

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

Tokoha University



Basic Information of the Institution	
Ownership: Private	Location: Shizuoka, Japan
Accreditation Status	
Year of the Review: 2018	
Accreditation Status: accredited (Accreditation Period: April.01.2019 – March.31.2026)	

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

### **Overview**

Tokoha University (hereafter, the University) was established in 2013 through the integration of Tokoha Gakuen University, Hamamatsu University, and Fuji Tokoha University and has four campuses as of 2018. The University upholds three principles of education: chitokukenbi (to acquire both knowledge and moral values), miraishiko (to be future oriented), and chiikikouken (to contribute to local communities), and defines its mission as: “to contribute to the nation, society, and local communities and to the advancement of the nation’s education and academic culture by imparting general knowledge, teaching and studying the theories and applications of academic education in depth, and developing capable individuals endowed with knowledge, moral values, aesthetic sensitivity, and fortitude.” In 2016 the University adopted the Long-term Vision and Medium- to Long-term Plans of Tokoha University Educational Foundation.

Following this integration, the University established the Curriculum Improvement Project Team, an organization tasked with formulating three policies (degree award policy, curriculum design and implementation policy, and admission policy) and implementing sweeping educational reform to develop the curriculum. As a result of systematic university-wide education reform, all undergraduate and graduate schools now offer appropriate subjects for their programs, including a set of common courses required by undergraduate students of all faculties. The University ensures alignment and sequencing of the curriculum by providing a curriculum map showing the relationship between courses within the curriculum for all programs. Using the Faculty Self-Evaluation Form, which all faculty members are required to complete for course improvement, the University also enhances the curriculum by verifying course alignment to the University’s education policies. Furthermore, the University is pursuing a number of initiatives to improve the effectiveness of teaching, such as introducing small class sizes and applying active learning methods in group work and practical courses.

More specifically, the University places great importance on its Ningenryoku seminar, a compulsory freshman course taught in small groups that develops academic, communication, and other useful skills for transforming students into motivated self-starters. The Shizuoka Kusanagi Campus that opened in 2018 has a learning commons adjacent to the library serving as the central facility for self-initiated learning and information gathering. To achieve the education principle of contributing to local

communities, the University has adopted a policy to guide its social cooperation and contribution activities as a community-based institution, and in 2018 it established the Regional Contribution Center to promote social contribution at a university-wide level. As a result, community engagement activities previously carried out by individual teachers or campuses are now systematically conducted and thriving, with various campuses collaborating and coordinating their efforts. Also, the University has signed comprehensive partnership agreements with local government bodies and private companies.

There are a number of issues the University needs to address, however. First, it has not established a method and criteria for evaluating learning outcomes, and the results of learning outcome assessments are not being used for improvement. Second, the graduate schools do not implement their own faculty development (FD) programs. Third, some of the admission practices were problematic, including enrollment management. The University needs to address the relationship and division of responsibilities between the organizations comprising the IQA system, led mainly by the Deans' Meeting, which bears the overall responsibility for promoting IQA, and the Self-Study Committee responsible for implementing policies and programs. The University regulations also fail to clearly establish the responsibility of these university-wide organizations in guiding the PDCA cycles implemented by faculties, graduate schools, committees, and other organizations. It is important for the University to address these issues from an institution-wide perspective and work on quality assurance for further development of the institution.

## **Notable Strengths**

### *Social Cooperation and Contribution*

- On the occasion of the opening of the Shizuoka Kusanagi Campus, which the University considers as its center for community engagement, the University established the Community Contribution Center in 2018 to implement university-wide community contribution activities by coordinating various initiatives of the individual campuses. Examples of such activities include the Tokoha Mirai Juku – TU can Project, a student-led community engagement effort that combines projects previously run separately on the former Fuji and Shizuoka campuses. Many students eager to contribute to the local community take part in this project, helping them to achieve personal growth and heighten their interest in community service. With campuses in many parts of Shizuoka Prefecture, and mindful of the fact that many

students come from within the prefecture and are likely to find local jobs after graduation, the University actively and systematically implements student-run social contribution activities that bring together business, government, and academia. These efforts are commended for embodying the University's education principle of community contribution.

## **Suggestions for Improvement**

### *Internal Quality Assurance*

- Although the University has established an IQA system led by the Deans' Meeting, which bears the overall responsibility for promoting IQA, and the Self-Study Committee responsible for implementing policies and programs, the allocation of responsibilities among these bodies and faculties, graduate schools, committees, and other organizations is not always clear or defined in the University regulations. The University needs to build a more effective IQA system by reviewing the system of collaboration among these organizations, including the roles of the responsible bodies.

### *Educational Program and Outcome*

- The curriculum design and implementation policy of the Faculty of Social and Environmental Studies and the Faculty of Education and Care for Early Childhood should clearly state the basic principles of curriculum design and implementation.
- The Graduate School of International Language and Culture-Master's Course needs to define the evaluation criteria for research projects on specific topics.
- The faculties use special research, graduation research, and the success rates of national examinations to measure learning outcomes, and the graduate schools consider thesis examination and research seminars for this purpose, but neither schools are effectively measuring the learning outcomes established in the degree award policy. Going forward the University needs to assess students' learning outcomes more effectively and use the results to improve the content and methods of teaching.

### *Student Enrollment*

- The ratios of student enrollment to the student enrollment cap are low at 0.03 and 0.35, respectively, in the Graduate School of International Language and Culture-Master's Course and the Graduate School of Environment and Disaster Research-Master's Course. Graduate school enrollment should be managed more effectively.

### *Faculty and Faculty Organization*

- Except for the professional graduate school, none of the graduate schools implement their own faculty development (FD) programs. This issue should be addressed.

## **Recommendations**

### *Student Enrollment*

- The average ratio of freshman enrollment to the freshman enrollment cap over the past five years is high at 1.25 in the Teacher Training Course of the Faculty of Education and low at 0.77 in the Department of Acupuncture and Moxibustion Therapy, Faculty of Health Promotional Sciences. The ratios of student enrollment to the student enrollment cap are low at 0.75 and 0.88, respectively, in the Department of Acupuncture and Moxibustion Therapy, Faculty of Health Promotional Sciences and the Department of Occupational Therapy, Faculty of Health and Medical Sciences. Faculty enrollment must be managed more effectively.