University Accreditation Results

(Results for Certified Evaluation and Accreditation for university)

Toyo Eiwa University

Basic Information of the Institution
Ownership: Private   Location: Kanagawa, 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 Toyo Eiwa University

Overview

Toyo Eiwa University defines its purpose as "teaching and researching in-depth specialized arts and sciences under its liberal and devout academic culture, providing the education necessary for professional and social lives, emphasizing character formation through the spirit of Christianity, and nurturing international-minded women with reverence and service" based on the founding spirit and philosophy of "Reverence and Service." The University has set the Long-Term Action Guidelines (Next 30) for the 30-year period starting in AY2020, and formulated the First Five-Year Plan (AY2020-AY2024) with objectives that include "verifying the effectiveness of curriculum reform," "enhancing its research environment," and "improving access to the Yokohama Campus."

Based on its purpose, the University presents the character traits it aims to foster, including "self-reliance (basic skills)" and "growth (collaboration skills)," as the "Eiwa Spirit," and has developed an effective student support system to nurture these qualities. For example, the Study Support Center helps students improve their basic academic skills through the Self-Study Support Program in which full-time "study consultants" interview all new students and design study plans tailored to each student's academic ability based on the interview results, along with individual guidance. Moreover, the student group "LC Concierge" provides peer support in the Learning Commons, and participates in pre-enrollment education and course counseling sessions after taking the Facilitator Training Course, while planning and managing various activities. These are distinctive initiatives intended to cultivate student independence.

Regarding internal quality assurance, the University established the Internal Quality Assurance Policy following JUAA's previous certified evaluation and accreditation results, and structured the internal quality assurance system with the Internal Quality Assurance Promotion Committee positioned as an organization responsible for promoting internal quality assurance. Under this structure, the University-Wide Self-Assessment Committee tasked with overseeing the University's self-study activities and its five subcommittees confirm the inspection and assessment results of each division's annual action plan and achievement status, before the Internal Quality Assurance Promotion Committee issues instructions for improvement. However, the divisions, research institutes, and centers inadequately conduct inspections and assessments, with

the results insufficiently inspected and assessed from a university-wide perspective. Moreover, the Internal Quality Assurance Promotion Committee provides insufficient support for improvement. In the coming years, the University needs to clarify the basic concept of internal quality assurance in the Internal Quality Assurance Policy and appropriately operate the internal quality assurance system by reviewing its structure.

As for education, the University has appropriately designed the curricula based on the diploma and curriculum policies. In response to the learning objectives outlined in the Eiwa Spirit, the undergraduate program systematically arranges the Christianity-Related Subject Group/Academic Skills Subject Group/Wellness Subject Group (learning for promoting a spirit of independence), Life Design Subject Group/Communication Skills Subject Group (learning for accelerating growth), Liberal Arts Subject Group (learning for sparking curiosity), and Department's Specialized Subject Group (learning for visualizing the invisible).

There are several areas of improvement the University should address, however. The University specifies the maximum number of credits students can register for in a semester, but excludes many subjects including certain required subjects, resulting in a considerable number of students registering for credits that exceed the upper limit. Measures to ensure credit validity are seriously inadequate with the University failing to provide these students with guidance. Student learning outcomes are measured using graduate questionnaires, class evaluation surveys, and other means, but their connection to the diploma policy is unclear. The faculties and graduate programs should address these issues. As clarifying the connection between lesson subjects and the diploma policy is useful to measure the learning outcomes stated in the policy, the University is expected to create course charts and curriculum maps to encourage students to take courses in a systematic and sequential way. Some departments have insufficient quota fulfillment in both freshman and student enrollment, and do not conduct faculty development (FD) activities aimed at enhancing research activities and promoting social contribution efforts other than improving the quality of education. In addition, part of the decision-making process stipulated in the School Code differs from the actual conditions, indicating inconsistencies among various regulations. The University should review these regulations.

In the years ahead, it is essential for each division to steadily conduct inspections and assessments, with self-assessments appropriately carried out from a university-wide perspective. The University is expected to revamp its internal quality assurance system to effectively manage university-wide inspections and assessments, including teaching and learning management, as well as improvement efforts. The University is also expected to

support the divisions' ongoing distinctive initiatives while helping overcome their challenges.

Notable Strengths

Student Support

- The Study Support Center offers daily study guidance to individual students, and conducts interviews with all first-year students. For students struggling academically, the center designs and implements the Self-Study Support Program tailored to individual abilities to help these students establish proper study habits and improve their basic academic skills. Moreover, the center requires the "LC Concierge" student staff working in the Learning Commons to take the Facilitator Training Course with the aim of fostering students with leadership skills while advancing various projects, including pre-enrollment schooling programs, planned and managed by students. This highly commendable initiative has developed a mechanism for promoting students' continued growth to embody the qualities of "self-reliance" and "growth" stated in the Eiwa Spirit.

Suggestions for Improvement

Educational Program and Learning Outcomes

- In terms of curriculum policy, the Doctoral Program in Area of Human Sciences in the Department of Human Sciences fails to specify the basic concepts of curriculum design and implementation, while the basic concept of curriculum implementation is inadequately outlined in the Master's Program in Area of Human Sciences in the Department of Human Sciences and the Department of International Cooperation Master's Program. These issues should be addressed.

- All faculties specify the maximum number of credits students can register for in a semester, but excludes many subjects including qualification-related subjects and some required subjects, resulting in a considerable number of students registering for credits that exceed the upper limit. Measures to ensure credit validity are inadequate with no guidance provided for these students. This situation should be addressed in light of the purpose of the credit system.

- The faculties, departments, and graduate programs monitor and measure student learning outcomes through various external examinations, surveys, and other means, but the connection between the learning outcomes stated in the diploma policy and the measurement methods is vague. This issue should be addressed.

Student Enrollment

- The average ratio of freshman enrollment to the freshman enrollment cap over the past five years is low at 0.89 in the Department of Early Childhood Education and Care, Faculty of Human Sciences. The ratios of student enrollment to the student enrollment cap are also low at 0.85 in the Department of Early Childhood Education and Care, Faculty of Human Sciences, 0.87 in the Faculty of Social Sciences as a whole, and 0.84 in the Department of Social Sciences, Faculty of Social Sciences. These ratios should be improved with the faculties' student quotas thoroughly managed.

Faculty and Faculty Organization

- The University does not conduct activities to improve the faculty members' skills and abilities with the aim of enhancing its research activities and promoting social contribution and other activities, other than improving the quality of education. This issue should be addressed.

University Management

- The School Code specifies the University Council as the University's decision-making body, but many agenda items related to university management are reported and discussed by the School Corporation Steering Committee, pointing to the unclear relationship between the two meeting bodies as well as the vague decision-making process. In addition, the Staff Training Regulations and other regulations related to internal quality assurance show discrepancies between their provisions and actual conditions. The Conflict of Interest and Research Review Committee has long been conducting activities without regulations in place. With flaws found in the regulations, the University should ensure the consistency of its internal rules and regulations to manage the school accordingly.

Recommendation

Internal Quality Assurance

- The University has developed an internal quality assurance structure led by the Internal Quality Assurance Promotion Committee, but inspection and assessment items as well as evaluation indicators are not established for each division to conduct self-assessments. Consequently, inspections and assessments from a university-wide perspective are inadequate, with no feedback for improvement provided by the committee. The University must correct this situation by reviewing the internal quality assurance structure to effectively operate the internal quality assurance system.