

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

**Shigakkan University**



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Aichi, Japan
<b>Accreditation Status</b>	
Year of the Review: 2021	
Accreditation Status: accredited (Accreditation Period: April.1.2022 – March 31, 2029)	

## **Certified Evaluation and Accreditation Results for Shigakkan University**

### **Overview**

Based on its founding philosophy of “cultivating human abilities,” Shigakkan University defines its educational philosophy as “capacity building consists of “Wellness,” “Intellectual Insight,” “Social Ability,” “Self Development,” and “Effective Citizenship,” on the premise that true human ability results when these five abilities are combined, applied, and developed comprehensively. In addition, “Medium-term Goals and a Medium-term Plan” have been drawn up for the period from AY2020 to AY2024, and this is reviewed and updated every academic year, leading to necessary improvements and enhancements through inspections and assessments based on the PDCA cycle, with the approval of the Board of Trustees.

In order to promote internal quality assurance, the “Shigakkan University Self-Development Committee” (hereinafter the “Self-Development Committee”) has been established as a university-wide internal quality assurance promotion body, while the “Shigakkan University Executive Committee of Self-Assessment” (hereinafter the “Self-Study Implementation Committee”) and “Check and Operation Subcommittees” for each university standard have been established as bodies for conducting self-study. In addition, the University Development Committee (hereinafter the “UD Committee”) has been formed as a body responsible for planning and designing education. With respect to the formulation of basic guidelines on matters of improvement and reform, the Self-Development Committee, the UD Committee, which makes proposals for the planning and design of education, and the “Management Council,” which deliberates on important matters such as responding to issues in teaching and research activities and the development of medium- to long-term plans, conduct and implement these university operations under the leadership of the Chairperson and President.

In terms of education, the three departments in the undergraduate faculty and the single graduate school have organized their curricula appropriately in accordance with their degree award policies (diploma policies) and curriculum design and implementation policies (curriculum policies). In order to energize student learning and conduct effective education, the University has introduced a unique teaching information system (LiveCampus) and a support system for effective education, in addition to promoting greater motivation for employment by working together with

graduates.

One outstanding initiative was using the PCR testing system for students, faculty, staff, and related service providers, which was established as a response to COVID-19 to create an environment for face-to-face learning and sports activities on campus, to conduct PCR testing for essential workers in the municipality where the University is located.

However, there are several issues that should be improved. First, the university has not created or set up an annual process chart, evaluation criteria, or performance indicators for the medium-term goals and medium-term plan. In addition, both the undergraduate or graduate divisions have yet to directly and appropriately monitor and evaluate the learning outcomes stipulated in their degree award policies (diploma policies), and there is also insufficient application of the results. Furthermore, specific faculty development (hereinafter “FD”) activities to improve education at the graduate level has not been implemented in recent years. The JUAA hopes that improvements will be made to address these issues.

Going forward, the JUAA would like to see the University make greater progress by making steady improvements and enhancements in these areas through internal quality assurance efforts and further developing its distinctive initiatives.

## **Notable Strengths**

### *Social Cooperation and Contribution*

- So far, social cooperation and social contribution have been conducted under the four categories of “government-university,” “industry-university,” “high school-university,” and “university-university,” and these social contribution activities have been highly regarded by external parties. In particular, in the midst of the COVID-19 pandemic, the University was the first in the country, under the leadership of the President, to implement priority PCR testing not only for students, faculty, staff, and related personnel, but also for essential workers in Obu City, where the University is located. The project has been recognized by the national and local government as an excellent initiative for countermeasures against COVID-19.

## **Suggestions for Improvement**

### *Mission and Purpose*

- Because an annual process chart and evaluation criteria and performance indicators for the medium-term goals and plans have not been developed and

established, it is not possible to manage the University's activities over the medium term while confirming progress to related parties. Improvements are required to ensure that the progress of the medium-term goals and plans and the degree to which measures have been accomplished can be monitored.

*Educational Program and Learning Outcome*

- At the undergraduate level, only a few departments have developed rubric-based graduation examination criteria that correspond to the learning outcomes stipulated in the degree award policy, and at the graduate level, the relationship between Master's dissertation examinations, etc. and the learning outcomes stipulated in the degree award policy is not clear. It is difficult to say that learning outcomes stipulated in the degree award policy are identified and evaluated in a direct and appropriate manner at either the undergraduate or graduate level, and the results of monitoring and evaluating learning outcomes are not sufficiently applied. This should be improved.

*Faculty and Faculty Organization*

- In the Graduate School of Wellness, FD activities for educational improvement have not been implemented since AY2018, and are being conducted together with the undergraduate faculty. As such, improvements are required to implement FD activities specific to the Graduate School.