

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

Aichi Shukutoku University



Basic Information of the Institution	
Ownership: Private	Location: Aichi, Japan
Accreditation Status	
Year of the Review: 2023	
Accreditation Status: accredited (Accreditation Period: April 1, 2024 – March 31, 2031)	

Certified Evaluation and Accreditation Results for Aichi Shukutoku University

Overview

Aichi Shukutoku University has set forth the educational philosophy of “Embracing Diversity” since becoming a coeducational institution in 1995, and accepts students regardless of gender, nationality, age, generation, or disability. To this end, the University defines the three themes of “Rooted in the region and open to the world,” “Useful tools and constants,” and “Sturdiness and tenderness.” Based on this principle, the University proclaims its purpose as “fostering outstanding human resources who can contribute to the development of society and culture by developing a healthy and noble character, an indomitable spirit, and generous sentiments with a quiet awareness of good deeds, comprehensively pursuing academic studies and their creative use, and valuing all aspects of truth, goodness, and beauty in a harmonious way.” The University formulated and published Aichi Shukutoku University Vision 2020 (AS VISION 2020) in AY2020 after upgrading its 2015 vision laid out under the Medium-Term Goals and University-Wide Medium-Term Plan for the five years from 2015.

Regarding the University’s internal quality assurance, the FD and Self-Study Expert Committee and the FD and Self-Study Committee, organized under the University Management Committee, decide on the annual schedule for the university-wide self-study, and make internal quality assurance efforts at the division level. Regulations on internal quality assurance are in place with procedures in operation. However, each division is left to draw up its own annual plan for self-study activities, resulting in a lack of consistency with the medium-term and other plans. Feedback to each division from the FD and Self-Study Expert Committee has also become a formality. With reviews underway to upgrade the internal quality assurance structure, the University should do more to address unfinished improvement efforts and other issues. The University should also make the structure more objective and open by inviting external experts to participate in its internal quality assurance system.

As for education, the University has formulated three diploma, curriculum, and admission policies, and designed the curricula for all faculties, departments, and graduate schools to achieve its mission and purpose. Among the distinctive initiatives to enhance student learning activities are the Multiple Major System that awards certificates of completion to undergraduate students who have earned the required credits by

systematically studying different subjects in other departments while following the course curricula in their own departments, and the Hoshigaoka Campus Model system that enables students to pursue further studies in specialized domains beyond the faculties on the Hoshigaoka Campus. In terms of extracurricular activities, the Institute for Gender and Women's Studies provides a place for research activities related to gender awareness issues raised by students, and has the specific achievement of designing gender-neutral school uniforms based on local junior and senior high school surveys. The Community Collaboration Center helps match students with volunteer opportunities and has student staff serving as advisors. In addition, the Challenge Fund was established to offer grants for outstanding activities proposed by students. It is highly commendable that faculty and staff members work together to actively support student activities and create an environment for fostering student independence.

There are several areas of improvement the University needs to address, however. Some graduate schools do not provide student learning outcomes appropriate for their degrees in the diploma policies and fail to provide specific descriptions in their curriculum policies. Some departments have no upper limit or higher limit on the number of credits to be registered for, and students taking subjects related to qualifications or high achievers are allowed to register for credits exceeding the maximum, resulting in a considerable number of undergraduate students overstepping their credit limits. This situation indicates that the University's credit system is not functioning effectively or has other problems. Moreover, some graduate schools adopt identical screening criteria for dissertations and research outcomes on specific themes, and the University as a whole inadequately monitors and evaluates the learning outcomes stated in the diploma policies. Several graduate schools do not fulfill their student enrollment quotas. These issues should be addressed.

The latest issues include items pointed out in JUAA's previous certified evaluation and accreditation results. In the years ahead, the University is expected to make steady progress in addressing these items under the management of the organizations responsible for promoting internal quality assurance, and to progress further by enhancing its distinctive initiatives.

Notable Strengths

Student Support

- The Institute for Gender and Women's Studies has established the Stereo Remove (Remove Stereotypes) Section as an administrative organization for students to engage in self-directed research on gender. As part of its activities, the section conducts surveys of junior and senior high schools in Aichi Prefecture regarding gender awareness, and designs and produces gender-neutral school uniforms based on the survey results. The Community Collaboration Center helps match students with volunteer opportunities, while promoting collaborative learning among students with student staff serving as advisors, and has established the Challenge Fund to offer grants for students' self-directed activities. It is commendable that this variety of student support fosters student independence.

Suggestions for Improvement

Internal Quality Assurance

- Each division formulates an annual plan and inspects and assesses the achievement status every year, but the divisions are left to determine the contents of the plan and the evaluation indicators and criteria of the inspections and assessments. In addition, the internal quality assurance promotion organizations are supposed to issue instructions for improvement based on the results, but the organizations do not inspect and assess all educational and research activities across the university, or adequately discuss future directions and plans for improvement and enhancement. The University should do more to make improvements based on the inspection and assessment results by reviewing the methods and supporting the operation of the organizations responsible for promoting internal quality assurance.

Educational Program and Learning Outcomes

- The Doctoral Course in the Department of Business, Graduate School of Business, does not provide in the diploma policy the learning outcomes appropriate for its degree, including the knowledge, skills, and abilities students are expected to acquire. This issue should be addressed.
- In terms of curriculum policy, curriculum design and implementation are not specified in the Doctoral Course in the Department of Psychology and Medical Sciences, Graduate School of Psychology and Medical Sciences; curriculum design

is not clearly stated in the Doctoral Course in the Department of Business, Graduate School of Business; and the basic concept of curriculum implementation is not defined in the Department of Business, Faculty of Business, the Department of Global Communication, Faculty of Global Communication, and the Doctoral Course in the Department of Global Culture and Communication, Graduate School of Global Culture and Communication. These issues should be addressed.

- The University specifies the maximum number of credits students can register for in a year, but students are allowed to register for credits exceeding the upper limit when taking subjects related to the teaching profession and other qualifications or when recognized as high achievers. These exceptions apply to a considerable number of students. Moreover, the Faculty of Health and Medical Sciences does not specify a threshold or sets a higher limit for students in certain years, indicating the ineffective functioning of the faculty's credit cap. The syllabuses provide students with instructions for class preparation and review to secure study hours, but this measure is insufficient to ensure credit validity. This issue should be addressed in light of the purpose of the credit system.
- The Master's Course in the Department of Business, Graduate School of Business, adopts identical screening criteria for dissertations and research outcomes on specific themes. This issue should be addressed.
- The faculties measure student learning outcomes based on surveys at the time of graduation, and the graduate schools' measurements are carried out through the screening of dissertations and other means, but these methods inadequately monitor and evaluate the learning outcomes stated in the diploma policies. This issue should be addressed to appropriately monitor and evaluate the learning outcomes indicated in the university-wide diploma policy based on the assessment policy the University plans to introduce in the future.

Student Enrollment

- The ratios of student enrollment to the student enrollment cap are low at 0.18 in the Master's Course in the Department of Creativity and Culture, Graduate School of Creativity and Culture, 0.05 in the Master's Course in the Graduate School of Education, 0.27 in the Master's Course in the Department of Psychology and Medical

Sciences, Graduate School of Psychology and Medical Sciences, 0.22 in the Doctoral Course in the Department of Psychology and Medical Sciences, Graduate School of Psychology and Medical Sciences, 0.04 in the Master's Course in the Department of Global Culture and Communication, Graduate School of Global Culture and Communication, 0.00 in the Doctoral Course in the Department of Global Culture and Communication, Graduate School of Global Culture and Communication, 0.08 in the Master's Course in the Department of Business, Graduate School of Business, and 0.13 in the Doctoral Course in the Department of Business, Graduate School of Business. These ratios should be improved with the graduate schools' student quotas thoroughly managed.