

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

**Sagami Women's University**



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Kanagawa, Japan
<b>Accreditation Status</b>	
Year of the Review: 2021	
Accreditation Status: accredited (Accreditation Period: April.1.2022 – March 31, 2029)	

## **Certified Evaluation and Accreditation Results for Sagami Women's University**

### **Overview**

Sagami Women's University defines its objective as 'providing women with a broad range of advanced knowledge, to conduct in-depth teaching and research in specialized arts and sciences, to develop intellectual, moral, and practical abilities, and to cultivate well-rounded individuals in accordance with the founding spirit of "high aspirations, strong convictions, and a sensibility for beauty".' Meanwhile, the purpose of Sagami Women's University Graduate School is 'to contribute to society by cultivating individuals with rich academic knowledge and advanced research capabilities based on sound professional ethics. 'To this end, the University has adopted its slogan *Learn to Look. Learn to Discover*. In addition, the University has formulated a new medium-term plan, *Sagami Vision 2020*, which outlines the conceptualization of the University after 2020. The University is currently addressing its educational and research activities based on its philosophy and future objectives.

To improve quality assurance, the Quality Assurance Committee, chaired by the President, was established in AY2019 and has been tasked with developing a university-wide internal quality assurance system. In the past, the Self-Assessment Committee, chaired by the President, conducted appraisals. After deliberation by the University Council, each faculty, department, and the administrative department made improvements and enhanced their activities through the Faculty Council. Under the new system, however, the Quality Assurance Committee draws up a basic policy for self-assessment. Then the Self-Assessment Committee carries out appraisals and reports its findings back to the Quality Assurance Committee for it to develop measures for improvement and enhancement before being submitted to the University Council. The introduction of this system has helped clarify the roles of each committee and council and established a system for straightforward improvements and enhancement. However, since this system will essentially function, starting with improvement initiatives based on the results of self-assessment and University evaluation, it is hoped that this new process will be fully highly effective at ensuring quality assurance.

Regarding education, a university-wide degree award policy (diploma policy), a curriculum design and implementation policy (curriculum policy), and an admission policy have been established at the undergraduate and graduate levels, and

curricula are appropriately organized in accordance with the curriculum design and implementation policy. In addition, the *Interdisciplinary Program*, was launched in AY2016 as a new educational system that transcends the framework of faculties and departments. Furthermore, a curriculum tree (map) has been created for each department and graduate school that uses the curriculum's sequential and systematic structure and subject numbering has been introduced to systematize the educational curriculum and achieve effective learning.

It is a commendable initiative worthy of note that the university is enhancing its activities to promote independent career development through social contribution experiences. For example, the Center for Fulfilling Dreams was established in AY2018 to develop students' careers through community volunteer work and overseas exchanges under the title *Sagami Challenge Program*. Meanwhile, *Margaret Study* has been introduced as a learning method for students to set goals before and after their activities.

On the other hand, there are items that need to be improved and matters that require substantial implementation. For example, from the perspective of enhancing functioning learning, a cap should be introduced on the number of courses students can register. Also, problems exist with an excessive or insufficient number of students enrolled in some University departments and the Graduate school. Therefore, the whole University is strongly urged to ensure proper student quota management.

Regarding the monitoring of learning outcomes, since the assessment method under the established assessment policy is still under consideration, JUAA hopes that future measures will be taken based on university-wide educational management. In addition, it is hoped that the newly established internal quality assurance system will be put into practical operation to develop further the initiatives identified as notable strengths, and to resolve the problems identified through this check and review. The JUAA hopes that the University works on such initiatives to make further improvements.

## **Notable Strengths**

### *Social Cooperation and Contribution*

- To assist with regional issues, the Center for Fulfilling Dreams was established to develop existing social contribution activities and activities linked to students' career development, such as regional volunteer activities and overseas exchanges. These have been brought together as the *Sagami Challenge Program*. In addition, diverse regional revitalization efforts in traditional culture, food, agriculture, and

alike are being undertaken in collaboration with local communities and businesses. Also noteworthy is the establishment of the *Margaret Study* learning method, which incorporates students' self-analysis, goal-setting, and reflection before and after participation in activities supported by advisors, including graduates and external lecturers. These activities demonstrate the University's commitment to promoting independent career development through social contribution experiences.

## **Suggestions for Improvement**

### *Educational Program and Learning Outcomes*

- The cap limiting the number of courses students can register for needs to be strengthened. Presently, students can exceed the limit when registering for courses related to acquiring qualifications other than general university-wide courses and specialized education courses. In some departments, a large number of students register for courses beyond the limit, resulting in a large number of registered credits. Therefore, improvements are required to ensure that credits are fully substantiated in light of the purpose of the credit system.

### *Student Enrollment*

- The ratio of student enrollment to the student enrollment cap is low at 0.17 in the Graduate School of Nutritional Sciences. This should be improved to ensure proper graduate student quota management.

## **Recommendation**

### *Student Enrollment*

- Over the last five years, the average ratio of freshman enrollment to the freshman enrollment cap for the Faculty of Arts and Sciences' Department of Design Studies for Innovative Life has been high at 1.32. The University should take corrective measures to ensure proper undergraduate student quota management.