

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

Tokyo Kasei 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 Tokyo Kasei University

Overview

Tokyo Kasei University sets forth the founding spirit of “independence and autonomy” and the life creed of “love, diligence, and wisdom” inherited from the founding philosophy of “to nurture capable women who are role models for a new era and who excel in academics and arts, with a program that suits the times, responds to the needs of the people, and seeks women’s autonomy.” Under these principles, the University aims to nurture women who can continue to thrive and respond flexibly in an ever-changing society. To continue meeting societal expectations in the run-up to the 150th anniversary of its founding in 2031, the University has formulated Tokyo Kasei University Vision 150 with the aim of becoming a university that expands the potential of oneself and others through knowledge and skills, and serves as a starting point for a more connected society based on its founding spirit and life creed. The University undertakes educational and research activities with a focus on the four areas of “educational reform and student support,” “research and industry-academic collaboration,” “community cooperation, lifelong learning, and recurrent education,” and “governance reform,” set out as the key items in the school corporation’s five-year medium-term plan formulated in AY2020.

The University promotes its founding philosophy and spirit through various types of media, but also instills these principles in students through education by establishing the Startup Seminar for Independence and Autonomy as a required first-year educational program across all faculties. Specifically, the seminar adopts active learning using the Tokyo Kasei University Museum that exhibits the University’s history and its founder’s teachings, with upper-year students serving as student assistants (SAs), and trains new students to express ideas and take the initiative in developing practical self-reliant skills. These efforts have helped create a wide range of student-led educational, regional, and social contribution activities that include the Shokulympic (Food-Olympics) Executive Committee, in charge of planning, publicizing, and managing game events for food and nutrition education; the Student CRED group tasked with planning and organizing exchange meetings among students, faculty, and staff, welcome parties for new students, and other events; and student projects at Morino-Salon (Parenting Support Center), which provides a play space for children and their parents. These are highly commendable initiatives that embody the University’s founding philosophy and spirit.

Regarding internal quality assurance, the University established a new internal quality assurance structure in AY2020 with the Self-Evaluation Committee chaired by the vice presidents positioned as a main promotion organization. Seven subcommittees formed under the committee are in charge of such activities as educational support, global promotion, educational and research, and social cooperation, and admission support and systems, and work on educational and other quality assurance activities in cooperation with the Self-Evaluation Implementation Committee of each faculty and graduate school, as well as the External Evaluation Committee, the president's advisory body composed of outside experts. But the internal quality assurance activities are led by the University-Wide Management Meeting, and its subordinate Special Internal Quality Assurance Review Committee is tasked with formulating the university-wide policy and improvement plans based on the inspection and assessment results. The University needs to revamp the internal quality assurance structure by reviewing the position of the University-Wide Management Meeting and its role in connection with the Self-Evaluation Committee.

The University specifies “knowledge and skills,” “reasoning, decision-making, and expression skills,” and “autonomy, diversity, and cooperation” in the university-wide diploma policy. The faculties and graduate school programs have established the diploma, curriculum, and admission policies based on these qualities, with their curricula designed in a systematic and sequential way. With active learning and studies outside the classroom promoted as mentioned above, the University works to measure student learning outcomes on campus, and monitors and evaluates the learning outcomes stated in the diploma policy using a learning portfolio system and various surveys based on its assessment plan.

The University has reviewed its internal quality assurance structure as mentioned above in response to JUAA's previous certified evaluation and accreditation results, but revamping the structure remains a work in progress with discrepancies found between the regulations and the actual conditions. With work underway to visualize self-study activities and improve the overall status of its educational activities and university management, the University is expected to effectively operate the PDCA (Plan-Do-Check-Act) cycle under the established structure. In terms of curriculum, the faculties need to specify the teaching methods in their curriculum policies, while the graduate school programs inadequately measure student learning outcomes. As for student enrollment, some faculties and departments have insufficient quota fulfillment in student enrollment, and their student quotas must be appropriately managed.

In the years ahead, the University is expected to resolve these issues through

internal quality assurance efforts and progress further by advancing its distinctive initiatives.

Notable Strengths

Mission and Purpose

- The University has established the Startup Seminar for Independence and Autonomy as a required course for the first semester of the first year to foster students with the ability to embrace the founding spirit of “independence and autonomy” inherited from the founding purpose of empowering women to social independence and nurturing creative women who can foresee the trends of the times. The course utilizes the Tokyo Kasei University Museum that collects materials related to the University’s history and clothing to teach students about the founder’s teachings and the school’s history, while encouraging each student to lay the foundation for self-reliance through active learning, such as collaborative studies on social issues related to contemporary women. It is commendable that the University promotes and instills its founding spirit in students to embody this ideal.

Student Support

- The University promotes students’ self-directed activities by setting forth the student support policy of providing systematic support to help students follow the path of self-reliance and practice the University’s life creed. For example, the Student CRED group plans and manages on-campus exchange events, including exchange meetings among students, faculty, and staff, and welcome parties for new students. The student Shokulympic (Food-Olympics) Executive Committee organizes game events for food and nutrition education targeting local children and their parents or guardians. Student projects are also implemented at Morino-Salon (Parenting Support Center), which provides a play space for local children and their parents. It is commendable that students are undertaking a wide range of activities that embody the University’s founding spirit of “independence and autonomy.”

Suggestions for Improvement

Internal Quality Assurance

- The Self-Evaluation Committee positioned as an organization responsible for promoting internal quality assurance is tasked with promoting continuous improvements based on the inspection and assessment results, but the University-Wide Management Meeting discusses improvement measures to promote internal quality assurance. This situation highlights certain discrepancies with the Self-Evaluation Committee Regulations. The University should address this issue by clarifying the authority, roles, and coordination of the organizations involved in internal quality assurance, and by regularly verifying the appropriateness of the internal quality assurance structure and mechanism to ensure the effective operation of the internal quality assurance system.

Educational Program and Learning Outcomes

- As for the curriculum policy established and publicized for each degree to be awarded, the teaching and evaluation methods are not specified in the Department of Costume and Clothing Science, Department of Environmental Education, Department of Art & Design in the Faculty of Home Economics; Department of Food Science and Nutrition and Department of Nutrition and Dietetics in the Faculty of Nutrition; Department of Elementary Education in the Faculty of Child Education and Care; and Department of English Communication in the Faculty of Humanities. This issue should be addressed.
- The graduate school's master's and doctoral programs use dissertations as indicators for student learning outcomes, but fail to establish methods for monitoring and evaluating the learning outcomes stated in the diploma policy for screening. This issue should be addressed by developing and implementing methods for measuring learning outcomes.

Recommendation

Educational Program and Learning Outcomes

- The Master's Program in Clothing & Art in the Graduate School of Humanities and Life Sciences positions research outcomes (production) as themed research outcomes in Special Research and Production, but the screening criteria for master's theses and

research outcomes (production) are not clearly separated. This situation must be corrected by developing separate criteria to appropriately screen master's theses and research outcomes (production).

Student Enrollment

- The ratios of student enrollment to the student enrollment cap are low at 0.73 in the Department of Environmental Education, Faculty of Home Economics, 0.87 in the Department of English Communication, Faculty of Humanities, and 0.88 in the Department of Education for Childcare, Faculty of Child Development. The average ratio of freshman enrollment to the freshman enrollment cap over the past five years is also low at 0.82 in the Department of Environmental Education, Faculty of Home Economics. These ratios must be improved with the faculties' student quotas thoroughly managed.