

The 2008 Academic Year Evaluation Results for Accreditation from Japan Association for College Accreditation – An Attempted Translation into English –

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Mark Borja

Preface

In 1991, the Ministry of Education, Culture, Sports, Science and Technology introduced a system of "self-inspection and evaluation" under non-obligation to higher educational institutions in order that respective institutions might improve academic levels and might achieve their purpose and social mission.

Furthermore, it was in 2002 when a section of the School Education Law was revised, and every higher educational institution was obliged to be evaluated at least once every seven years by organizations which the Minister appointed as certified authorities.

Looking back when I was appointed as Accreditation Liaison Officer, hereafter ALO, in 2004 spring, I only had a vague idea about what the ALO's job position required even though I knew what it represented.

I, however, completely had to change my job perception of an ALO after I attended the first accreditation meeting in Tokyo in November 2004, and it was at this time that the process started and led me to take a leading role in attaining accreditation. After that, it took three and a half years for us to prepare for accreditation in the 2008 academic year. What we had to confront was to check every item according to the manual issued by Japan Association for College Accreditation during the preparatory period. This was the beginning on how we started the pursuit of attaining certification from Japan Association for College Accreditation.

In the meantime, we became a co-educational junior college, Tokai Gakuin University School of Junior College Division (formerly known as Tokai Women's Junior College) by reorganizing the existing four faculty departments into one department of Child Pedagogy in the 2008 academic year.

One difficulty we had in editing the report was the existence of a major difference in management operations within the college between the 2007 academic year (the period for accreditation) and the 2008 academic year (year of accreditation accepted). We determined the problems facing us and considered how to improve them at the "committee for self-valuation" for accreditation which consisted of upper management personnel in order to establish a system in which each staff member was able to participate more deeply than before. Eventually, we gained much confidence through this experience.

In addition, although every member of the committee was required to dedicate much time and endeavor to the accreditation process under the instruction of the chairman of the board of directors and the president, we managed to accomplish our duty without any major obstacles. This is how we succeeded in receiving the final result, "Pass" from Japan Association for College Accreditation.

We could not possibly have succeeded in the accreditation without the staff members'

cooperation and devotion. I feel we have obtained stronger working relationships than ever before. I would like to express my gratitude to the outstanding members including their cooperation with me.

Finally, through the accreditation process, I strongly believe that this was an excellent opportunity for the college to sort out and improve the matters related to management operations, which we had not been able to do for years. I sincerely accept this result and intend to continue with the self-inspection activities while acknowledging "a beginning without an end" for the future as an ALO of a higher educational institution.

Tokai Gakuin University School of Junior College Division
The First ALO
Etsuo Tsuji

Tokai Gakuin University School of Junior College Division
The evaluation results according to J.A.C.A.
April 14, 2009
by Japan Association for College Accreditation (J.A.C.A.)

Outline of Tokai Gakuin University School of Junior College Division

Educational Foundation :	Kamiya Gakuen
Founding Name :	Kamiya Gakuen
Chairman of the Board of Directors :	Tetsuro Kamiya
President :	Mayumiko Kamiya
Accreditation Liaison Officer :	Etsuo Tsuji
School Establishment:	April 14, 1963
Location :	2-43, Naka Kirino-cho, Kakamigahara City, Gifu

Founded Department and Admission Capacity*

Department:	Child Pedagogy
Major:	Elementary School Education
Admission capacity:	50
Major:	Early Childhood Education
Admission capacity:	100
Total:	150

A non-degree graduate program*

Non-degree graduate program:	social welfare major
Admission capacity:	30

Correspondence course*

None

*excluding student recruitment for departments scheduled to be closed.

The evaluation result according to organization

Tokai Gakuin University School of Junior College Division, hereafter TGUSJDCD, satisfies the junior college evaluation criteria which the association, Japan Association for College Accreditation, hereafter JACA, establishes. As a result, JACA authorizes this organization's eligibility as of March 24, 2009.

Reasons for evaluation results according to TGUSJDCD

1. General Comments

JACA performed a third-party evaluation after receiving the application from TGUSJDCD on June 30, 2008. As a result of the evaluation, TGUSJDCD was advancing favorably towards the realization of an overall educational concept and the achievement of a set educational goal. Therefore, JACA judged the junior college valuation basis which JACA establishes was fully met.

Reasons for the above-mentioned judgment are as follows:

While the school motto of its mission since establishment is clearly defined and is clearly shown during admission guidance, which includes a handbook for students, all teaching and administrative staff including the chairman of the board of directors and principal, are committed to students attaining common knowledge.

Moreover, TGUSJDCD is striving to provide common knowledge to the local community through services of the lifelong learning center, the local child-rearing center, and the volunteer center, etc. Educational purpose and goal based on the school's educational concept are also clearly shown according to the description of each department, while an evaluation is performed annually at the time of curriculum development. TGUSJDCD evaluated all curricula at the time of reorganization of the junior college in the 2007 academic year. In addition, it should be noted that the junior college is working hard to reflect the school motto in education. The college has established a language training school under direct management in Cambridge, Britain, and is in the collaboration with foreign universities.

The curriculum of all departments of study is designed to reflect both the school motto and the school's educational concept. Liberal arts and non-liberal arts programs are available to meet the various needs of students which may be based on their interest to attain a specific degree or qualification from a department.

Full-time instructors are completely responsible for teaching all main subjects in each department, including that proper credits are assigned for all classes. The syllabus is available to all students and the public on the school website. Assessment of teachers by students is also taken on a regular basis. The number of full-time teachers meets the proper requirements for junior colleges. Employment and promotion of teachers is based on department policy. All teachers have proper qualifications and attitudes conducive to education while the age of the teaching staff is acceptable in distribution. The land available for the school, the building structures and facilities all satisfy the official requirements for the establishment of a junior college. Proper educational environment is consistently maintained through upgrades such as the construction in progress to

create a barrier-free zone throughout the school. Also, the library, which is open to the community, is updated with new resources periodically.

The method of assigning credits and taking teacher evaluations is performed fittingly. Credits earned are given accordingly based on a standard grading scale. Many specialized licenses and qualifications offered by each department are also taught with many achieving satisfactory results.

We also take into account the results of “the assessment of the teachers by the students” and make a strong effort to check and review learning effectiveness to continually improve teaching methods in the classroom. TGUSJDCD offers support to the educational needs of students thru services such as the introduction of homeroom teacher program, and creation of a study-support room to help students. Moreover, TGUSJDCD set up an “Opinion Box” for students to assist them in any difficulties that may occur with their studies or student life.

It is important that support and communication are available during a student's study life. The college offers assistance by giving orientation before entrance to the college, the study support program, and thru the homeroom teacher program. Providing this occupational support has led to a high success rate for employment after graduation. Students are advised on which qualification exam course should be taken according to their educational needs, while study abroad programs are available giving them the opportunity to attend a linguistic training school under its direct management in Cambridge. The mental and physical health care center is fully prepared to help students. Also, student facilities and scholarships for assistance are available. These different support services are readily available for students in cooperation with teaching and administrative staff.

Significant research contributions have been made thru teacher's research work. Research results are published in a bulletin or given at scientific conferences. Grants aids received have assisted on research work. Each teaching faculty member is provided expenses for research, an allowance for research books and an office. In addition to setting up a local child care center and volunteer center, the Lifelong Learning Center was established to provide services to the community thru various courses offered, and at the same time, to disperse knowledge gained thru research to the public. Moreover, TGUSJDCD has been involved in research exchange and cooperation with foreign educational organizations.

The chairman of the board of directors and the president exercise their leadership, respectively, and has shown in detail to the staff a policy of conduct, future planning for the college and the course of action.

According to the articles of JACA and the school regulations, the board of directors, the council, and the faculty meeting are all managed appropriately.

The organization and system of the administrative operations are appropriate, and the personnel management is appropriately managed in accordance with working regulations. Both teaching and administrative staff are highly committed to working together in cooperation for the college.

Financial management is performed adequately, with budget determined through a standard procedure and executed properly. Regulations are fully in place for management of college facilities, maintenance and distribution of school supplies. Intermediate-term financial planning takes place with all school staff facing financial conditions for adjustment together when necessary. There is an enforcement system of self-inspection and evaluation activities. Decisions

for reform and improvement are advanced through upper management, including the chairman of the board of directors and the president under each faculty and the "examination committees, such as self-valuation," which consist of upper management. This report is also published periodically. TGUSJCD has an established record of having received this external evaluation by the "Research Institute for Urban & Environmental Development- high education research section" based on a self-inspection in the 2006 academic year, and an evaluation report.

2. Three Opinions

JACA's aim of the evaluation is to contribute to the improvement and completeness of junior college education by guaranteeing a continuous quality of junior college education, and by supporting proactive college reform and improvement. In addition to the evaluation mentioned above which is based on junior college evaluation standards, (i.e., standard evaluation character) JACA's evaluation respects the individuality of the junior college, and supports the evaluations that contribute to improvement and completeness of junior college education, (i.e., degree of achievement of evaluation character).

While the above-mentioned, "evaluation result according to JACA " and the below-mentioned, "evaluation result according to TGUSJCD "are judged in accordance with a junior college valuation basis, apart from the judgment, the individuality of TGUSJCD is respected. Thus, JACA judged that all evaluation results according to the association's set junior college standards have been met with the view of advancing junior college education.

(1) Outstanding characteristics noted in evaluation

JACA considers the following shown below among the efforts of TGUSJCD to be a trial to which TGUSJCD has obtained excellent results when it compares to the set standard level of junior college education.

Evaluation theme I The Mission, Motto, Educational Idea, Purpose and Goal

- The linguistic training school, which is under direct management was founded in Cambridge, Britain, and represents its commitment towards the establishment of the school through such actions as providing opportunities for students to studying abroad through a special scholarship student program.

Evaluation theme II The Educational Contents

- In order to understand the educational procedure towards graduation in general at the time of entrance, the college's learning instruction program is arranged in such a way that student's submit their curriculum plan guided and checked by an assigned teacher, with copies given to both student and teacher.

Evaluation theme V Student Support

- TGUSJCD is striving to support student life thru several means- making the effort to install an "Opinion Box" to find out about a student's need / opinion, and posting up a reply quickly to a student's need / opinion to the whole student body etc.
- The "self-defense handbook" which is written in detail, is distributed to all incoming students, encouraging them to take on various safety measures and for self-protection.

Evaluation theme VI Research

- TGUSJCD has been successful in joint research projects conducted together with off campus organizations such as the local government, and on-campus departments which are involved in conducting the "dietary-and-agricultural-education practice project", aid-for-childcare program

"Asobinomori", etc.

- In "The Tokai Gakuin University and Tokai Gakuin University School of Junior College Division academic exchange meeting" which is open to the public, opportunity is given for anyone to contest the educational research results performed by faculty, students or graduates.

Evaluation theme VII Social Activity

- The on campus childcare-aid center, "Asobinomori" provides playtime for preschoolers and their parents with the slogan in mind, "To nurture the hearts of children, parents and students". At the same time, the center has students assist in class activities for these children, which illustrates the school reaching out to the local community.
- Moreover, in order to promote admission of adult students, the school has a program, which offers exemption on half the tuition in special cases, and has also introduced a graduate recurrent program. The school also encourages adult students to apply for financial aid support if necessary.

(2) Improvement and Completeness

JACA believes that further improvement and completeness of educational research activities of TGUSJCD, etc. can be expected if improvements are carried out on the items shown below:

We would like to note the items mentioned below are not related to the evaluation theme results, "Pass or Fail".

Evaluation theme II

- Syllabus planning (syllabus) used serves as a guideline for students, which clearly outlines details for subject completion regarding items such as class content, expectations of student, and course material.
- Although one teacher survey is taken per teacher from all subjects taught per teacher every other semester, it is advantageous to conduct this survey on every subject taught per teacher.

Evaluation theme IV The Degree of Achievement Toward Educational Goal, and Educational Effectiveness

- It is recommended that an organized follow-up survey be held periodically after graduation and to carry out faculty evaluation regarding promotion.

Evaluation theme IX Financial Affairs

- Although Kamiya Gakuen has sufficient financial reserves for operations, the college realizes that improvement in the income and expenditure balance of TGUSJCD as well as the whole educational foundation is expected.

(3) Recommendations for Immediate Improvement

The points outlined below need to be addressed immediately with a prompt correspondence recommended.

None

3. Evaluation Result by Theme

The evaluation result of each evaluation theme along with a detailed explanation for each result is shown in the following table:

	Evaluation theme	Evaluation result
Evaluation theme I	The Mission, Motto, Educational Idea, Purpose and Goal	Pass
Evaluation theme II	The Educational Contents	Pass
Evaluation theme III	Educational Enforcement Organization	Pass
Evaluation theme IV	Degree of Progress Toward Educational Goal, and Educational Effectiveness	Pass
Evaluation theme V	Student Support	Pass
Evaluation theme VI	Research	Pass
Evaluation theme VII	Social Activity	Pass
Evaluation theme VIII	Administration & Management	Pass
Evaluation theme IX	Financial Affairs	Pass
Evaluation theme X	Reform & Improvement	Pass

Evaluation theme I The Mission, Motto, Educational Idea, Purpose and Goal

Founders, Ichizo Kamiya and Mieko Kamiya, established TGUSJCD in 1963 as the first private institution of higher education in the prefecture through their study experience in European countries in order to establish an institution of higher education which led them to the educational idea to nurture women to be creative, to be able to critically think with an international view in mind, and to be socially accepting of others. Since then, this thought has been consistently upheld until the present as the motto, "To nurture women to be sociable, creative and open-minded with an international perspective in mind." Moreover, a linguistic training school was established in Cambridge, Britain, in 1975, and TGUSJCD has offered study-abroad programs to students for different periods of study - short term, intermediate term or long term period. In addition to this, TGUSJCD has shown to live up to the motto by having friendship and cooperative relations with foreign countries which include United States and South Korea in education.

It has established this motto in each department as an educational idea of nurturing women who are ready for the real world while showing compassion, intelligence and dignity. This motto is also clearly evident during admission guidance period, in the student guide, etc. as a printed book, and even after school admission. All faculty members including the chairman of the board of directors, and homeroom teachers strive to teach the common knowledge to students.

Each department and course has a defined educational goal based on the motto.

The educational goal is checked every year when data is taken on new students.

TGUSJCD reviewed all the departments at the time of reorganization of the junior college in the 2007 academic year. Moreover, TGUSJCD is reaching out to the local community through services such as the Lifelong Learning Center, the local child-rearing center, and the Volunteer Center.

Evaluation theme II The Educational Contents

Each curriculum of all the departments which TGUSJCD established consists of classes in liberal arts, foreign language, health-and-physical-education, and in major subjects keeping in mind the motto and the educational idea of the junior college. As for education in liberal arts, courses are offered in humanities, social science, and natural science fields. In addition to keeping in mind the motto of having an "international understanding", many foreign languages courses are offered such as English, Chinese, French, and includes a study-abroad training course to learn English. Occupational education consists of certain subjects which are specifically designed for each department based on licenses and qualification offered by each department. Although the subjects offered in the liberal arts are few in number, it is judged that the overall curriculum is acceptable.

Moreover, full-time teachers take charge of main subjects for each department which includes the responsibility that proper credits are given. As for explanation of class content, learning method, and grading method, a syllabus is distributed to all students. We believe that TGUSJCD has shown commitment and effort to improve class content and learning methods through activities such as student surveys of teachers, presenting these results to each teacher, and having part-time and full-time teachers make the appropriate adjustments accordingly.

Evaluation theme III Educational Enforcement Organization

The number of faculty for each department, including professors, meets the regulations based on proper standards for a junior college. The full-time teachers maintain proper degrees,

and educational track records, and in other areas such as research achievement, and career. In addition, the age range of the teaching faculty is considered to be acceptable while employment and promotion practices are properly performed based on school policy. Each teacher is highly motivated in student guidance or involved in educational research besides their assigned homeroom class. In terms of land area, college infrastructure and facilities, the college exceeds the official requirements set for the establishment of a junior college. The college maintains proper campus facilities related to classroom instruction such as computers and visual aids as well as facilities for the classroom environment such as lighting and heating equipment, to create a comfortable place for learning. The library which is shared with Tokai Gakuin University has enough floor space for studies, public facilities, a wide selection of resource materials, and is managed adequately. Moreover, the institution is also equipped with a barrier-free large-hall and seminar room, which is opened to the community.

Evaluation domain IV Degree of Progress Toward Educational Goal, and Educational Effectiveness

The method of administering credits and evaluation is performed properly. Credits earned are administered accordingly based on an appropriate grading scale.

Various licenses and qualifications offered by each department are also introduced with many achieving satisfactory results. TGUSJCD also takes into account the results of “the assessment of the teachers by the students” and makes a strong effort to check and review learning effectiveness, while showing the results to each teacher to continually improve teaching methods in the classroom. Under the homeroom teacher program, each homeroom teacher give advice on class and study preparation and student life. A study support room is also available to assist student's academic ability according to student's needs. The student support program is organized by the department teacher and the homeroom teacher who guide students who are undecided of their career goal. TGUSJCD introduced an "opinion box" and is striving to assist student problems at an early stage regarding their studies and student life. Although there are slight differences between each department regarding the school withdrawal rate, the overall average is 6 % for all the departments. The occupational employment rate is at an acceptable level and the faculty is seen to strive for educational achievement. Homeroom teachers and career officer contact graduates on an individual basis for comments in a follow-up survey regarding their job position satisfaction. A student questionnaire was taken just before graduation in 2006 to 2007 academic year. Although we can estimate how high the evaluation of graduates will be judging from the employment outlook every year, some problems remain in the process of asking for opinions in the post-graduation employment survey.

Evaluation theme V Student Support

In regard to the supporting system for entrance, much information is available in the college prospectus pamphlet and official school website which clearly explains to candidates the admission process. This also includes information pertaining to the educational goal of each department. Inquiries from candidates are mainly supported by the entrance examination public-relations center. Regarding the various admission examinations, exams are administered in a fair process. It is helpful for students that simple explanations for procedures for admission are mentioned in the booklet distributed which includes a “questionnaire” at the end of the booklet

which allows for any questions students may have. TGUSJCD also initiated an "orientation before entrance" in the 2008 academic year to attempt to reduce anxiety to admission and student life thru programs such as direct one-on-one advice from current senior students. With respect to the completion of admission guidance at the time of entrance, homeroom teachers advise each new student to submit an education plan for the two academic years. This includes making sure students can obtain a desired qualification, and that certain training classes for individuals are all taken by graduation, and that students are completely aware of the outline for learning. Credits earned are checked and discussed with each student every semester in case of need for class schedule adjustment. This is thought to prevent students from making mistakes or having any misunderstanding on the graduation process. Both faculty and administration (student affairs division and health and welfare division) are in place for student life support on a daily basis. The student life support program includes facilities to support campus life such as a cafeteria, bookstore, and a student store. Other facilities available are a nurse's office, student advising room, health care administration program, a mental care and counseling area. Apart from the Japan Student Services Organization scholarship program, TGUSJCD offers both a partial tuition exemption program for students based on results of the college entrance examination, and financial assistance. The tuition program is also flexible for students who may find difficulty in paying tuition in the middle of their studies. Payments may be postponed or installment plans readjusted. TGUSJCD set up an "Opinion box" to better serve student needs. TGUSJCD offers financial aid to adult students as well, which includes allowing adult students to postpone half the amount of tuition for 2 years, and offering support such as individual assistance on their studies. In addition, the school is advancing towards creating a barrier-free environment throughout the campus. Presently, the enrollment of a hearing impaired student has allowed the administration and staff to take into consideration the teaching methods and classroom situation suitable for the new environment. As for employment support for students, the employment section is mainly responsible for their needs while homeroom teachers offer additional assistance when needed. The employment section gives "employment guidance" to students though special guidance courses such as employment test preparation, and employment etiquette. The job offers found by students themselves with exception to the junior college job offers is 50 %, and the rate of employment is at a significant level, which is higher than the national average. Information on advanced study programs or study abroad programs is readily available for interested students. The services of the student life support program above are some ways the school offers student assistance.

Evaluation theme VI Research

Although faculty research varies for each individual, all research projects performed are significant and appropriate in general. The achievements of each faculty member are released as a research-activities list. Faculty presenting research outside the country is at 10%. Joint research projects with various organizations off-campus are conducted based on a teacher's field of research. A research bulletin is published and "scientific exchange meetings" are held in collaboration with Tokai Gakuin University. In addition, request for grants-in-aid for scientific research are applied every year, and accepted. Faculty lacking in research projects are encouraged to pursue and complete more research. Each teacher is provided with an office and materials for research, which are replaced periodically. Regulations concerning travel expenses for research including

presentations at academic meetings overseas are maintained, while one day is set aside every week excluding the weekend, for research. Additionally, seasonal school breaks when classes are not in session, are regarded as research period at home for teachers. Also, school policy encourages research activities such as having meetings on applying for grants-in-aid for scientific research.

Evaluation theme VII Social Activity

Three organizations serve as good examples in working together to contribute to the local community. The first is the Lifelong Learning Center, which provides class's open to the public and improvement in educational culture in the community.

Secondly, the local child-rearing center, "Asobinomori" is available to aid childcare.

Additionally, the Volunteer Center allows students to take the initiative in helping others and other activities such as conducting collection of donations for charity.

Open classes toward "leisure" in various fields have been introduced periodically thru the lifelong learning center. Also, TGUSJCD positively cooperates with the community in many ways by having close business ties with companies, joint research projects, events open to the public, academic conference participation, and leadership involvement in sporting events. The aid-for-childcare center "Asobinomori" is developed as a Tokai Gakuin University and a TGUSJCD collaborative project "To nurture the hearts of children, parents and students", where preschoolers and parents are provided with play, and where students also participate as part of the class. Since contributing to the community encourages human growth, the volunteer center as a center supports student volunteer activity, and is active in raising funds for charity. Moreover, as part of educational goal achievement, student participation in the following areas; aid-for-childcare activity, kindergarten, nursery school, and visits to welfare facilities are included in the curriculum. In addition, volunteer activities by students are taken in consideration as one of the elements for their class grade. Moreover, in order to promote admission of adult students, the school has a program, which offers exemption on half the tuition in special cases, and has also introduced a graduate recurrent program. The school also encourages adult students to apply for financial aid support. While having a linguistic training school under direct management in Britain, the college has a scholarship program which provides tuition exemption / travel expense exemption in certain cases, giving students the opportunity to learn a foreign language every year. TGUSJCD also cooperates with educational institutions thru relations as a sister school and thru academic collaboration in such countries as the USA and South Korea. In addition, teachers are sent overseas for research.

Evaluation theme VIII Administration & Management

According to the articles of JACA, management of the school by the board of directors and the council are appropriate and acceptable. Moreover, JACA inspectors have carried out all tasks appropriately by attending meetings with the board of directors and thru activities such as auditing financial affairs. The board of directors and the council are considered to be impartial and appropriate.

Besides managing the Board of Directors and the Council, the Chairman of the Board of Directors strives to have open communication with teaching staff by ways of faculty meeting attendance as a constituent of the TGUSJCD faculty meeting, and by conveying the intentions of the board of directors. The Chairman also encourages communication with the administrative staff thru

discussion for mutual understanding. The administration and management system, regulated by the board of directors is in operation, and the system allows for constructive decision-making and leadership to be exercised. As the chairperson, the president summons all chairman meetings and faculty meetings and is responsible for all matters related to education. The system allows the president to exercise leadership in education and administrative operations, and to direct matters on educational research. Upper administrative staff attends all faculty meetings in order to convey the decisions to office staff. The organization and components of the administrative operations are appropriate while the personnel management is functions in accordance with working regulations. The college has a set of office regulations by which administrative staff work. Office facilities include fixtures for proper office conditions, computers and other business machines. Rules and regulations for working conditions are written in detail concerning teacher's service, etc., proper management of the staff's working hours, prevention of overwork, and the availability of health care.

Evaluation theme IX Financial Affairs

Although financial affairs have been managed properly, the college understands the need for improvement especially in the area of balance of income and expenditures. Although TGUSJCD has been affected by the foundation's finances, the staff as a whole is making efforts to improve management, and with the introduction of "intermediate-term financial planning" which is until the 2011 academic year. Financial information is shared within the school, and also financial statements are open the public at the headquarters of the foundation based on the "educational foundation Kamiya school financial documents inspection regulation." Currently, the college is considering having the information available to public on its website. Effective actions regarding crisis management have readily been taken while greater steps toward efficient use of resources are in progress.

Evaluation theme X Reform and Improvement

Improvements have taken place in areas such as regulation and organization for self-inspection and evaluation activities, and thru the introduction of a program for reform and improvement. Under "the examination committees, such as self-valuation", all staff are involved with self-inspection and evaluation periodically, and the report is released. In addition, these results of inspection and evaluation are utilized which leads to further reform and improvement. There is a set protocol for self-inspection and evaluation activities. External valuation by an independent organization is also performed with the school continually progressing toward improvement based on recommendations received. Although external evaluations are not stipulated in regulations at the moment, self-inspection and evaluation which serve as an external valuation are due to be introduced from now on at least once every three years. As evident with the above, TGUSJCD has established a program of self-inspection and evaluation activities, with arrangements concerned for future reform and an improvement.