-year Second Mid-term Plan that started in AY2015. Aiming to conduct education that is designed around local challenges and industrial activities, the University is engaged in shifting the focus of education toward active learning. In AY2017, which marked its 20th anniversary, the University adopted a school-department system which enables specialized education to be conducted across differing fields of study. This and other measures for promoting university reform have been implemented under the president’s initiative.

An educational feature is that following the adoption of the school-department system, the University established the Freshman Core as a university-wide fundamental education subject group for first- and second-year students. The University has organized curricula that involve specialized education for each school and department and introduced curriculum maps and a subject numbering system on a university-wide basis, thereby encouraging students to learn in a systematic and methodical manner. As for improvements in educational environment, the University has established four learning commons (Student Commons, Global Commons, Discovery Commons, Data & Media Commons), each with a different purpose and form, and holds the Sixth Period Library Program, which involves holding lectures, screening parties, photo exhibitions, and other events for encouraging students to access library material. These are commendable initiatives that lead to the promotion of active learning. The University has strived to improve student enrollment based on information analysis conducted by entrance exam institutional research staff, for example, by using rubrics for marking entrance exams.

In order to ensure the quality of education and other activities, the University formulates annual plans based on the mid-term plan, various inter-school centers engage in activities in accordance with the plans, and then checks and reviews are conducted.

The Assessment Committee, a university-wide organization, gathers and discusses the results of the checks and reviews as well as any proposals for improvement, reports the results to the Educational and Research Council, Board of Trustees, and other bodies, and, based on the results of deliberation and consideration in those meetings, provides feedback (proposals for improvement) to each center, school, and department. In this way, the University has developed an internal quality assurance system that can lead to improvement. With its shift to the school-department system in AY2017, the University established various centers in charge of affairs relating to curricula, entrance exams, and student support as education promotion centers, and various other centers in charge of affairs related to local cooperation and information systems as university-wide centers. By making faculty members and office staff participate in these centers' activities, the University has established a management system founded on faculty-staff cooperation, ensures the functionality of its internal quality assurance system, and implements various measures for improvement. The University is currently accumulating the results of various surveys in order to grasp learning outcomes in preparation for completion of the school system. Going forward, we hope the University grasps and assesses graduate school learning outcomes and strives to enhance its educational program based on the obtained results, and thereby ensures the functionality of its internal quality assurance system, promotes measures for improvement, and expands its distinctive features.

## **Notable Strengths**

### *Education and Research Organization*

- With the aim of promoting active learning and learning habits, the University has established the Freshman Core as a university-wide compulsory fundamental education subject group for first- and second-year students, which involves subjects such as Startup Seminar and Academic Seminar, as well as other educational activities designed to develop the communication skills, critical thinking, and discussion methods necessary for university study. The results of the Learning Behavior Comparative Survey indicate that the Freshman Core has enabled students to experience in-class discussions and feel that their interest in and understanding of the local community have grown. It is commendable that the University enables students to advance to subsequent specialized subjects in a seamless manner and encourages active students learning.

### *Student Enrollment*

- The Admission Center is responsible for ensuring that entrance exams are conducted in a fair and transparent manner. To this end, the Admission Center verifies entrance exam content and methods every year; has launched a new AO admissions exam that involves evaluating the learning outcomes applicants have attained in their pre-university studies, their problem identification and solving skills, and other aspects; adopted an article-writing assignment in the regular entrance exam for the Schools of Nursing and Project Design; started using rubrics in order to ensure fairness when marking entrance exams; and implemented other measures for reform. The Admission Center's entrance exam institutional research staff has attempted to compare the basic academic skills of enrollees before and after the aforementioned changes were made to the entrance exam system and to track and analyze student grades, and has conducted checks and reviews based on objective evidence. Going forward, further measures for reform are expected to lead to enhancement of enrollee quality. This is commendable.

### *Education and Research Environment*

- In order to provide various learning facilities on campus, the University has established the following four learning commons: the Data & Media Commons, which is for self-learning, research, and production activities involving the use of computers; the Global Commons, which offers a space where users can seek advice about studying abroad and practice languages; the Student Commons, which students can use freely for meetings or resting; and the Discovery Commons, which features discussion rooms, event spaces, and various other learning spaces. The provision of these diverse facilities and the holding of events for promoting the use of each commons are expected to lead to the enhancement of student comfort and the promotion of active learning. This is commendable.
- The Academic Information Center has held the Sixth Period Library Program under inter-school (inter-faculty) themes since AY2014, in order to encourage students to use the library and access library material. By holding lectures given by former magazine editors, diet advisors, and other guests from various fields, photo exhibitions, and movie screening parties, among other events, the Sixth Period Library Program has supported active student learning outside of class and raised interest in a broad range of fields. It is commendable that these initiatives have led to

a steady increase in access to library material and helped students study using library material.

## **Suggestions for Improvement**

### *Education and Research Organization*

- Although the graduate schools conduct questionnaire surveys with students, the learning outcomes indicated in the degree award policy are not grasped or assessed adequately. Therefore, the graduate schools should grasp and assess the learning outcomes indicated in the degree award policy.