

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

**Kwansei Gakuin University**



Basic Information of the Institution	
Ownership: Private	Location: Hyogo, Japan
Accreditation Status	
Year of the Review: 2020	
Accreditation Status: accredited (Accreditation Period: April.1.2021 – March.31.2028)	

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

### **Overview**

Kwansei Gakuin University (referred to hereinafter as the “Institute”) established the following as its mission statement: “Kwansei Gakuin, as a learning community based on the principles of Christianity, inspires its members to seek their life missions, and cultivates them to be creative and capable world citizens who embody its motto, 'Mastery for Service,' by transforming society with compassion and integrity”. In order to realize this mission statement and school motto, the University has been promoting various education and research activities. Concerning its activities, the Institute established the knowledge, skills, and qualities necessary for its graduates to lead “truly enriched lives,” and has been promoting education and research activities according to degree programs based on three policies and a basic policy of human resource development that takes aim at career development in particular with not only current students but also graduates in its range.

With regard to internal quality assurance, the Institute has been endeavoring foundation-wide. In 2019, for the purpose of introducing a bird's-eye perspective of the foundation as a whole, the Institute unified its check and review reports, future vision, and mid-term plan—all of which had previously been operated within their own goal frameworks—in the Mid-Term Comprehensive Management Plan based on the ultra-long-term vision and long-term strategy of Kwansei Grand Challenge 2039, integrating them into a single PDCA cycle. Under this plan, the Institute established the Institute General Planning Committee with the purpose of promoting institute-wide internal quality assurance. Likewise, it established the University Internal Quality Assurance Subcommittee, which is composed of the President, Vice President, and the Deans of each undergraduate and graduate division, as the organization bearing responsibility for internal quality assurance at the University.

With regard to education, it was evident that the Institute has made endeavors toward progress while displaying its distinctiveness. As mentioned at the beginning, the Institute established the mission and purpose of the University based on its mission statement and school motto. Likewise, concerning its degree programs, it sets out three policies, including a degree award policy (diploma policy) based on that mission and purpose. Note that, in 2018, the Institute defined the knowledge, skills, and qualities that all students are supposed to acquire in common regardless of faculty by graduation as

“Kwansei competencies,” and each department reviewed its degree award policy based on these. Moreover, with regard to measuring results and promoting improvements, the Institute introduced KPI (key performance indicators) into the Mid-Term Comprehensive Management Plan, and takes a bird's-eye view of University-wide management. These initiatives are suitably implemented, such as by sharing University-wide faculty development (referred to hereinafter as “FD”) and relevant information on the dashboard, a tool that links each department together. Furthermore, the Institute has been operating the K.G. Portfolio since 2017 as a support tool for students to conduct self-reflection. Although its future potential is highly commendable, it has not necessarily permeated throughout the student body, and forthcoming results are expected.

As a particularly excellent initiative, the Institute has proposed a distinct planning frame that combines an ultra-long-term vision with a ten-year long-term strategy. One point of worth is that the object and scope of educational outcomes have been broadened to encompass extracurricular activities and post-graduation.

On the other hand, as an issue requiring attention, we can point to the fact that slight problems in substantiating credits are evident in some undergraduate and graduate divisions. Moreover, we would like to see the Institute correct course with regard to the fact that, in some graduate schools, it has set the same degree award policy and curriculum design and implementation policy (curriculum policy) despite offering different degrees in them. Likewise, for the fact that it has not prescribed a method of research guidance as a research guidance plan nor set a schedule.

As above, it is characteristic of the Institute that not only does it suitably tend to its internal quality assurance system along with its education and research programs and methods, but it has also been making further progress based on its distinct mission and purpose. However, it was 2019 when the Institute initiated its new internal quality assurance system. As only a short time has passed since it began operation, the Institute has not obtained a sufficient accumulation of data with regard to measuring those results. Hereafter, with regard to the innovations it has proposed, the full realization of that system's purpose and substantial outcomes from the reforms it has implemented are expected.

## **Notable Strengths**

### *Mission and Purpose*

- With the goal of realizing its mission and purpose, the Institute formulated Kwansei Grand Challenge 2039, a distinct planning frame that contains a ten-year mid-term plan based on an ultra-long-term vision and a long-term strategy, utilizing a unit for ultra-long-term strategy formulation with the Institute General Planning Committee at its core. The Institute General Planning Committee tends to a system that provides University-wide guidance and coordination, has made “graduates leading truly enriched lives” the ultimate outcome, and has expanded the scope of educational outcomes to broadly encompass not only the regular curriculum but extracurricular activities and post-graduation as well. This is a characteristic initiative, and is commendable for promising tangible outcomes hereafter.

#### *University Management and Finance*

- With regard to investments in new projects, general construction plans, financial indexes, revenue increases and expenditure reductions from 2018 to 2027, the Institute has formulated financial plans that set concrete target values, and it is commendable that it has built a framework for balancing aggressive investments with a firm financial footing. Even under the present conditions, the level of financially-related ratios and the ratio of the financial assets to the required reserve fund are satisfactory, and the Institute has the financial footing necessary to stably perform education and research activities. Hereafter, it is expected that the Institute will make further enhancements under a financial plan that is linked to operational plans and the tangibility of financial indexes.

### **Suggestions for Improvement**

#### *Educational Program and Learning Outcomes*

- The School of Human Welfare Studies, School of Education, and School of International Studies stipulate that only those taking Multidisciplinary Studies (MS) may earn up to 36 credits each semester, and the maximum number of credits that can be registered in a year is high at 72 credits. Although the Institute prevents students from exploiting the system through a variety of screening measures, improvements are needed to substantiate credits.

- In the Graduate School of Language, Communication, and Culture (Master's Program), improvements are needed as the screening criteria for theses and research papers are the same.

#### *Student Enrollment*

- With respect to the ratios of student enrollment to the student enrollment cap, in the Master's Programs, the Graduate School of Law and Politics is low at 0.29, the School of Economics is low at 0.22, the Graduate School of Business Administration is low at 0.27, and the Graduate School of Policy Studies is low at 0.18. Likewise, in the Doctoral Program, the Graduate School of Policy Studies is low at 0.27, and in the professional degree program, the Accounting School at the Institute of Business and Accounting is low at 0.49. Therefore, improvements are needed so that student quotas are thoroughly implemented in graduate schools.

#### **Recommendations**

##### *Educational Program and Learning Outcomes*

- In the Master's and Doctoral Programs of the School of Economics, the degree award policies do not indicate the learning outcomes appropriate to said degrees, such as the knowledge, skills, and abilities that should be acquired. Moreover, in the Master's and Doctoral Programs of the Graduate Department of Culture and History at the Graduate School of Humanities, the Institute sets the same degree award policy despite offering different degrees for the Master of Arts in Aesthetics, the Master of Arts in Arts, the Doctor of Philosophy in Aesthetics, and the Doctor of Philosophy in Arts. Therefore, we would like to see improvements made.
- In the Doctoral Program of the Graduate School of Human Welfare Studies, the curriculum design and implementation policy does not indicate the basic approach to curriculum design. Moreover, we would like to see the Institute correct its course as it sets the same curriculum design and implementation policy despite offering different degrees for the Master's and Doctoral Programs of the Graduate School of Sociology.
- In the Master's Program of the Graduate School of Humanities, the Institute has not

set a schedule as a research guidance plan. Moreover, the Institute has not prescribed a method for research guidance in the following programs: the Master's and Doctoral Programs of the Graduate School of Theology, the Master's and Doctoral Programs of the Graduate School of Sociology, the Master's and Doctoral Programs of the Graduate School of Law and Politics, the Master's and Doctoral Programs of the Graduate School of Science and Technology, and the Master's and Doctoral Programs of the Graduate School of Human Welfare Studies. Therefore, we would like to see improvements implemented so that this is prescribed and clearly explained to students beforehand.