

# Kanazawa Seiryō University (金沢星稜大学)

## Evaluation summary

### **Standard 1. Mission and Objectives, etc.**

The University's mission, goals and educational objectives are, in line with its founding principle of "fostering people who are sincere and useful to society," clearly stated in the University Regulations and University Charter. The University sets its individuality and distinctive quality as being the fostering of analytical, general and practical skills, emphasizes education that nurtures a global perspective, and reflects these in the mid-term plan aimed at "the Visionary University, Kanazawa Seiryō: a university of dreams." The Graduate School Regulations require amendments as the objectives of the graduate school regarding the development of human resources are not stipulated, but the University's mission, goals and educational objectives are reflected in the three policies (diploma, curriculum and admission policies), and attempts to share them among executives, faculty and staff are made. These missions, goals etc. of the University are publicized within and outside of the University in faculty and student handbooks, as well as the website.

### **Standard 2. Students**

With regard to student admission, an admission policy based on the educational objectives is in place, and the selection of entrants is appropriately conducted. The number of students attending the University is secured in line with the yearly enrollment quotas and total capacity. Learning and class instruction support is implemented according to the regulations through collaboration between faculty and staff, to meet student needs through the use of student assistants (SAs), and the establishment of a Disabled Students Support Office. Results are achieved regarding career guidance with the establishment of a specialized support system and programs. The relevant faculty members and Student Support Division collaborate to provide various services for the stability of student life and student personnel services, and support is provided for the extracurricular activities of student groups. The requisite staff are available for physical and mental health consultation and psychological support. The learning environment including the campus and buildings have been appropriately prepared. Student opinions and requests concerning learning and class instruction support, student life and the learning environment are ascertained through various questionnaires and exchange of opinion meetings, and the University strives to make improvements.

### Good points

- With regard to career guidance, the HOSHI☆TABI at-sea employment training camp, the MOON SHOT Abroad employment training camp for those seeking entry to companies that are difficult to obtain employment with, the Employment Training Camp and other unique employment support programs are planned and managed, and these are worthy of high evaluation.
- The introduction of a career development program (CDP) to raise students' awareness of employment and broaden students' views on career choice, and the steady results that it is

achieving merit high evaluation.

### **Standard 3. Educational Curriculum**

In line with the educational objectives the faculties, departments and graduate school have all stipulated diploma policies, and the awarding of credits and certifying graduation and completion are appropriately conducted according to these. In addition, an educational curriculum has been systematically arranged in line with the curriculum policy, and is illustrated in a comprehensible manner by a curriculum map. The Liberal Arts Division has been established as the organization responsible for liberal arts education, and liberal arts education is appropriately implemented throughout the entire University.

The University sets an upper limit of course credits for registration, makes arrangements to maintain the essence of the credit system and strives to devise and develop teaching methods with an awareness of active learning. The University inspects and evaluates learning outcomes through ascertaining the number of credits earned, grade point average (GPA), results of class evaluation questionnaires, the number of students obtaining licenses and qualifications, and the state of their employment. The entire faculty is provided with feedback through the on-campus system, and that feedback is being linked in with improvements to educational content/methods, and learning guidance.

### **Standard 4. Faculty and Staff**

In conformity with the University and Graduate School Regulations education and learning management is properly conducted with the President at the top. In order that the President's leadership may be exercised, a three-Vice President system is in place and their respective positions and roles within the organization are stipulated, in addition to which the Information Strategy Office has been established under the direct jurisdiction of the President to perform IR (Institutional Research) functions, and it supports the President in decision-making. Improvements are required in the procedures related to the disciplining of students, but the University Regulations etc. stipulate important matters pertaining to education and research. The University and Graduate School maintain the requisite number of full-time faculty and professors. Regulations concerning the recruitment and promotion of faculty have been stipulated, and are appropriately applied. Led by the Vice President in charge of academic affairs, FD (Faculty Development) activities are systematically implemented including various training programs targeting the entire faculty, and linking in with improvements to educational content/methods etc. In order to raise the quality and ability of staff, the University and its incorporated entity eagerly pursue SD (Staff Development) activities. A requisite environment for the research of the faculty has been prepared, the University is striving to prepare regulations and establish research ethics, and the allocation of the requisite individual research funds for research activities and support for joint research are conducted.

### **Standard 5. Management, Administration and Finance**

In order to maintain management discipline and integrity Ethical Principles have been established,

notified to those concerned and are appropriately managed. In accordance with the articles of endowment and Regulations of the Board of Directors, the requisite directors are appointed, the Board of Directors meeting regularly convened and basic and important matters regarding the administration of the University's incorporated entity such as future plans discussed. With regard to issues that need to be shared or problems that need to be solved between the University and its incorporated entity the Affiliated Universities Council has been established, which enables close communication and collaboration between them, and conducts mutual checks on the administrative organizations of the University and its incorporated entity.

The projects in the mid-term plan are included in the budgets for each academic year, the INAOKI Educational Institution Mid-term Fiscal Outlook is drawn up and financial operations that seek to obtain a fiscal balance are conducted. With regard to the financial state of the incorporated entity, its financial ratio is healthy, and a stable financial base has been established. Accounting procedures are appropriately conducted in line with the Accounting Standards for Incorporated Educational Institutions, Accounting Regulations etc., and a three-type audit integrated system is stringently applied for accounting audits.

#### **Standard 6. Internal Quality Assurance**

In order to establish internal quality assurance, regular self-inspection and evaluation is carried out, and a system is in place for the President, Vice Presidents, Deans, Department Chairs, Secretary General, Faculty Council etc. to share reform and improvement measures in line with their results. Self-inspection and evaluation activities are conducted centering on the Vice President in charge of academic affairs who concurrently serves as the Head of the Evaluation Division and Deans. A responsibility system for internal quality assurance is clear, relevant regulations have been drawn up and each academic year the Self-Inspection and Evaluation Report is published on the website.

The University, aiming to achieve the internal quality assurance that is based on the three policies, conducts examinations of issues regarding education through Departmental Councils, and the FD activities of faculties and departments, linking these in with educational improvements. The results of self-inspections and evaluations are reflected in the mid-term plan, which is reviewed every academic year, and utilized in improvements to the University's operation and education. With these self-inspections and evaluations as the fulcrum, it is possible to judge that that the University's internal quality assurance initiatives are making its PDCA cycle mechanism function.

In summary, in line with its mission, goals and educational objectives the University's education is, in line with the three policies, displaying all sorts of creativity in educational content/methods and achieving goals towards "fostering people who are sincere and useful to society." Management and administration are appropriately conducted, communication and collaboration between the University and its incorporated entity are maintained, and the financial base is stable. An internal quality assurance organization and responsibility system are in place, and with self-inspections and evaluations as the fulcrum the PDCA cycle mechanism is functional.

Note that with regard to the University's unique standards, the general comments on "Standard A. Community collaboration" and "Standard B. International interaction" should be referred to.

It should be noted that the University has cited the following remarks.

1. Career Development Program (CDP)
2. HOSHI☆TABI (at-sea cruise training event)