

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

**Kyoritsu Women's University**



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, 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 Kyoritsu Women's University**

### **Overview**

Kyoritsu Women's University defines its founding spirit as "Independence and Self-Reliance of Women" and its school motto as "Sincerity, Diligence, and Fellowship." With the founding spirit organized into "Emotional and Moral Independence," "Professional Independence," and "Social Independence," the university outlines the KWU Vision that sets forth the three targets of "Autonomy and Perseverance," "Creativity and Career Development," and "Collaboration and Leadership" in the Third Mid-Term Plan underway since AY2023. To achieve these targets, the University has introduced a university-wide minor system with leadership development as the cornerstone of its education under the slogan of "Major in Anything. Minor in Leadership. ®"

Regarding internal quality assurance, University-Wide Self-Assessment and Evaluation Committee chaired by the vice presidents compiles the results of self-assessment and evaluation on educational and research activities. The self-assessment and evaluations are conducted by the Self-Assessment and Evaluation Implementation Committee of each faculty, department, and graduate school based on the three diploma, curriculum, and admission policies; each division's policy, purpose, and assessment plan; and each academic year's self-assessment and evaluation items. The president issues instructions for improvement after being briefed on the results. The External Evaluation Committee and the Student Evaluation Committee are established as third-party evaluation bodies to ensure objective assessments, with specifically designed training and guidance provided to students participating in the Student Evaluation Committee. This internal quality assurance mechanism allows for swift improvement supported by presidential discretionary funds, and contributes to reviewing curriculum management methods and qualification support programs as well as carrying out various measures that include faculty development (FD) activities for faculties. University-Wide Self-Assessment and Evaluation Committee tasked with promoting internal quality assurance, however, is vague to some degree, such as its connection with the Committee of Deans and Chairs, the school's top decision-making and executive body, and its role in issuing instructions for improvement based on the self-assessment and evaluation results. The role of the committee should be clarified further as the issue was also pointed out by the External Evaluation Committee.

As for education, the University states that degrees are awarded to students who complete the prescribed programs in faculties and departments or graduate schools while acquiring the skills and abilities of “objectivity and autonomy,” “problem-solving,” and “leadership” in line with the three policies revised in AY2022. Defining leadership as the “skill of working with others to achieve goals,” the University has launched the university-wide Leadership Development Program. It is highly commendable that seminars provide practical learning sessions for students across faculties to work as teams to tackle challenges presented by partner companies. To promote this educational program, the University makes university-wide efforts to widely publicize “Kyoritsu Leadership” on campus and off, such as through the Kyoritsu Leadership GP project that supports good practices in education. This notable educational program embodies the University’s founding spirit.

To ensure credit validity, as pointed out in JUAA’s previous certified evaluation and accreditation results, the University designed a course model for qualifications emphasized by faculties and departments when the maximum number of credits students can register for was newly established in AY2021. High achievers are allowed to register for credits exceeding the upper limit only when it is necessary to ensure both the model and the sequenced courses specified in the diploma and curriculum policies. Academic advisors meet with students requesting a credit overload to provide guidance based on their attendance, credit status, and other factors, with permission given only to those deemed able to properly manage their studies. Supervisors serve as academic advisors under the University-Wide Student Affairs Committee, and work with assistants and staff to provide students with personalized support from coursework to career paths from the time of enrollment. The advisors also interview all students regularly to monitor their credit status and other aspects. To conduct student interviews and respond to their needs, the University has developed guidelines and handbooks for faculty and staff members to share the system’s purpose and role, specific tasks, interview methods, points to note, and other information. It is highly commendable that these efforts have produced positive effects in all areas from teaching and learning to student support.

To improve its student enrollment, the University began expanding the support system for graduate students in AY2022 and introduced a system for extending the period of registration in AY2023, but quota fulfillment in student enrollment for each graduate school’s master’s programs is insufficient. This issue should be addressed.

In the years ahead, the University is expected to progress further by advancing its efforts to make the internal quality assurance system easier for third parties to understand, and by addressing the above ongoing challenges while enhancing its distinctive,

outstanding initiatives.

## **Notable Strengths**

### *Educational Program and Learning Outcomes*

- To promote education for realizing its founding spirit, the University defines leadership as the “skill of working with others to achieve goals,” and the university-wide Leadership Development Program course teaches students leadership, facilitation, and presentation skills, and seminars adopt problem/project-based learning (PBL) with students working as teams to tackle challenges presented by partner companies and make proposals for solutions. Upper-year students support the teams as learning assistants (LAs). It is commendable that the program cultivates human resources with leadership skills required in today's society through company reviews of student proposals and feedback from teammates, LAs, and faculty members.

### *Student Support*

- Supervisors serve as academic advisors under the University-Wide Student Affairs Committee in accordance with the Basic Policy on Student Support, and work with assistants and staff to provide students with personalized support from coursework to career development from the time of enrollment. The advisors also offer specifically designed guidance and support by interviewing all students regularly to monitor their learning status and other aspects. The University has developed the Guidelines for Student Advising and Counseling by Academic Advisors (Homeroom Faculty) and the Student Service Handbook for Faculty and Staff to share the academic advisors' purpose and roles, specific tasks, methods of interviewing students, and points to note. It is commendable that these approaches have produced positive effects.

## **Suggestions for Improvement**

### *Student Enrollment*

- The ratios of student enrollment to the student enrollment cap are low at 0.16 in the

master's program in the Graduate School of Home Economics, 0.28 in the master's program in the Graduate School of Arts and Letters, 0.13 in the master's program in the Graduate School of International Studies, and 0.40 in the master's program in the Graduate School of Nursing. These ratios should be improved with the graduate schools' student quotas thoroughly managed.