

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

**Tokai University**



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

## **Certified Evaluation and Accreditation Results for Tokai University**

### **Overview**

Tokai University defines its educational principle for human resource development as “fostering students’ independent thinking,” “helping individual students enhance their qualities,” and “cultivating internationally-minded students with a broad range of knowledge integrating liberal arts and science” grounded in the founding spirit set forth by its founder. To achieve its founding spirit and the University’s purpose based on its educational principle, the school corporation’s medium- to long-term School Master Plan was formulated, with the Second Medium-Term (AY2022-AY2026) Management Policy and Project Plan (Key Initiatives) laid out for the division of higher education. A thorough overhaul of these plans has been underway since AY2024 to make them more viable.

Regarding internal quality assurance, the Tokai University Internal Quality Assurance Promotion Committee (hereafter “Internal Quality Assurance Promotion Committee”), Tokai University Self-Study Committee (hereafter “Self-Study Committee”), and Tokai University Comprehensive Achievement Assessment Committee (hereafter “Comprehensive Achievement Assessment Committee”) have been established under the Tokai University Evaluation Deliberation Council (hereafter “University Evaluation Deliberation Council”) as organizations responsible for promoting university-wide internal quality assurance, based on the Internal Quality Assurance Policy, with self-studies annually conducted at the university-wide, division, and lesson subject levels. Specifically, under the instruction of the University Evaluation Deliberation Council, the results of the division-level self-studies conducted by the assessment committees of the schools, graduate schools, centers, and administrative divisions are compiled into the Self-Study Report (University-Wide) and Self-Study Report (Schools and Graduate Schools). The Internal Quality Assurance Promotion Committee and the Self-Study Committee verify the reports, and the University Evaluation Deliberation Council briefs the president on issues and other matters to be addressed. Upon instructions by the president, the Tokai University Education Deliberation Council (hereafter “Education Deliberation Council”), university-wide committees, and other bodies propose improvement measures in cooperation with the relevant divisions and sections before undertaking improvements. The progress of self-study activities varies, however, among the schools and graduate schools, with some not yet identifying the issues to be addressed

based on inspections and assessments. The University Evaluation Deliberation Council, which plays a leading role in promoting internal quality assurance, identifies issues and discusses improvement measures based on the inspection and assessment results, but provides inadequate feedback and support for improvement based on these results. The University should improve this situation by ensuring self-studies at the division level with issues identified by each school and graduate school to make improvements based on university-wide self-studies.

All schools, departments, and graduate schools have established curriculum policies based on the diploma policies, with their curricula systematically designed and course charts and models included in syllabuses to ensure that courses are sequentially arranged for students to take in a systematic way. Among the distinctive educational programs is the university-wide introduction of public achievement (PA) education. The Advanced Liberal Arts Course required for all first-year students allows them to study social issues linked to their interests, and learn firsthand how to participate in social activities through group work and discussions beyond the schools and departments. Project Activity is provided for students to experience social activities by planning and carrying out their own initiatives for social contribution, regional revitalization, international exchanges, and other themes based on their acquired knowledge and skills. It is commendable that the University is making meaningful educational efforts to teach students through theory and practice to engage in society as “citizens” who can independently tackle challenges.

Moreover, the University has established the Tokai University Sports Promotion Center to offer its sports knowledge, skills, facilities, and other resources to a wide range of people on campus and off in an effort to promote lifelong sports and maintain and enhance health. The center is energetically involved in regional development through sports activities, such as hosting sports competitions in various locations in cooperation with the University-affiliated high schools across Japan, and collaborating with local municipalities in Hiratsuka City, Hadano City, and other areas where campuses are located to organize sports events for children. This is a highly commendable initiative that returns the University’s resources to local communities with students experiencing practical training by participating in the operation of various competitions and events.

There are several areas of improvement the University should address, however. First, the University needs to ensure that self-study activities are related to the internal quality assurance system, and to design a more elaborate internal quality assurance system for educational and other improvements based on the inspection and assessment results. Second, some schools, departments, and graduate schools fail to describe the specific

concept of curriculum implementation in their curriculum policies, and this issue should be addressed. Third, some graduate schools should establish diploma and curriculum policies for each degree to be awarded. Fourth, to monitor the student learning outcomes stated in the diploma policy, all programs should adequately clarify the connection between the measurement methods and the diploma policy. A mechanism should be developed to monitor and evaluate the student learning outcomes stated in the diploma policies. Fifth, in terms of the graduate schools' quota management, some courses have no enrolled students or low ratios of student enrollment to the student enrollment cap. This situation should be improved.

The University began improvement efforts, including revamping its internal quality assurance structure, with the development of a new internal quality assurance system led by the President Office Meeting in AY2024. In the years ahead, the University is expected to resolve these issues by enhancing the viability of the internal quality assurance system, thereby advancing its distinctive initiatives to progress further.

## **Notable Strengths**

### *Educational Program and Learning Outcomes*

- The University has introduced university-wide public achievement education aimed at “fostering citizenship by connecting student interests to real-life public issues and working for solutions” based on its founding spirit. The Advanced Liberal Arts Course required for all first-year students allows them to study social issues linked to their interests, and to learn firsthand how to participate in social activities through group work and discussions across the schools and departments. Project Activity is provided for students to experience social activities by planning and carrying out their own initiatives for social contribution, regional revitalization, international exchanges, and other themes based on their acquired knowledge and skills. These distinctive educational initiatives are highly commendable in teaching students through theory and practice how to engage in society as citizens and develop their abilities to tackle challenges independently.

### *Social Cooperation and Contribution*

- The University established the Tokai University Sports Promotion Center to offer its sports knowledge, skills, facilities, and other resources to a wide range of people on

campus and off in an effort to promote lifelong sports and maintain and enhance health. The center is energetically involved in regional development through sports, such as hosting sports competitions in various locations in cooperation with the University-affiliated high schools across Japan, and collaborating with local municipalities in Hiratsuka City, Hadano City, and other areas where campuses are located to organize sports events for children. This is a commendable initiative that returns the University's resources to local communities with students experiencing practical training by participating in the operation of various competitions and events.

## **Suggestions for Improvement**

### *Internal Quality Assurance*

- The progress of self-studies varies among the schools and graduate schools. Some schools and graduate schools have yet to identify the issues to be addressed based on inspections and assessments. The University Evaluation Deliberation Council, which plays a leading role in promoting internal quality assurance, discusses improvement measures based on the university-wide inspection and assessment results, but fails to monitor the progress of improvement efforts undertaken by the schools and graduate schools, and provides inadequate feedback and support for improvement. These issues should be addressed by ensuring self-studies at the school and graduate school levels to make improvements based on the university-wide self-studies.

### *Educational Program and Learning Outcomes*

- Under the diploma policies, multiple and different degrees are awarded in the Doctoral Course of Science and Technology in the Graduate School of Science and Technology, Doctoral Course of Bioscience in the Graduate School of Bioscience, and Doctoral Program (first and master's program) in the Graduate School of Letters, but these graduate schools have not established a diploma policy for each degree to be awarded. This issue should be addressed.
- The curriculum policy for each degree to be awarded is not established in the Doctoral Course of Science and Technology in the Graduate School of Science and Technology, Doctoral Course of Bioscience in the Graduate School of Bioscience, and the master's program in the Graduate School of Letters. The basic concept of

curriculum implementation is not specified in the curriculum policies of the Department of Civilization in the School of Letters; Department of Asian Studies in the School of Cultural and Social Studies; Doctoral Program (Doctor's Course) in the Graduate School of Letters; Doctoral Course of Political Science (Master's) in the Graduate School of Political Science; Master's Course in the Graduate School of Engineering; and Master's Course of Information and Telecommunication Engineering in the Graduate School of Information and Telecommunication Engineering. The Graduate School of Medicine fails to specify the basic concepts of curriculum design and implementation in its curriculum policy. These issues should be addressed.

- An assessment policy has been formulated to monitor and measure the student learning outcomes stated in the diploma policies, and the evaluation indicators and methods are also specified for each school, department, and graduate school, but the connection between the learning outcomes stated in the diploma policies and the measurement methods is unclear. This issue should be addressed.

#### *Student Enrollment*

- The ratios of student enrollment to the student enrollment cap in the master's courses are low at 0.40 in the Graduate School of Political Science, 0.30 in the Graduate School of Economics, and 0.38 in the Graduate School of Arts. The ratios of student enrollment to the student enrollment cap in the doctoral courses are also low at 0.20 in the Graduate School of Bioscience, 0.19 in the Graduate School of Letters, 0.07 in the Graduate School of Political Science, and 0.03 in the Graduate School of Economics. No students are enrolled in the Doctoral Program (Master's) and Doctoral Program (Doctor's Course) in the Graduate School of Law. These ratios should be improved with the graduate schools' student quotas thoroughly managed.