

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

Meisei 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 Meisei University

Overview

Meisei University (hereafter “University”), grounded in the founding spirit of “fostering individuals who contribute to the world based on the spirit of harmony” established by the school corporation Meisei Gakuen, has set forth the purpose “to foster individuals who continue to learn autonomously throughout their lives and collaborate with others to create happiness by developing their intellectual, moral, and applied abilities through education and research that cover a broad range of general and in-depth specialized knowledge.” Furthermore, in commemorating the 100th anniversary of the school corporation’s founding, the University established its visions as “a university co-creating a new era with people around the world” and “a university rooted in and contributing to the Tama area.” To realize its founding spirit and purpose, the University has formulated the Second Meisei University Mid-Term Plan that outlines goals such as “the practice of learner-centered education” and “the development of a university that grows and evolves with the Tama area,” and is working to enhance its educational and research activities.

With regard to internal quality assurance (IQA), the University has established the Meisei University Policy for Internal Quality Assurance, stipulating the establishment of the Meisei University Committee for Promoting Internal Quality Assurance (hereafter “IQA Promotion Committee”) as a body responsible for promoting IQA. Under this committee, the Meisei University Self-Study Committee (hereafter “Self-Study Committee”) serves as an organization responsible for conducting and coordinating self-studies, while the Division-Specific Self-Study Committee (hereafter “Division-Specific Committee”) in each division is tasked with conducting periodic self-studies. As part of the university-wide IQA initiatives, each Division-Specific Committee conducts self-studies using a self-study sheet and reports the results to the Self-Study Committee. The Self-Study Committee then compiles these results into a Self-Study Report, based on which the IQA Promotion Committee summarizes the methods of improvement from a university-wide perspective to address the identified issues and challenges, before reporting them to the president. The president determines the policies and improvement measures using the University Council and the president’s advisory committees, and provides feedback to each division through the Deans’ Council and other relevant bodies in a list of issues and challenges and specific action plans. Through these efforts, the

University has developed an IQA system based on voluntary and autonomous self-studies, and continues to advance its self-study initiatives. Going forward, the University is expected to further enhance its IQA system by making use of mechanisms such as Student-President Dialogue and the results of external evaluations.

With respect to education, the University has established a degree award policy (diploma policy), curriculum design and implementation policy (curriculum policy), and admission policy for each degree it confers, and develops structured curricula offering courses appropriate to each degree program. To realize the practice of learner-centered education, which is articulated in the University's mid-term plan, initiatives such as the promotion of active learning have been implemented. In addition, as an initiative contributing to the development of a university that grows and evolves with the Tama area, the University is undertaking Meisei Satoyama Project 2022-2025 as a cross-faculty project involving students, faculty and staff, local residents, local governments, and neighboring universities. The project features a wide range of activities, such as creating biotopes based on ecological surveys, organizing events to experience SDGs, and developing products using thinned wood. This initiative is highly commendable for both fostering student growth and contributing to the local community by sharing the University's knowledge, as exemplified by efforts that extend beyond the traditional student learning environment to address and invite public participation in regional challenges, such as nature conservation utilizing on-campus green spaces and revitalization of the Tama area.

There are several areas of improvement the University needs to address, however. With regard to monitoring and evaluating the learning outcomes set forth in the degree award policies, the graduate schools (except for one) have failed to establish multifaceted and appropriate methods for measuring learning outcomes. This area needs improvement. In addition, some undergraduate schools have low ratios of student enrollment to the student enrollment cap, which also calls for improvement measures. The graduate schools as well continue to experience under-enrollment, and although various measures have been taken, further improvements are required.

Leveraging its distinctive characteristic as a comprehensive university where diverse faculties, an interfaculty program, and graduate schools are located on a single campus, the University promotes interdisciplinary education rooted in the Tama area. Furthermore, at MEISEI HUB, envisioned as a "diverse learning space" designed to provide opportunities for new exchanges and new learning, the University is implementing various initiatives to promote the practice of learner-centered education, including the organization of chat sessions that facilitate dialogue among faculty, staff,

and students. To further deepen these initiatives, the University is expected to improve and enhance the functions and roles required of its internal quality assurance system, while working to address various challenges and develop its distinctive initiatives, all in pursuit of greater progress towards achieving its mission and purpose.

Notable Strengths

Social Cooperation and Contribution

- The University has launched Meisei Satoyama Project 2022 - 2025 utilizing the natural environment on campus to explore the ideal relationship between people and nature for the next generation, taking into account local culture, history, life, and work. This cross-faculty project involving students, faculty and staff, local residents, local governments, and neighboring universities features a wide range of activities, such as creating biotopes based on ecological surveys, organizing events to experience SDGs, and developing products using thinned wood. This is a commendable initiative that fosters student growth and contributes to the local community by sharing the University's knowledge, as exemplified by efforts that go beyond the traditional student learning environment to address and invite public participation in regional challenges, such as nature conservation utilizing green spaces and revitalization of the Tama area.

Suggestions for Improvement

Educational Program and Learning Outcomes

- With regard to monitoring and evaluating the learning outcomes stated in the degree award policies at the graduate schools, it cannot be said that multifaceted and appropriate methods for measuring learning outcomes have been established, since all graduate schools, except for the Chemistry Major in the Graduate School of Science and Engineering, are still at the stage of examining their own evaluation systems. Improvements are required to ensure the proper monitoring and evaluation of learning outcomes in line with the characteristics of each degree program by introducing and implementing appropriate methods and indicators.

Student Enrollment

- The ratio of student enrollment to the student enrollment cap is low at 0.88 in the Department of Social Work in the School of Humanities. Improvement measures should be taken to ensure thorough student quota management at the undergraduate level.
- The ratios of student enrollment to the student enrollment cap are low at 0.44 for the master's course and 0.01 for the doctoral course in the Graduate School of Science and Engineering; 0.05 for the master's course and 0.00 for the doctoral course in the Graduate School of Education; 0.13 for the master's course in the Graduate School of Humanities; and 0.22 for the doctoral course in the Graduate School of Information Science. Improvement measures should be taken to ensure thorough student quota management at the graduate school level.