

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

Toyo Gakuen University



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Tokyo, Japan
<b>Accreditation Status</b>	
Year of the Review: 2017	
Accreditation Status: accredited (Accreditation Period: April.01.2018 – March.31.2025)	

## **Certified Evaluation and Accreditation Results for Toyo Gakuen University**

### **Overview**

Toyo Gakuen University (hereafter, the University) was first founded as Toyo Women's Dental College under the old education system in 1926, and after its reorganization from Toyo Women's College, the school was established in 1992 as a co-education four-year university with one faculty, the Faculty of Humanities, and two departments, the Department of English and American Language Studies and the Department of English and American Area Studies. At present, the University consists of three faculties that include the Faculties of Global Communications, Human Sciences, and Business Administration, and the Graduate School of Business Administration (master's program). With Hongo Campus located in Bunkyo Ward of Tokyo and Nagareyama Campus in Nagareyama, Chiba Prefecture, the University conducts its education and research activities based on its founding spirit of "Jikyo Yamazu (Never Stop Striving)."

Since the Japan University Accreditation Association's (JUAA) FY2010 University Accreditation in 2010, the University has set the major goals of developing a university-wide structure and system for conducting self-study and improving student enrollment, with the university executive office, faculty council, and graduate school playing a central role in developing a system for these improvements. As for internal quality assurance, the Toyo Gakuen University Evaluation Committee was formed to ensure its implementation and improvement, in addition to promoting transparency. The University also seeks to realize its three missions by introducing basic educational subjects focusing on the development of basic social skills and improving its curricula, for example, creating a curriculum designed for English language education, while at the same time supporting students in cooperation with related offices.

The University's programs for this University Accreditation include Academic Learning and Professional Skills (ALPS), a program providing English education for specially selected English classes with the aim of further improving its English education curriculum; the International Career Program (ICP), a curriculum that combines English education, global liberal arts studies, and study abroad; and the English Lounge, a language learning center where students can improve their English language abilities through practice with native speakers. These activities are highly

commendable as the University's extensive efforts across faculties to enhance students' English abilities.

On the other hand, while the University has gradually improved its quota management for student enrollment, some faculties and departments continue to face challenges, and this issue needs to be addressed. In addition, the ongoing problem of the University's serious financial conditions should be corrected, with careful consideration given to the educational environment standards required to improve the University's balance sheet and establish a solid financial base. Moreover, the faculties' degree award policies and curriculum design and implementation policies need to be reviewed in accordance with the purpose of the degree programs. Improvements are also required for the graduate school's curriculum design and implementation policy. In the coming years, the University is expected to engage in improvement activities by utilizing its strengths to meet these challenges.

### **Notable Strength**

#### *Educational Content, Methods, and Outcome*

- It is commendable that the University promotes English education throughout all faculties by introducing Academic Learning and Professional Skills (ALPS), a special English class for selected high achievers, to provide practical lessons that include giving presentations in English. In addition, the International Career Program (ICP) aims to help students acquire global knowledge and perspectives by offering English education in small groups and global liberal arts, as well as requiring one year of study abroad. Moreover, the English Lounge was established on campus to create an environment for international exchanges. These efforts are undertaken across all faculties, with participants playing an active role as volunteer interpreters in international sports competitions and holding events to introduce different cultures, thereby realizing the University's mission of "fostering an international mindset in students."

## **Suggestions for Improvement**

### *Educational Content, Methods, and Outcome*

- The degree award policy is identical to the objective of human resources development in the Faculties of Global Communications, Human Sciences, and Business Administration, and the Graduate School of Business Administration, and fails to specify the intended learning outcomes after completing the programs. This issue should be improved.
- Given that the curriculum design and implementation policy is the same among the Faculties of Global Communications, Human Sciences, and Business Administration, improvements are required for each faculty to formulate its own policy. In addition, the Graduate School of Business Administration has failed to deliver on its basic notions for educational content and methods. These issues should be improved as well.

### *Enrollment*

- The ratio of student enrollment to the student enrollment cap in FY2017 is low at 0.83 in the Department of Human Sciences, Faculty of Human Sciences. This ratio should be improved.
- The ratio of transfer students to the transfer student admission cap in FY2017 is low at 0.30 in the Department of Global Communications, Faculty of Global Communications; 0.10 in the Department of English Communications, Faculty of Global Communications; 0.08 in the Department of Human Sciences, Faculty of Human Sciences; and 0.14 in the Department of Business Administration, Faculty of Business Administration. These ratios should be improved.

## **Areas of Serious Concern**

### *Enrollment*

- In 2017, the average of ratios of freshman enrollment to the freshman enrollment

cap in the past five years and the ratio of student enrollment to the student enrollment cap are low at 0.86 and 0.83, respectively, in the Faculty of Global Communications, and 0.63 and 0.59 in the Faculty's Department of Global Communications. These ratios must be improved.

#### *Administration and Finance*

- The ratio of financial assets to the required reserve funds and the rate of next fiscal year's excess of carry-over expenditures to the operating income are worsening each year, and the financial base required to realize the objectives and goals of education and research is not fully established. The University must address these issues by carefully considering the education and research environment standards and setting specific policies and numerical targets to attain its medium-term plan, with a view to improving its balance sheet and establishing a solid financial base.