Evaluation Items and Perspectives of Evaluation (University)
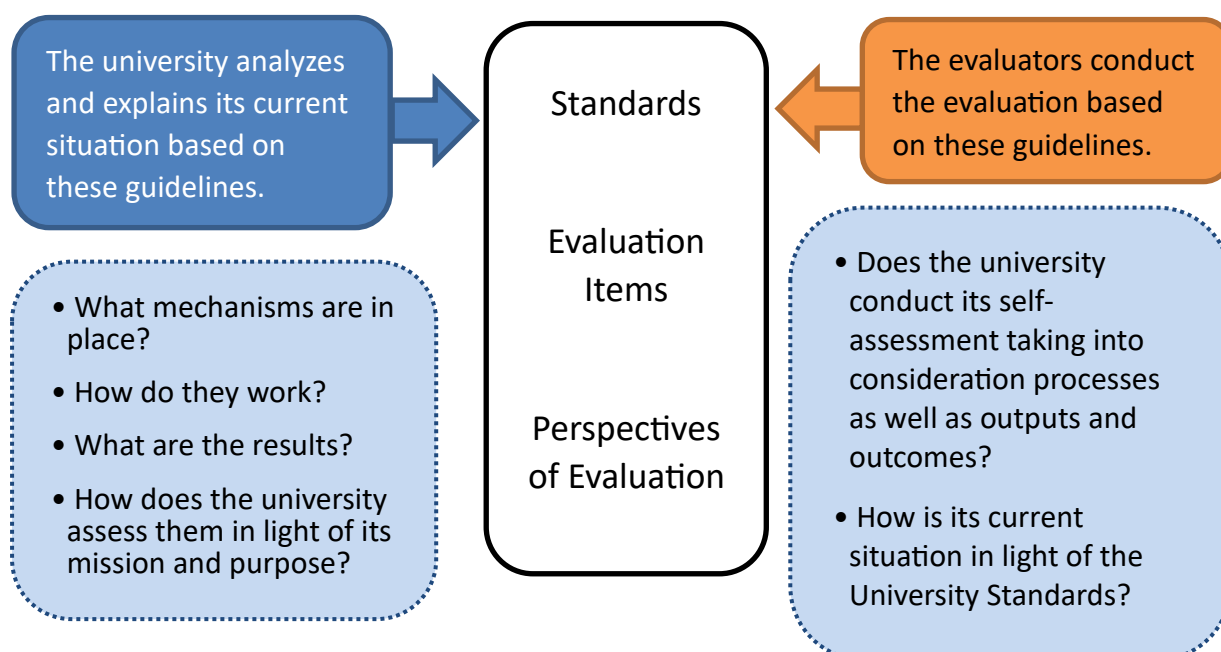
Evaluation Items and Perspectives of Evaluation

◆ The university analyzes and explains its current situation based on "evaluation items" and "perspectives of evaluation," providing information on static systems and initiatives as well as operating status, outputs and outcomes.

◆ The evaluators check the progress and status of evaluation items and perspectives of evaluation in conducting the evaluation.

Perspectives of Evaluation

◆ The "perspectives of evaluation" given under each "evaluation item" indicate the points of view on which the university bases its self-assessment, and the Japan University Accreditation Association (JUAA) bases its evaluation of the university.

◆ The university may indicate its own perspectives of evaluation in addition to those provided.

<Diagram>

The university analyzes and explains its current situation based on these guidelines.

The evaluators conduct the evaluation based on these guidelines.

Standards

Evaluation Items

Perspectives of Evaluation

• What mechanisms are in place?

• How do they work?

• What are the results?

• How does the university assess them in light of its mission and purpose?

• Does the university conduct its self-assessment taking into consideration processes as well as outputs and outcomes?

• How is its current situation in light of the University Standards?

Standard 1: Mission and Purpose

Evaluation Item (I)

The university has set an appropriate mission and purpose as well as appropriate objectives for its undergraduate and graduate divisions based on its mission and purpose, which are made public.

<Perspectives of Evaluation>

• Does the university clearly define its purpose, which guides the direction of its education and research activities based on its mission, and the education and research objectives of the undergraduate and graduate divisions?

• Are the university's mission and purpose being communicated to faculty, staff and students, and made available to the public?

Evaluation Item (II)

The university has formulated medium- to long-term plans and other strategies.

<Perspectives of Evaluation>

• Are the medium- to long-term plans and other strategies concrete and realistic in achieving the university's mission and purpose (i.e., are they based on an analysis of the university's internal and external circumstances; are they backed by organizational, financial, and other resources)?

• Are the progress and achievement status of the medium- to long-term plans and other strategies regularly verified?

Standard 2: Internal Quality Assurance

Evaluation Item (I)

The university has formulated a policy on internal quality assurance. The university has established and ensures the appropriate functioning of an internal quality assurance system for the enhancement of education and learning outcomes.

<Perspectives of Evaluation>

• Does the institution-wide policy on internal quality assurance clearly define the university's basic approach, structure (positions, roles and responsibilities of various organizations including the internal quality assurance entity) and procedures?

• Is institution-wide coordination and support being provided for education planning, design and implementation, and self-assessment and improvement activities?

　　Specific examples include:
- ·　Coordination and support for formulating the three policies
- ·　Coordination and support for designing coherently organized curricula
- ·　Coordination and support for developing and implementing effective instruction methods
- ·　Coordination and support for visual presentation of learning outcomes
- ·　Coordination and support for carrying out self-assessment and making use of the results

• Is self-assessment regularly being carried out at the institution-wide level and at undergraduate and graduate divisions and other organizations (including institution-wide organizations conducting teacher training courses)? Are the results being utilized for improvement and enhancement?

• Are efforts being made to incorporate students' opinions and external perspectives to enhance the objectivity and validity of self-assessment at undergraduate and graduate divisions and other organizations?

• Are responses appropriately made to recommendations from government authorities and accreditation agencies?

Evaluation Item (II)

The university fulfills its accountability to society by appropriately making public the status of its various activities.

<Perspectives of Evaluation>

- Is the university's accountability to society being fulfilled by appropriately making public the status of education and research activities, self-assessment results, finances, and other activities?
- Is information regarding students' actual learning experiences and outcomes being clearly disclosed to society as part of the information on educational and research activities?

Evaluation Item (III)

The university regularly inspects and evaluates the effectiveness and appropriateness of its internal quality assurance system and makes use of the results for improvement and enhancement.

<Perspectives of Evaluation>

- Are the status and functions of the internal quality assurance system regularly inspected and evaluated? Based on the results, are efforts being made to improve and enhance the system so that it functions more effectively as a mechanism for assuring the quality of education?

Standard 3: Education and Research Organizations

Evaluation Item (I)

The university has established appropriate undergraduate and graduate divisions, affiliated research institutions and centers, and other organizations to facilitate the achievement of its mission and purpose.

<Perspectives of Evaluation>

• Are education and research organizations (undergraduate and graduate divisions, affiliated research institutions and centers, and other organizations) designed and structured to fulfill the university's mission and purpose while taking into consideration academic trends and social needs?

Evaluation Item (II)

The university regularly inspects and evaluates the appropriateness of its education and research organizations, and makes use of the results for improvement and enhancement.

<Perspectives of Evaluation>

• Is the functioning of the organizational structure in education and research organizations regularly inspected and evaluated? Are the current status, successful initiatives, and issues appropriately understood?

• Are the results of self-assessment being utilized to improve and enhance the functioning of the organizational structure in efforts related to education and research, leading to more effective initiatives?

Standard 4: Teaching and Learning

Evaluation Item (I)

The university has defined the learning outcomes it expects students to achieve as well as its basic principles of education and learning.

<Perspectives of Evaluation>

• Are the expected learning outcomes including knowledge, skills and attitudes clearly defined in degree award policies? Are the curriculum and instruction methods necessary for achieving the learning outcomes clearly defined in curriculum design and implementation policies?

• Are the above learning outcomes appropriate for the degree awarded?

Evaluation Item (II)

The university offers coherently organized curricula with appropriate courses for achieving the learning outcomes of each degree program.

<Perspectives of Evaluation>

• Are courses offered in a coherently organized curriculum to achieve the learning outcomes in accordance with curriculum design and implementation policies?
  Specific examples include:
  · The courses offered are compatible with the degree awarded and the academic framework of the specific field of study.
  · Each course has a defined position (e.g., classification of major subjects) and a set of objectives.
  · The annual and semester allocation of courses considers the sequential nature of learning, and the learning process is visualized.
  · Course duration and credits are set based on the time students spend studying.

Evaluation Item (III)

The university offers appropriate class formats and instruction methods to ensure students achieve the expected learning outcomes upon completion of the program. The university provides adequate guidance and support to enable motivated, effective learning.

<Perspectives of Evaluation>

• Are class formats and instruction methods consistent with the education and

research objectives of undergraduate and graduate divisions, the learning outcomes expected upon program completion, and the curriculum design and implementation policies? Are they producing the expected results?

• Is ICT being utilized for appropriate courses in accordance with their own policies when providing remote classes? Have measures been taken to ensure the classes are effective, and are the expected outcomes being achieved?

• Is appropriate guidance being provided taking into consideration the diversity of students to effectively achieve the course objectives? Are those steps enabling motivated, effective learning?

Specific examples include:

· Classes are organized based on learning status to address the diversity of students.

· Measures are being taken to secure learning content and learning hours in accordance with the purpose of the credit system.

· Syllabi are prepared and used effectively (to ensure students understand the course content and objectives, and the content is sufficient for effective learning).

· Measures such as guidance on course registration, monitoring the progress of learning, assessing understanding and achievement levels, and providing feedback to support out-of-class learning" are being taken.

Evaluation Item (IV)

The university assesses academic achievement, grants credits and awards degrees in an appropriate manner.

<Perspectives of Evaluation>

• Are grade assessment and credit recognition objective, rigorous, fair and equitable?

• Are standards and procedures related to grade assessment and credit recognition, including those for responding to student complaints, are clearly communicated to students?

• Are previously earned credits appropriately recognized, and are credits properly granted to those with practical abilities?

• Are degree award procedures and systems clearly defined?

• Are degrees appropriately awarded based on the degree award policies?

Evaluation Item (V)

The university appropriately assesses and evaluates the learning outcomes defined in the degree award policies.

<Perspectives of Evaluation>

- Are the objectives, indicators, and methods for assessing and evaluating learning outcomes clearly defined?
- Are the indicators and methods for assessing and evaluating learning outcomes appropriately aligned with the learning outcomes described in the degree award policies?
- Are the indicators and methods appropriately used to assess and evaluate learning outcomes? Are the learning outcomes used in accordance with the objectives set by the university?

Evaluation Item (VI)

The university regularly inspects and evaluates its curricula and their content and instruction methods, and makes use of the results for improvement and enhancement.

<Perspectives of Evaluation>

- Are the standards, structure, methods, processes and frequency for the self-assessment of the curricula and their content, as well as the instruction methods clearly defined?
- Is self-assessment based on appropriate information, such as measurement and evaluation results of learning outcomes expected upon program completion, as well as data on the statuses of student learning status in and outside of class, status of qualification exam results, and graduate outcomes?
- Are efforts being made to incorporate students' opinions and external perspectives to enhance the objectivity of self-assessment?
- Are the results of self-assessment being utilized to improve and enhance the curriculum, its course content and instructional methods?

Standard 5: Student Enrollment

Evaluation Item (I)

Based on the admission policies, the university has established appropriate systems and processes for student enrollment and screening, ensuring that the selection process is conducted fairly and equitably.

<Perspectives of Evaluation>

• Are admission policies set at least for each degree program (undergraduate, master's, doctorate, and professional graduate programs)?

• Do the admission policies describe in a readily understood manner the qualities sought in students including education up to high school, scholastic aptitude and abilities as well as the criteria and process by which applicants are screened?

• Are appropriate systems and mechanisms in place for the implementation of fair and equitable student screening in accordance with the admission policies?

• Are mechanisms in place for taking into consideration the needs of applicants requiring special accommodation?

• Is information being provided in a manner readily understood by all applicants?

Evaluation Item (II)

The university admits students within an appropriate capacity and manages the student population in accordance with the capacity levels.

<Perspectives of Evaluation>

• Are the numbers of admitted students and the student population for the entire undergraduate program, as well as for each faculty, department, graduate school, and major, being properly maintained? Are measures being taken in cases of significant over-enrollment or under-enrollment?

Evaluation Item (III)

The university regularly inspects and evaluates its student enrollment status, and makes use of the results of self-assessment for improvement and enhancement.

<Perspectives of Evaluation>

• Are efforts related to student enrollment regularly inspected and evaluated? Are the current status, successful initiatives, and issues appropriately understood?

• Are the results of self-assessment being utilized to enhance the effectiveness of initiatives aimed at improving student enrollment?

Standard 6: Faculty and Faculty Organization

Evaluation Item (I)

The university's faculty organizations are structured and sufficiently staffed to carry out continuous and thorough education and research activities to ensure the achievement of learning outcomes and the university's research objectives, based on policies on faculty organization.

<Perspectives of Evaluation>

• Are faculty organizations staffed with members possessing the qualifications and qualities sought by the university based on the policies on faculty organization?

Specific examples include:

- Faculty members' responsibilities are clearly defined.
- Staffing levels adhere to legal requirements.
- Suitable faculty members are being assigned to each course for conducting education and research that achieves learning outcomes.
- Faculty members' assigned courses and teaching hours are appropriately tracked and managed.
- The workload and educational effectiveness of faculty members serving as a core member of multiple departments are being appropriately considered.

• When appointing personnel from other universities or companies as faculty members through cross-appointments or similar arrangements, are the scope of their duties clearly defined and is their work status appropriately tracked?

• Are roles being distributed between faculty and staff members, and do those members cooperate closely with a clear indication of their responsibilities to provide organized and effective education and research?

• When allowing an assistant to assist in the classroom or partly cover teaching duties, are roles and responsibilities being described in regulations in advance? Is a clear guidance plan provided, and a suitable person selected?

Evaluation Item (II)

The university appropriately recruits, appoints, and promotes faculty members.

<Perspectives of Evaluation>

• Is faculty recruitment, appointment and promotion being carried out through an open and equitable process in accordance with clear standards and procedures?

• Is diversity of the faculty being taken into consideration, such as balanced

distribution of age and gender?

Evaluation Item (III)

The university engages in systematic and multilateral activities to improve and promote education and research activities to enhance faculty competence.

<Perspectives of Evaluation>

• Are systematic efforts being made to improve faculty teaching skills and facilitate the development and enhancement of curricula and instruction methods? Are the efforts producing results?

• Are systematic efforts being made to encourage research, social contribution and other activities as well as to enhance faculty competence? Are the efforts producing results?

• Is a mechanism in place to evaluate faculty performance from the university's perspective? Is the mechanism contributing to the promotion of education and research activities?

• When non-faculty members serve as instructional assistants and are involved in education, is the necessary training provided to ensure that classes are conducted appropriately?

Evaluation Item (IV)

The university regularly inspects and evaluates its efforts related to faculty organization, and makes use of the results for improvement and enhancement.

<Perspectives of Evaluation>

• Are efforts related to faculty organization regularly inspected and evaluated? Are the current status, successful initiatives, and issues appropriately understood?

• Are the results of self-assessment being utilized to enhance the effectiveness of initiatives aimed at improving faculty organization?

Standard 7: Student Support

Evaluation Item (I)

The university has formulated a student support policy and established a student support system and provides appropriate student support based on the policy.

<Perspectives of Evaluation>

• What system is in place to provide various student support services based on the university's policy? Are faculty and staff members fulfilling their roles while providing student support?

• Is the necessary staff, including those with specialized knowledge, skills, and experience, being assigned to provide various types of student support?

• Is information on student support actively shared with students? Are support services designed with consideration to students' ease of use?

[Academic support (learning)]

• Are mechanisms in place to support independent learning tailored to student needs (e.g., tutoring programs, makeup sessions, and counseling)?

• Is necessary learning support being provided for students with disabilities and international students?

• Is necessary learning support being provided for students who have difficulty continuing their studies (e.g., those repeating courses and considering dropping out)?

• When using information and communication technology (ICT) for educational purposes such as conducting remote classes, is support being provided as needed to ensure equal opportunities for students in terms of preparing ICT equipment and securing internet access, such as through providing equipment loans?

• When conducting remote classes using ICT, is learning support, such as counseling, being provided for students studying at home or other off-campus locations? Are services being provided as needed with consideration to students' internet connection (e.g., offering opportunities to replay class videos)?

[Academic support (financial aid)]

• Are financial supports for students (e.g., tuition reductions or exemptions and internal and external scholarships) being provided to students based on their needs?

[Campus life support]

• Are guidance and counseling in mental and physical health and hygiene being

provided to students based on their needs?

- Are measures being taken as needed to prevent student isolation and help with interpersonal relationships (e.g., providing opportunities for student interaction), particularly when conducting remote classes using ICT?

[Career support]

- Is career support being provided in accordance with the needs of each degree program (undergraduate, master's, and doctorate programs) or field of study, and the characteristics of individual students? Are career education and career development supports being provided to promote vocational independence?

[Other support services]

- Are support services being provided as needed other than those above, such as support for extracurricular activities including student clubs and volunteer groups?

[Protection of students' basic human rights]

- Are efforts being made to prevent students' fundamental human rights, such as preventing harassment, ensuring privacy rights, and responding to complaints?

Evaluation Item (II)

The university regularly inspects and evaluates its student support status, and makes use of the results of self-assessment for improvement and enhancement.

<Perspectives of Evaluation>

- Are efforts related to student support regularly inspected and evaluated? Are the current status, successful initiatives, and issues appropriately understood?
- Are the results of self-assessment being utilized to enhance the effectiveness of initiatives aimed at improving student support?

Standard 8: Education and Research Environment

Evaluation Item (I)

The university has formulated a policy on education and research environment and has in place the environment necessary for student learning and the education and research activities of faculty members.

<Perspectives of Evaluation>

• Is an appropriate environment in place for student learning and the education and research activities of faculty members based on the policy on education and research environment?

• Are internet connection and information and communication technology (ICT) equipment in place where needed for student learning and the education and research activities of faculty members? Is technological support being provided to promote the use of ICT?

• Are efforts being made to provide faculty, staff and students with a strong foundation in information ethics?

Evaluation Item (II)

The university has a library with services to provide access to academic information, and ensures it operates effectively.

<Perspectives of Evaluation>

• Are books and other academic information resources systematically organized in accordance with the policy on education and research environment?

• Is the library appropriately staffed with personnel, including those with the necessary specialized knowledge, to support the needs of students and faculty?

Evaluation Item (III)

The university promotes research activities by providing support and creating conditions for research activities. The university takes measures to ensure the soundness of research activities.

<Perspectives of Evaluation>

• Is support being provided and necessary conditions being established from a long-term perspective to promote research activities by faculty members (e.g., allocating research funds to faculty members, providing laboratories, securing research time, utilizing the expertise of specialized research support personnel,

and developing a system to nurture young researchers) in accordance with the university's basic approach to research?

• Are regulations in place on research ethics to prevent research misconduct? Are measures being taken to ensure compliance with research ethics by students as well as faculty?

Evaluation Item (IV)

The university regularly inspects and evaluates the status of its education and research environment, and makes use of the results of self-assessment for improvement and enhancement.

<Perspectives of Evaluation>

• Are efforts related to education and research environment regularly inspected and evaluated? Are the current status, successful initiatives, and issues appropriately understood?

• Are the results of self-assessment being utilized to enhance the effectiveness of initiatives aimed at improving education and research environment?

Standard 9: Social Cooperation and Contribution

Evaluation Item (I)

The university undertakes social cooperation and contribution activities based on a policy on social cooperation and contribution and returns the fruits of its education and research to society.

<Perspectives of Evaluation>

• Are efforts being made to collaborate with external institutions and the local community, and return to society the knowledge and technology created by the university based on the policy on social cooperation and contribution?

• Are the efforts in social cooperation and contribution helping to solve the problems of the local community and society, and enhance the value of the university?

Evaluation Item (II)

The university regularly inspects and evaluates the status of its social cooperation and contribution activities, and makes use of the results of self-assessment for improvement and enhancement.

<Perspectives of Evaluation>

• Are efforts related to social cooperation and contribution regularly inspected and evaluated? Are the current status, successful initiatives, and issues appropriately understood?

• Are the results of self-assessment being utilized to enhance the effectiveness of initiatives aimed at improving social cooperation and contribution?

Standard 10: University Management and Finance

(1) University Management

Evaluation Item (I)
The university has established and clearly defined the authority of positions such as President, and offices such as faculty council, based on a policy on university management. The university is appropriately managed by those positions and offices as well as the corporate organization that establishes and administers the university.

<Perspectives of Evaluation>
• Does the university share with faculty and staff members its policy on university management, which is necessary for the achievement of medium- to long-term plans that reflect the university's mission and purpose, and consider its future prospects?

• Is university management being carried out in accordance with clearly stipulated regulations based on relevant laws and the university's policy on university management? To ensure transparency of management, are the roles and authority of officials such as President, and offices such as faculty council, clearly defined in the regulations based on relevant laws? Are appropriate procedures in place for the appointment of office positions as well as their decision making and authority exercising processes?

• Does the corporate organization clearly determine the authority and responsibility of its officials for appropriate university management? Are the appointments and management of officials carried out in accordance with regulations based on relevant laws? Is an internal function in place to check their decision making and business execution processes?

Evaluation Item (II)
The university appropriately formulates and executes the budget.

<Perspectives of Evaluation>
• Is an appropriate procedure in place for budget formulation? Is transparency ensured in budget execution?

Evaluation Item (III)
The university has established and ensures the appropriate functioning of offices

staffed with the necessary personnel to carry out university management duties, including running the corporate organization and the university, and providing support to facilitate education and research activities.

<Perspectives of Evaluation>

• Are the organizations necessary for university management in place and staffed with personnel to carry out university management duties, including running the corporate organization and the university, and providing support to facilitate education and research activities?

• Is cooperation and coordination being promoted between faculty and staff members to ensure efficient and effective university management?

• Are staff members with specialized knowledge and skills being cultivated and distributed as needed?

• Are staff appointment, promotion, evaluation, and rewarding appropriately carried out?

• Are organized staff development (SD) activities being carried out to enhance the faculty and staff members' abilities necessary for university management?

Evaluation Item (IV)

The university regularly inspects and evaluates the status of university management, and makes use of the results for improvement and enhancement.

<Perspectives of Evaluation>

• Are appropriate processes in place for audits to be conducted by auditors, and financial audits by certified public accountants or auditing firms, to ensure the appropriateness of university management? Are the results being utilized for improvement and enhancement?

• Are efforts related to university management, including organization, regularly inspected and evaluated? Are the current status, successful initiatives, and issues appropriately understood?

• Are the results of self-assessment being utilized to enhance the effectiveness of initiatives aimed at improving university management, including organization?

(2) Finance

Evaluation Item (I)

The university has formulated an appropriate medium- to long-term financial plan for the continuous implementation of education and research activities.

<Perspectives of Evaluation>
• Is university management being carried out in accordance with a concrete and realistic medium- to long-term financial plan?
• Is a financial ratio index or target set to ensure the soundness of management?

Evaluation Item (II)

The university secures a firm financial foundation to support the continuity of education and research activities.

<Perspectives of Evaluation>
• Is a firm financial foundation in place to maintain and enhance the level of education and research?
• Is external funding being secured to diversify income sources and avoid excessive reliance on tuition revenue? Is the amount of funding secured through those efforts being clarified?