

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

Jissen Women's University



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2013	
Accreditation Status: accredited (Accreditation Period: April.01.2014 – March.31.2021)	

Certified Evaluation and Accreditation Results for Jissen Women's University

Notable Strengths

Faculty and faculty organization

- It is commendable that Jissen Women's University (hereafter, the University) has promoted new exchanges of faculty and staff, vitalized educational and research activities, and raised awareness of research across the entire University and its affiliated schools. The University established the “Jissen Joshigakuen Project Research Institute” to promote research beyond the framework of the University and its affiliated schools, faculties, and departments, and has set up a system in which the University supports the Institute financially. Groups and individuals inside and outside of the University and its affiliated schools organize project teams across faculty and staff, and conduct interdisciplinary studies in a focused way for a limited time.

Student support

- It is commendable that the University has set up the “Practice Alumnae” program as a unique opportunity for career support. “Practice Alumnae,” a venue for exchange between graduates and current students, has been effectively used to support students’ job-hunting activities by linking students with local graduates. One of the objectives of the University is that each individual student to feels cherished. Each faculty has employed its graduates as assistants, and has set up an environment in which students find it easy to consult with these assistants. It is also commendable that in order to provide better support to the students with developmental problems, with the consent of the students, the University issues a “Sakura Support Card” to these students and has them present it when necessary.

Social cooperation and contribution

- It is commendable that the University's has made an effort to extend its geographic boundaries and return its educational and research results to local community based on its educational mission. The University signed a comprehensive cooperation agreement with the city of Ena, Gifu Prefecture, which is the hometown of the founder of the University and is famous for its lifelong education movement, and sends lecturers to Ena regularly. In collaboration with the city of Ena, the University created an award for the best essay on home education and child-rearing. Applications come from all over the country.

Suggestions for Improvement

Faculty and faculty organization

- The Graduate Schools do not clearly state the criteria for hiring faculty members. From the perspective of the quality assurance of graduate education, this needs to be improved.

Educational content, methods, and outcome

- The Graduate School of Human Life Sciences and the Graduate School of

Humanities and Social Sciences have not formulated their degree-granting policies or the policies for designing and implementing their curriculums according to the mission and purpose of the University. These policies should be formulated and made public.

- The curriculum of the Master's program of Food Science and Nutrition in the Graduate School of Human Life Sciences does not include appropriate coursework. Considering the purpose of the credit-based degree-granting system, the curriculum should include appropriate coursework
- Throughout the University, the contents of syllabi vary in their specificities, and in some cases, the lesson plans do not provide content for every class meeting. In other cases, grade assessment is made based on the subjectivity of professor. This situation should be improved.
- In the Graduate Schools, a systematic faculty development program to improve the content and methods of education has not been conducted. This should be improved.
- In the Graduate Schools, the criteria for examining degree-seeking theses and dissertations have not been clearly stated. The criteria for each degree level should be clearly stated in the student handbook and made accessible to students.

Enrollment

- In the Faculty of Humanities, the average of the ratios of the last five years of enrolled freshmen to the freshman admission cap is high at 1.25 in the Department of Japanese Literature. This should be improved.
- The ratio of transfer students to the transfer student admission cap is low in a number of departments. Such departments include: at 0.60 in the Department of Japanese Literature, at 0.67 in the Department of English Literature, and at 0.20 in the Department of Aesthetics and Art History in the Faculty of Humanities, at 0.34 in the Department of Food and Health Sciences, at 0.60 in the Department of Human Environmental Sciences, and at 0.40 in the Department of Human Sciences and Arts in the Faculty of Human Life Sciences, and at 0.38 in the Department of Humanities and Social Sciences in the Faculty of Humanities and Social Sciences. These numbers should be improved in these departments.
- The ratio of enrolled students to the student enrollment cap is low at 0.31 in the doctoral programs in the Graduate School of Humanities, 0.33 in the Master's programs in the Graduate School of Human Life Sciences, and at 0.29 in the Master's programs in the Graduate School of Humanities and Social Sciences. These situations should be improved.

Internal quality assurance

- On the University webpage, "Organization of Faculty and Academic Degrees of Faculty Members," academic degrees held by some of the faculty members are not disclosed to the public.

Area of Serious Concern*Educational content, methods, and outcome*

- In each doctoral program, research guidance plans are not formulated. These plans must be formulated so that students can receive appropriate research guidance and guidance for writing the degree thesis according to the plan.