

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

Chubu Gakuin University



Basic Information of the Institution	
Ownership: Private	Location: Gifu, 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 Chubu Gakuin University

Overview

Chubu Gakuin University, founded on the spirit of evangelical Christianity, sets forth the mission and purpose of “imparting a broad range of knowledge with Christianity as the foundation of education, teaching, and researching in-depth specialized arts, sciences, and skills, while fostering talented individuals who love truth and justice and can contribute to world peace and the welfare of humanity.” To ensure that all faculty, staff, and students carry on these principles, the University has established a mission statement as a specific guideline, and requires students to take the Introduction to Christianity course to share its founding spirit and history as a Christian university. To achieve the founding spirit, mission, and purpose, the University’s Second Medium-Term Plan from AY2022 to AY2025 sets the two ideals of “nurturing people who find a way to realize their dreams” and “developing its potential by opening doors to diverse worlds and opportunities, and by cooperating and advancing with the community” to enhance its educational and research activities.

Regarding internal quality assurance, the Self-Study Committee is positioned as an organization responsible for promoting university-wide internal quality assurance, and the Education Reform Committee was launched to upgrade the University’s overall educational and research programs. Efforts are being made to develop a governance structure to operate the university-wide PDCA (Plan-Do-Check-Act) cycle under the direct supervision of the president. Specifically, self-studies are conducted by the Individual Self-Study Section of the faculties, departments, graduate school programs, committees, centers, and other divisions, and the results are reported as appropriate to the Self-Study Committee or the President/Vice President Meeting. The roles of the two meeting bodies in internal quality assurance are unclear, however. The meeting bodies also insufficiently provide the organizations with feedback and support for improvement based on the self-study results. Improvement efforts are mainly undertaken by the faculties, departments, graduate school programs, committees, centers, and other divisions, while the meeting bodies simply share the information through reports. This situation highlights the issues found in the structure of the internal quality assurance system and university-wide management. Improvements should be made to ensure university-wide self-studies in order to operate the university-wide PDCA cycle. The

University formulated the assessment policy in AY2018 and reviewed the policy at the IR Promotion Center in AY2021 to effectively operate the internal quality assurance system by visualizing student learning outcomes. Still, the University should develop indicators and methods to appropriately monitor and evaluate the learning outcomes stated in the diploma policy, and is expected to make improvements to its educational programs and methods based on the monitoring and evaluation results.

As for education, the University has established the three diploma, curriculum, and admission policies based on its founding spirit and mission statement, as well as the policies for faculties and departments with links to the six items of abilities (competencies) to be acquired specified in the university-wide diploma policy. Systematic curricula are designed based on the curriculum policy formulated for the purpose of fostering individuals with these abilities.

Among the distinctive initiatives is the active involvement of faculty, staff, and students in community contribution activities on campus and off. For example, faculty members and students conduct health surveys of local residents with the aim of reducing the risk of geriatric syndromes, and the Department of Sports and Health Sciences and the Seki City Board of Education collaborate to hold the SEKI Cup sports competition for elementary school students. These efforts strengthen cooperation between the University and local communities through faculty members' expertise and the school's educational and research resources, and also help promote students' practical learning. These are highly commendable initiatives that embody the regional cooperation policy of "cultivating students with the 'ability to contribute to the community' who share and actively undertake regional challenges" as well as "living with the community" stated in the University's mission statement.

There are several areas of improvement the University should address, however. As mentioned earlier, the University needs to develop an internal quality assurance system for organizations to operate organically by clarifying the roles of the meeting bodies involved in internal quality assurance and establishing methods of providing faculties, departments, graduate school programs, and other division with feedback and support for improvement. Visualizing student learning outcomes is essential for system development, but the faculties, departments, and graduate school programs inadequately monitor and evaluate the learning outcomes. Arrangements should be made to perform the evaluation in a multifaceted way by always linking student learning outcomes and growth to the diploma policy. A mechanism is also expected to be established to provide organizations with feedback on students' diverse ways of learning found in the surveys and analyses by the IR Promotion Center thereby improving education on campus. Some

departments have insufficient quota fulfillment in student enrollment, and the graduate school's doctoral programs inadequately describe the contents of their curriculum policies. These issues should be addressed.

In the years ahead, the University is expected to resolve these issues through internal quality assurance efforts, and progress further by enhancing its cooperation with local communities, which is one of its strengths, and playing a role as a university “cooperating and advancing with the community.”

Notable Strengths

Social Cooperation and Contribution

- The Regional Cooperation Promotion Center plays a central role in signing partnership agreements with local municipalities and organizations around campus to actively engage in community contribution and cooperation activities, including lessons, seminars, volunteer, club, and other activities. For example, faculty members and students in the Department of Rehabilitation and the Department of Nursing conduct health surveys of local residents with the aim of reducing the risk of geriatric syndromes, while the Department of Sports and Health Sciences and the Seki City Board of Education collaborate to hold the SEKI Cup sports competition for elementary school students. These efforts strengthen cooperation between the University and local communities through faculty members' expertise and the school's educational and research resources, and also help promote students' practical learning. These are commendable initiatives that embody the regional cooperation policy of “cultivating students with the ‘ability to contribute to the community’ who share and actively undertake regional challenges” as well as “living with the community” stated in the University's mission statement.

Suggestions for Improvement

Internal Quality Assurance

- The Self-Study Committee in charge of promoting internal quality assurance and the President/Vice President Meeting tasked with deliberating on university management verify the self-studies results, but neither body specifies the standards and verification range of the inspection and assessment items, indicating that their roles

and coordination are vague. The internal quality assurance promotion bodies also provide organizations with insufficient feedback and support for improvement, as improvement efforts based on the inspection and assessment results are undertaken by the faculties, departments, graduate school programs, centers, and other divisions. This situation should be improved with the university-wide PDCA cycle operated by clarifying the roles of the two meeting bodies and conducting university-wide self-studies organically linked to the faculties, departments, graduate school programs, committees, centers, and other divisions.

Educational Program and Learning Outcomes

- The Doctoral Course of Human Well-Being in the Graduate School of Human Well-Being does not specify the basic concept of curriculum design in the curriculum policy. This issue should be addressed.
- To monitor and evaluate the student learning outcomes stated in the diploma policy, the faculties, departments, and graduate school programs conduct various external tests and surveys to monitor and measure the learning outcomes, but the connection between the learning outcomes stated in the diploma policy and the measuring methods is unclear. This issue should be addressed.

Student Enrollment

- The ratio of student enrollment to the student enrollment cap is low at 0.86 in the Department of Child Education, Faculty of Education. This ratio should be improved with the department's student quota thoroughly managed.