

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

Gakushuin Women's College



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2018	
Accreditation Status: accredited (Accreditation Period: April.01.2019 – March.31.2026)	

## **Certified Evaluation and Accreditation Results for Gakushuin Women's College**

### **Overview**

Gakushuin Women's College (hereafter, the College) follows in the footsteps of its predecessor, Gakushuin Women's Junior College, in offering more advanced education to women. To meet the objectives of "transcending national, ethnic, and cultural boundaries, longing for peace and cultural development, and adopting a global perspective to study and teach past steps taken and directions not yet followed in the pursuit of deeper understanding, while working together in society to cultivate character and sensibilities, thereby developing creative female leaders ushering in the times," the College established three departments in the Faculty of Intercultural Studies to cultivate human resources capable of contributing to the international community. To respond to advancing globalization, it formulated the Medium-term Internationalization Plan (2016-2020), and in line with Gakushuin Future Plan 2021 drafted by the school corporation, the College conducts various programs with the aim of strengthening its educational abilities and further promoting internationalization.

As for the College's educational approaches, the undergraduate program designs course plan models and adopts course numbering systems to follow its curriculum in a systematic and sequential way in accordance with its curriculum design and implementation policy. The graduate program organizes a curriculum that combines research work and coursework, and research supervisors provide systematic course guidance for students to advance their studies by smoothly transitioning from coursework to research work. The faculty and graduate school also undertake educational and research activities in line with the purpose of the College by promoting overseas experiences, including study abroad and overseas training. Furthermore, the International Center plays a central role in creating a system for supporting international students with their lessons and campus life and organizing student exchange events on campus, while the College organizes diverse scholarship programs that offer generous support to its international students. It is commendable that the College is committed to making its campus more international in order to cultivate people who can contribute to the international community.

While the College is actively involved in these initiatives to fulfill its purpose, there are several issues the College needs to address: the education offered by the College lacks in efforts to ensure credit validity; the College has failed to develop a system that

provides support for monitoring, evaluating, and improving the learning outcomes stated in the degree award policy; student enrollment in some departments does not clearly define the types of students desired; faculty development (FD) activities for faculty members and faculty organization are not sufficiently conducted in the faculty and graduate school; and the College's administrative organization lacks the necessary number of administrative staff members in proportion to the amount of administrative work. The College needs to address all these challenges.

To overcome these challenges, it is important for the College to take the initiative in internal quality assurance to improve and assure its educational quality. The College developed a new internal quality assurance system in 2017, with the Administrative Committee positioned as the organization responsible for promoting internal quality assurance. It operates a college-wide PDCA (Plan-Do-Check-Act) cycle by drafting a management report and plan based on the college-wide self-study implemented by the Self-Study Committee. In the coming years, the College is expected to develop a more efficient internal quality assurance system by clarifying the connections with its management plans and reports pertaining to Gakushuin Future Plan 2021 and the Medium-term Internationalization Plan (2016-2020), and step up efforts to effectively operate the system and improve its education, thereby leading to further development.

## **Notable Strengths**

### *Student Support*

- Diverse types of financial aid that include scholarships, grants, and subsidies are organized for Japanese students studying abroad and international students, and are used by most of these students. The international student support system helps international students with their lessons and campus life through Japanese language lesson assistants and buddy systems. International exchange events and the "Traditional Culture Workshop," designed to learn firsthand about Japan's traditional culture as a class subject, provide international students with an opportunity to experience Japanese culture while at the same time offering an opportunity for Japanese students to interact with international students. It is commendable that these efforts are helping to develop the College's international environment, effectively realizing the purpose of the College.

## **Suggestions for Improvement**

### *Educational Program and Outcome*

- The Faculty of Intercultural Studies caps the number of credits students can register for in each semester as a measure to ensure credit validity, but it accepts credits exceeding the maximum for subjects related to graduation theses and research, teaching and other qualifications. The credit registration guidance gives notification, but it is not sufficient to ensure credit validity. This issue should be improved in light of the purpose of the credit system.
- To monitor and evaluate students' learning outcomes stated in the degree award policy, the College outsources the examinations to external institutions that measure basic abilities. However, the responsibility for developing a benchmark for monitoring and evaluating learning outcomes based on the examination results is left to each department, with benchmarks yet to be established in the faculty and graduate school. Therefore, the learning outcomes stated in the diploma policy are not sufficiently monitored and evaluated, and this issue should be improved with the appropriate benchmarks defined.

### *Student Enrollment*

- The types of students desired are not stated in the admission policies of the Department of Japanese Studies, the Department of Intercultural Communication, and the Department of English Communication of the Faculty of Intercultural Studies, and the Graduate School of International Cultural Relations. This issue should be improved.

### *Faculty and Faculty Organization*

- The faculty conducts course evaluation questionnaires by students for its FD activities, but the utilization of the results is left to each academic staff member. Meanwhile, FD activities as the graduate school's primary function are not conducted. The College should address this issue by providing proper management and support for the faculty and graduate school to systematically undertake FD activities.

*University Management and Finance*

- The College works to make its administrative structure more efficient by, for example, reviewing its organization as has been done before, but many administrative staff members hold concurrent positions, and the number of administrative employees is low in proportion to the amount of administrative work. The College should systematically inspect and assess this situation in light of the increasing workload to improve its administrative structure.