

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

Kinjo Gakuin University



Basic Information of the Institution	
Ownership: Private	Location: Aichi, Japan
Accreditation Status	
Year of the Review: 2021	
Accreditation Status: accredited (Accreditation Period: April.1.2022 – March 31, 2029)	

Certified Evaluation and Accreditation Results for Kinjo Gakuin University

Overview

Kinjo Gakuin University was originally founded in 1889 as Kinjo Girls' School. Since its opening in 1949 as a college with the Department of English, College of English Literature, the University has expanded to become a multidisciplinary university with five faculties, twelve departments, two graduate schools, and six majors.

Over the years, the school has developed a holistic education for girls based on the evangelical Christianity that forms the school motto of the school. This is embodied in the three key pillars of the University's education, which are "educating women based on evangelical Christian principles," "holistic integrated education," and "education for international understanding." The University conducts its educational and research activities under the slogan "Be strong. Be kind."

In AY2019, an internal quality assurance system and organization were established to further improve the quality of education and research. At the core of the system is the Internal Quality Assurance Promotion Council (hereinafter the "Promotion Council", which is responsible for conducting university-wide quality assurance. Furthermore, the "Curriculum Development Council" (hereinafter the "Development Council") has been established as an organization commissioned by the Promotion Council and dedicated to internal quality assurance regarding educational activities. However, instructions and support for improvements and enhancements from a university-wide perspective are not sufficient, and there are some departments that do not report the results of self-study to the Promotion Council. Improvement is required so that each department's self-study PDCA cycle is positioned within the university-wide internal quality assurance system, and so that the Promotion Council and Development Council can properly manage the system from a university-wide internal quality assurance perspective.

Regarding education, systematic curricula are designed in accordance with the specializations of each faculty and graduate school. Worth of special mention is that in order to realize the mission and purpose of the University, it has designed an original curriculum for common undergraduate education courses on the themes of "Christianity," "Women," and "International Understanding," which leads to an understanding of the institution's school motto. In addition, a minor program

(Practical Business English) has been established as an educational activity to put “education for international understanding” into practice across faculties and departments, and it is commendable that a system has been established for students to learn through friendly competition with each other supported by an extensive system of follow-up provided by the teaching staff.

In terms of social cooperation and social contribution, each affiliated institution provides ongoing support for women, children, and people with disabilities, thereby sharing the results of the University’s education and research with society in line with the University’s mission and purpose. The participation of student staff in activities at some of the facilities also contributes to the improvement of student learning outcomes, which is commendable.

On the other hand, there are several areas for improvement at the graduate school level. First, in both graduate schools, neither the degree award policy (diploma policy) nor the curriculum policy (curriculum policy) are defined separately for each degree, and in the Graduate School of Human Ecology, the degree award policy and the curriculum policy do not include the required content. This should be improved. Graduate School of Humanities does not clearly indicate the criteria for dissertation examination. This should be improved. Furthermore, some graduate schools have low ratios of student enrollment to the student enrollment cap. This should be improved to ensure proper graduate student quota management.

Going forward, the JUAA hopes that the University will resolve these issues through internal quality assurance initiatives and make greater strides forward by further developing its outstanding initiatives.

Notable Strengths

Educational Program and Learning Outcomes

- The common education subjects, consisting of “Kinjo Identity Course,” “Kinjo Core Subjects,” and “Kinjo Development Subjects,” are an educational program unique to Kinjo Gakuin University, emphasizing the components of the University’s school motto: “Christianity,” “Women,” and “International Understanding.” In particular, the fact that “Christianity (1),” “Christianity (2),” and “Women and Their Future” are required subjects, and that related subjects are offered as elective compulsory courses common to all students is commendable as an initiative in line with the University’s educational philosophy of “developing, based on the principles of evangelical Christianity, women who possess a well-balanced combination of rich humanity and highly

specialized knowledge.”

- Also commendable is the fact that a minor program (Practical Business English) has been established as a way to put one of the pillars of the University’s education, “education for international understanding” into practice across faculties and departments. Supported by an extensive system of follow-up provided by the teaching staff in charge, students can improve their English skills by inspiring each other across the boundaries of their faculties and departments, which not only helps them achieve their target TOEIC® test scores, but also has a positive ripple effect on those faculties and departments. Consideration is underway of ways to link the program to specialized subjects, so further developments can be expected going forward.

Social Cooperation and Contribution

- Based on the school motto, each center, etc., functions as an organization that provides ongoing support for women, children, and people with disabilities. Student staff members also work at the “Kinjo Gakuin Fashion Studio” and the “KIDS Center,” which provide opportunities for students to put their learning into practice outside the classroom. At the “Psychological Counseling Center,” graduate students work together with alumni as trainee counselors, and in addition to providing counseling services, they also provide support for childcare by visiting elementary schools and holding counseling sessions. The “Institute for Women and Their Future” conducts research on issues specific to women, and in collaboration with Nagoya City and Aichi Prefecture, plans and organizes programs to promote women’s social advancement. The active participation of student staff and others in each of the activities that address the needs of the local community is commendable, as it not only shares the outcomes of the University’s education and research with the public, but also provides opportunities for students to improve their learning outcomes and to think about their own life plans.

Suggestions for Improvement

Internal Quality Assurance

- The role of the Internal Quality Assurance Promotion Council (“Promotion Council”) and Curriculum Development Council (“Development Council”) is limited to confirming and approving the results of the self-study reported by each

department, etc. Regarding self-study by research institutes and centers, each facility only conducts periodic self-study and does not report its results to the Promotion Council. Improvements are also required with respect to auxiliary facilities, ensuring that they are appropriately incorporated into the university-wide internal quality assurance system cycle, and that the Promotion Council and Development Council are more actively involved in the self-study conducted by individual departments, etc., providing directions and support for improvement and enhancement from the perspective of university-wide internal quality assurance.

Educational Program and Learning Outcomes

- The Master's and Doctoral Programs at the Graduate School of Humanities and the Graduate School of Human Ecology have not established separate degree award policies for each degree. In addition, the Graduate School of Human Ecology does not indicate learning outcomes suitable for the degree to be awarded, and improvements are required to establish appropriate policies.
- The Master's and Doctoral Programs at the Graduate School of Humanities and the Graduate School of Human Ecology have not established separate curriculum design and implementation policies for each degree. In addition, the curriculum design and implementation policy for the Graduate School of Humanities is a set of conditions for graduation, and does not indicate the basic approach to curriculum design and implementation, so improvements are required to establish an appropriate policy.
- The dissertation examination criteria for the Master's Course and the Doctoral Course at the Graduate School of Humanities are the same, and are not clearly defined for each course. This should be improved.

Student Enrollment

- The ratio of student enrollment to the student enrollment cap is low at 0.40 in the Master's Program for the Graduate School of Humanities. This should be improved to ensure proper graduate student quota management.

University Management and Finance

- Compared to the average for "private universities with multiple faculties

including a faculty of pharmacy,” the personnel cost ratios of the University’s departments are high, while the education and research expense ratio and the ratio of operating revenues to expenses were low, and the ratio of financial assets to the required reserve fund has been decreasing over time. This should be improved to secure an adequate financial base. Going forward, the University will be required to improve its finances by considering a medium- to long-term financial plan that specifies numerical targets and measures to be taken to improve the situation, and steadily implementing that plan.