

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

Keisen University



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2017	
Accreditation Status: accredited (Accreditation Period: April.01.2018 – March.31.2025)	

Certified Evaluation and Accreditation Results for Keisen University

Overview

Keisen University (hereafter, the University) emerged from Keisen School, which was founded in 1929, and was established in Tama-city in Tokyo in 1963 as a college for Faculty of Humanities with the objective to impart education to women based on the School's education philosophy of "fear God, love human beings and nurture life." Later, it was reorganized into faculties and departments, setting up the Faculty of Humanities (Department of Japanese Language and Culture, Department of English Communication and Department of History and Culture) and the Faculty of Human and Social Studies (Department of International Social Studies, Department of Studies on Contemporary Society and Department of Psychology and Horticulture) by 2014. It has also established the Graduate School of Humanities and Graduate School of Peace Studies for Master's courses. The Department of History and Culture of the Faculty of Humanities and the Department of Studies on Contemporary Society of the Faculty of Human and Social Studies stopped accepting applications from academic year 2016. The University was reorganized again in 2017 and currently conducts educational and research activities under the new framework of two faculties and four departments.

After its accreditation review by Japan University Accreditation Association (JUAA) in 2010, the University submitted a Progress Report in 2014 based on the suggestions provided in the review and made improvements. During this period, the University underwent a severe shortage of students after 2011 and has been carrying out reforms to deal with this urgent challenge. Despite establishing a Future Envisioning Committee in September 2014 and the First Reform Headquarters in January 2015, there was a pressing need for more radical reforms at the time. This led to the establishment of the Second Reform Headquarters which was also joined by the Current President. This unit has been promoting reforms under close collaboration between the board of trustees and the University. In 2015, the University adopted a new slogan "honing the ability for lifelong work" to match the demands of the times based on the Keisen University Mid-Term Plan (2015-2018) and the University's educational activities since it was established. In addition, it is striving to convey the University's uniqueness as well as secure and nurture students by overhauling its undergraduate education policy and announcing it as the "Three Policies of Keisen University" on the university website.

In the course of undertaking reforms in accordance with the demands of the times, the University continues to constantly overhaul itself, while at the same time expanding and

intensifying field studies (FS) abroad and community service learning (CSL) in the neighboring community as well as providing various other experiential learning programs through its subjects. It also encourages active social contribution by students in teaching English to primary school students in the neighboring community, reading to children and elderly people and cooperating in using rural woodlands (*satoyama*). The University's efforts to spread its appeal and contribute to the growth of students through such activities are highly commendable. Moreover, under its objective of "zero dropouts" and providing financial support, it has appointed academic advisors for all students by introducing class-based teacher assignment system from 2016 in addition to the existing seminar advisors. The efforts of the University to grasp the problems faced by students at an early stage and guide them, and to create a channel for students to feel comfortable and seek guidance are highly commendable.

On the other hand, the average of ratios of freshman enrollment to the freshman enrollment cap and the ratios of student enrollment to the student enrollment cap have fallen in the last five years, and must be rectified. In addition, the University has made sufficient adjustments in its educational objectives for the whole university, its degree award policy, curriculum design and implementation policy and admission policy. While the University's intent to strive under these policies is fully understandable, it is desirable that the University formulates sub-policies for each faculty under these policies and announces them publicly. Furthermore, issues remain in the curriculum design and implementation policy for the Graduate School of Peace Studies and the research supervision plan for the graduate schools. The University should continue to make improvements in these areas.

Notable Strengths

Educational Content, Methods, and Outcome

- As hands-on learning included in the regular curriculum, there are short-term and long-term field study (FS) programs that allow students to participate in activities overseas and experience serious issues such as development, poverty and discrimination on-site. The long-term field study program, in particular, comprises prior learning at the university, on-site learning through lectures and experiential activities and post learning at the university, upon the completion of which the students present their research at the FS reporting session or university festival. It serves as an opportunity to share useful information with students considering participation in these programs and students participating in short-term FS. Moreover, the University also conducts a practical course in Community Service

Learning (CSL) which enables students to engage in social activities in collaboration with local governments and welfare organizations. In this subject, students who have attended the subject on “service learning methodology” get an opportunity to work as volunteers in the region and gain practical knowledge in skills and attitude required for taking part in community-based activities. These subjects are commendable as educational methods that help develop human resources who can resolve issues independently and contribute to society.

Student Support

- It is commendable that the University undertakes minute-level initiatives, such as class-based teacher assignment system aimed at attaining a zero-dropout rate and the Cafeteria Learning Commons, to work as a unit toward supporting students faced with issues and providing a safety net to prevent early drop-outs. For this purpose, the University collaborates not only with individual faculty members and subject faculty members but also with administrative staff in each department and even parents. Furthermore, this mechanism enables the directly-related faculty members to share the needs and issues they grasp with the entire university and work towards improvement. It is designed to aid fast and necessary action in an appropriate manner. In addition, each student is assigned a teacher she can consult and there are multiple channels of communication, providing an environment in which students can freely seek consultation. It is commendable that the University strives to build a stance of working as a unit to protect diverse students using various methods while closing the distance between students and the university and creating a comfortable space for the students.

Social Cooperation and Contribution

- Centered around its efforts for English language education, the University operates the Keisen English Education Society (KEES) and the *Keisen Ohanashi wo kataru kai* in cooperation with neighboring facilities to enable students to interact with people from different fields of life and ages, and help students develop practical communication skills. The University also carries out the Keisen Onoji Satoyama Project in which it regenerates and manages paddy fields and woodlands of Onoji town in Machida city. Through this project the students of the Department of Psychology and Horticulture in the Faculty of Human and Social Studies collaborate and cooperate with regional groups and residents to

protect the regional environment. These activities meet the demands of the community in which the University is located and provide students with the opportunity to deepen collaboration and cooperation with society by constantly playing a central role, which is commendable.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- Although the University has formulated a degree award policy and curriculum design and implementation policy for the whole university, faculty-wise policies have not been established. This issue needs to be addressed.
- The curriculum design and implementation policy of the Graduate School of Peace Studies does not indicate the school's basic concept of educational content and instruction and should be rectified.
- In the Graduate School of Humanities and the Graduate School of Peace Studies, the research supervision plan is explained orally, but the method and content of research supervision are not stated in the Course Guidelines and the research supervision plan is not sufficiently clarified to the students. This should be addressed.

Enrollment

- Although the University formulated an admission policy for the whole university in 2017, faculty-wise policies have not been established. This issue needs to be addressed.
- The ratios of transfer students to transfer student quota were low at 0.38 in the Department of English Communication of the Faculty of Humanities and 0.13 in the Department of Psychology and Horticulture of the Faculty of Human and Social Studies in 2017. This should be rectified.

Administration and Finance

- The ratio of the financial assets to the required reserve fund remained low and the rate of

the carried over surplus expenditures for next year to the activity income (imputed income) continued to rise, indicating that the financial base is unsatisfactory. Amid falling income from tuition and other student fees and considering that the enrollment quota has been reduced from 2017, the University should verify the status of target values set in the Keisen University Mid-term Plan (2015-2018) and review its financial plan in view of the current situation.

Area of Serious Concern

Enrollment

- In 2017, the average of ratios of freshman enrollment to the freshman enrollment cap and the ratios of student enrollment to the student enrollment cap for the last five years were low at 0.73 and 0.63 respectively for the whole university. These ratios were also low at 0.80 and 0.68 respectively for the Faculty of Humanities, and 0.84 and 0.70 respectively for the Department of Japanese Language and Culture and 0.86 and 0.70 respectively for the Department of English Communication of the same faculty. The ratios stood low at 0.67 and 0.58 for the Faculty of Human and Social Studies, and 0.66 and 0.54 respectively for the Department of International Social Studies and 0.82 and 0.69 respectively for the Department of Psychology and Horticulture of the same faculty. This issue must be addressed.