

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

Kobe Gakuin University



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

## **Certified Evaluation and Accreditation Results for Kobe Gakuin University**

### **Overview**

Kobe Gakuin University (hereafter, the University) has its origin in the Mori Sewing School for Girls, a private school founded in 1912. In 1966, it was established as Kobe Gakuin University comprising the Faculty of Nutrition. It was later reorganized and currently includes nine faculties (the Faculty of Law, the Faculty of Economics, the Faculty of Business Administration, the Faculty of Humanities and Sciences, the Faculty of Contemporary Social Studies, the Faculty of Global Communication, the Faculty of Rehabilitation, the Faculty of Nutrition and the Faculty of Pharmaceutical Sciences) and seven graduate schools (the Graduate School of Law, the Graduate School of Economics, the Graduate School of Humanities and Sciences, the Graduate School of Rehabilitation, the Graduate School of Nutrition, the Graduate School of Pharmaceutical Sciences and the Graduate School of Food and Medicinal Sciences). It has two campuses: Port Island and Arise, and conducts educational and research activities based on the founding philosophy of “love of truth and respect for individuality.”

After its accreditation review by Japan University Accreditation Association (JUAA) in 2011, it has further developed the areas that were commended as its notable strengths. It has also established “Self-study Sub-Committees” in each faculty and graduate school to deliberate on the suggestions for improvement and is striving for all-round improvement and reform through the “Self-study Committees” and Faculty Development Center.

The University is unique in its effort to provide distinctive education to undergraduate as well as graduate students. For instance, the Graduate School of Pharmaceutical Sciences collaborates with neighboring hospitals and research institutions that study clinical pharmaceutical science so that the students can receive research supervision on clinical aspects from researchers. This effort is highly commendable.

However, the University lacks in efforts in its educational content, methods, and outcome. For example, the combination of coursework and research work is not adequate in some of the graduate schools and some graduate schools do not have research supervision plans in the Master’s and Doctoral courses. The maximum

number of credits required in the faculties is also not established properly and needs to be addressed. It is expected that the University will grow further through its educational and research activities as a community-based university by further developing its verification systems, conducting objective verifications and connecting them to improvements with the objective to resolve issues.

## **Notable Strengths**

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

- The Graduate School of Pharmaceutical Sciences has secured opportunities for clinical research supervision from researchers of institutions, who are positioned as collaborative faculty members, by forming joint research systems with clinical sites active in clinical pharmaceutical research, such as the Kobe City Medical Center General Hospital, the Institute of Biomedical Research and Innovation and the RIKEN Center for Molecular Imaging Science. Through such distinctive programs, the University deepens collaborations with medical service facilities and offers high-level four-year education by fusing excellent research and education at the University with practical experiences in the medical field. It is commendable that these efforts result in research outcomes in the form of conference presentations and original research papers among others.

### *Student Support*

- The University encourages extracurricular activities as important supplementary education to the regular curriculum. Apart from mutual support activities by Volunteer Work Support Office and Peer Support Room, where student staff help other students, the University also started Challenge Project for Students, which supports independent learning among students by aiding excellent ideas generated by students for vitalization of the University and community. These activities are commendable for being unique and in line with the University's purpose of "nurturing independent, unique and good members of society."

### *Social Cooperation and Contribution*

- The University makes active contribution to society. In the Meimai housing complex where the population aging rate is high, the University holds basic courses on physical strength measurement and dementia and organizes summer festivals and other events for interaction with the elderly. Students also live in the shared houses for students in the Meimai housing complex and interact with residents daily. Events are joined not only by residents of the housing complex but also by families with children as well as youngsters in primary and junior high schools, thereby contributing to the students' learning. Moreover, the University invites Japanese and foreign artists from a wide range of performing art fields, such as classical music and traditional Japanese entertainment, for the Green Festival, which is being organized since 1988, and holds performances in the University halls. These activities have been held consistently and draw a large number of visitors. Former faculty members of the University, who played a central role in these activities, have also received cultural contribution awards from Kobe City. It is commendable that the University scores high in social contribution.

### **Suggestions for Improvement**

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

- The curriculum design and implementation policies of the Graduate School of Rehabilitation are not separate for the Master's Course and the Doctorate Course. This should be addressed.
- The curriculums for the Doctoral Course in the Graduate School of Law and the Graduate School of Humanities and Sciences lack in appropriate combination of course work in research work. The University should provide an appropriate educational program for these courses by reviewing them in light of the Program-Based Graduate School System.
- The syllabus for the subjects in the Doctoral Course of the Graduate School of Economics has not been prepared because there are no students in this course. This

issue should be addressed.

- In the Department of Social Rehabilitation, Faculty of Rehabilitation, the maximum number of credits for which the students can register in a year is high at 29 for both semesters in the first year and 29 for the spring semester in the second year. From the fall semester of the second year, students can choose from different courses. In the Social Welfare Design Course, the number of credits is high at 29 for each semester from the fall semester of the second year to the fall semester of the fourth year. Furthermore, for transfer students, the number of credits is high at 34 in both semesters of the second year and 32 in the third and fourth years in the Department of Law of the Faculty of Law, 28 in both semesters of the third and fourth years in the Department of Economics of the Faculty of Economics, 26 in both semesters of the second year and 30 in the third and fourth years in the Department of Business Administration of the Faculty of Business Administration. This issue should be addressed in light of the purpose of the credit system.
- The Graduate School of Pharmaceutical Sciences does not conduct FD activities specific to its own educational perspective. This should be addressed.
- The criteria for thesis or dissertation examination have not been clarified for the Master's and Doctoral programs of the Graduate School of Law, the Master's program of the Graduate School of Nutrition, the Doctoral Program of the Graduate School of Pharmaceutical Sciences and the Doctoral Program of the Graduate School of Food and Medicinal Sciences. This should be addressed, to be stated clearly in the Course Guidelines for each program.

### *Enrollment*

- The ratios of transfer students to transfer student quota are low at 0.50 in the Department of Law of the Faculty of Law and 0.17 in the Department of Humanities of the Faculty of Humanities and Sciences. This issue should be addressed.
- The ratios of student enrollment to the student enrollment cap were low at 0.33 in the Master's programs of the Graduate School of Law, 0.23 in the Master's

Programs of the Graduate School of Economics, 0.29 in the Master's Programs of the Graduate School of Humanities and Sciences and 0.31 in the Master's Programs of the Graduate School of Nutrition. There are no students in the Doctoral programs of the Graduate School of Law, the Graduate School of Economics and the Graduate School of Food and Medicinal Sciences. This needs to be addressed.

#### *Education and Research Environment*

- Full-time staff with specialized knowledge should be appointed in the library in the Port Island campus.

#### **Area of Serious Concern**

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

- The Doctoral program of the Graduate School of Law, the Master's program of the Graduate School of Nutrition and the Doctoral program of the Graduate School of Food and Medicinal Sciences lack a research supervision plan. Therefore, the University should make improvements to ensure that research supervision and guidance for graduation dissertations are provided based on a research supervision plan.