

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

Kobe Kaisei College



Basic Information of the Institution	
Ownership: Private	Location: Hyogo, 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 Kobe Kaisei College

Overview

In accordance with its founding spirit of “developing women who support others and serve society based on the Christian values of living in truth and love,” the College has established the “KAISEI Personality” (KAISEI: Kindness, Autonomy, Intelligence, Service, Ethics, and Internationality), which represents the educational philosophy and the personal qualities that the College seeks to cultivate. In addition, in order to realize this founding spirit, the College has set out a “Medium-term Plan 2020–2024” in order to address its educational and research activities.

Regarding internal quality assurance, although a system centered on the “College Reform Management Council” has been established, there are discrepancies between the internal quality assurance policies and regulations that have been established. Similarly, with respect to initiatives for improvement and enhancement based on the check and review results, the College Reform Management Council is not currently able to fulfill its role as indicated in the regulations. Therefore, improvements are required to make internal quality assurance function effectively, following a review of the actual situation, policies, and regulations.

Regarding education, the degree award policy (diploma policy) of each department is appropriately linked to the six personal qualities set forth in the KAISEI Personality. Courses are systematically organized, including the order in which they should be taken, by dividing them broadly into “common subjects” and “specialized subjects” and then further categorizing them into subject groups. The College is also unique in the fact that, as a small university with only one faculty, the Faculty of Contemporary Humanities, and two departments, the Department of English and Tourism and the Department of Psychology and Child Studies, it makes great efforts to practice “ultra-small-group education” that takes advantage of this situation. In particular, a system is in place to provide students with individualized guidance appropriate to their needs through the effective use of a variety of tools such as “review sheets” and “self-development check sheets” as well as periodic interviews with their assigned faculty members. In addition, the learning outcomes indicated in the degree award policy are also monitored using a graduate questionnaire.

Other outstanding initiatives include effective communication of the College’s

founding spirit and educational philosophy through a variety of media, systematic and multifaceted implementation of faculty development (hereinafter “FD”) activities, as well as careful guidance, centering on the “Study Support Office Stella” for learning support, that keeps track of every student’s name and face. As such, the College can be acknowledged as effectively drawing on its unique characteristics in a number of areas.

On the other hand, some departments are under or significantly over capacity in terms of quota management, and the College administration has not yet established rules and regulations for budget execution that involves large expenditures. These areas should be improved.

Kobe Kaisei College demonstrated that it fully understands and practices the social role of a small university through not only providing education that values each student, but also enthusiastically conducting activities in cooperation with the local community, with faculty, staff, and students actively involved in activities at the College as one. In the future, the JUAA hopes that through internal quality assurance efforts, the issues identified in this evaluation will be resolved, and that the College will be able to further take advantage of its small size to develop its role in society, one that cannot be played by larger universities.

Notable Strengths

Mission and Purpose

- In order to promote the KAISEI Personality, which summarizes the College’s founding spirit, educational philosophy, and the personal qualities that the College seeks to cultivate, the brand concept of “Supporting People, Shining Brightly” was established, with cards and leaflets produced bearing this slogan. Students planning to join the College are taught about this in a variety of ways, including an explanation from the President of the founding spirit, educational philosophy, and KAISEI personality in pre-enrollment lectures. Through these efforts, the traditions and values of the College since its establishment, including the founding spirit and educational philosophy, are presented in a way that is easy for students to internalize, which is commendable.

Educational Program and Learning Outcomes

- A system is in place to provide the necessary guidance on an individual basis, with assigned faculty members meeting with students on a regular basis and using a variety of tools, including a review sheet on which each student writes

their goals and achievements for each semester, a self-development check sheet for goal setting and reflection relating to the KAISEI Personality, the personal qualities that the College seeks to cultivate, and the “Kaisei Teaching and Learning Record” for each student to review their own grades and academic progress for each semester. These efforts provide an opportunity for students to regularly monitor their acquisition of the KAISEI Personality and to develop self-awareness. This careful and fine-tuned guidance tailored to each student under the “ultra-small-group education” approach is highly commendable as an educational activity that makes the most of the College’s characteristics in terms of size.

Faculty and Faculty Organization

- Under the policy for enhancing faculty members’ skills, the “FD/SD Committee” plays a central role in conducting FD workshops and open classes , as well as identifying issues and ideas for classes through various initiatives such as class results and class improvement reports , in which all faculty members review their own classes and consider measures for improvement, questionnaires for class improvement conducted by students, class improvement surveys , and meetings with part-time instructors . The FD/SD Committee shares issues and ideas with all faculty members based on the results of surveys and various reports, and uses them to improve items on the syllabus, etc. These efforts are commendable because they represent an organized and multifaceted effort to fulfill the stated policy of “actively implementing systematic efforts for class improvement (FD) aimed at enhancing the quality of teaching staff.”

Student Support

- A system is in place to provide fine-tuned support for students tailored to the nature of their inquiries. The Student Affairs Division, Academic Affairs Division, assigned faculty members, etc. serve as contact points, directing students who need assistance with their studies to the “Study Support Office Stella” and for those who need other support, the Student Affairs Division conducts interviews and introduces them to the “Student Counseling Office Maris,” enabling students to carry out procedures with reasonable accommodations, etc. The progress of such support efforts is shared at the “Support Committee,” which consists of faculty and staff from related departments, thereby establishing a system that allows each department to

provide systematic support in cooperation with the other departments. Although previously, individual faculty members have provided careful and substantial support for students in an environment where every students' face and name are known, the reorganization of the support system in AY2021 is commendable because it is expected to promote further progress toward achieving "a variety of detailed support for individual students based on the Christian spirit, taking advantage of the characteristics of a small university."

Suggestions for Improvement

Internal Quality Assurance

- Although the roles of the College Reform Management Council, the body responsible for promoting internal quality assurance, and the Self-Study Committee, the body responsible for university-wide check and review, are clearly stated in the Policy on Internal Quality Assurance and the Internal Quality Assurance Regulations, there are discrepancies between the policy and the regulations. In addition, although the College Reform Management Council conducts reviews based on the check and review results, it has yet to develop an action plan for improvement and notify each department and committee, or to "commercialize and budget" the plan, as stipulated in the regulations. Improvements are required to organize and appropriately clarify the roles of the College Reform Management Council and the Self-Study Committee specified in the policy and regulations, and to work for improvements and enhancement based on the check and review results, ensuring the effective functioning of internal quality assurance.

University Management and Finance

- There are no rules or manuals that clearly define procedures for the execution of budgets for renovation work and other projects involving large expenditures, or for the implementation of research expenses, etc. Improvements are required from the viewpoint of transparency in budget execution, allowing the check and review of procedures and regulations to be conducted and appropriate arrangements to be made. In addition, to prevent such deficiencies in rules and regulations, improvements are required to establish a system to check and review the overall university management, including administrative structures, and work for improvement and enhancement.

Recommendation

Student Enrollment

- The average ratios of freshman enrollment to the freshman enrollment cap over the past five years are high at 1.35 for the Faculty of Contemporary Humanities' Department of English and Tourism, and low at 0.81 for the faculty's Department of Psychology and Child Studies. The ratio of student enrollment to the student enrollment cap is high at 1.34 for the Faculty of Contemporary Humanities' Department of English and Tourism, and low at 0.72 for the Department of Psychology and Child Studies. This should be corrected to ensure proper undergraduate student quota management.