

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

Kyoto Koka Women's University



Basic Information of the Institution	
Ownership: Private	Location: Kyoto, 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 Kyoto Koka Women's University

Overview

Since Kyoto Koka Women's University (hereafter, the University) originated in 1964 as Koka Women's University, a single-subject college with a Faculty of Literature, the University has held "to educate women based on the Buddhist spirit" as its founding spirit and has engaged in education and research activities on its campus in the city of Kyoto. The name of the University was changed to Kyoto Koka Women's University and has since rebuilt and added faculties and departments and currently offers, the Faculty of Career Development and the Faculty of Health Science, and one graduate school, the Graduate School of Psychology. The Faculty of Child Education and the Graduate School of Nursing Science opened in 2015.

After its accreditation review by Japan University Accreditation Association (JUAA) in 2008, the University has reviewed its current situation and has evaluated the progress of its improvement and renewal plans. The University has also made efforts to improve the faculty development (FD) activities across the entire university and the enrichment of student support, mainly through the FD initiative and the Self-Study Committee. Furthermore, the University produced the EM/IR unit under the direct control of the president in 2012 and has endeavored to enhance student support.

The University has made collective efforts with faculty and staff members to support students and has produced significant outcomes that address specific challenges. These efforts include establishing a system to support students from admission to graduation; providing support that accounts for students' individual needs in an effort to reduce the number of dropouts; and improving out-of-classroom learning by establishing a learning station for the entire university and the commons for each department. In addition, the University has made social contributions by actively promoting environmental education through the establishment of the Center for Regional Collaboration that also has helped students develop their skills and abilities while working in cooperation with local companies.

There are, however, some pressing issues to address, including the lack of student enrollment. The University has tackled insufficient enrollments by rebuilding and increasing faculties and departments but has not yet successfully fulfilled its quota. The University should continue efforts that will lead to improvements in this area. The University's financial issues also require planned and concrete measures to stabilize the balance of payments. The University should make further improvements by regularly and thoroughly implementing self-study and evaluation and cultivating an effective system of internal quality assurance.

Notable Strengths

Student Support

- It is commendable that the University has successfully reduced the dropout rate by providing appropriate individual support for each student. Specifically, the University has applied enrollment management strategies to construct its unique student support system and has established a systematic understanding of student data via a portal website, *Koka Navi*. It is also commendable that the faculty and staff collaborated to support students by creating the learning station and the commons to facilitate study outside of traditional class hours.

Social Cooperation and Contribution

- It is commendable that the University works in collaboration with the local community through student-centered environmental education. Especially, many students and student groups have worked with local residents to protect the environment. To promote local collaboration, the University offered a formal course in collaboration with local companies and groups and has aligned the course with local projects. One of these plans, which was proposed by students, has been supported and subsidized by the government, which means that the plan has enjoyed a good external evaluation.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- The Department of Career Development in the Faculty of Career Development, the Department of Health and Nutrition, the Department of Nursing, and the Department of Psychology in the Faculty of Health Science, and the Graduate School of Psychology have failed to illustrate their curriculum design policies. Each department only explains its current situation and fails to describe the basic ideas of its educational content, and methods. This situation should be improved.

Enrollment

- The Department of Health and Nutrition and the Department of Nursing in the Faculty of Health Science have set the transfer student admission cap while receiving no transfer students. This situation should be improved.

Administration and Finance

- The University should set the numerical objectives for stabilizing the balance for each fiscal year and take concrete steps to ensure its financial stability despite its inability to financially sustain education and research.

Internal Quality Assurance

- Although it is legally required to disclose admission policies, the Graduate School of Psychology does not publicize its policies in its admission examination instructions, application documents, or on its website. This should be improved.

Area of Serious Concern

Enrollment

- In the last five years, the average of the ratios of enrolled freshmen to the freshman admission cap and the ratio of enrolled students to the student enrollment cap are low at 0.70 and 0.59 in the Department of Career Development in the Faculty of Career Development, and low at 0.79 and 0.74 respectively in the entire University. Although the completion year has not yet been reached in the Department of Psychology in the Faculty of Health Science, the ratio of enrolled freshmen to the freshman admission cap in 2014 academic year was low at 0.46. In the last five years, the average of the ratios of enrolled freshmen to the freshman admission cap was high at 1.24 in the Department of Nursing in the Faculty of Health Science. These numbers should be improved through appropriate enrollment management.