

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

Keiwa College



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

## Certified Evaluation and Accreditation Results for Keiwa College

### Overview

Keiwa College (hereafter, the College) was found in 1991 by an educational institution which established Keiwa Gakuen High School in 1968. The College began as a single-faculty college consisting of the Department of English and British and American Literature and the Department of Intercultural Studies in the Faculty of Humanities, located in Shibata city, Niigata Prefecture. Currently, it has three departments: the Department of English and Communication, the Department of Intercultural Studies, and the Department of Community and Social Welfare. “Free and religious academic culture based on Christian spirit” and “cultivation of the international, educated person” are the mission and purpose of the College, and it models itself on the policies of Christianity, internationalism, and regionalism. The College is engaged in education and research activities.

After its accreditation review by Japan University Accreditation Association (JUAA) in 2007, the College has enhanced its career support within and outside of the regular curriculum from pre-admission to graduation; this, along with social contribution activities rooted in the local community, are its notable features. However, several issues related to student enrollment, administration, and internal quality assurance still remain, including the issues of the rules and regulations of committees across the College. These issues should be improved.

### Notable Strengths

#### *Student Support*

- It is commendable that the College has developed a support system for students to develop career awareness within and outside of the regular curriculum, from pre-admission to graduation. As part of pre-admission education, incoming students are offered an opportunity to hear the experiences of senior students, and freshmen are required to visit the Career Support Center to consider career planning during their four years of study. In addition to a manners class and aptitude test, students in the second year and following may learn about self-analysis in the Introduction to Career Development class. In addition, various support classes are offered on such topics as information gathering, where students learn about job-hunting systematically and in step-wise manner. Many students take advantage of these programs and these efforts help the student choose her career.

#### *Social Cooperation and Contribution*

- The College has been actively involved in various endeavors, including an open college which provides lifelong learning opportunities to local residents; revival of the morning market, *Junisaiichi* in Shibata city; implementation of the Agakita Roman Literary Award, which aims to discover persons of talent through literature and promote the Agakita region; and the Machi Cafe, *Link*, a cafe jointly operated by students and local citizens. Together, these activities promote cooperation with local governments, businesses, and the local community and highlight the College as a community-based university. Among these activities, Machi Cafe, *Link* which was established in 2008, provides a community space for local residents, and at the same time provides a field of active learning for students. It is commendable that these activities reflect the idea of “contributing to

the local community in order to serve our neighbors” mentioned in the “Mid- and Long-term Plan (Roadmap 2),” and realize the mission and vision of the College.

## **Suggestions for Improvement**

### *Educational Content, Methods, and Outcome*

- While the policy on degree award and admission policy have been set up for each department, the curriculum design policy has not been established for each department respectively. This should be improved.
- The syllabus lists many classes that are “not to be held this year.” This should be improved to deliver the curriculum systematically.
- Descriptions in the syllabus vary depending on the faculty. For example, some faculty descriptions lack lesson plans or assessment criteria, and others assess student performance by attendance alone. This should be improved in order to facilitate systematic course taking.

### *Enrollment*

- As a requirement for applying to the International Student Scholarship Examination, an eligible applicant is defined as “an international student who took N1 in the Japanese-Language Proficiency Test or an equivalent grade in the Japanese-language test of the Examination for Japanese University Admission for International Students.” However, the expression of “equivalent” in the Japanese-language test of the Examination for Japanese University Admission for International Students is unclear. This should be improved to ensure the transparency of the entrance examination.

### *Education and Research Environment*

- Some facilities on the campus, such as the construction of the doors and the step at the entrance to the buildings, do not incorporate barrier-free design. This should be addressed.

### *Administration and Finance*

- The operation of the administration tends to be carried out according to convention and past experiences and the roles of various committees and the authorities of administrative positions are rarely stipulated. The College should determine its mid- and long term administrative operation policy as a university, and prepare rules and regulations for routine university operation by setting up a post responsible for examining the administrative policy and a system to review the policy for improvement.

### *Internal Quality Assurance*

- While the policy and regulations for self-study have been developed, the responsibilities and processes are not clearly defined, and the efforts of the Self-study Committee do not seem to produce concrete improvements. By reconsidering the role of the committee to promote improvements, as well as the role of other committees and related posts, the College is expected to make improvements so that the PDCA cycle functions properly.

**Area of Serious Concern***Enrollment*

- The average of the ratios of last five years of enrolled freshmen to the freshmen admission cap is low at 0.74 in the Department of English and Communication in the Faculty of Humanities and 0.83 in the Faculty of Humanities as a whole. Also, the ratio of enrolled students to the student enrollment cap is low at 0.72 in the Department of English and Communication, 0.86 in the Department of Intercultural Studies in the Faculty of Humanities, and 0.82 in the Faculty of Humanities as a whole. These numbers must be improved.