

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

Shikoku University



Basic Information of the Institution	
Ownership: Private	Location: Tokushima, 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 Shikoku University

Notable Strengths

Educational content, methods, and outcome

- It is commendable that the Faculty of Nursing in Shikoku University (hereafter, the University) introduced On the Job Training by the professors in order to improve its teaching methods. The Faculty also organized its own evaluation committee and faculty development committee and implemented the “Faculty of Nursing Instructor Class Evaluation” and workshops for the purpose of facilitating self-evaluation of classes taught by each instructor.

Student support

- It is commendable that the Study Support Center is well used by students and has achieved satisfactory results because of the following practices. The Study Support Center is equipped with various types of support spaces such as individual study rooms and rooms for group study depending on the situation of the students; there are also study rooms located outside of the Center that meet various needs of the students. The Study Support Center supports not only the education of basic high school subjects required for the students’ specialized areas of study, but also individuals and groups who need to acquire basic scholastic abilities or need individual consultation to learn how to study more effectively.
- It is commendable that the University institutionalizes job placement support for recent graduates and that this brings results. The University supports the placement of unemployed graduates up to three years after graduation. They are designated as “Career-Up Trainees” and receive the same support as students who are still enrolled. By setting common objectives, the University differentiates two areas, “employment support” and “career education,” and has developed various programs that link the two areas within and outside of the curriculum.

Social cooperation and contribution

- It is commendable that the Open College Lecture Series has achieved satisfactory results for the past four years in terms of the number of lectures and the number of participants. The University realizes its mission of “contributing to the local community” through establishing the Shikoku University Exchange Plaza in a convenient location near the railway station, and holds events such as the Open College Lecture Series or the exhibition of Haikus composed by local children.

Administration and finance

- It is commendable that the University makes an effective effort to provide substance to the “University Reform Vision 2011,” by regularly sending many of the staff to various training programs outside of the university. These include programs such as the “University SD [Staff Development] Forum” or programs conducted by the SPOD [Shikoku Professional and Organizational Development Network in Higher Education]. In addition, faculty share what they learned in these program with their colleagues at the University.

Suggestions for Improvement

Educational content, methods, and outcome

- The Graduate Schools do not define the required knowledge and competencies for completing the programs in their degree-granting policies, and do not state basic ideas on educational content and methods in the policies for designing and implementing their curriculums. Each Graduate School should set these policies and state their relevance.
- All Faculty hold combined classes with the affiliated Junior College without differentiating the grading methods according to the levels of the students. From the perspective of quality assurance of degree courses, this needs to be improved.
- The maximum number of credits students can register for per year has been set high at 50 in the first and second years in the Faculty of Literature, and in the first to third years in the Faculty of Management and Information Science and the Faculty of Human Life Science. These Faculty should improve the situation in accordance with the purpose of having a credit system. Also, there is no limit set on the maximum number of credits for transfer students. This should be improved.
- In accordance with the purpose of having a credit system, the syllabi should clearly state the material the student should study before and after each class.
- The Graduate Schools have not clarified the criteria for examining degree-seeking dissertations. These criteria should be clarified in the student handbook and made public.
- In the doctoral program in the Graduate School of Management and Information Science, some students complete all of the requirements except the dissertation, and leave the university before completing their dissertation requirement within the time limit set by the university. Later, when these students submit their dissertations, even though they do not have enrollment status, they are granted doctoral degrees in the same manner as those students continuously enrolled. This is not an appropriate use of the system and should be corrected. The Graduate School needs to consider the criteria for granting doctoral degrees, and in accordance with the purpose of having a doctoral program, the Graduate School should create measures to facilitate degree completion within the required time frame.

Enrollment

- The Master's programs in the Graduate School of Literature, the Graduate School of Human Life Science, and the Graduate School of Management and Information Science have a common admissions policy. Each Graduate School should have its own policy.
- The ratio of enrolled students to the student enrollment cap is low at 0.43 in the Master's program in the Graduate School of Management and Information Science. This situation should be improved.
- The ratio of transfer students to the transfer student admission cap is low at 0.00 in the Department of Japanese Literature, at 0.00 in the Department of Calligraphic Culture, and at 0.25 in the Department of Intercultural Studies in the Faculty of

Literature, at 0.42 in the Department of Management and Information Science and at 0.00 in the Department of Media and Information Systems in the Faculty of Management and Information Science, at 0.50 in the Department of Human Life Science and at 0.43 in the Department of Pedology in the Faculty of Human Life Science, and at 0.40 in the Department of Nursing in the Faculty of Nursing. These situations should be improved.

Area of Serious Concern

Enrollment

- The average of the ratios of last five years of enrolled freshmen to the freshmen admission cap and the current ratio of enrolled students to the student enrollment cap are low at 0.78 and 0.73 in all departments in the Faculty of Literature, at 0.54 and 0.51 in the Department of Calligraphic Culture, at 0.72 and 0.70 in the Department of Intercultural Studies in the Faculty of Literature, at 0.63 and 0.65 in the Department of Human Life Science in the Faculty of Human Life Science, at 0.72 and 0.67 in all departments in the Faculty of Management and Information Science and at 0.54 and 0.48 in the Department of Media and Information Systems in the Faculty of Management and Information Science, and the ratio of enrolled students to the student enrollment is low at 0.87 in the Department of Management and Information Science in the Faculty of Management and Information Science. These numbers should be improved.