

Biwako Gakuin College (びわこ学院大学短期大学部)

Evaluation summary

“Standard 1. Mission and Objectives, etc.”

Based on the basic idea of “cultivation of human resources who can contribute to local communities”, the college has specifically and clearly stated its mission and objectives in the school rules, and simply and concisely put them in writing. In addition, it made those mission and objectives known to various people inside and outside the school, including current students, school staff, graduates and the industrial circle, through various occasions and media such as the principal’s speech at the entrance ceremony, orientation programs, the university brochure, and the student handbook and website.

In compliance with appropriate laws and regulations, the institution combines practical education and welfare education to embody its mission and objectives, to form courses to develop holistic human resources. In this way, the institution provides an original and characteristic education. In the self-inspection and evaluation committee, and the FD (Faculty Development) committee, the institution widely discusses changes surrounding the college and requests from caretakers to reflect them in the restructuring of management organizations, the “School Corporation Shiga Gakuen Mid-term Management Plan” and “the Three Policies,” and responds to changes in the social environment.

“Standard 2. Learning and Teaching”

The three policies (diploma policy, curriculum policy and admission policy) are clearly shown under the educational goal. Listing the meeting of enrollment quotas and replenishment of enrollment capacity as the most important issues, the institution makes efforts to maintain the appropriate number of students by reviewing entrance examinations as a whole, and taking various recruiting measures. The institution also shows the curriculum systematically based on the educational objectives. For the improvement of class management, it also devises teaching methods including all-campus open classes.

With collaboration among teachers in charge of classes and seminars, and other teachers and staff, the institution faithfully supports each student by providing guidance on course-taking and career education. It strives to hear student opinions by conducting questionnaires on student life, installing opinion boxes, and holding the “Meeting among the Principal, Students, and Representatives of the Students’ Association” and has created a suitable education and research environment that enables students to have a rich school life.

“Standard 3. Management, Administration and Finance”

In terms of administration, the institution has established an operating structure based on the school rules and other related rules. The “Board of Directors Task Delegation Rules” stipulate specific work assignment so that the principal can exercise adequate leadership. The principal has presided over the “Planning and Operations Conference” under his leadership in order to ensure functionality by developing rules for academic organizations, and clarifying authority and

responsibility. Specifically, the conference has engaged in preliminary arrangement of the subjects to be discussed in the faculty meeting, and cross-sectional discussion and coordination of immediate operational issues. The “Top Officers’ Conference” consisting of the administrative director, the principal and the secretary-general has been held periodically, and has served as a forum to build a consensus between the governing body and the school organization.

Seeking to ensure sound management based on the four-year “School Corporation Shiga Gakuen Mid-term Management Plan”, the institution has performed proper accounting procedures and strict audits in accordance with laws and regulations. In terms of finance, the school corporation as a whole has faced an excess of expenditure, while the college alone has kept a balance between income and expenditure, and has strived to establish a stable financial base.

“Standard 4. Self-inspection and Evaluation”

To achieve its mission and objectives, the institution stated in the school rules that it shall conduct an inspection and evaluation on its own, and it established the Self-inspection and Evaluation Committee. The committee has periodically made a report, which was distributed to all school staff and posted on the website. In addition, the Institutional Research (IR) Office of the General Planning Division of the school corporation headquarters secretariat and General Planning Section of the General Planning Division of the university’s administrative office played a central part in collecting information, and the Self-inspection and Evaluation Committee reviewed information collected and analyzed by each division and questionnaire surveys conducted by each committee. Thus, efforts to fair and transparent information have been made.

Seeking to ensure that a PDCA cycle can work, for example, by allowing the relevant divisions and committees to examine the issues clarified based on the results of self-inspection and evaluation, the institution aims to improve and enhance operations.

To sum up, the institution has made ceaseless efforts for reform, including emphasis on development of distinctive educational programs in collaboration with teachers and other school staff, and improvement of student recruitment measures, under the very severe circumstances surrounding local private colleges due to a decline in the college-age population. It is expected that it will continue school-wide efforts to accomplish the goals set forth in the mid-term management plan by considering partial reorganization of departments, and in the financial plan to stabilize the financial base, as soon as possible.

For details about “Standard A. Contribution to Local Communities,” which is set forth as the institution’s unique initiative based on its mission and goal, please refer to the general remarks on the standard.