

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

Tokoha University



Basic Information of the Institution	
Ownership: Private	Location: Shizuoka, Japan
Accreditation Status	
Year of the Review: 2025	
Accreditation Status: accredited (Accreditation Period: April 1, 2026 – March 31, 2033)	

Certified Evaluation and Accreditation Results for Tokoha University

Overview

Tokoha University has established diploma, curriculum, and admission policies for its undergraduate programs, in conjunction with diploma and curriculum policies for each degree, to realize its mission and purpose, and designs curricula to provide education appropriate for the degrees. The graduate schools have established diploma, curriculum, and admission policies for each degree to be awarded, and design curricula to undertake education appropriate for the degrees. The University created and displays the Numbering Code and the Curriculum Map for the faculties, departments, and graduate schools on its website and elsewhere for students to understand the connection between the diploma policies and class subjects, and to develop course plans for systematic study. The Curriculum Tree was also created for undergraduate programs to clarify the learning outcome objectives to students in an easy-to-understand way using distinctive illustrations and other means. Multidirectional teaching methods are adopted for students to learn from one another through discussions and other activities, and are presented to students in the syllabuses.

To monitor the progress of student learning outcomes, the University develops and uses various tools that include the Tokoha University Common Rubric for all faculties and graduate schools with items established based on the diploma policies, and the faculties, departments, and graduate schools' own common rubrics and portfolios.

Regarding internal quality assurance, the Faculty Deans Meeting and the Graduate School Deans Meeting serve as responsible bodies, while the University Planning and Management Meeting, (University-Wide) Self-Study Committee, and (University-Wide) FD/SD Committee cooperate in the operation. Inspections and assessments are conducted in four stages stated in the Tokoha University Self-Study Implementation Policy. As an example of the educational planning, design, implementation, and improvement processes under this structure, inspections were conducted in AY2023 to examine discrepancies between the Level Code in the Numbering Code and the actual lessons, followed by reviews. The existing University Common Subject were eliminated and Liberal Arts Subjects newly established with the aim of nurturing students with the “ability to respond flexibly to changing times (a broad range of knowledge, multi-perspective reasoning, etc.). In AY2024, the Liberal Arts Education Management

Committee was established as an organization responsible for planning, managing, and operating the University's liberal arts education programs. In the coming years, the University is expected to upgrade the internal quality assurance structure and mechanisms, and deepen university-wide efforts to enhance its education and student learning outcomes through the effective use of institutional research (IR) that provides reports and proposals for internal quality assurance activities.

The University is engaged in various distinctive initiatives. Among the notable recognitions are social cooperation and contribution activities. To embody the educational principle of "Community Contribution," the University constantly undertakes a wide variety of community contribution activities in Shizuoka Prefecture, where its campuses are located, with the Center for Community Service playing a central role under the structure systematically promoted by faculty and staff working together. Specifically, the University supports students' self-directed projects in the "Tokoha Future Academy – TU can Project –," in which the "Light Plan" was newly introduced to facilitate student participation by assisting in the first steps of their activities, along with other forms of assistance. Moreover, Regional Exchange and Collaboration Promotion Projects not only create networks between local businesses and students, but also provide opportunities for students from different universities to participate and interact with one another. These initiatives have led to an increasingly large number of students taking part in volunteer and community contribution activities. These highly commendable initiatives led by the Center for Community Service develop into programs joined by various types of students while systematically continuing to engage in a broad range of social contribution activities.

As for distinctive student support initiatives, the University has elevated the long-standing roundtable discussions between Student Union representatives and university administrators to the Tokoha Future Education Faculty-Staff-Student Collaboration Project, based on the basic management policy of "Students Playing a Leading Role." Under this project, the University selects the issues to be addressed based on the Student Union's proposals and strengthens the system for faculty, staff members including administrators, and students working together at roundtable discussions to resolve issues and undertake improvements. The University also provides opportunities for students to attend meetings of the Student Committee and Academic Affairs Committee and present proposals and opinions on projects for student support and educational improvements. It is highly commendable that the University has established a multifaceted mechanism that enables students to participate in its management.

Despite these distinctive initiatives, there are issues the University should address

regarding student enrollment in some faculties, departments, and graduate schools. The University plans to conduct analyses based on IR data, while exploring ways to restructure the educational content and to enhance its public relations strategies primarily in the graduate schools. These efforts should be linked to producing positive results.

Efforts are underway to work with students to boost the University's appeal, based on the basic management policy of "Students Playing a Leading Role (「主役は学生」)." In the years ahead, the University is expected to operate the internal quality assurance structure and system more effectively, while using IR to identify issues with its educational and research activities and to advance its distinctive initiatives, thereby progressing further.

Outstanding Initiatives

Social Cooperation and Contribution

- To embody the educational principle of "Community Contribution," the University constantly undertakes a wide variety of community contribution activities in Shizuoka Prefecture, where its campuses are located, with the Center for Community Service playing a central role under the structure systematically promoted by faculty and staff working together. Notably, the University supports students' self-directed projects in the "Tokoha Future Academy – TU can Project –," in which the "Light Plan" was newly introduced to facilitate student participation by assisting in the first steps of their activities, along with other forms of assistance. Moreover, Regional Exchange and Collaboration Promotion Projects not only create networking opportunities between local businesses and students through collaboration projects with a newly formed local professional basketball team, but also provide opportunities for students from different universities to participate and interact with one another. These initiatives have led to an increasingly large number of students taking part in volunteer and community contribution activities. These highly commendable initiatives led by the Center for Community Service develop into programs joined by various types of students while systematically continuing to engage in a broad range of social contribution activities.

Notable Strengths

Student Support

- Based on the basic management policy of “Students Playing a Leading Role,” the University is working to identify and address issues related to classes and campus life through long-standing roundtable discussions between Student Union representatives (student groups organized on each campus) and university administrators. In AY2022, the roundtable discussions were elevated to the Tokoha Future Education Faculty-Staff-Student Collaboration Project, under which the University selects the issues to be addressed based on the Student Union’s proposals and strengthens the system for faculty, staff members including administrators, and students working together at roundtable discussions to resolve issues and undertake improvements. In AY2024, the University began providing opportunities for students to attend meetings of the Student Committee and Academic Affairs Committee and present opinions on projects for student support and educational improvements. It is commendable that the University has established and operates a multifaceted mechanism that enables students to play a central role in making improvements.

Suggestions for Improvement

Student Enrollment

- No students are enrolled in the master’s course in the Graduate School of International Language and Culture, and the ratio of student enrollment to the student enrollment cap is low at 0.10 in the master’s course in the Graduate School of Environment and Disaster Research. In response, the University has introduced an admission process to accept undergraduate students aiming to attend graduate school, while exploring ways to restructure the educational content and to enhance its public relations strategies with a focus on the two graduate schools. These efforts should be linked to producing positive results.

Recommendation

Student Enrollment

- The average ratios of freshman enrollment to the freshman enrollment cap over the past five years are low at 0.87 in the entire Faculty of Foreign Studies; 0.87 in the faculty’s English Department; 0.86 in the faculty’s Global Communication

Department; 0.87 in the Faculty of Law; 0.89 in the entire Faculty of Health Promotional Sciences; 0.41 in the faculty's Department of Child Health and Education; 0.79 in the faculty's Department of Acupuncture and Moxibustion Therapy; and 0.85 in the Department of Occupational Therapy, Faculty of Health and Medical Sciences. The ratio of student enrollment to the student enrollment cap is high at 1.24 in the Department of Teacher Education, Faculty of Education, but the ratios are low at 0.79 in the entire Faculty of Foreign Studies; 0.80 in the faculty's English Department; 0.79 in the faculty's Global Communication Department; 0.84 in the Faculty of Law; 0.84 in the entire Faculty of Health Promotional Sciences; 0.88 in the faculty's Department of Health and Nutritional Sciences; 0.39 in the faculty's Department of Child Health and Education; 0.68 in the faculty's Department of Acupuncture and Moxibustion Therapy; and 0.76 in the Department of Occupational Therapy, Faculty of Health and Medical Sciences. In response, some faculties and departments have revised their student enrollment quotas and undertaken improvements, but progress is still far from satisfactory. To improve the yield rate of admitted students, the University is conducting detailed analyses of applicant trends and plans to relocate the Hamamatsu Campus. It is recommended that the University make greater efforts through these corrective measures to ensure positive results. (Standard 5: Student Enrollment)