

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

**Showa Women's University**



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| <b>Basic Information of the Institution</b>   |                        |
| Ownership: Private  | Location: Tokyo, Japan |
| <b>Accreditation Status</b>   |                        |
| Year of the Review: 2024  |                        |
| Accreditation Status: accredited (Accreditation Period: April 1, 2025 – March 31, 2032) |                        |

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

### **Overview**

Showa Women's University aims to foster individuals with "refined dignity, true sincerity, and deep insight" stated in the school's three mottos inherited from the founding spirit of "Be a Light to the World," which was incorporated from the "Inception Statement" composed by the University's founder. In AY2016, the University updated the Mission and Vision of the school (collectively means the university, high-school, junior high school, elementary school and Early childhood Education), originally formulated in AY2002. While embodying the mission and vision as the current medium-term policy of "Together with all stakeholders stepping into the next 100 years," the University strives to realize the three key targets of "producing self-reliant human resources who will play an active role on the global stage," "building the 'Showa Community' of stakeholders," and "strengthening the organizational structure and fostering the engagement of faculty and staff."

Regarding internal quality assurance, the University's top decision-making University Directors' Committee is positioned as a promotion organization with the Internal Quality Assurance Promotion Headquarters formed under the meeting to facilitate self-study activities, based on the Showa Women's University Self-Study and Evaluation Regulations (hereafter "Self-Study Regulations"). The faculties, graduate schools, and other divisions conduct self-studies, and the results are compiled by the Internal Quality Assurance Promotion Headquarters into the annual Self-Study and Evaluation Report to examine improvements. The promotion headquarters, however, mainly provides the divisions with advice and guidance on how to write the Self-Study and Evaluation Report, and the improvement efforts in each division are often undertaken individually by some faculty members belonging to the promotion headquarters. This situation should be improved by clarifying how the Internal Quality Assurance Promotion Headquarters supports each division's improvement efforts, and by raising awareness of the university-wide improvement policy to operate the university-wide PDCA (Plan-Do-Check-Act) cycle. The University introduced the Learning Portfolio in AY2022 to visualize the achievements and other outcomes of the diploma policy, and formulated the Assessment Policy and the Assessment Checklist covering all inspection items in AY2023 to review and improve its educational activities based on the diploma, curriculum and

admission policies. These initiatives are expected to be utilized for internal quality assurance.

As for education, the University aims to maximize student learning outcomes by promoting active learning while enhancing the consistency between offered courses and the curricula, with course charts created in all faculties and departments. To advance its ongoing key global education efforts, the University is upgrading its student learning environment through new initiatives that include establishing a branch campus of an overseas university at a site adjacent to the University and launching the Study Abroad Degree Program (Double Degree Program). In terms of career education, the University has adopted multifaceted approaches to encourage students' career development, such as offering Practical Ethics, Introduction to Career Designing, and other regular courses, and providing assistance by academic advisors. In particular, the highly commendable The "Meet your Mentor" Program, underway since AY2011, helps students receive advice from working female mentors who serve as role models, thereby effectively connecting university studies to activities after graduation. The newly established Mentor Matching System also enables mentoring based on students' requests. Moreover, the University places importance on project-based learning, including credit-awarded programs, to enhance students' problem-solving skills through active engagement in practical activities.

In terms of areas of improvement, the Graduate School of Welfare Society and Management fails to state the basic concept of curriculum implementation in the curriculum policy. Some graduate schools inadequately monitor and evaluate student learning outcomes. The ratio of student enrollment to the student enrollment cap remains low in the master's program in the Graduate School of Letters. These issues should be addressed.

In the years ahead, the University is expected to deepen the organic connection in each level, from the University Directors' Committee and the Internal Quality Assurance Promotion Headquarters, which play core roles in the internal quality assurance system, to each division, and to materialize the effective use of measured learning outcomes, thereby upgrading the internal quality assurance activities. The University is also expected to advance its leading position as a well-established traditional women's university.

## **Notable Strengths**

### *Student Support*

- The “Meet your Mentor” Program, underway since AY2011, helps students receive advice from working female mentors with diverse lifestyles with the aim of enabling students to develop career plans and achieve growth through mentor guidelines on how to spend one's university years and plan for the future. The University continues its improvement efforts, such as establishing the Mentor Matching System to match students' requests in Individual Mentoring. This is a commendable initiative that encourages students' growth and enhances their learning at university by offering the opportunity to meet various types of role models and to explore their career paths.

## **Suggestions for Improvement**

### *Internal Quality Assurance*

- The Internal Quality Assurance Promotion Headquarters is established as a university-wide organization responsible for promoting internal quality assurance to examine improvements based on the inspection and assessment results, but plays an insufficient role in promoting internal quality assurance as its main tasks are providing divisions with advice and guidance on how to write the Self-Study and Evaluation Report. In addition, improvement efforts in each division are often undertaken individually by some faculty members belonging to the promotion headquarters. The University should improve this situation by clarifying how the promotion headquarters supports each division's improvement efforts and by raising awareness of the university-wide improvement policy to operate the university-wide PDCA cycle.

### *Educational Program and Learning Outcomes*

- The Graduate School of Welfare Society and Management (professional graduate school degree program) does not state the basic concept of curriculum implementation in the curriculum policy. This issue should be addressed.
- The connection with measuring the student learning outcomes stated in the diploma policy is inadequate in the Graduate School of Letters and the Graduate School of Life Sciences. Improvements should be made to monitor and evaluate learning outcomes in line with the diploma policy.

*Student Enrollment*

- The ratio of student enrollment to the student enrollment cap is low at 0.45 in the master's program in the Graduate School of Letters. This ratio should be improved with the graduate school's student quota thoroughly managed.