

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

**Nihon Fukushi University**



Basic Information of the Institution	
Ownership: Private	Location: Aichi, Japan
Accreditation Status	
Year of the Review: 2024	
Accreditation Status: accredited (Accreditation Period: April 1, 2025 – March 31, 2032)	

## **Certified Evaluation and Accreditation Results for Nihon Fukushi University**

### **Overview**

Nihon Fukushi University proclaims the educational motto of “Truth, Charity and Dedication for the Well-being of All” as its educational philosophy based on its founding spirit. In line with this philosophy, the University defines its purpose as follows: “In accordance with the School Education Act, the University aims to comprehensively teach and research various sciences related to humanity and society, impart integrity and abundant thoughts and feelings, foster socially reliable professionals who can contribute to local communities and fulfill its mission of widely contributing to the advancement of human society.” To achieve its founding spirit, educational philosophy, and purpose, the University strives to enhance its educational and research activities by materializing annual project plans based on the Third School Corporation and University Medium-Term Plan 2021-2028 (hereafter “Mid-Term Plan”).

Regarding internal quality assurance, the University formulated the Nihon Fukushi University Internal Quality Assurance Regulations (hereafter “Internal Quality Assurance Regulations”), with the Nihon Fukushi University Internal Quality Assurance Promotion Committee (hereafter “Internal Quality Assurance Committee”) newly established in AY2023 as an organization responsible for promoting university-wide internal quality assurance. The committee establishes evaluation standards for self-studies and conducts inspections and assessments based on these standards to examine whether the University Management Division is effectively operating the internal quality assurance system. The committee is tasked with improving the system by monitoring the status of university-wide efforts through feedback on inspections and assessments. The University Management Division assists the president with deliberations on university-wide issues and other work to implement operations on the items related to self-studies by the faculties and other programs. After the transfer of the previous structure operated by the Education and Research Evaluation Expert Committee prior to AY2022, the meeting began deliberations and implementations regarding the self-study items in AY2023 to play a role in undertaking improvement efforts through the PDCA (Plan-Do-Check-Act) cycle. Self-studies are conducted based on inspections and assessments of progress for the annual University Project Plan (hereafter “Project Plan”). The University Management Division semiannually inspects and assesses the progress reports based on

the project plans of the faculties and other programs to make improvements, with the issues to be addressed and other matters reflected in the next academic year's project plan. In addition, the External Evaluation Committee was established to review these university-wide inspection and assessment activities, along with the evaluation results.

As for education, the diploma and curriculum policies have been appropriately established for the University as a whole as well as for the faculties and graduate schools. The regular program consists of four subject groups: Comprehensive Basic Course, Specialized Basic Course, Specialized Course, and Elective Courses in qualifications and General Education Courses that do not count towards Graduation, with curriculum maps and learning flows illustrating the connection with the diploma policy to clarify the curriculum structure. The distance learning program arranges lesson subjects with liberal arts and specialized courses separated to flexibly respond to the various needs and career paths of enrolled students.

In terms of social cooperation and contribution, the University is making outstanding efforts to play an active role in local communities as the Center of Community and Knowledge based on the Nihon Fukushi University Regional Cooperation Policy. The University engages in community outreach and social contribution activities primarily for municipalities on the Chita Peninsula, where its campuses are located, with the outcomes gained from these activities widely made public. It is highly commendable that the University strives to develop a regional support structure in cooperation with students, graduates, and local residents on the peninsula, and returns its knowledge, techniques, and other resources to local communities.

There are several areas of improvement the University should address, however. All faculties and multiple departments and graduate schools have low ratios of student enrollment to the student enrollment cap, and the average ratios of freshman enrollment to the freshman enrollment cap over the past five years are also low in multiple faculties and departments. Corrections need to be made to thoroughly manage the student quotas. To ensure credit validity, the maximum number of credits is specified for each faculty and department, with guidance and other types of support provided for students seeking to obtain qualifications, but these measures are insufficient and should be improved. The graduate schools monitor student learning outcomes, but inadequately connect lesson subjects to the diploma policies. This issue should be addressed by exploring and developing methods for measuring the abilities stated in the diploma policies to monitor and evaluate the learning outcomes.

The issues identified as the latest comments include the ongoing items pointed out in JUAA's previous certified evaluation and accreditation. In the years ahead, the

University is expected to make steady improvements by addressing these items as well as the issues identified from the self-study results under the internal quality assurance structure updated in AY2023, thereby advancing its distinctive initiatives to progress further.

## **Notable Strengths**

### *Social Cooperation and Contribution*

- The University promotes regional cooperation and social contribution initiatives based in the Chita Peninsula, where its campuses are located, to fulfill its role as a center of knowledge for local communities. For example, the University and Tokai City in Aichi Prefecture cohost the Tokai City Regional Roundtable Conference, where not only the University's students and graduates but also students from other universities and high schools participate and propose measures for revitalizing the downtown area in front of Otagawa Station. This gathering also provides an opportunity to learn how to collaborate in resolving community challenges and promoting regional revitalization. Moreover, faculty members and students collaborate with a non-profit organization in Mihama Town in the Chita district in operating a cafeteria where children receive free or low-priced meals served by volunteers. Their activities contribute to addressing issues involving child-rearing in the region by providing a space for children, parents or guardians, and residents to gather, with the outcomes of this initiative released to the public as university-community joint research. It is commendable that the University is making outstanding efforts through these activities to return its intellectual resources to local communities.

## **Suggestions for Improvement**

### *Educational Program and Learning Outcomes*

- The Physical Therapy Course in the Faculty of Health Sciences does not specify the basic concept of curriculum design in the curriculum policy, while the Faculty of Social Welfare fails to specify the basic concept of curriculum implementation in the curriculum policy. These issues should be addressed.

- To monitor student learning outcomes, the graduate schools conduct surveys on class evaluations and research progress, but the connection between these methods and the learning outcomes stated in the diploma policies is unclear. Improvements should be made for the graduate school programs to monitor and evaluate the learning outcomes by developing methods for measuring the abilities and other qualities stated in the diploma policies.

#### *Student Enrollment*

- The ratios of student enrollment to the student enrollment cap are low at 0.45 in the master's programs in the Graduate School of Nursing Science and the Graduate School of Sport Sciences. These ratios should be improved with the graduate schools' student quotas thoroughly managed.

### **Recommendation**

#### *Student Enrollment*

- The ratios of student enrollment to the student enrollment cap are low at 0.87 in all faculties; 0.76 in the Faculty of Social Welfare; 0.84 in the Faculty of Health Sciences; 0.88 in the Department of Rehabilitation, Faculty of Health Sciences; 0.79 in the Department of Human Care Engineering, Faculty of Health Sciences; 0.76 in the Faculty of Education and Psychology (renamed from the Faculty of Child Development in 2020); 0.60 in the Department of Child Development, Faculty of Education and Psychology; and 0.73 in the Faculty of International Welfare Development. The average ratios of freshman enrollment to the freshman enrollment cap over the past five years are also low at 0.84 in the Faculty of Social Welfare, 0.83 in the Faculty of Education and Psychology, 0.68 in the Department of Child Development, Faculty of Education and Psychology, and 0.88 in the Faculty of International Welfare Development. These ratios must be improved with the faculties' student quotas thoroughly managed.