

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

Sugiyama Jogakuen University



Basic Information of the Institution	
Ownership: Private	Location: Aichi, Japan
Accreditation Status	
Year of the Review: 2013	
Accreditation Status: accredited (Accreditation Period: April.01.2014 – March.31.2021)	

Certified Evaluation and Accreditation Results for Sugiyama Jogakuen University

Notable Strengths

Educational content, methods, and outcome

- It is commendable that Sugiyama Jogakuen University (hereafter, the University) has set up an environment in which students can study and think independently. The University also offers education that provides an opportunity to think about a future career within the context of the student's entire life according to the various life stages of women. The University actively promotes career education, and has prepared and enhanced its support system to foster students' social and vocational independence. The University provides educational content in which education and student support collaborate with one another. By linking coursework with practical professional education, combining study and career support, and introducing the total portfolio system for student assessment, this educational model fulfills its missions of "learning for the career," "learning in practice," and "providing information and support."

Student support

- It is commendable that the University has been systematically working on the issue of student support. The University has formulated the Guidelines for Supporting Students as a University-wide policy for student support. It has set up the student support system by building a relationship of trust between faculty-staff and students to address problems in four areas: study, finance, mental health, and job hunting. For the area of study, the criteria for "a student who needs help" has been clearly defined, and for the area of career support, various kinds of guidance and seminars have been offered so that students can receive mindful and detailed support in a stepwise fashion.

Suggestions for Improvement

Educational content, methods, and outcome

- The maximum number of yearly credits students can register for has been set high at 50 in the following schools: the School of Life Studies, the School of Cross-Cultural Studies, the School of Human Sciences, and the School of Education. The maximum number of yearly credits transfer students can register for has not been set in the following departments and schools: the Department of Human Environment Design in the School of Life Studies, the School of Cross-Cultural Studies, the School of Human Sciences, the Department of Culture-Information Studies in the School of Culture-Information Studies, and the School of Education. These situations should be improved in accordance with the purpose of having a credit system.
- The Graduate School of Life Studies and the Graduate School of Human-Relations Studies have not implemented systematic efforts to improve educational content and methods. These situations should be improved.
- The Graduate School of Life Studies and the Graduate School of Human-Relations Studies have not clearly stated the criteria for examining degree-seeking theses and

dissertations. These criteria should be stated clearly in the student handbook and made public.

Enrollment

- The ratio of transfer students to the transfer student admission cap is low in the following departments: at 0.33 in the Department of Human Environment Design in the School of Life Studies, at 0.29 in the Department of Foreign Studies and at 0.29 in the Department of Classical and Contemporary Cultures in the School of Cross-Cultural Studies, at 0.63 in the Department of Human Relations and at 0.44 in the Department of Psychology in the School of Human Sciences, and at 0.33 in the Department of Child Development in the School of Education. These situations should be improved.

Education and research environment

- A full-time librarian with professional knowledge of library science has not been hired for the library at the Nisshin Campus. This should be improved.

Area of Serious Concern

Educational content, methods, and outcome

- In the Graduate School of Life Studies and the Graduate School of Human-Relations Studies, a research guidance plan has not been formulated. Each Graduate School must formulate such a plan so that students can receive the appropriate guidance and instruction for research and writing of the degree thesis.