

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

**Kobe Gakuin University**



Basic Information of the Institution	
Ownership: Private	Location: Hyogo, Japan
Accreditation Status	
Year of the Review: 2024	
Accreditation Status: accredited (Accreditation Period: April 1, 2025 – March 31, 2032)	

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

### **Overview**

Kobe Gakuin University, founded on the spirit of “love of truth and respect for individuality,” established the Kobe Gakuin University Charter to define its basic educational and operational principles. The Kobe Gakuin University School Code (hereafter “School Code”) and other rules set forth the purposes of the University and graduate schools. To achieve these principles and purposes, the University formulated KOBE GAKUIN INNOVATIVE VISION 2040 – Leading to the Future (hereafter “Long-Term Vision”) in AY2022 as a long-term vision for its future, and laid out the Kobe Gakuin University Grand Mission as a university-wide strategy to undertake and improve its educational and research activities in conjunction with the Mid-Term Action Plan.

Regarding internal quality assurance, the University approved the Kobe Gakuin University Internal Quality Assurance Policy in 2021, and formulated the relevant regulations in 2022. The Kobe Gakuin University Internal Quality Assurance Promotion Committee chaired by the president is positioned as a university-wide internal quality assurance organization. In the regular inspection and assessment process, the Self-Study Committees formed by each faculty, graduate school, and other sections compiles the Annual Achievement Report after conducting self-studies on plans formulated and carried out by implementation divisions for the faculties, graduate schools, and other sections based on the Mid-Term Action Plan. The head of each implementation division submits the report to the University Internal Quality Assurance Promotion Committee. The promotion committee checks the report using the Self-Study Management System to verify the objectivity, appropriateness, and validity of the initiatives. To enhance the effectiveness of internal quality assurance, the University is evaluated by the Internal Quality Assurance Evaluation Committee of External Members of the Kobe Gakuin Educational Foundation, and solicits opinions on its educational, research, and other activities from the Kobe Gakuin University External Advisor Meeting. The University is expected to better organize its internal quality assurance system by clearly positioning the mutual connection and roles of the Council, Graduate School Committee, and General Planning Meeting, which serve as university-wide final deliberative bodies, and the Meeting of Institute for Promotion of Higher Education tasked with promoting the quality of education throughout the school in the formulation of the three university-wide

diploma, curriculum, and admission policies. The University is also expected to explore more efficient approaches to the two-stage process of inspections and assessments conducted by the Kobe Gakuin University Internal Quality Assurance Promotion Committee and the vice presidents. As for education, all faculties and graduate schools have appropriately designed their diploma and curriculum policies, and specify the graduation requirements based on the student learning outcomes stated in the diploma policy, with course charts illustrating the connection between subjects and the diploma policy as well as course sequences. The University also systematically arranges lesson subjects in each degree course, and adopts various approaches to encourage students' self-directed learning by offering seminars, overseas and practical training, internships, and other programs. To measure and monitor student learning outcomes, the faculties have developed a three-level assessment plan and use the curriculum assessment checklist that shows the connection between the diploma policy and the learning outcome indicators, while all graduate schools have designed their own rubrics to promote educational assessment. The University Internal Quality Assurance Promotion Committee examines the appropriateness of these curricula and teaching methods every academic year, in line with the Mid-Term Action Plan.

To provide student support, the Center for Student Future Path was established in 2019 as a university-wide organization with the four functions of “university-wide contact point for consultation,” “higher learning motivation,” “creation of places for students,” and “educational support” to respond to a wide range of student consultations. The center cooperates with the Student Counseling Room and other bodies to identify at an early stage students struggling with their studies, and refers them to the appropriate specialized sections and specialists as necessary. The center also provides students who are unable to continue their studies with career support and counseling in cooperation with local communities and companies. It is commendable that the University is making meaningful efforts to “provide various types of support for students to find career paths and employment aligning with their personalities” under the student support policy.

The University has developed an on-campus collaboration system to engage in social cooperation and contribution activities, with the Bureau of Community Cooperative Affairs serving as a contact point for responding to a range of social needs, and has strengthened ties with the local community through disaster prevention and other initiatives. Notably, the Volunteer Activity Support Office plays a central role in volunteer activities across a wide range of fields, and the number of student staff members taking the initiative has been rising in recent years. These activities as well as the system for actively planning and operating volunteer activities are commendable as a sustained,

energetic initiative in line with the Social Cooperation and Contribution Policy stipulating that the University “cultivates human resources who can respond to diverse community and social needs from a global perspective.”

In terms of improvement, however, some graduate schools have insufficient quota fulfillment in student enrollment. The University should ensure the appropriate management of its student quotas.

In the years ahead, to enhance its educational and research activities, the University is expected to reorganize the internal quality assurance system for more efficient implementation, so as to effectively operate the university-wide PDCA (Plan-Do-Check-Act) cycle and address various issues, and to advance its numerous distinctive initiatives.

## **Notable Strengths**

### *Student Support*

- The Center for Student Future Path serves as a contact point for comprehensive consultation services for students with various anxieties and worries, and responds to a wide range of student consultations. The center cooperates with the Student Counseling Room and other bodies to identify at an early stage students struggling with their studies, and refers them to the appropriate specialized sections and specialists as necessary. The center also provides students who are unable to continue their studies with career support counseling, such as offering them educational and employment opportunities through connections with regional communities and businesses. These activities are commendable as meaningful initiatives to “provide various types of support for students to find career paths and employment aligning with their personalities” under the student support policy.

### *Social Cooperation and Contribution*

- As a school located in Kobe City, which experienced the 1995 Great Hanshin-Awaji Earthquake, the University continuously engages in various volunteer activities in and outside the city, with the Bureau of Community Cooperative Affairs serving as a contact point for responding to social and regional needs. Notably, student staffers in the Volunteer Activity Support Office play a leading role in planning and operation, promotion of activities, and providing support for participating students, with these

experiences contributing to the development of management skills. This is a commendable initiative to “cultivate human resources who can respond to diverse community and social needs from a global perspective” stated in the social cooperation and contribution policy.

## **Suggestions for Improvement**

### *Student Enrollment*

- The ratios of student enrollment to the student enrollment cap in AY2024 are low at 0.33 in the Graduate School of Law Master’s Program, 0.25 in the Graduate School of Economics Master’s Program, 0.17 in the Graduate School of Economics Doctoral Program, 0.17 in the Graduate School of Psychology Doctoral Program, and 0.17 in the Graduate School of Food and Medicinal Sciences Doctoral Program. No students are enrolled in the Graduate School of Law Doctoral Program. These ratios should be improved with the graduate schools’ student quotas thoroughly managed.