

Results for Certified Evaluation and Accreditation for Junior College

Kansai Gaidai College



Basic Information of the Institution	
Ownership: Private	Location: Osaka, Japan
Accreditation Status	
Year of the Review: 2019	
Accreditation Status: Accredited (Accreditation Period: April 1.2020 – March 31.2027)	

Certified Evaluation and Accreditation Results for Kansai Gaidai College

Overview

Kansai Gaidai College (hereinafter referred to as the “College”) began as Tanimoto English School which was founded in Higashi-Sumiyoshi-ku, Osaka, in 1945, and was officially established as Kansai Gaidai College in 1953. Within the same entity, Kansai Gaidai University was established in 1966, and the name of the junior college was changed to Kansai Gaidai College in 1992. The College’s founding principles are “to nurture individuals with a well-rounded education who can contribute to the international community” and “to focus on practical learning in order to meet the changing social needs and viewing the world from a fair-minded perspective.” Improving and moving its campus over time, the College has established the Division of English and American Studies in Hirakata, Osaka, and carries out educational and research activities.

The Certified Evaluation and Accreditation for Junior College for AY2012 by the Japan Association for College Accreditation pointed out the need for measures to reduce the number of dropouts and improvement in student guidance and support. In response to this, the College has introduced the “Power-up Course,” which involves interviews with class teachers and remedial education. As regards the request to increase opportunities for students to present their research activities, the College has generally taken appropriate measures such as issuing essay collections and regularly holding research forums. Therefore, a certain level of improvement has been achieved.

The present certified evaluation and accreditation has shown that the College, under the president’s leadership, is engaging in various activities for nurturing individuals with the language skills, personality, and education needed to contribute to the international community, toward achieving the College’s purpose and the human resource development goals of the Division of English and American Studies. A feature of the College is that it provides K. G. C. Basics as a compulsory subject and strives to enable students to acquire the basic knowledge required in society and develop general confidence as individuals. This is highly commendable. With the aim of enhancing students’ English skills and cultivating global awareness, the College offers various study-abroad programs, including degree-seeking programs, and thereby provides many students with the opportunity to study abroad. Also, the College has formed a

Learning Coordination Committee consisting of faculty members in charge of English compulsory subjects and is working on standardizing and improving the content of English classes and enhancing the educational effects thereof. These initiatives are in line with the College's purpose, and we hope for further advancement and development of the initiatives.

Meanwhile, there are some issues. Faculty development (hereinafter referred to as "FD") for enhancing faculty member quality in social cooperation, social contribution, and administrative tasks is insufficient; a policy for student support has not been stipulated; and the participation rate of faculty members in staff development (hereinafter referred to as "SD") is low. In order to give substance to credits, the College sets a limit to the number of credits students can register for. However, as the limit does not apply to some subjects, the College should make sure that the measure retains its intended effect. We hope the College develops a highly-objective system for internal quality assurance through utilizing external evaluations and hearing the opinions of external parties, and thereby achieves further development going forward.

Notable Strengths

Educational Methods

- K. G. C. Basics uses an originally-developed common textbook. In the first year, students develop basic skills through information literacy education and career education that involves life planning and current topics. In the second year, students improve their problem solving skills and communication skills through engaging in groupwork, presentations, and other forms of active learning in class. These achievements can be confirmed from the results of the "learning rubric," which involves students evaluating their own learning outcomes of each semester when classes end. This is a commendable feature that contributes to the cultivation of resourcefulness and a broad range of knowledge necessary in society.