

## Kawamura Gakuen Woman's University (川村学園女子大学)

### Evaluation summary

#### “Standard 1. Mission and Objectives, etc.”

The Institution has defined its mission, goal and educational objectives clearly and specifically in the school rules based on its school philosophy and education philosophy, and has shown the public educational objectives that respond to the changing times, as well as its originality and features.

Important matters concerning the institution were coordinated in advance in the “deans and directors meeting” and the “school liaison committee” before holding a meeting of the board of directors and a faculty meeting. For teachers and staff, the principal directly gave an explanation about the implementation of such matters to gain their support. These important matters were properly publicized inside and outside the institution through public relations brochures issued by the governing body.

#### “Standard 2. Learning and Teaching”

The admission policy was explicitly shown to the public, and a strictly fair entrant selection process was conducted. However, the number of students actually accepted is not enough to satisfy its student quota, which means that the institution needs to make a continuous effort.

The institution designed its educational curriculum appropriately, and exercised its ingenuity in developing characteristic educational methods. The requirements for accreditation, achievement evaluation and promotion appeared in its “study guide” etc., but the institution seems to need to promote more active use of public relations tools. It provided students with guidance on how to act as responsible members of society, for example, by creating courses for first-year students such as “career planning” and “life planning”.

Teachers and staff shared awareness of the issues, and worked together on support for learning and improvement of the educational curriculum. Teachers also provided daily life support for students in cooperation with clerical staff, with the aim of ensuring enhanced student welfare.

The institution established adequate facilities which are necessary and important for learning, including practical training rooms required for courses to acquire a librarian certification, nutritionist qualification, or teaching qualification. Using those facilities, it achieved small group instruction, and gave various classes that allow students to develop expertise.

#### “Standard 3. Management, Administration and Finance”

The incorporated educational institution Kawamura Gakuen (hereinafter referred to as “governing body”), which established the articles of endowment and related rules, has been managed in accordance with laws and regulations. Its management discipline and integrity have been upheld.

The board of directors is characterized as the highest decision-making body to move toward fulfillment of its mission and goal, and formulates business plans and mid-term plans. There are some sections to support its management structure, such as the “principal office”, “governing body’s research office” and “school administrative office”, working toward the goal of the

university. In addition, the “university administrative office” was created to establish a system in which the principal can exercise his/her leadership in cooperation with such sections.

Various rules necessary to deal with environmental conservation, human rights protection, and security were drawn up, and proper financial management was ensured based on the mid-and long-term plans. Information on education and finance of the university was publicized in an appropriate manner.

Periodical audits, such as external audits by an auditing corporation and internal audits by the auditor, were conducted. Audits on execution of operation were conducted strictly.

#### “Standard 4. Self-Inspection and Evaluation”

The institution established the “Self-inspection and Evaluation Committee” as a permanent committee in 1998 and the “Management Improvement Plan Review Committee” in 2013 in order to construct a framework for self-inspection and evaluation. Since then, self-inspection and evaluation have been conducted under the leadership of the principal.

The Self-inspection and Evaluation Committee compiled a “Self-inspection and Evaluation Report”, which was publicized on the network in the school after confirmation by all teachers and staff. It seems that the institution has conducted highly transparent, evidence-based self-inspection and evaluation.

The institution made efforts for improvement focused on independence and autonomy of the university utilizing the results of class evaluation by students, class observation by teachers, and questionnaires, such as “Questionnaire for First-Year Students” and “Questionnaire for Fourth-Year Students”.

To sum up, the institution properly engaged in educational and research activities according to its school philosophy, mission and goal. It recognizes that the “ability to provide and foster” is characteristic of women, and has created faculties reflecting the fulfillment of courses that allow students to acquire qualifications of a nutritionist, childminder and school teacher. It is expected to promote school management with more attention to such faculties.

For details about “Standard A. Social Contribution and Local Contribution”, which is set forth as the institution’s unique initiative based on its mission and goal, please refer to the general remarks on the standard.