

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

**Tohoku Gakuin University**



Basic Information of the Institution	
Ownership: Private	Location: Miyagi, Japan
Accreditation Status	
Year of the Review: 2024	
Accreditation Status: accredited (Accreditation Period: April 1, 2025 – March 31, 2032)	

## **Certified Evaluation and Accreditation Results for Tohoku Gakuin University**

### **Overview**

Tohoku Gakuin University defines its education with “respect for the dignity of the individual and the perfection of character” based on evangelical Christianity as its founding spirit, with the undergraduate and graduate schools focusing on the “foundation of Christian character education.” The University outlines its mission and purpose as “imparting a broad range of knowledge, teaching and researching in-depth specialized arts and sciences, and developing intellectual, moral, and applied abilities, thereby contributing to the creation of a global culture and the welfare of humankind.” The graduate school sets forth the mission and purpose of “teaching and researching academic theories and applications, pursuing in-depth understanding, and widely contributing to the advancement of culture.” With 2036 marking the 150th anniversary of its founding, the University formulated TG Grand Vision 150 in 2016 as a medium- to long-term plan, and its second medium-term plan from AY2021 to AY2025 lays down the basic principles that include “visualizing the achievements and progress with indicators that can be evaluated quantitatively and qualitatively.” The University is actively engaged in educational and research activities based on the basic policy consisting of the three domains of “education and research,” “social contribution,” and “administration,” along with policy goals and specific measures laid out under this policy. Based on this vision, the University revamped its organizational structure in AY2023 in conjunction with the integration of its campuses and the establishment of new faculties.

Regarding internal quality assurance, the Internal Quality Assurance Committee plays a central role as a university-wide organization, and the university-wide Inspection and Assessment Committee, established to conduct inspections and assessments to enhance the University’s education and research, requests that all organizations, faculty, and staff conduct annual inspections and assessments, and compiles them into the Inspection and Assessment Report every three academic years, excluding the year when the University undergoes certified evaluation and assessment. The inspection and assessment results are reported to the Internal Quality Assurance Committee. To address the items recommended for improvement, the president issues instructions for improvement to the relevant organizations, faculty, and staff after hearings and deliberations by the Academic Reform Promotion Committee and other bodies. With an

internal quality assurance system in place, the University laid the foundation for assuring the quality of its education in AY2023 by drawing up the Basic Concepts of the Three Academic Policies.

With the integration of its three campuses, the University reviewed the university-wide common subjects at the University-wide Curriculum Committee, and carried out such organizational reforms as establishing the Center for Liberal Arts Education in AY2021 and the Office of Higher Education Development and the University-wide Education Organization in AY2023. The University also revised its curricula, and reorganized the liberal arts subjects into two groups: TG Basic for students in all faculties to acquire a wide range of knowledge and skills, and Common Liberal Arts Subjects focusing on the basics of domains other than the students' areas of specialization in their faculties. To monitor and evaluate student learning outcomes, the e-portfolio TG-Folio was introduced in AY2023 to visualize the learning outcomes in radar charts. The University is expected in the coming years to systematically utilize student information for more effective support based on the student learning outcomes.

Among the outstanding initiatives is the Comprehensive Volunteer Station that plays a central role in utilizing the knowledge gained from projects subsidized by the Ministry of Education, Culture, Sports, Science and Technology to establish practical courses aimed at developing human resources that meet the needs of local communities, thereby bridging social cooperation projects and education. Specifically, the volunteer station develops and operates platforms to address regional challenges related to human resource development, and continues to undertake human resource projects that flexibly respond to the needs of the times and the regions. Students are actively involved in these projects, making highly meaningful contributions to cultivate human resources who can resolve regional issues. The University maintains the existing system for the President's Research Grants (for Administrative Work Studies) to encourage staff members to actively present challenges, and is making steady, cross-sectional efforts for improvements on campus. Following the opening of the Itsutsubashi Campus in AY2023, the division in charge and other relevant sections conducted joint research to help resolve challenges on the campus. These efforts are highly commendable.

There are several areas of improvement the University should address, however. A number of students in several faculties and departments register for credits that surpass the maximum number allowed in a year, with credits remarkably high for some students taking multiple qualification courses. The University encourages students to acquire qualifications assuming they will exceed the credit limit. The University notifies students seeking to obtain qualifications of the credit cap through guidance and other means, but

individual guidance is left to faculty and staff members without systematically monitoring and reviewing its status and effectiveness. Measures should be taken to ensure credit validity. Some graduate schools fail to fulfill their student enrollment quotas, as pointed out in JUAA's previous certified evaluation and accreditation results. This issue should be addressed.

In the years ahead, the University is expected to strengthen its institutional research capabilities and enhance its internal quality assurance efforts by comprehensively organizing and utilizing its data gathered to verify the appropriateness of its various activities. The University is also expected to identify challenges involving collaborative educational and research activities by faculty and staff, thereby advancing its distinctive initiatives and progressing further.

## **Notable Strengths**

### *Social Cooperation and Contribution*

- The Comprehensive Volunteer Station plays a central role in realizing the TG Grand Vision 150 goal of “enriched learning” for students to play an active role regionally and globally. The center uses the knowledge gained from projects subsidized by the Ministry of Education, Culture, Sports, Science and Technology to introduce new practical courses aimed at developing human resources that meet the needs of local communities to bridge social cooperation and education. The center also works on human resource projects to flexibly respond to the needs of the times and the regions by developing and operating platforms to address regional challenges related to human resource development, as well as volunteer networks to foster student volunteers able to play a role in assisting in disaster recovery and reconstruction efforts. It is commendable that the active involvement of students in these activities raises their awareness of volunteerism and contributes to the development of human resources who can address community challenges.

### *University Management*

- The University maintains the existing system for the President's Research Grants (for Administrative Work Studies) to encourage staff members to actively present challenges, and is making steady, cross-sectional efforts for improvements on campus. The student affairs and relevant divisions conducted joint research on

lunchtime overcrowding in dining halls following campus integration and the opening of the Itsutsubashi Campus in AY2023, and set up a dining-only area in the student cafeteria on a trial basis. These commendable improvement efforts embody TG Grand Vision 150 with the basic policy of “creating new values and fostering an innovative organizational culture.”

## **Suggestions for Improvement**

### *Educational Program and Learning Outcomes*

- The University specifies the maximum number of credits students can register for in a year, but excludes qualification-related and other subjects. High achievers based on their grades in the previous academic year as well as transfer students are also permitted to register for credits exceeding the upper limit, with students taking qualification courses assumed to exceed the credit cap. The University notifies these students of a credit overload through guidance and other means, along with individual guidance, but more efforts should be made to ensure credit validity by systematically monitoring its status and effectiveness.

### *Student Enrollment*

- The ratios of student enrollment to the student enrollment cap are low at 0.23 in the master's programs in the Graduate School of Letters, 0.06 in the master's programs in the Graduate School of Economics, and 0.40 in the master's program in the Graduate School of Law. The ratios are also low at 0.17 in the doctoral programs in the Graduate School of Economics, Graduate School of Law, and Graduate School of Engineering. Fundamental improvements should be made to thoroughly manage the graduate schools' student quotas.