

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

Komazawa Women's University



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2019	
Accreditation Status: Accredited (Accreditation Period: April 1.2020 – March 31.2027)	

Certified Evaluation and Accreditation Results for Komazawa Women’s University

Overview

The founding principles of Komazawa Women’s University (hereinafter referred to as the “University”) are Zen Master Dōgen’s “*shōnen* [right mindfulness]” and “*gyōgaku ichinyo* [unity of practice and study].” Its purpose is “to nurture modern women capable of self-realization who can create new culture and have a rich personality, in view of rapid changes in social structure, such as developments in globalization, information technology, and women’s social participation.” Komazawa Gakuen Educational Foundation, the managing entity of the University, formulated a medium-term plan in AY2013. The plan has a long-term vision extending 15 years, up to AY2027 which will mark the 100th anniversary of the school’s foundation. It divides the 15-year period into three parts and presents “10 Pillars (strategic plans),” such as “Our goal as a school integrating pre-primary, secondary and tertiary education.” The school has been implementing the five-year Komazawa Gakuen Second Medium-term Plan since AY2019. In AY2018, in order to improve student enrollment, the University reorganized its Faculty of Humanities into the College of Human Studies, adopted a college system whereby multiple academic divisions were established under the College of Human Studies, and launched the new Faculty of Nursing. The University currently has one college, two faculties (Faculty of Human Health, Faculty of Nursing), and one graduate school, and is implementing various activities aiming at providing “caring education.”

With regard to education, the University has revised the three policies (degree award policy, curriculum design and implementation policy, admission policy) and introduced a Learning Achievement Confirmation Table. This table shows the relationship between degree award policy (diploma policy) and educational objectives in a rubric format. The Policy on Assessment of Learning Outcomes is presented in a matrix format. We hope these initiatives are developed further. As part of its efforts to provide caring education and support to students, the University implements “tailor-made education” in order to respond to the needs of each student in a meticulous manner.

The homeroom system in place at the University is an excellent feature, allowing students to receive advice and support relating to matters such as university life and class registration. The University summarizes the results of the basic academic skills test held every year for first- to third-year students and student interviews carried out based on students’ credit acquisition status in the “Student Profile” on the portal site. This

information is then shared among and utilized by homeroom teachers and student support divisions. When considered necessary, the University also conducts individual interviews based on the results of the annual mental health checkup which is taken by all students. It is commendable that these various student support initiatives based on faculty-staff cooperation have led to a reduction in the dropout rate.

However, the roles and cooperative structure of the organizations involved in internal quality assurance are unclear. Also unclear are the management methods regarding regular checks and reviews by each college (faculty), graduate school, and division and the measures for improvement to be implemented based on the results of the checks and reviews that the Executive Council, the organization which promotes the internal quality assurance system, is responsible for. These issues should be addressed. Going forward, the University should develop an internal quality assurance system that rectifies the above issues and ensure that it functions stably. As for faculty, the University had an insufficient number of professors to meet the requirements of the Standards for Establishment of Universities in AY2018. Although that issue has already been addressed, the University should be sure to manage the number of its faculty members appropriately going forward. Other issues that need to be addressed include fulfilling the student quota in the graduate school, developing examination criteria for research supervisors, and developing its financial base through formulation and implementation of a medium-to-long-term plan including numerical targets.

Going forward, we hope the University enhances its internal quality assurance system centered around the Executive Council and further develops the “tailor-made education” it aims to provide in response to individual student needs.

Notable Strengths

Student Support

- The University provides “caring education” and support to students. For example, it has a homeroom system in place to offer advice and other support relating to university life and class registration, and to monitor students’ learning and university life. As a key function of the student support system, the University summarizes the results of the basic academic skills test held every year for first- to third-year students and student interviews conducted based on students’ credit acquisition status in the “Student Profile” on the portal site, then shares the information with homeroom teachers and student support divisions. The University also conducts individual

interviews based on the results of the annual mental health checkup for all students when considered necessary. It is commendable that these various student support initiatives based on faculty-staff cooperation have led to a reduction in the dropout rate.

Suggestions for Improvement

Internal Quality Assurance

- The roles and cooperative structure of the organizations involved in internal quality assurance are unclear. Also unclear are the management methods regarding regular checks and reviews by each college (faculty), graduate school and division and the measures for improvement implemented based on the results of the checks and reviews that the Executive Council, the organization responsible for promoting the internal quality assurance system, is responsible for. Therefore, the University should address these issues and ensure that the internal quality assurance system functions stably.

Student Enrollment

- The ratio of student enrollment to the student enrollment cap in the Master's Course in the Graduate School of Human Sciences is low at 0.34. Therefore, the University should thoroughly implement graduate school quota management to improve the situation.

Faculty and Faculty Organization

- The Graduate School of Human Sciences clearly indicates the examination procedures for research supervisors but does not clearly indicate the examination criteria.

University Management and Finance

- Regarding financial ratios, the net income from business activity (imputable net income) ratio has been lower than the average of universities with multiple faculties, and the amount of excess expenditures carried over to a following financial year has been increasing over the years. Therefore, the University should formulate and

implement a medium-to-long-term plan including numerical targets to improve its financial situation as soon as possible and work on establishing the financial base necessary for implementing educational and research activities.