

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

Kyoto Tachibana University



Basic Information of the Institution	
Ownership: Private	Location: Kyoto, Japan
Accreditation Status	
Year of the Review: 2016	
Accreditation Status: accredited (Accreditation Period: April.01.2017 – March.31.2024)	

Certified Evaluation and Accreditation Results for Kyoto Tachibana University

Overview

Kyoto Tachibana University (hereafter, the University) originally started as Kyoto Girl's Handicraft School, founded in 1902. In 1967, Tachibana Women's University was established with a single Faculty of Humanities and was renamed Kyoto Tachibana Women's University in 1988. Its name changed again to Kyoto Tachibana University when the school became coeducational in 2005. After expanding and reorganizing departments and faculties since its opening, the University now comprises five faculties: the Faculty of Humanities, the Faculty of Human Development and Communication, the Faculty of Contemporary Business, the Faculty of Nursing, and the Faculty of Health Sciences; four graduate schools: the Graduate School of Humanities; the Graduate School of Cultural Policy; the Graduate School of Nursing; and the Graduate School of Health Sciences, which opened in 2016. On its campus in Kyoto City, Kyoto Prefecture, the University engages in education and research based on the philosophy of "Independence, Coexistence, and Practical Knowledge."

After its accreditation review by Japan University Accreditation Association (JUAA) in 2009, the University established Self-Review and Evaluation Committees for each of its faculties and graduate schools to take the initiative to implement regular and active self-review, and made efforts to enhance its educational and research activities.

This accreditation review notes a number of distinctive efforts made by the University. The Faculty of Nursing has reorganized its curriculum in matrices that clarify the skills for students to develop in each subject, and has also created a step-by-step series of career-based courses to help students consider, from their first year, a career after graduation. Meanwhile, the Faculty of Human Development and Communication and the Faculty of Contemporary Business have deployed educational methods that correspond to the distinctive features of each faculty and department to help students develop communication and problem-solving skills as well as improve their academic ability and technical skills. The University also supports students with its class adviser and Oritor (Orientation Facilitator), or student adviser systems. Faculty members, especially those in charge of seminar courses from the freshman year onwards, become core advisers, and support students with their studies, daily living issues, and job hunting, offering continuous support over the students' four years, and enabling the sharing of information about students' learning problems with other members of the department. Meanwhile, in the Oritor system, assigned senior students support and advise junior students regarding many aspects of student life. These two support systems work together to provide intimate, student support from various angles throughout the University. This is a distinctive feature of the University. The other distinctive feature is the University's efforts to put its educational philosophy into practice by engaging in various activities that contribute to the local community. Information related to these activities is shared and integrated across the University which, as a Center of Community, aims to help solve local problems through local collaboration.

However, issues are found relating to student admissions and the number of credits students are allowed to register for per year in the Department of Childhood Education in the Faculty of Human Development and Communication. These should be improved.

Notable Strengths

Educational Content, Methods, and Outcome

- It is commendable that the Faculty of Nursing has developed a curriculum that allows students to review the level of achievement required for target outcomes in these subjects and to recognize what and how much they have learned. Based on the core concepts of “Nursing by the side of the Patient,” “understanding different cultures,” and “life cycle,” the Faculty of Nursing specifies the technical skills to be developed for each subject by organizing the curriculum in a matrix form, which correspond to the educational goals and target outcomes for each group of courses and for each year. In addition, the Faculty holds yearly courses entitled “Career Development Practice” in which students in the first and second years gain the general knowledge required for university students, and acquire reading, writing, and research skills. These courses also teach logical thinking and how to use information, two skills required to study specialized subjects in nursing. Based on what they learn in the first two years, students identify their own challenges through case studies of nursing in their third year. In the final course of the series, students make a comprehensive review of what they have learned, and start to design their careers and set their personal direction within the nursing profession.
- It is commendable that the Faculty of Human Development and Communication has made use of educational methods corresponding to the strengths of each department from the first year, and that students not only gain English-language skills or a knowledge of education, but also develop communication skills and an attitude of independent learning. In particular, in the Department of English Communication, the “Program for Cross-Cultural Understanding” in which students study abroad in the latter half of the second year, has been designed as a core of learning, and students take preparatory classes that encourage discussion and promote cross-cultural understanding from the first year. In addition, the University has common room facilities, known as “salons” where students can study independently and get advice from third- or fourth-year students. The Department sets target TOEIC[®] scores and compares these with the actual results of IP tests that the students take before and after the Program to measure the improvement in their English skills. Students in the Department of Childhood Education engage in project-based learning (PBL) in their “Introductory Seminar” from the first year, and conduct fieldwork in neighboring elementary schools. Through information sharing and discussion, they have an opportunity to develop problem-solving skills and practice active learning.
- It is commendable that the Faculty of Contemporary Business has introduced project based-learning (PBL) in an effort to incorporate one of the University’s educational philosophies, “Practical Knowledge,” into many subjects to develop students’ problem-solving skills and practical ability. The Faculty has adopted PBL in addition to classroom lectures in many subjects, mostly in the second year, for each of the corporate management, finance, tourism, and public policy courses. Through PBL, the Faculty has integrated theory and practice into its education. In the PBL classes, students have an opportunity to conduct fieldwork such as case studies of companies and product development on the request of companies, or to discover sightseeing resources and cultural resources specific to Kyoto Prefecture and neighboring areas, and to draft sightseeing plans. For this reason, it is commendable that at the time of course selection, students are required to write an essay on their future career plans so they will select the right courses that help them develop problem-solving skills and practical ability in each field.

Student Support

- It is commendable that the University has built an attentive student support system that is available throughout the four years. According to the basic policy of student support, a class adviser system has been established, and faculty members work together with other units such as the healthcare office and the Student Support Office not only to check students' attendance records, but also to offer student support on anything at any time. Changing class advisers every new term or new school year gives students an opportunity to receive different advice from different faculty members and, for that reason, written comments on meetings with students are kept in a "student chart" and posted on the intranet. This information is shared with and smoothly passed around by the advisers.
- It is commendable that the University has created a distinctive student support system that works to not only help with new students' smooth transition into university life, but also to provide senior students with opportunities for self-discovery and self-growth. The University has set up the Oritor system in which senior students help and advise new students, and plan and manage part of the orientation program for new students. After the program is over, senior students continue helping new students address concerns about classes, getting qualifications, and other aspects of student life, including making friends. Preliminary training is offered to these senior students to ensure they are capable of giving support and advice.

Social Cooperation and Contribution

- It is commendable that the University provides locations and opportunities for students, faculty, and staff to work together with local residents to solve problems in the local community. For example, the University holds its "Tachibana Session" forum to mutually recognize issues amongst local organizations, students, and university staff. The Faculty of Nursing and its Nursing Center also work on solving the health problems of local residents through the "Tachibana Health Counseling Program," which utilizes the intellectual and educational resources of both Faculty and Center. In addition, the University continues to promote a variety of activities to solve social and/or local problems, while making use of its intellectual and educational resources. Its efforts include holding a "Parental Care Plaza" for pre-elementary children and their parents, where those parents can share and solve their concerns among themselves. These activities are coordinated by the Center for Regional Collaboration, with a branch office established in the Daigo Nakayama Housing Complex as a base for local collaboration. The University, as a Center of Community, has developed these activities through its students and faculty working together with local residents to contribute to the local community.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- In the Department of Childhood Education in the Faculty of Human Development and Communication, the maximum number of credits for which a student is annually allowed to register is high at 51 in the first year and 54 in the second year. These numbers should be improved considering the purpose of a credit system.

Enrollment

- In the Department of Japanese Language and Literature in the Faculty of Humanities, the Department of Urban Environmental Design in the Faculty of Contemporary Business, and the Department of Psychology in the Faculty of Health Sciences, the ratios of transfer students to the transfer student admission cap are low at 0.20, 0.50, and 0.30, respectively. These numbers should be improved.
- In the Graduate School of Humanities, the ratio of enrolled students to the student enrollment cap is low at 0.32 in the master's program, and there are no students in the doctoral programs. At both levels of the doctorate program in the Graduate School of Cultural Policy, the ratio of enrolled students to the student enrollment cap is low at 0.15 and 0.13, respectively. These numbers should be improved.