

**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: 2014	
Accreditation Status: accredited (Accreditation Period: April.01.2015 – March.31.2022)	

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

### Overview

Wayo Women's University (hereafter, the University) has its roots in Wayo Women's Sewing School, established in 1897. It was established as a college with a single faculty, the Faculty of Home Economics, in 1949. After that, the University established several faculties and departments as well as graduate schools, and reorganized its administrative and academic units. In 2008, it restructured its faculties and departments into two academic/administrative units: "Gaku-kei," an academic stream for research, and "School-Program-Specialization-Course," a stream for education. Currently, the University has two schools, the School of Humanities and the School of Human Ecology, and two graduate schools, the Graduate School of Humanities and the Graduate School of Human Ecology. It has a campus in Ichikawa City, Chiba Prefecture, and engages in research and educational activities that follow its founding spirit and educational purposes, such as "Japanese Spirit with Western Techniques" and "cheerful, harmonious, and gentle behavior."

After its accreditation review by Japan University Accreditation Association (JUAA) in 2007, the University has made to improve its education (e.g., educational methods) in order to fully achieve educational effectiveness. It has done so by actively utilizing the results of course evaluation questionnaires implemented every other year. In addition, the University has also distinguished itself through its support of handicapped students. In particular, it has formulated admission plans for the handicapped students, developing organizational arrangements, and taking close care and consideration of each facility and all of its equipment. However, the University has several issues to address, including insufficiencies in student admission and information accessibility. JUAA hopes that the University will make improvements on these issues.

### Notable Strengths

#### *Educational Content, Methods, and Outcome*

- It is commendable that the University has made active efforts to improve educational content and methods. For example, under the president's leadership, each faculty member is asked to write a report in which he/she reflects on the results of evaluation questionnaires of his/her own classes and writes improvement strategies and future plans. The University then assembles the reports and distributes them to all faculty members, so that all faculty members share and examine ideas and strategies to improve their teaching. In addition, the President of the University gives a best lecturer award to the faculty member who has developed excellent initiatives and performed well on the questionnaires. The winner is then asked to give a report on his/her case, which is used as a part of faculty development (FD) efforts. Moreover, the University has made efforts to meet the student requests written in the questionnaires, including the introduction of a system in which lessons are video taped and made available to students.

#### *Education and Research Environment*

- It is commendable that the University has taken serious consideration of the support for handicapped students. In particular, it has developed an organizational system and admission plans through the formation of the "Committee on Handicapped Student Support." It has also placed an audio-visual booth in the library, rearranged bookshelves, and built restrooms for multiply handicapped persons on every second

floor in every building.

## **Suggestions for Improvement**

### *Educational Content, Methods, and Outcome*

- In the School of Human Ecology, the curriculum design policy does not state the principles for curriculum organization and implementation but describe the current state of curriculum practice (e.g., arrangement of subject matters). This should be improved.
- In the master's program in the Graduate School of Humanities and in the master's program in the Graduate School of Human Ecology, credits earned by taking undergraduate classes are recognized as graduate credits to be counted for program completion without clear differentiations between graduate and undergraduate evaluation and grading methods. This situation should be improved from the perspective of assuring educational quality.
- The maximum number of credits students can register for per year has been set high at fifty in the School of Humanities and the School of Human Ecology. This situation should be improved in accordance with the purpose of having a credit system.
- Neither the Graduate School of Human Ecology nor the Graduate School of Humanities has stipulated the criteria for examining degree-seeking theses. These criteria should be formulated by each graduate school and clearly stated in the "Student Handbook" and other handbooks.
- In the second half of doctoral program in the Graduate School of Human Ecology, some students complete all the requirements except the dissertation, and leave the university before completing their dissertation requirements within the time limit. Later, when these students submit their dissertations, even though they do not have enrollment status, they are granted doctoral degrees in the same manner as those students continuously enrolled. This is an inappropriate use of the system should be corrected. In accordance with the purpose of having doctoral programs, the criteria for granting doctoral degrees should be reconsidered, and the university should create measures to enhance the degree completion within the required time frame.

### *Enrollment*

- In the last five years, the average of the ratios of enrolled freshman to the freshman admission cap is low at 0.89 in the Department of English Language and Literature in the School of Humanities and at 0.87 in the Department of Costume and Art in the School of Human Ecology. It is high at 1.23 in the Department of Psychology and Social Studies in the School of Humanities. Moreover, the ratio of enrolled students to the student enrollment cap is low at 0.81 in the Department of English Language and Literature in the School of Humanities and at 0.83 in the Department of Costume and Art in the School of Human Ecology. In addition, the ratio of enrolled transfer students to the transfer student cap is low at 0.17 in the Department of Japanese Literature and Culture in the School of Humanities, at 0.17 in the Department of Psychology and Social Studies, at 0.00 in the Department of Costume and Art in the School of Human Ecology, and at 0.50 in the Department of Health and Nutrition. The ratio of enrolled students to the student enrollment cap is low at 0.35 in the master's program in the Graduate School of Humanities and at

0.44 in the doctoral program in the Graduate School of Human Ecology. These situations should be improved.

*Internal Quality Assurance*

- The criteria for graduation and program completion are not made public, even though dissemination of such information is required by the Ministerial Ordinance for the School Education Act. This should be improved.