

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: 2020	
Accreditation Status: accredited (Accreditation Period: April.1.2021 – March.31.2028)	

Certified Evaluation and Accreditation Results for Jissen Women's University

Overview

Jissen Women's University holds "when women change society, they change the world" as its founding principle and the "fostering self-confident women who can be independent and self-directing" as its educational mission. The purpose of the University is "to teach and research highly specialized arts and sciences in accordance with the Basic Act on Education, the School Education Act, and the founding spirit of Jissen Women's University, and to develop individuals who, by cultivating a wide-ranging and deep cultural outlook aimed at developing character and putting their beliefs into practice from an international perspective, will contribute to the creation of culture and the welfare of humanity." The University has drawn up a "Grand Design" and "Medium-term Plan" to fulfil this purpose, and is working to enhance its educational and research activities.

In terms of internal quality assurance, the "Check and Review Committee" of each faculty (including courses and research institutes) and graduate school, which together make up the "Departments Council", conducts checks and reviews of individual faculties and graduate schools, etc. The results are collated by the "University Check and Review Committee" and reported to the "University Council", which provides feedback and support for improvements based on the results of the checks and reviews and advice from the "External Assessment and Advisory Committee". We hope to see initiatives for improvement in the future.

With respect to education, each faculty and graduate school generally organizes its curriculum appropriately in accordance with its degree award policy (diploma policy) and curriculum design and implementation policy (curriculum policy). The overall structure of the curriculum and the relationships between subjects are shown through curriculum maps, curriculum trees, numbering, etc., allowing students to take courses in a systematic and sequential manner. Various centers have also been established to support student learning.

One outstanding point is that with the introduction of J-TAS (Jissen Total Advanced Support), an enrolment management system that records and supports the development of students' regular and extra-curricular activities from enrollment to graduation, the University is building and operating a framework that contributes to student growth and enhancement of its educational programs. Alongside promoting the use of J-TAS, the University is working to improve the operation of the system by

enhancing its “one-stop service,” building a detailed student support system in cooperation with the “Liaison Council for Comprehensive Student Support” and the “Comprehensive Student Support Center”.

The University Library and the “Shimoda Utako Digital Archive” possess many outstanding collections as a result of efforts to collect books, journals, and other materials, in accordance with the educational mission of the school's founder. Efforts to open the University library and other collections to the public have provided a wide range of opportunities for education and research. This is to be highly commended for its expected production of broader research outcomes beyond the University.

However, there are several issues that should be addressed. First of all, although learning outcomes are measured using learning rubrics, a variety of questionnaires, and assessment of graduation theses, it is difficult to say that the learning outcomes specified in the degree award policies of each faculty, department, graduate school and program have been monitored and assessed in a diversified and appropriate manner. Other issues in need of improvement include deficiencies in the curriculum design and implementation policies of some graduate schools, low ratios of student enrollment relative to the student enrollment caps in some graduate schools, and insufficient graduate school-specific FD activities relating to educational improvement.

Going forward, we hope the University resolves these issues by means of internal quality assurance efforts and further develops its many distinctive initiatives so that the outcomes of students' learning will be even better known both inside and outside the University.

Notable Strengths

Student Support

- The student support system J-TAS, which launched in AY 2018, consists of seven elements: a “Growth Diagnosis Test,” “Learning Rubric,” “Personal Growth Record,” “Classes,” “Extracurricular Activities,” “Faculty, Student Support Center Staff, Career Advisors,” and “Individual Support.” These elements form the basis for providing a wide variety of student support services. For example, the Personal Growth Record allows students to record and visualize their own development, which career advisors and the teachers in charge of classes can use as a reference for providing support in class, extracurricular activities, and other aspects of student life. In addition to the above, the University is planning and implementing various events

and initiatives and enhancing content to provide optimal support for individual students' growth. These include the "Course Reflection Week," during which students can use J-TAS to reflect on their studies and examine their academic plans, and the launch of "My Community" which is used for purposes such as club organizations welcoming new students. A clear basic policy has been set out for J-TAS, and this forms the basis for the system's design and operation. In addition, designated departments and committees check the work performed in dealing with students and other areas, working to make improvements and develop the system. This demonstrates that the student support provided through J-TAS is a sophisticated initiative that should be commended.

Education and Research Environment

- The University Library possesses many outstanding collections as a result of efforts to collect books, journals, and other materials, in accordance with the educational mission of the school's founder. Of particular note is the establishment of Shimoda Utako Digital Archive, a database of digitized materials about the founder Utako Shimoda, and its opening to public access. In addition, Oscar Wilde's scrapbook of newspaper and magazine clippings, and the materials of Kuniko Mukoda, an alumna of the University, have been digitized and made available to the public as a database. The University's activities contributing to the promotion of art, culture, and education are also noteworthy. These include holding regular exhibitions of materials and paintings at the Kosetsu Memorial Museum, a museum-equivalent facility that houses books, paintings, poems, and books related to Utako Shimoda. These efforts to open the University library and other collections to the public have provided a wide range of opportunities for education and research. This is to be commended for its expected production of broader research outcomes beyond the University.

Suggestions for Improvement

Educational Program and Learning Outcomes

- The Graduate School of Humanities' Master's Program of Japanese Literature, Doctoral Program of Japanese Literature, Master's Program of English, Master's Program of Art History, Doctoral Program of Art History, and the Graduate School of Human Life Sciences' Master's Program of Human Environmental Science and

Graduate School of Humanities and Social Sciences' Master's Program of Humanities and Social Sciences do not indicate their basic approach to curriculum implementation in their curriculum design and implementation policies.

- Although learning outcomes are measured by means of learning rubrics, a variety of questionnaires, and assessment of graduation theses, it is difficult to say that the learning outcomes specified in the degree award policies of each faculty, department, graduate school and program have been monitored and assessed in a diversified and appropriate manner. Improvements are required accordingly.

Student Enrollment

- In AY 2020, the average ratios of freshman enrollment to the freshman enrollment cap over the previous five years was 1.25 for the Faculty of Humanities and Social Sciences. This is high, and should be improved.
- The ratios of student enrollment to the student enrollment cap are respectively 0.30 and 0.13 for the Master's and Doctoral Programs of the Graduate School of Humanities, 0.21 for the Graduate School of Human Life Sciences, and there are no students in the Master's Program of the Graduate School of Humanities and Social Sciences. These figures are low, so improvements should be made to ensure thorough student quota management at the graduate school level.

Faculty and Faculty Organization

- The graduate school-specific FD relating to educational improvement is inadequate, so improvements are needed to ensure that this is implemented appropriately, either for the master's and doctoral programs as a whole or for each graduate school individually.