

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

Kobe College



Basic Information of the Institution	
Ownership: Private	Location: Hyogo, Japan
Accreditation Status	
Year of the Review: 2022	
Accreditation Status: accredited (Accreditation Period: April 1, 2023 – March 31, 2030)	

Certified Evaluation and Accreditation Results for Kobe College

Overview

Kobe College, founded on the spirit of Christianity and global understanding, strives to foster women based on its motto, “Love Thy God, Love Thy Neighbor,” by serving neighbors in need and understanding one another. The College also sets forth “Christian Principles,” “Global Understanding,” and “Liberal Arts and Sciences” as the three pillars of its educational philosophy to undertake educational and research activities.

In 2020, the College newly formulated the Long-term Goals and Plans (AY2021-AY2030) and the Medium-term Goals and Plans (AY2021-AY2025). The Long-term Goals and Plans specifies the type of college it aspires to be, and the students it hopes to attract, and draws together 10 goals and plans, including its response to the global era in light of the College’s future. The Medium-term Goals and Plans lists eight goals that incorporate visualizing and enhancing the College’s liberal arts education with sustainable reviews on college-wide governance, and the key items are laid out every year. To realize these goals and plans, the College plans to newly establish the School of International Studies and the School of Psychology in 2024.

The College promotes internal quality assurance in accordance with the Kobe College Internal Quality Assurance Regulations introduced in 2011. The College Planning and Assessment Meeting has been established as an organization responsible for promoting college-wide internal quality assurance to set the key goals and medium-term objectives, and formulate improvement plans based on the evaluations. In addition, the College Self-Study Committee and the Graduate School Self-Study Committee, both established under the meeting, conduct inspections and assessments based on reports from the College’s divisions. Issues raised by the schools, graduate schools, and other programs, in addition to inspections and assessments, are discussed by each division and shared in the College Planning and Assessment Meeting to confirm the direction to take among faculty members, before the divisions address the issues.

As for the College’s education, the curricula are appropriately designed based on the diploma and curriculum policies, and course charts are created to clarify the connections to the curriculum structure and diploma policy. “Clover Seminar” is

among the distinctive subjects aimed at embodying the College's liberal arts education. The seminar is provided for first-year undergraduate students as a required subject across departments and schools, and lessons taught in an active learning format examine various social themes. It is commendable that this outstanding initiative helps broaden students' perspectives, encourages active engagement in their studies, and enhances self-directed learning, thereby contributing to realizing the College's three educational pillars.

Moreover, based on its founding spirit, the College actively engages in social cooperation and contribution efforts as an institution open to the local community, in accordance with the policies stated in the Community Cooperation Vision (2019-2024) Community Leaders Training Program led by the School of Human Sciences is positioned as an open subject in other departments, and provides valuable learning opportunities for participating students across departments to acquire knowledge and multifaceted perspectives. This program is highly commendable as an initiative in line with the College's policies.

The College has undertaken these distinctive initiatives, but there are several issues that need to be addressed. The ratio of student enrollment to the student enrollment cap is low in some departments and graduate schools, and this issue should be addressed with the student quotas of the schools and graduate schools thoroughly managed. In AY2021, some departments recorded a sharp drop in the freshman quota fulfillment ratio due to the declining number of applicants and lower rates of students wishing to attend in-prefecture universities. The College recognizes this trend as a serious matter, and has taken measures to raise the number of applicants and enrolled students, such as strengthening its public relations activities and planning to newly establish the School of International Studies and the School of Psychology in 2024.

Moreover, there are issues to be addressed regarding the diploma and curriculum policies of some graduate schools. Improvements should also be made to appropriately monitor the learning outcomes stated in the diploma policies of the schools, departments, and graduate schools in a multifaceted way.

In the coming years, the College is expected to develop a long-term data collection and analysis platform, and examine its internal quality assurance system, as appropriate, in the lead-up to expanding its operations with school reorganization scheduled for 2024. These measures will enable the College to operate the system more effectively, and improve and enhance education and research in the schools, graduate schools, and other programs. The College is also expected to resolve the

above issues through its internal quality assurance mechanism, and to progress further with more distinctive initiatives.

Notable Strengths

Educational Program and Learning Outcomes

- Clover Seminar has been introduced as a required second-semester subject for all first-year undergraduate students, with lessons taught in an active learning format to small groups of students across schools and departments. For example, the seminar explores a wide range of topics in the fields of humanities, social sciences, and natural sciences in terms of women's lives in modern times, gender, and diversity, with discussions and presentations held among students. It is commendable that this outstanding initiative helps students acquire multifaceted approaches, engage actively in their studies, and develop self-directed learning, thereby contributing to realizing the College's three educational pillars.

Social Cooperation and Contribution

- Community Leaders Training Program led by the School of Human Sciences is designed to cultivate the qualities required of community leaders, and to help revitalize the community by planning and organizing events for local residents. Specifically, the program features growing vegetables on farmland and holding harvesting events as well as providing food and nutrition education programs for local children. Students from other schools and departments can also participate in these activities. It is commendable that these efforts help participating students develop independent learning and initiative skills, in line with the Community Cooperation Vision (2019-2024) based on the College's founding spirit.

Suggestions for Improvement

Educational Program and Learning Outcomes

- The Master's Program of the Graduate School of Letters has not established diploma and curriculum policies for each degree to be awarded. The Doctoral Program of the Graduate School of Letters and the Doctoral Program of the Graduate School of Human Sciences have not stated the basic curriculum design

concepts in their curriculum policies. These issues should be addressed.

- The College monitors and measures student learning outcomes based solely on graduation theses and graduate questionnaires. The College is exploring various methods to visualize its “seven areas of empowerment,” but has yet to adopt methods to measure the learning outcomes stated in the diploma policy. This situation should be addressed with the outcomes appropriately measured in a multifaceted way.

Student Enrollment

- The average ratio of freshman enrollment to the freshman enrollment cap over the past five years is high at 1.20 in the Department of Psychological and Behavioral Sciences, School of Human Sciences, but low at 0.88 in the Department of Music, School of Music. The ratios of student enrollment to the student enrollment cap are low at 0.83 in the Department of Music, School of Music, and 0.17 in both Master’s Program and Doctoral Program of the Graduate School of Letters. These ratios should be corrected with the student quotas of the schools and graduate schools thoroughly managed.