

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

Ferris University



Basic Information of the Institution	
Ownership: Private	Location: Kanagawa, Japan
Accreditation Status	
Year of the Review: 2022	
Accreditation Status: accredited (Accreditation Period: April 1, 2023 – March 31, 2030)	

Certified Evaluation and Accreditation Results for Ferris University

Overview

Ferris University, founded on the spirit of “education for women based on Christian faith,” sets forth the educational philosophy of “For Others.” The University defines its purpose as “providing higher education to women and conducts specialized scholarly research, with a love of truth and peace, in order to realize our goal of cultivating graduates who can contribute to the general welfare of humanity.” To achieve the founding spirit and purpose, the University has formulated the long-term University Grand Design “Ferris Univ. 2030” (hereafter, the “Long-term Plan”) and the medium-term “21-25 Plan” to enhance its educational and research activities.

Regarding the University’s internal quality assurance, the Internal Quality Assurance Promotion Committee headed by the president was formed in AY2019 as an organization promoting internal quality assurance. The committee reports the self-study results to the University Council and the Graduate School Council. Following its reporting, the president formulates an action plan based on the review results and requests the divisions in charge to respond after the plan is discussed and approved by the University Council and the Graduate School Council in accordance with the regulations. The University is working to assure the quality of education under this system.

As for the University’s education, all faculties and graduate schools have appropriately designed their curricula based on the diploma and curriculum policies. In AY2017, the University established the Center for the Liberal Arts (CLA) under the long-term Ferris Univ. 2020 plan to explore new approaches to its traditional liberal arts education. CLA is actively undertaking various initiatives, and it is highly commendable that the Project Seminar in the Ferris+ Practical Education Program offers experience-based learning linked to addressing real-life challenges as an essential element of university education.

The University has also undertaken an outstanding initiative in the Career Practicum (short-term/long-term), with a peer support system established for upper-year students to provide pre-practicum students with assistance based on their experiences to encourage mutual professional growth. A mechanism is in place for on-site trainers, supervisors, and career development office staff to provide feedback after practical training to enhance its effectiveness. These efforts indicate that the

University is effectively implementing support measures based on its faculty-staff collaboration and career support policies.

Moreover, the University has made impressive efforts to improve the quality of its faculty and staff in line with the staff development (SD) implementation policy. New measures include conducting SD training sessions, such as the Medium-term Plan and Project Planning Briefing Seminar, Financial White Paper Study Session, Crisis Management Briefing Seminar, and Harassment Prevention Briefing Seminar; clearly informing staff of training on campus through the Administrative Staff Training Guide and other means; offering web tools for viewing training videos online; and introducing the Staff Self-Development Support System that provides subsidies for correspondence courses and qualifications.

There are several issues the University needs to address, however. First, student learning outcomes are measured using a rubric and other means, but the measurement methods do not correspond to the learning outcomes stated in the diploma policies of the faculties and departments. The graduate schools have not adequately measured the learning outcomes stated in their diploma policies, and inadequacies have also been found with student quota management. These issues should be addressed.

In the coming years, the University is expected to ensure that the Internal Quality Assurance Promotion Committee plays a central role in managing the internal quality assurance system, and to progress further by appropriately operating the university-wide PDCA (Plan-Do-Check-Act) cycle to constantly undertake reviews and improvements while enhancing its distinctive initiatives.

Notable Strengths

Educational Program and Learning Outcomes

- The Center for the Liberal Arts (CLA) has actively adopted various educational programs. The Ferris+ Practical Education Program introduced the Project Seminar as a required subject to provide experience-based learning for students to formulate and propose solutions and plans that address various real-life challenges under the guidance of full-time faculty members. All course participants record their activities and other information in the Ferris+ Notebook, and their supervisors check and provide feedback as needed. Individual interviews are also conducted by the CLA chief and career development office

staff at the course's end to reflect on the learning activities. It is commendable that CLA provides students with specific guidance and carefully monitors their learning outcomes.

Student Support

- The Career Practicum (short-term/long-term) is offered as career education that incorporates a peer support system providing opportunities for students who underwent the practicum in the previous academic year to offer advice and reassure pre-practicum students based on their experiences as well as reflect on their own activities. These approaches ensure that pre-practicum students are well-prepared for the upcoming career training, and help experienced students progress in their career paths. A mechanism is also in place for on-site trainers, supervisors, and career development office staff to provide feedback after the practicum in order to enhance its effectiveness. This support helps students gain insights into various aspects and understand what they can do for society and others. It is commendable that the University is promoting faculty-staff collaboration and mutual support among students based on its career development policy.

University Management and Finance

- The University's SD implementation policy stipulates that the University conducts such SD activities as University Management Training, University Reform Training, and Sessions for Acquiring Knowledge and Improving Skills in the Operational Domain. Based on this policy, the University collaborates with faculty and staff to hold various sessions, including the Medium-term Plan and Project Planning Briefing Seminar, Financial White Paper Study Session, Crisis Management Briefing Seminar, and Harassment Prevention Briefing Seminar. The University also clearly informs its staff of training on campus through the Administrative Staff Training Guide and the Administrative Staff Training System. To promote self-development, web tools have been offered for viewing training videos online, and the Staff Self-Development Support System has been introduced to provide subsidies for correspondence courses and qualifications. It is commendable that the University's systematic efforts to introduce new measures are enhancing the quality of its faculty and staff in line with the SD

implementation policy.

Suggestions for Improvement

Educational Program and Learning Outcomes

- The undergraduate programs monitor and evaluate the student learning outcomes specified in the diploma policy using a rubric and other means, but the methods are inadequate for measuring the learning outcomes stated in the policy. The graduate schools have failed to adequately measure the learning outcomes stated in the programs' diploma policies. These issues should be addressed.

Student Enrollment

- The ratios of student enrollment to the student enrollment cap are low at 0.25 in the Master's Programs of the Graduate School of Humanities, 0.24 in the Ph.D. Programs of the Graduate School of Humanities, 0.24 in the Master's Programs of the Graduate School of Music, and 0.33 in the Master's Programs of the Graduate School of Global and Intercultural Studies. No students are enrolled in the Ph.D. Programs of the Graduate School of Global and Intercultural Studies. This situation should be addressed with the graduate schools' student quotas thoroughly managed.