

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

Yamaguchi Prefectural University



<b>Basic Information of the Institution</b>	
Ownership: Public	Location: Yamaguchi, Japan
<b>Accreditation Status</b>	
Year of the Review: 2017	
Accreditation Status: accredited (Accreditation Period: April.01.2018 – March.31.2025)	

## **Certified Evaluation and Accreditation Results for Yamaguchi Prefectural University**

### **Overview**

Yamaguchi Prefectural University (hereafter, the University) originally founded as Yamaguchi Prefectural Women's Vocational College in 1941, based on which Yamaguchi Women's Junior College was founded in 1950, which was later changed through reorganization to Yamaguchi Women's College in 1975. Yamaguchi Women's College was renamed Yamaguchi Prefectural University and shifted to a coeducation system in 1996. The University became a public university corporation in 2006, and through the establishment of faculties and departments and university-wide reorganization of other educational and research organizations, it is currently comprised of three faculties: the Faculty of Intercultural Studies (Department of Intercultural Studies and Department of Culture and Creative Arts), the Faculty of Social Welfare (Department of Social Welfare) and the Faculty of Nursing and Human Nutrition (Department of Nursing and Department of Human Nutrition) as well as two graduate schools: the Master's program in the Graduate School of Intercultural Studies, and the Master's and Doctoral Programs in the Graduate School of Human Health Science and Welfare). The University's campus is located in Yamaguchi City, Yamaguchi Prefecture. With Respect for Humanity, Consideration of Issues from the Perspective of Local Citizens, Co-Existence with the Local Community, and Innovation in an Increasingly Globalized Society as its basic philosophies, the University, as a prefectural university, focuses on its responsibility in social contribution (community contribution), further promoting its uniqueness as a "university that contributes to the community."

The University sincerely and promptly responded to seven points indicated as "suggestions for improvement" in the 2011 accreditation review by JUAA. One of those points required further improvement, and the University responded to that in 2016. The University is unique in that it actively promotes "Co-Existence with the Local Community" as one of its basic philosophies and widely develops initiatives using subsidy such as Grants for Promoting University Reform by the Ministry of Education, Culture, Sports, Science and Technology. In particular, it is highly commendable that the University contributes to the community through the cultivation of outstanding graduates who can meet the expectations of the society through activities held mainly at the Community Exchange Space YUCCA and the Sakura-no-Mori Academy. After the relocation of its campus, which is scheduled to take place in the near future, the University will establish the Community Exchange Space YUCCA at the forefront

of the new campus, which will be positioned as a model room for community contribution activities, and further development is expected. It is also commendable that the University has been able to maintain an extremely low student drop-out rate by providing multifaceted learning support, and it actively provides education in a manner which optimizes the closeness between students and faculty members, such as providing cross-department lectures and practical training.

In regards to areas needing improvement, the Graduate School of Human Health Science and Welfare has not set separate goals for each program. Furthermore, the Master's program in the Graduate School of Intercultural Studies has not set separate examination criteria for Master's theses and Master's projects. This should be rectified. With respect to internal quality assurance, in addition to self-study of the status of achievement of annual plans and mid-term targets based on the mid-term plans set to achieve the mid-term targets, the University regularly conducts "comprehensive evaluations" every fifth year during the mid-term target period based on JUAA's University Standards and other standards, which can be determined to be generally appropriate. However, as these "comprehensive evaluations" are limited to once during the six-year mid-term target period, the University should conduct more enhanced verifications such as additional verifications as needed.

## **Notable Strengths**

### *Educational Content, Methods, and Outcome*

- The University has launched the cross-department, small group "Human Care Team Approach Practice" class for fourth-year students in three departments (Department of Nursing and Department of Human Nutrition of the Faculty of Nursing and Human Nutrition, and Department of Social Welfare of the Faculty of Social Welfare). This class is offered in the second semester of the fourth year in order to foster the ability to broadly comprehend the areas of health, medicine and welfare and demonstrate a collaborative and cooperative partnership in support services. Moreover, as a result of faculty members responsible for courses in three departments having continuously worked on the improvements of classes, the study achievement level has improved according to self-evaluations by students, and following the introduction of Rubric grading in students' mutual evaluation of presentations, a high correlation was shown between students' mutual evaluations and evaluations by faculty members. It is commendable that these initiatives have contributed to the improvement of the accuracy of evaluations by both

students and faculty members.

### *Student Support*

- Information about students who are frequently absent, who are likely to have problems, and whose GPA is 2.0 or less is shared at department meetings and on other occasions, and systematically dealt with mainly by tutors. Tutors conduct individual interviews with these students and provide individual guidance to the students based on the *Tutor's Duties – Student Support Manual Digest* and the *Tutor Manual*, and interviews by department heads and faculty heads and interviews with parents are also conducted when necessary. In addition, a wide range of guidance is provided including future enrollment plans in coordination with the Health Support Center. It is commendable that the University maintains an extremely low student drop-out rate through these continuous and systematic learning support efforts.

### *Social Cooperation and Contribution*

- The University has systematically developed a wide variety of activities as a “university that contributes to the community” in order to meet the demands of the community. This includes activities targeting a wide age range of community residents, held at the “Community Exchange Space YUCCA,” which attracts many students and community users each year to participate in exchange projects, the “Sakura-no-Mori Academy,” which invites prefectural residents to take courses to become community leaders and provides community-based learning systems in which prefectural residents can learn together with students, and the “Food Education Squadron,” which has provided food education to preschool and elementary school children over a long period of time. The University contributes to the community by fostering deeper exchanges between students and community residents through those activities. These activities are commendable as they are consistent with one of the University’s basic philosophies– “Co-Existence with the Local Community.”

## **Suggestions for Improvement**

### *Mission and Purpose*

- At the Graduate School of Human Health Science and Welfare, although the goal of the graduate school as a whole is set, no goals for each program are set out in the school codes or other similar rules. This issue should be addressed.

### *Educational Content, Methods, and Outcome*

- At the Graduate School of Intercultural Studies, the Master's thesis and Master's projects share the same examination criteria. This should be rectified so that separate examination criteria are formulated for each of those.