

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

Keiwa College



Basic Information of the Institution	
Ownership: Private	Location: Niigata, 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 Keiwa College

Overview

Keiwa College opened in 1991 with the generous support of Niigata Prefectural Office, Shibata City, and Seiro Town as a college with the Faculty of Humanities. Initially, there were two departments, the Department of English and the Department of Intercultural Studies, but a reorganization was carried out in response to changing social needs, and now there are three departments in the Faculty of Humanities: the Department of English and Communication, the Department of Intercultural Studies, and the Department of Community and Social Welfare. The University's educational and research activities are based on the founding spirit of "Love God and serve others." To realize this, the school has three educational doctrines: Christianity, Internationalism and Localism. As such, it is committed to educational practices aimed at achieving community-focused education based on the liberal arts. Based on the "Keiwa College Mission Statement and Vision" stipulated in the University regulations, a medium- to long-term plan (roadmap) consisting of a "master plan," "action plan," and "specific plan" was drawn up in 2008, and has been updated every three years since then. As of 2021, activities are being carried out in accordance with "Roadmap 5" and the "Medium-term Plan," which was drawn up in 2020 in accordance with the revision of the Private School Act.

In 2019, the internal quality assurance system was reviewed, and the existing Self-Assessment Regulations were changed to the Regulations for Internal Quality Assurance. The Keiwa College Academic Management Committee (hereinafter the "Academic Management Committee") was positioned as a body with power over and responsibility for internal quality assurance, taking on university-wide operations. The "Self-Assessment Committee," which operates under the Academic Management Committee summarizes and verifies the results of self-study carried out by individual organizations based on the "Medium- to Long-term Plan (Road Map) Outcomes and Achievements Assessment Report" (hereinafter the "Medium- to Long-term Plan Outcomes and Achievements Assessment Report" and each faculty member's "Report on Educational, Research, and Social Contribution Activities," then reports to the Academic Management Committee. After discussion there, the President again gives instructions for improvement to individual organizations. Also, concerning self-study, the school is subject to evaluation by the corporate auditors

and third-party evaluation by external committee members, and is attempting to make improvements based on diverse perspectives from within and outside the University. However, despite the fact the part of the work of the Self-Assessment Committee is entrusted to the “Keiwa Liberal Arts Research Institute,” the powers and roles of the Laboratory in internal quality assurance are not defined. Moreover, despite the fact that the “Keiwa College Academic Management Committee Regulations (hereinafter the Academic Management Committee Regulations)” stipulate that the Committee is to play a wide range of roles, in reality, the Committee’s role is basically limited to approving reports from the Self-Assessment Committee. Improvement is required so that the powers, roles and of each body and the relationships between them are reviewed, and the planning and direction functions of the Academic Management Committee within the internal quality assurance system are enhanced.

Regarding education, all departments in the Faculty of Humanities have appropriately established degree award policies (diploma policies) and curriculum design and implementation policies (curriculum policies), and the curricula have been organized in consideration of systematicity and sequentiality using curriculum maps and numbering. Measures to make students’ learning activities more effective by providing information through the syllabus and setting a limit on the number of credits students can take are also implemented appropriately.

Outstanding initiatives by the University include the establishment of an advisor system to support students’ academic and student life through in-depth consultation and guidance, the establishment of a system in which various organizations within the University cooperate to deal with various problems faced by students, and the implementation of BiblioBattle, a book review oral presentation competition, in cooperation with university club activities, the university library, the city library, and citizens, which has further led to a national competition. In addition, in order to realize the University’s educational policy of contributing to the local community, the University is engaged in various types of fieldwork-based active learning, and has linked social contribution and social cooperation with activities involving learning through the local community. These include supporting the local revitalization of Awashimaura Village and developing classes through cooperation with the Orange Social Welfare Corporation, in which local companies participate. In addition, the university administration also holds corporate training sessions (twice a year) where faculty and staff from the high school and the University meet to exchange and discuss issues, which is highly commendable from the perspective of advancing high school-university collaboration.

However, improvements are required in the following areas: the Department of Community and Social Welfare of the Faculty of Humanities is not meeting its capacity, and although an assessment policy has been established for identifying and assessing learning outcomes, the relationship between the learning outcomes indicated in the degree award policy and the direct evaluation methods used to identify and assess these learning outcomes is not yet clear.

Going forward, it is necessary to ensure that the internal quality assurance system centered on the Academic Management Committee is functioning properly and to make improvements regarding the various problems mentioned above. The JUAA hopes that, based on these improvements, Keiwa College will make steady progress by further developing its distinctive initiatives and producing more students who will acquire the philosophy of “love God and serve others” and contribute to the local community.

Notable Strengths

Student Support

- An advisor system has been established in which all full-time faculty members share the responsibility of providing consultations to all students on various matters, and a system has been set up to hand over students to the Student Support Center for specialized consultations afterwards. The Student Support Center holds conferences with counselors and other professionals, and encourages various committees and other bodies to carry out activities necessary to support students, thereby establishing a system that accommodates each and every student who needs support. This is a commendable effort to make use of the characteristics of small-group education in line with the realization of the University’s philosophy and purpose.

Education and Research Environment

- The BiblioBattle book review competition, held in collaboration with on-campus club activities, the university library, the city library, and citizens, has not only raised awareness of reading by having students give presentations on books, but has also produced educational results, such as improved communication abilities as a result of running the battles jointly with volunteers from the city library. In addition, students played a leading role in organizing the 6th National High School BiblioBattle in Niigata Prefecture, and high school students from Niigata Prefecture participated in the national competition. This shows the commendable

development of these activities.

Social Cooperation and Contribution

- The University conducts a wide range of social cooperation activities that contribute to the revitalization of local communities, but in particular, the Awashimaura Village Revitalization Project has contributed to the regeneration of a remote island by revitalizing local industry through the commercialization of amadokoro, an edible wild vegetable that grows in Awashimaura Village. In addition to contributing to the revitalization of local industries on the remote island, students learn how to prepare local Awashima cuisine from local residents engaged in the processing of Awashima seafood, hold an “Awashima Fair” solely for students in Shibata City, and donate a portion of the proceeds to a food bank, thereby helping to operate a local children’s cafeteria and to provide support for the underprivileged. These activities are in line with the University’s educational policy of “education that contributes to the local community.” At the same time, they help participating students acquire basic social skills such as a cooperative spirit and a sense of responsibility, as well as the practical skills to identify and solve problems, which cannot be acquired through classroom learning. In addition, the school has been implementing initiatives such as developing classes based on cooperative relationships with local governments and companies, including the Orange-kai," an association in support of the college. These activities are highly commendable as initiatives based on the educational policy of developing individuals who are grounded and active in the community.

University Management and Finance

- Under the banner of “seven-year integrated education,” joint training sessions for faculty and staff are held with the main objective of promoting educational collaboration between the high school and University that belong to the same school corporation. By holding group discussions by faculty and staff from the two institutions, these sessions encourage cooperation between the high school and the University and between faculty and staff. These training sessions are held twice a year (June and November), with almost all faculty and staff at the high school and the University, as well as the corporation’s officers, participating on each occasion. As a result of these meetings, a system for sharing detailed information about students and collaboration on study programs has been developed. This is a commendable effort that contributes to sharing the

University's founding spirit and educational philosophy.

Suggestions for Improvement

Internal Quality Assurance

- Despite the fact that the Self-Assessment Committee entrusts the inspection and assessment of Educational Activity, Research Activity and Social Contribution Activity Reports, which is a major part of its duties, to the Keiwa Liberal Arts Research Institute, the powers and roles of the Laboratory in internal quality assurance are not defined. In addition, although the Academic Management Committee Regulations stipulate that the Academic Management Committee has a wide range of roles, in reality, the Committee's role is basically limited to approving reports from the Self-Assessment Committee. Improvement is required so that the powers, roles and of each body and the relationships between them are reviewed, and the planning and direction functions of the Academic Management Committee within the internal quality assurance system are enhanced.

Educational Program and Learning Outcomes

- The relationship between the learning outcomes indicated in the degree award policy and the direct evaluation methods used to identify and assess them is not clear, and it is difficult to say that the learning outcomes indicated in the degree award policy are identified and assessed in a multifaceted and appropriate manner. Improvement is required accordingly.

Student Enrollment

- In AY2021, the average ratio of freshman enrollment to the freshman enrollment cap over the past five years for the Faculty of Humanities' Department of Community and Social Welfare was low at 0.81, while the ratio of student enrollment to the student enrollment cap is also low at 0.80. This should be improved to ensure proper undergraduate student quota management.

University Management and Finance

- Both the corporation as a whole and the university division have low ratios of operating revenues to expenses. In particular, the corporation as a whole was positive in AY2015, but turned negative in AY2016, affected by a worsening balance of payments due to a decrease in the number of students at the University.

Similarly, the ratio of financial assets to the required reserve fund is low and declining, making it difficult to say that there is an adequate financial footing. Going forward, it will be necessary to secure an adequate financial base by reviewing the financial plan currently in place and steadily implementing it.