

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

Kobe Kaisei College



Basic Information of the Institution	
Ownership: Private	Location: Hyogo, Japan
Accreditation Status	
Year of the Review: 2014	
Accreditation Status: accredited	(Accreditation Period: April.01.2015 – March.31.2022)

Certified Evaluation and Accreditation Results for Kobe Kaisei College

Overview

Kobe Kaisei College (the College, hereafter) is rooted in the spirit of the nuns of Japan’s “Franciscan Missionaries of Mary Japan,” who were active in the Meiji period. In 1951, Kaisei Women’s School was legally authorized by the Japanese government and was followed by the establishment of a junior college. In 1965, the College was established as a university with a single department, the Department of Humanities. Since then, the department and its specializations have been renamed and reorganized, and today it is known as the Faculty of Contemporary Humanities. The campus is located in Kobe City, Hyogo Prefecture, and the College engages in education and research based on its founding spirit of “cultivating women who serve society and support the humanities, following the Christian value of living with truth and love.”

After its accreditation review by Japan University Accreditation Association (JUAA) in 2009, the College has continued to develop its unique character. In particular, the College has educated students with very specific instructions to respect each and every student’s individuality, clarified the idea of “KAISEI Personality” to define the expected character and knowledge traits, and allowed the idea to be reflected through the education and social contributions. However, there has been a shortage of student enrollment, which has been the serious concern since the previous accreditation review. In addition, there is a concern with the College’s financial situation. JUAA hopes that the College will make further improvements to address these issues, assuring the quality of its education.

Notable Strengths

Mission and Purpose

- It is commendable that the College has instituted the idea of “KAISEI Personality” to clarify the character and knowledge traits it expects students to attain by their graduation. It is also noteworthy that the College has provided opportunities for students to reflect on the idea from different perspectives, and that it has undertaken various initiatives to spread the idea among students. Such initiatives have helped students consider their own personal growth as they become conscious of their own abilities. For example, the College has implemented an instructional approach called “Person-to-Person Instruction Record,” through which students set specific goals for themselves based on the idea of developing KAISEI Personality. The College also offers subjects such as “KAISEI Learning I & II” to help students deepen their understanding of the idea of KAISEI Personality. It also offers a subject “Humanity 2,” in which students develop and utilize the knowledge they acquire and in which teachers examine and conduct analysis on shifts of students’ self-evaluations from the beginning to the end of the class. Moreover, the syllabi clarify the relations among all of these subjects.

Social Cooperation and Contribution

- It is commendable that the College and the Faculty of Contemporary Humanities, along with its departments and their distinctive features, have taken initiatives to allow students to acquire direct experience through social cooperation and contribution. For example, the College runs a yearly program called “Kids’ English” to offer English language classes to elementary school students at public halls and elementary schools. Since English became a required subject for elementary school

students, this program has also become a clinical site for the “Kaisei Kids English Program,” a program to educate specialists who can play active parts in kindergarten, elementary schools, and English conversation classes for children. Moreover, the Department of Psychology and Child Studies runs a program called “Communication Space for Mothers and Children.” Under faculty supervision, the program has students propose, prepare, and hold various events such as physical activities, plays, craft-making, and book readings, which have become a part of education for students through child-rearing support at the level of the local community.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- While the College defines the standards of credit calculation in the school regulations, it does not state that one credit requires forty-five hours of study. This should be improved.

Education and Research Environment

- The library does not have any certified librarian or any other staff with professional knowledge on its staff. This should be improved.

Administration and Finance

- In the “Management Improvement Plan,” the College does not plan to balance the imputed income with expenditures. It is urgent that the College formulates specific policies that aim to balance the income and expenditures as soon as possible, to specify an agreement for the entire institution, and to make sure that the policies are implemented.

Area of Serious Concern

Enrollment

- In the last five years, the average of the ratios of enrolled freshmen to the freshmen admission cap is low at 0.60 at the College as a whole, at 0.45 in the Department of English and Tourism, and at 0.70 in the Department of Psychology and Child Studies. In addition, the ratio of enrolled students to the student enrollment cap is low at 0.56 in the College as a whole, at 0.42 in the Department of English and Tourism, and at 0.71 in the Department of Psychology and Child Studies. The College must correct this situation.