

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

Kwassui Women's University



Basic Information of the Institution	
Ownership: Private	Location: Nagasaki, 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 Kwassui Women's University

Overview

Kwassui Women's University, founded on the spirit of Christianity, defines its purpose as "providing higher education for women based on the Christian principles in accordance with the Basic Act on Education and the School Education Act." To achieve its founding spirit and purpose, the University developed a three-year medium-term objectives and plan starting in AY2019. To formulate the next mid-term plan, the University established six committees to deliberate on "educational reform," "research," "social contribution," "management reform," "student support," and "branding." Based on the results of these deliberations, the University has developed a five-year medium-term plan starting in AY2022 through which it works to enhance its educational and research activities.

With respect to internal quality assurance, the University has established the Executive Committee as an organization responsible for promoting internal quality assurance and created a system and assessment standards to conduct substantial self-studies. However, the criteria to assess the appropriateness of these activities are not clearly specified, and the self-study criteria are not standardized among the faculties and graduate school. In addition, the review of progress after the Executive Committee instructs the faculties and graduate school to work for improvements is insufficient. These issues should be addressed for the internal quality assurance promotion organization to improve the management of the PDCA cycles of the faculties and graduate school.

In terms of the University's education, all faculties and the graduate school have generally organized their curricula in accordance with the diploma and curriculum policies, and present study models and curriculum trees showing the entire curriculum structure and relevance among subjects, allowing students to take courses in a systematic and sequential way. The faculties and graduate school combine multiple teaching methods, such as group work, discussions, fieldwork, overseas study tours, and graduation research, to encourage active student learning and more effective teaching. Regarding the assessment and evaluation of student learning outcomes, the University has set the university-wide assessment policy, and in line with this policy, aims to visualize the learning outcomes using a rubric for some liberal arts courses and department-designated subjects. In addition, it has

introduced the Self-Check for Learning Achievement Level for students to evaluate their own learning outcomes. This tool is expected to help measure learning outcomes over time. However, the graduate school's assessment and evaluation of learning outcomes require improvements due to the imprecise connection between the evaluation criteria for masters' theses and the diploma policy, and the assessment and evaluation of learning outcomes set out in the diploma policy are inadequate, although the graduate school stipulate that academic achievement at the subject level is assessed using the evaluation methods outlined in the syllabus, and that the learning outcomes specified in the diploma policy are assessed based on the masters' theses.

In line with the educational purpose of "facilitating people who continue life-long learning and contribute to the development of local communities and international society," one of the University's outstanding efforts is the conclusion of partnership agreements with local governments, universities, high schools, and corporations, and the University continues its social contribution activities based on these agreements. It is also commendable that the University arranges for students to participate in social contribution activities as part of their coursework as a means to promote student growth outside the classroom.

There are several issues the University needs to address, however. With respect to enrollment, the student quotas remain significantly unfulfilled at the undergraduate level. This is a serious problem that the University should correct by thoroughly managing its student quotas. In terms of finances, the balance of business activity income and expenditures has remained in the red and continues to deteriorate in connection with the ongoing problem of unfilled student quotas. It is a pressing issue for the University to improve its financial situation by fundamentally reviewing the balance of payment structure, and developing and steadily implementing a specific medium- to long-term financial plan to balance income and expenditures.

Going forward, JUAA expects the University to examine the functionality of the internal quality assurance system centered on the Executive Committee, ensure that the university-wide PDCA cycle is operating and dealing with problems effectively, and enhance the University-specific initiatives.

Notable Strengths

Social Cooperation and Contribution

- With the Center for External and Community Cooperation playing a central role,

the University has long engaged in educational and collaborative activities under partnership agreements concluded with local governments, corporations, universities, and high schools. For example, under partnership agreements with a Japanese airline and Nagasaki Prefecture, the University works on industry-academia-government collaboration-style PBL. As part of its collaboration with Nagasaki Prefecture, students in the Seminar for Basic Study Skills a compulsory course for first-year students, analyze possible ways to revitalize the local community and working environments in the prefecture, and propose measures for addressing various issues. It is commendable that these collaborative educational activities with different players in the local community are beneficial not only for solving local issues and revitalizing the community, but also for educating students.

Suggestions for Improvement

Internal Quality Assurance

- The assessment criteria in the Self-Assessment Sheet present certain shortcomings, and the self-study criteria are not standardized among the faculties and graduate school. In addition, Rules for Promotion it Internal Quality Assurance stipulates that when issues for improvement are identified, the Executive Committee instructs the faculties, graduate school, and other organizations to work for improvements in light of the results of self-studies, provides them with support, and requires the submission of improvement plans as necessary, but the review of progress is insufficient after the Executive Committee issues its instructions. This issue should be addressed for the internal quality assurance promotion organization to improve the management of the PDCA cycles of the faculties and graduate school.

Educational Program and Learning Outcomes

- In the graduate school, student learning outcomes are assessed on the basis of masters' theses, but the connection between the assessment criteria for masters' theses and the diploma policy is unclear. An assessment mechanism should be devised for the learning outcomes set out in the diploma policy.

Student Enrollment

- The ratio of enrolled students to the student enrollment cap in the Graduate School of English Literature and Language is low at 0.08, and requires improvement to ensure that the graduate school's student quotas are thoroughly managed.

Recommendation

Student Enrollment

- The ratios of enrolled students to the student enrollment cap are low at 0.83 in all undergraduate programs; 0.85 in the Faculty of International Cultural Studies; 0.76 in the Department of Japanese Culture, Faculty of International Cultural Studies; 0.62 in the Department of Music, Faculty of Music; 0.80 in the Faculty of Wellness Studies; 0.78 in the Department of Nutritional Health, Faculty of Wellness Studies; and 0.75 in the Department of Child Development and Education, Faculty of Wellness Studies. The average ratios of enrolled freshman to the freshman enrollment cap over the past five years are low at 0.82 in the Faculty of International Cultural Studies; 0.69 in the Department of Japanese Culture, Faculty of International Cultural Studies; 0.61 in the Department of Music, Faculty of Music; 0.81 in the Faculty of Wellness Studies; 0.78 in the Department of Nutritional Health, Faculty of Wellness Studies; 0.88 in the Department of Design and Science for Human Life, Faculty of Wellness Studies; and 0.79 in the Department of Child Development and Education, Faculty of Wellness Studies. This issue should be addressed to ensure that the student quotas are thoroughly managed.

University Management and Finance

- Certain progress has been identified in reducing expenditures through the implementation of the Five-Year Management Reform Plan. However, the balance of business activity income and expenditures remains in the red, and the ratio of financial assets to the required reserve fund is low and deteriorating in connection with the ongoing problem of unfilled student quotas. The University should take corrective action to improve its financial situation by steadily

implementing the new medium-term plan to balance income and expenditures.