

Den-en Chofu University (田園調布学園大学)

Evaluation summary

Standard 1. Mission and Objectives, etc.

The objectives of the University's incorporated entity are clearly stated in Article 4 of the articles of endowment, the University's mission, goals and educational objectives in Article 1 of the University Regulations, and these are published in various media. The University's individuality and distinctive quality are reflected in its mission, goals and educational objectives and made clear. In addition, the University conducts review of its mission, goals and educational objectives when necessary in order to adapt to changing social circumstances etc. Check are made by the Planning and Coordination Council when its mission, goals and educational objectives are formulated, with the participation of executives, faculty and staff. With regard to its mission, goals and educational objectives, these are clearly stated in its course completion manuals, and publicized internally and externally through visits to high schools, open campuses and over its website. The missions, goals and educational objectives that the University hopes to execute in the future are stated in the Den-en Chofu University Second Mid- and Long-term Plan, with plans made from a mid- and long-term perspective, and reflected in the three policies (diploma, curriculum and admission policies). Furthermore, the educational and research organization including the faculties and departments requisite for attaining mission, goals and educational objectives is in place.

Standard 2. Students

With regard to student admission in accordance with yearly enrollment quotas, entrant numbers are increasing and being appropriately maintained. The admission policy has been formulated and made clear according to the founding principles, the "three elements of academic abilities" and the faculties' educational objectives, and attempts are made to widely publicize these to guardians and the general public.

Student assistants (SAs) are assigned, Regulations for Learning Support of the Students with Disabilities prepared with consideration for students with disabilities, and a support system for learning and class instruction enabled by collaboration between faculty and staff established on an organizational basis. With regard to students who are likely to drop out of university or are repeating a year of their courses, students requiring strengthened support are identified based on grade point averages (GPA) and other evaluation indicators, and advisors provide instruction regarding improvements in line with these students' learning levels. With regard to career guidance, in addition to internships the University conducts a variety of career support courses and training workshops.

In order to ensure the stability of school life, the Student Support Division, infirmary, Student Consultation Room, Support Room for Students with Disabilities, Student Council, Health Committee have been established, and are concertedly providing students with relevant assistance. With regard to scholarships, the incorporate entity's own Chofu Gakuen Nishimura Ichiro Scholarship has been established. A collaborative system is in place for health consultation and

psychological support on students' mental and physical health, provided in a joint effort by the Health Committee and infirmary.

The facilities and equipment are in place to attain the educational objectives of the departments and graduate school majors, and enrich education. The active learning space in the library is equipped with IT appliances, and creative efforts are made to adapt to varied learning styles.

The opinions of students on learning and class instruction support are ascertained through reaction papers, comment sheets, and the cross-university Den-Den-Ban network system, and there is a system in place for the divisions concerned to consider these opinions and make replies.

Good points

- The way that the advisors use the results of pre-matriculation assignments in learning guidance for students and ties them in with introductory education is worthy of evaluation.
- A questionnaire is conducted for new students after admission, and the way that the University uses the analysis of the collected results in the formulation of implementation plans for soliciting students merits evaluation.
- The University clarifies trends in students whose average class attendance rates are, to a certain degree, low, through the analysis of data on change of student status, performance and state of attendance etc., and the way that it uses this data to carry out measures to prevent dropping out is worthy of evaluation.
- With regard to students with disabilities, advisors seek the opinions of students and Health Committee members the opinions of new students, and a system has been established for learning support. SD (Staff Development) training and so on is used to seek the understanding of disabilities from the part-time faculty also teaching at other universities as well as those within the University, thereby promoting awareness of reasonable accommodation, and this awareness is shared among faculty, staff and students in leaflets etc. All these efforts merit evaluation.

Standard 3. Educational Curriculum

A diploma policy that clarifies the qualities and abilities with which students are expected to have equipped themselves upon completion of the curriculum has been formulated, and is shown in course completion manuals and publicized on the University website. The awarding of credits is conducted in line with the diploma policy, and the standards for certifying graduation and completion are stringently applied. GPA, number of credits obtained and class attendance levels are used as evaluation indicators, and the state of the students' studies are ascertained and put to good use in learning and class instruction support. Systematic course assignment is conducted according to a curriculum policy in line with the diploma policy, and students are shown the relevance between courses and the order of study through the means of a curriculum map and curriculum trees. The Liberal Arts Basic Course Examination Subcommittee has been established within the Curriculum Review Council, and a curriculum has been designed that enriches liberal arts education and endows students with the qualities and abilities that are the foundations of specialist courses. The FD/SD Committee has been established as an organization to promote the improvement of teaching methods,

the Student Class Questionnaire is planned, implemented and published, open classes are planned and held, and activities such as the planning of faculty training are conducted through a system based on collaboration between faculty and staff. With regard to learning quality, based on the performance evaluation results of each semester students reflect on their own learning behavior using a rubric based on the diploma policy, and advisor faculty use the rubric evaluation and evaluations of results in each course to provide the requisite instruction and advice for future learning plans.

Good points

- The way that full-time faculty in whom improvements are required according to the collected results of the Student Class Questionnaire have to submit reports compiling their measures etc. to improve classes, and the fact an organized system has been prepared and managed for listening to the specific details of the improvement plans on an interview basis are worthy of evaluation.
- The way that the University sets as learning targets the quality and ability upon conclusion of curriculum in accordance with the diploma policy, conducts rubric evaluations created as a yardstick to show attainment levels each semester, ascertains students' learning outcomes, objectively evaluates the degree of attainment of each student regarding their learning targets, and conducts the requisite instruction and advice for future learning plans all merits evaluation.

Standard 4. Faculty and Staff

With regard to the decision-making of the University's education and learning management, a support system to enable the President to exercise leadership, and education and learning management, have been created through the posting of Vice Presidents to assist the President, establishment of the Planning Coordination Council that purses the smooth management of academic affairs, the Curriculum Review Council under the direct jurisdiction of the President, the Future Vision and Strategy Office and IR/Information Utilization Committee.

The number of full-time faculty requisite for the University and Graduate School has been secured, and selection criteria have been stipulated for the recruitment and promotion of faculty, who are appropriately posted. Open classes are positioned as mutual opportunities for the FD training of faculty, the entirety of which participate. The information on the FD Training Open Class Comment Sheets/Feedback Sheets collected on these occasions is utilized in making improvements to classes along with the results of Student Class Questionnaires.

All faculty and staff participate in the SD training workshop, of which topics are related to the recent changes in learning and education. The content of the discussions there are implemented throughout the entire University with collaboration between faculty and staff.

Guidelines on the Use of Faculty Offices have been established, and the University is thorough in its maintenance and management of facility safety such as prevention of accidents during office use. Furthermore, the way that the University's faculty training system allows full-time faculty to devote themselves to training within and outside Japan with their expenses defrayed by the University links in with improvements and innovation in the contents of their research and educational content. In addition to research activities the University supports the publication of academic books as chances

to encourage the publication of research results.

Good points

- The way that the faculty open classes are held with the participation of the full faculty as mutual training opportunities, and the collected information is put to use in improving classes is worthy of evaluation.
- The long-term domestic and overseas faculty training system and an on-campus joint research system have been established, and the University's rigorous support of research activities merits evaluations.
- Cross-organizational initiatives are made to obtain research funding from the Grants-in-Aid for Scientific Research and various other foundations, and the way this is leading to results is worthy of evaluation.
- In order to enable the eager acquisition of competitive research funds, by budgeting for additional incentive funding when applying for Grants-in-Aid for Scientific Research, the amount of funding for accepted research projects is increasing as of 2019 and this is worthy of evaluation.

Standard 5. Management, Administration and Finance

Management discipline and integrity are stipulated in the objectives of the University's incorporated entity in the articles of endowment, and with regard to organizational ethics internal regulations have been drawn up including those on employment and compliance. The Board of Directors and the Board of Councilors continuously strive, in line with the articles of endowment, towards the achievement of the University's social duties and objectives based on the founding principles. With regard to environmental conservation, disaster management plans (guidelines) are stipulated and safety secured through the implementation of fire drills. In addition, through regulations and guidelines regarding the prevention of and measures to redress harassment, and the Regulations on Learning Support for Students with Disabilities and Policies, efforts are made towards fairness in students' learning and consideration for human rights in the employment of faculty and staff

The directors of the Board of Directors are properly appointed pursuant to the articles of endowment, and a system enabling strategic decision-making towards the attainment of mission and goals is in place. The University Operation Council has been established in order to coordinate opinions between the various administrative organizations of the University and its incorporated entity, and the Council facilitates communication and collaboration. The Board of Directors possesses the mutual checking function of the various administrative organizations, the Chair of the Board of Directors exercises leadership and seeks internal control.

Under the Second Mid- and Long-Term Plan measures to secure students, the introduction of a course for licensed psychologists and other key organizational reforms are set out. With regard to the fiscal state, the ratio of personnel expenditure to ordinary income, the ratio of balance of educational activity's income and expenditure to total educational activity's income, and the ratio of balance carried forward to net assets are all good, and the University is securing and expanding its assets and

appropriately executing financial operations. Accounting procedures are appropriately implemented in line with the Accounting Standards for Incorporated Educational Institutions, Accounting Regulations etc. Regular audits are conducted by auditors in line with the audit implementation plan, and discussions with a certified public accountant are held several times a year, business plans and reports on the state of asset management are made, and stringent and appropriate auditing carried out. In addition, exchanges of opinion are held between the University and the auditors for matters relating to education and learning.

Good point

- In preparation for times of disaster the University has, while making clear the evidence upon which the scenarios are based, calculated the requisite amount of food, water and number of disaster prevention items such as blankets, disposable toilets etc., and systematically stores and replenishes these items on-campus, and these preparations for the safety of students, faculty and staff are worthy of evaluation.

Standard 6. Internal Quality Assurance

With regard to the implementation and results of independent and autonomous self-inspections and evaluations for the sake of internal quality assurance, by checking results of initiatives, inspection evaluations, and issues for the next academic year in each committee and administrative division through a Self-Inspection and Evaluation Report compiled mainly by the Self-Inspection and Evaluation Committee, initiatives are underway to improve the awareness of faculty and staff about internal quality assurance.

As a project under the direct jurisdiction of the President, IR (Institutional Research) is the competence of the IR/Information Utilization Committee, which collates and analyzes diverse data through collaboration between faculty and staff, and by the careful explanation and reporting of these results to faculty and staff through the Faculty Council and other councils the sharing of information is achieved. The ongoing participation of figures from outside of the University in the process of self-inspections and evaluations, from the perspective of collaboration with the local community, is worthy of evaluation.

With regard to the establishment and functionality of a PDCA cycle for internal quality assurance among the faculties, departments, graduate school and entire University, internal quality assurance is implemented on the basis of the three policies, and the results are reflected in educational improvements. Furthermore, through the use of the results of self-inspections and evaluations, evaluation and accreditation and Investigations into the State of Progress in Pursuing the University Establishment Plan, efforts are made to improve the University's operation according to the mid- and long-term plan, and an internal quality assurance mechanism is functioning. In addition, an action plan has been drawn up based on the results of the previous Self-Inspection and Evaluation Committee's evaluation and accreditation, and responses are being made that also cover the referential opinions in the evaluation results.

Good point

- The inclusion of the opinions of external cooperative bodies when compiling the Self-Inspection and Evaluation Report, unique to the University, and the way it is continuously obtaining the participation of figures from outside of the University are worthy of evaluation.

In summary, the University and Graduate School are pursuing appropriate education and research in line with the founding principles, mission and goals it cites for itself. The University and Graduate School state their educational objectives as being “to endow students with professionalism in welfare, childcare, education and mental health through teaching and research, and foster human resources able to work in a local community and the business world,” based upon which they have established three faculties, four departments, one graduate school and two courses. With social contributions set as the principles of the University, it is to be hoped that it will continue to develop its education and research activities.

Note that with regard to the University’s unique standards, the general comments on “Standard A. Initiatives towards local revitalization through the provision of material and human resources” and ”Standard B. Prospects towards recurrent education” should be referred to.

It should be noted that the University has cited the following remark.

1. Overseas training devoted to specialist areas