

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

**Toyo Gakuen 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 Toyo Gakuen University**

### **Overview**

Toyo Gakuen University, founded on the spirit of “Jikyo Yamazu (Never Stop Striving),” sets forth the three principles of a “University Responding to the Changing World,” “University Fostering an International Mindset in Students,” and “University Providing Outstanding Pastoral Care for Each Student” to undertake its educational and research activities. To achieve these principles, the University’s five-year medium-term plan from AY2020 to AY2024 sets the goal of “becoming a first-choice university in the run-up to the 100th anniversary of its founding,” and lays out seven master plans that include “clarifying the educational principles” and “establishing a solid financial base and strengthening governance.”

Regarding internal quality assurance, the University has established the Toyo Gakuen University Internal Quality Assurance Policy with the Executive Division positioned as a university-wide organization responsible for promoting internal quality assurance. Each organization conducts and reports self-studies to the University Management Council. After the University Evaluation Committee reviews the self-studies, the Executive Division Meeting discusses the issues to be addressed and briefs the Board of Directors and the Board of Councilors on the policy and improvement measures. The University is revamping the organizational structure set out in the policy through such efforts as introducing an external evaluation system in AY2023 to reflect the opinions of outside evaluators in the internal quality assurance system, but members of the relevant bodies are inadequately organized. In addition, the Executive Division Meeting discusses improvement measures with respect to the self-studies, but fails to identify good practices and challenges through a series of activities. This situation should be improved.

As for education, all faculties and graduate schools appropriately design their curricula based on the diploma and curriculum policies, and adopt distinctive approaches such as offering subjects actively using project- or problem-based learning and specifying the learning content related to the United Nations Sustainable Development Goals (SDGs) in their syllabuses. Other efforts include supporting English language studies and international exchanges at the Global Lounge, and faculty and staff collaborating to monitor and provide guidance for individual students to prevent dropouts. These are

meaningful initiatives that realize the University's principles of a "University Fostering an International Mindset in Students" and "University Providing Outstanding Pastoral Care for Each Student," with the latter particularly commendable for steadily producing positive outcomes with dropout rates confirmed to have declined.

There are several areas of improvement the University should address, however. Some faculties and graduate schools should step up their student recruitment activities to address insufficient quota fulfillment in student enrollment. The University is actively tackling the challenge of many lower-year students leaving school, and its efforts have produced positive outcomes. Further improvements are expected through the analysis of future trends. A considerable number of students register for a high number of credits in a year, and this issue should be addressed in light of credit validity. The graduate schools should state the academic backgrounds, standards, abilities, and other qualities in their admission policies. To monitor and evaluate student learning outcomes, the faculties and graduate schools need to clarify the connection between the evaluation indicators stated in the assessment policies and the learning outcomes stated in the diploma policies, and to examine whether students have acquired the learning outcomes at the time of graduation, thereby improving their curricula. The University should properly perform inspections and assessments and ensure the effective operation of the internal quality assurance system to resolve these issues. It is essential not only to review the annual activities of the committees and other organizations, but also check and assess their present status and appropriateness, and identify good practices and challenges to make university-wide improvements. The University should review and improve the inspections and assessments after its failure to regularly check and assess, for example, the appropriateness of its faculty organization, except for the status of resignations and leaves of absence.

In the years ahead, the University is expected to resolve these issues by developing a structure capable of making effective improvements based on the internal quality assurance inspections and assessments, thereby enhancing its educational and research activities based on its principles and progressing further.

## **Notable Strengths**

### *Student Support*

- The University offers assistance for group and individual studies by organizing the "Future me" event aimed at promoting and connecting study abroad to future career

paths and by remodeling an English conversation space in AY2022 into the Global Lounge, where native speakers, including foreign instructors and interns, are available for free English conversation. This commendable language study support effectively motivates student learning and promotes self-directed learning in line with the University's new principle of "Engage with society and the global community," which carries on the conventional principle of a "University Fostering an International Mindset in Students."

- Faculty and staff members work together to monitor and share the status of each student, and offer individual guidance in line with the University's principle of a "University Providing Outstanding Pastoral Care for Each Student." In consideration of information privacy, the faculty and staff adopt various approaches such as using portfolios to pass on student information even as faculty members in charge change, and conduct interviews to ascertain the situation of students requesting a leave of absence or withdrawal, and take steps based on their individual circumstances. It is commendable that the University has implemented the "initiative for preventing dropouts" laid out in the medium-term plan to provide this type of university-wide student support, with its efforts leading to a decline in the dropout rate.

## **Suggestions for Improvement**

### *Internal Quality Assurance*

- Each division confirms and compiles the results of its initiatives based on the medium-term plan into the Medium-Term Plan Progress Report and the Self-Study Report, but these reports focus mainly on activities without identifying good practices and challenges. The University Management Council and the University Evaluation Committee check the reviews of each division, and the Executive Division Meeting discusses improvement measures, but the instructions and support for improvement provided to the divisions based on the results are inadequate. These issues should be addressed by reviewing the inspections and assessments performed by the divisions, and further clarifying the role of the Executive Division as an organization responsible for promoting internal quality assurance, thereby appropriately operating the internal quality assurance system.

### *Educational Program and Learning Outcomes*

- The University specifies the maximum number of credits students can register for in a year, and allows them to register for half the credits in each semester. But fall semester students are permitted to register for the credits remaining after subtracting the number of credits earned in the spring semester from the annual total of registered credits. As a result, a considerable number of students register for a high number of credits in a year, and measures are not taken to ensure credit validity other than setting the credit cap. This situation should be improved by developing a mechanism for students to secure adequate study time in light of the purpose of the credit system.
- The faculties and graduate schools have established assessment policies, but the connection between the measurement methods and the student learning outcomes stated in the diploma policies is unclear. This issue should be addressed with indicators developed for monitoring the learning outcomes stated in the diploma policies and monitoring and evaluations conducted appropriately.

#### *Student Enrollment*

- The ratio of student enrollment to the student enrollment cap is low at 0.35 in the Graduate School of Business Administration. This ratio should be improved with the graduate school's student quota thoroughly managed.

#### *University Management*

- The ratio of financial assets to the required reserve fund temporarily trended upward with the sale of the Nagareyama Campus in AY2021 and AY2022, while the University's five-year operating income and expenditure forecast anticipates the operating balance sheet ratio continuing in the red if the quota fulfillment in student enrollment remains insufficient, prompting the University to explore financial targets based on multiple simulations. The University is expected in the coming years to establish a sound financial base by drawing up a medium- to long-term financial plan with specific and effective achievement measures based on the review results of its efforts to secure enrolled students and prevent dropouts.

#### **Recommendation**

*Student Enrollment*

- The average ratios of freshman enrollment to the freshman enrollment cap over the past five years are low at 0.84 in the Faculty of Global Communications and 0.76 in the Department of English Communications in the same faculty. The ratios of student enrollment to the student enrollment cap are also low at 0.77 in the Faculty of Global Communications, 0.67 in the Department of English Communications, and 0.87 in the Department of Global Communications. These ratios must be improved with the faculty's student quotas thoroughly managed.