

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

Kyushu Lutheran College



Basic Information of the Institution	
Ownership: Private	Location: Kumamoto, Japan
Accreditation Status	
Year of the Review: 2015	
Accreditation Status: Accredited (Accreditation Period: April.01.2016 – March.31.2023)	

Certified Evaluation and Accreditation Results for Kyushu Lutheran College

Overview

Kyushu Lutheran College (hereafter, the College) originated in Kyushu Women's School, founded in 1926. In 1975, Kyushu Women's Junior College was established and housed the Department of English and the Department of Childhood Education until 1997, when it was reorganized to establish a four-year college with the Department of Humanities in the Faculty of Humanities. In 2004, it created the Department of Clinical Psychology, and, in 2006, it established the Graduate School of Humanities. In 2007, the Department of Humanities was reorganized into two majors, the Career English and the Child Studies majors. Currently, the College has two majors in two departments in the faculty of Humanities and one graduate school. Aiming at education based on Christian values, the College states its founding spirit as "cultivating talented persons who can love and serve society and all human beings."

After its accreditation review by Japan University Accreditation Association (JUAA) in 2008, various academic and administrative units have made efforts towards improvement, under the directive of the Self-Study and Integrated Evaluation Committee. Moreover, it has aimed at the implementation of autonomous self-study activities. In particular, under the directive of the Future Envisioning Committee, the College formulated its mid-term future vision, "Kyushu Lutheran College Vision 2014," and actual activity plan, "The First Term Action Plans." It also constructed a system of self-study in which the respective committees that implement these visions and plans conduct the first stage of self-study, and the Self-Study and Integrated Evaluation Committee conducts the second stage of evaluation. Through these processes, faculty members and administrative staff have become aware of self-study activities, resulting in the reformation of their thought processes.

The College has several strengths that serve to enhance its educational effectiveness. It is unique in that it takes advantage of small-college characteristics to offer a finely tuned education to its students. In order to do so, it is not an over-statement to say that every faculty and administrative staff member puts into practice an understanding of each student in his or her study at the College. For example, the College offers experiential learning and volunteering opportunities in which students can use what they learn in classes. This connects their education to the local community in organic and systematic ways, and as such it is highly commendable as the College's social contribution. In addition, students participate in events in which they interact with the local community, in volunteer opportunities, and in support activities for handicapped persons. Through these activities, each student enhances his or her motivation to study and grow as a human being.

However, in regards to enrollment management, the College has one department that has been over-enrolled. JUAA expects that the College will pay attention to enrollment management issues in order to fully realize the potential of its fine-tuned education.

Notable Strengths

Educational Content, Methods, and Outcome

- It is commendable that the Faculty of Humanities offers unique educational programs. In particular, it has developed educational activities that are connected to the local community in systematic and organic ways, including "Elementary School English Fieldwork II," in which students gain experience assisting elementary school teachers, and the subject "Child Care Expressive Arts," where students plan

a children's festival. Through these volunteer activities and experiential learning opportunities, students grow not only by earning credits according to the regulations, but also by participating in after-program volunteer activities and self-directed learning.

Student Support

- It is commendable that the College as a whole has systematically offered support for handicapped students. Based on its policies to support handicapped students, and under the directives of the Committee on Support of Handicapped Students and the Support Office for Handicapped Students, the College has made efforts to provide various kinds of support. In particular, it informs faculty members who teach handicapped students about the students' special needs as well as request information from the faculty about the students. It also provides these students with translator-supporters to meet their special needs for communication. In addition, it provides student volunteers who can take notes for handicapped students (it also offers some payments to the student volunteers for their time). Moreover, the College has cooperated with local education boards and schools for students with special needs.

Suggestion for Improvement

Enrollment

- The ratio of enrolled students to the student enrollment cap is high at 1.22 in the Department of Clinical Psychology in the Faculty of Humanities. This situation needs to be corrected.