

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

**Wayo Women's University**



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Chiba, Japan
<b>Accreditation Status</b>	
Year of the Review: 2021	
Accreditation Status: accredited (Accreditation Period: April.1.2022 – March 31, 2029)	

## **Certified Evaluation and Accreditation Results for Wayo Women's University**

### **Overview**

Adapting the founding philosophy of “Japanese Spirit with Western Techniques” and “Live Cheerfully and Peacefully” to suit the times, Wayo Women's University has as its educational objective to “nurture women who can actively participate in the world with sincerity and skills to support others,” which it presents in its medium-term plan. Soon to celebrate its 125th anniversary, the University aims to redefine the importance of female education as part of a rebranding project and is making efforts to improve educational and research activities.

The University's internal quality assurance efforts are directed at educational activities with a focus on achieving its educational objective by assessing the matters defined in the three policies in an appropriate manner. The University Council, Graduate School Council, and Educational Management Evaluation Committee are responsible for promoting internal quality assurance on a university-wide level, the last also possessing external evaluation functions. Faculties, departments, graduate schools, majors, and divisions conduct self-study based on a specific goal and plan in cooperation with the University Council and Graduate School Council, and the two councils provide support for implementing the improvement plans developed from examination of the results.

Regarding education, the University has developed and announced a degree award policy (diploma policy) and curriculum design and implementation policy (curriculum policy) for each degree to be awarded. Although the consistency between the two policies is not apparent, the University ensures that students can study in a systematic fashion by providing a curriculum map that presents the order of subjects in association with the skills to be acquired according to the degree award policy. However, the University needs to improve the indicators for measuring the learning outcomes presented in the degree award policy. This is because even though the areas of evaluation, such as graduate research and acquisition of qualifications, completion of practical training and skill practice subjects, and thesis examination have been established, measurements are not conducted in accordance with the indicators for individual degrees to be awarded.

The Learning Station was launched for the purpose of remedial education for freshmen. It offers a variety of educational programs and courses, such as pre-

enrollment learning programs and learning programs for students to improve their basic skills after enrollment, and has introduced a point system to encourage students to use the services, thereby contributing to an increase in students' learning motivation. The Universal Support Promotion Office (hereinafter "US Promotion Office"), which was established when the University began to admit students with disabilities, and the existing Student Counseling Office are staffed by dedicated welfare and counseling faculty members, respectively, providing students with support for mental health and everyday issues. These initiatives for providing learning support and support for health and everyday issues are remarkable. In the area of social cooperation, the Community Cooperation Center actively engages in cooperation activities with multiple local governments and a range of local companies with which the University has partnered. In addition, the University has launched the Community Cooperation Council to gather local requests and opinions directly from people from the local governments and companies. In this way the University is making efforts to contribute to the community and improve its educational and research activities, which is highly commendable.

However, there are some issues. The Graduate School's Division of Humanities Master's Programs, Division of Human Ecology Master's Programs, and Division of Human Ecology Doctoral Programs do not present a research supervision plan. Even though an explanation based on the Course Registration Guide, which presents a rough schedule of the process leading to thesis examination, is provided and information is announced through the Learning Management System (LMS) to substitute for the lack of a research supervision plan, the graduate programs should provide students with a clear research supervision plan. Additionally, regarding graduate student recruitment, the ratio of student enrollment to the student enrollment cap is low for the Division of Humanities Master's Programs. This should be improved.

Going forward, the JUAA hopes the University solves these issues through internal quality assurance efforts, and accelerates its distinctive initiatives for further development of its program.

## **Notable Strengths**

### *Student Support*

- The University has established the Learning Station, which offers a variety of courses, as well as providing a range of support programs for remedial education (for improvement of basic academic skills), qualification acquisition, etc.

Students are awarded points according to how many times they participate in the courses, and students who have earned a certain number of points can get benefits such as taking language proficiency tests for free. In this way the University encourages students to use the service and learn. In addition, the University has multiple counseling offices for students: the Student Counseling Office, in which clinical psychologists provide counseling services, and the Universal Support Promotion Office, in which social workers assist students seeking reasonable accommodation. The student sections of the respective divisions hold regular meetings to ensure that they can work together to provide support to students at any office. It is commendable that the University offers learning support and support for health and everyday issues in a multi-tiered, comprehensive manner.

#### *Social Cooperation and Contribution*

- The University established the Community Cooperation Center in 2014. Serving as a hub for industry-academia cooperation and local contribution activities, the Community Cooperation Center conducts activities based on requests from local governments, such as the Ichikawa Municipal Government with which the University has entered into a comprehensive local cooperation partnership, and local companies. The center holds the Ichikawa Citizens' Academy Course, participates in various consortiums of neighboring universities and high schools, and develops recipes, among many other projects. The center also offers the Working Adult Re-Education Program as a recurrent education program to encourage women's independence. This program offers women aspiring to play an active role in society opportunities to develop their career through attending courses for learning knowledge and skills that are useful for working at local companies. The University reviews these programs on the basis of opinions gathered from external parties in the Community Cooperation Council and has made improvements to them each year, promoting social cooperation and social contribution while listening to the voices of local people, which is commendable.

#### **Suggestions for Improvement**

##### *Educational Program and Learning Outcomes*

- The Division of Human Ecology Master's Programs and Division of Human Ecology Doctoral Programs do not present their ideas on curriculum organization in the curriculum design and implementation policy. This should be improved.

- Although each faculty, department, and graduate school develops and uses an assessment tool that matches its specific characteristics, the correlation between the assessment tools and the learning outcomes indicated in the degree award policies of the faculties, departments, graduate schools, and majors is unclear. The University measures the “5 capabilities” to be developed through classes by conducting university-wide questionnaires for graduates and interviews with companies that have employed Wayo graduates. However, the University should clarify the correlation between the 5 capabilities with the learning outcomes indicated in individual degree award policies to ensure that they can serve as indicators for achievement evaluation.

#### *Student Enrollment*

- The ratio of student enrollment to the student enrollment cap in the Division of Humanities Master's Programs is low at 0.15. This should be improved to ensure proper graduate student quota management.

#### *University Management and Finance*

- The ratio of the excessive amount of carried over expenditures for next year to the income from business operations has been increasing, while the ratio of the financial assets to the required reserve fund is decreasing. Therefore, the University has not secured an adequate financial base necessary for implementing educational and research activities in a stable manner. The University should review the achievement status of its financial goals, revise its medium- and long-term financial plans, and consistently implement the revised plans in order to secure an adequate financial base.

### **Recommendation**

#### *Educational Program and Learning Outcomes*

- A schedule for research supervision is not defined as part of the research supervision plan for the Division of Humanities Master's Programs, Division of Human Ecology Master's Programs and Division of Human Ecology Doctoral Programs. This should be corrected so that such schedule is defined and made clear to students in advance.
- In the Division of Humanities Master's Programs and Division of Human

Ecology Master's Programs, the examination criteria for research findings in specific subjects have neither been published in print nor on its homepage. This should be corrected.