

Results for Certified Evaluation and Accreditation for Junior College

Gifu City Women's College



Basic Information of the Institution	
Ownership: Public	Location: Gifu, Japan
Accreditation Status	
Year of the Review: 2023	
Accreditation Status: accredited (Accreditation Period: April 1, 2024 – March 31, 2031)	

Certified Evaluation and Accreditation Results for Gifu City Women's College

Overview

Gifu City Women's College defines its purpose in the Gifu City Women's College Regulations as "to develop deep and broad general knowledge, critical judgement, and well-rounded character traits, while imparting specialized knowledge and skills with the aim of nurturing women who will play core roles in local community development as worthwhile members of society." To achieve this purpose the College has established specific educational objectives for each of its departments, and in AY2020 formulated the Vision of Gifu City Women's College (hereafter "Vision") as a compilation of its short-, medium-, and long-term strategies.

The College has put in place an internal quality assurance system consisting of the Leadership Council led by the president and the Self-Assessment Committee overseen by the vice president, with the former responsible for promoting internal quality assurance and the latter in charge of self-Assessments conducted by the departments and other internal organizations. The Self-Assessment Committee receives reports on the self-study process and outcomes from the departments and internal organizations and provides advice for improvement. On matters of particular importance, instructions for improvement are issued by the Leadership Council. The departments and organizations that receive advice or instructions for improvement take remedial actions and report the outcomes to the Self-Assessment Committee. In addition to the self-study process, the College undergoes an external evaluation performed by the Steering Committee comprised of persons with relevant knowledge and experience, faculty members, and municipality officials on issues related to education and school operation.

With respect to its education programs, the College has established a specific degree award policy (diploma policy) for each department in line with the college-wide degree award policy, and curriculum design and implementation policies (curriculum policies) based on the diploma policies. The curriculum is crafted based on the curriculum policy. Efforts are made across the entire College to enhance student learning by, for example, adopting active learning methods and offering seminars and practical training courses using the team-teaching approach. The College also ensures that student learning is not limited to the education offered by the College by actively promoting regional educational collaboration, and recognizing credits students earn at other universities located in Gifu Prefecture.

Student learning outcomes are measured in a multifaceted way through a combination of factors that include course grades, qualification exam results, presentations, papers, graduation theses, and student self-assessments using the Learning Portfolio. Essentially a learning assessment tool, the Learning Portfolio has also proved an effective student support instrument. Students enter their learning objectives and outcomes in the Learning Portfolio on a semester-basis, and academic advisors provide guidance and advice based on this information in advisory meetings scheduled each semester. This process helps address student concerns and problems at an early stage, and is a commendable initiative that puts into practice the college-wide educational goal of “preparing each student to realize the life they envision” as defined in the Vision.

There are several areas of improvement the College should address, however. First, the details on the approach to delivering academic programs were removed from the curriculum policy after the AY2023 revision undertaken in conjunction with the College's reorganization, and should be reinstated. Second, the ratio of student enrollment to the student enrollment cap was low in some departments in AY2022 and should be improved in each department.

Going forward, the College is advised to address these issues and improve its education programs by determining the effectiveness of its education through the continued monitoring and evaluation of student learning outcomes using the Learning Portfolio and by enhancing the functioning of the internal quality assurance system. These improvement activities are expected to help the College achieve at a higher standard of the objectives outlined in its purpose statement.

Notable Strengths

Student Support

- In AY2022 the College introduced the Learning Portfolio to help deliver the college-wide educational goal of “preparing each student to realize the life they envision” from AY2023 onwards. To help students set clear goals, the College requires students to upload their objectives and aspirations to the Learning Portfolio upon enrollment. The College also assists students with problems or concerns early on, with academic advisors providing guidance and advice every semester based on the students' entries in the Learning Portfolio pertaining to their grades and reflections on their studies. The Learning Portfolio is a commendable resource that could potentially be used in other areas of student support, such as improving the dropout rate.

Suggestions for Improvement

Educational Program and Learning Outcomes

- Both college-wide and department-specific curriculum policies that apply to students enrolling in and after AY2023 lack details on the approach to delivering academic programs and should be revised to include such details.

Recommendations

Student Enrollment

- The ratios of student enrollment to the student enrollment cap are low at 0.65 in the Department of English, 0.73 in the Department of Cross-Cultural Studies, and 0.83 in the Department of Food and Nutrition. These ratios should be improved with the departments' student enrollment thoroughly managed.