

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: 2016	
Accreditation Status: accredited (Accreditation Period: April.01.2017 – March.31.2024)	

Certified Evaluation and Accreditation Results for Aichi Shukutoku University

Overview

Aichi Shukutoku University (hereafter, the University), whose predecessor was Aichi Shukutoku Gakuen (established in 1905), was opened in 1975 as a college with a single faculty, the Faculty of Letters. In 1995, as the University changed to a coeducational institution, it established the mission “living with diversity” in order to achieve its founding spirit, “fostering talent to bloom decades from now.” Currently, the University has eight faculties (Letters, Human Informatics, Psychology, Media Theories and Production, Health and Medical Sciences, Human Services, Global Culture and Communication, and Business), as well as five graduate schools (Creativity and Culture, Education, Psychology and Medical Sciences, Global Culture and Communication, and Business). The University operates the Nagakute Campus in Nagakute City, Aichi Prefecture, and the Hoshigaoka Campus in Nagoya City, Aichi Prefecture.

After its accreditation review by Japan University Accreditation Association (JUAA) in 2009, the University has conducted education and research activities aiming to realize its mission and three themes, including the theme “Rooted in the region and open to the world.” In addition, to reform its internal quality assurance system, the University, established a PDCA (plan-do-check-act) cycle, which stipulated and implemented a midterm (five-year) plan and annual plans, as well as established a system in which the University annually conducts self-study to bring about enhancements and improvements. These reforms were initiated by the University Management Committee, a policy-setting committee under the president, and the Self-Study Committee. The University also tackled issues pointed out in the previous accreditation and made improvements by implementing stricter assessment, setting a guideline regarding grade evaluation, and developing rules on granting doctoral degrees in the four graduate schools with doctoral programs.

In this accreditation review, it is highly commendable that among the university-wide common subjects for undergraduates, the subjects Japanese Literacy, Foreign Language Skills, and Computer Skills have a structured system that provides students, depending on their abilities and motivations, classes with high-level content. Also, experience-based education subjects that develop the practical skills needed in society, such as volunteer activities and internships, instill an attitude of active social participation in the students. In addition, a double-degree program in cooperation with Tianjin Foreign Studies University, China has maintained mutual exchange of students since 2008 and has produced double-degree students almost every year.

However, the University still has several issues to address. JUAA expects that the University will improve the registration system in line with the purpose of the credit system due to the fact that there are several faculties where students are allowed to register for an excessive number of credits. As for graduate schools, JUAA expects that the University will improve such problems as unstated examination criteria for the dissertation, and the low ratio of enrolled students to the student enrollment cap. In addition, although the University established a system where self-study leads to enhancements and improvements through the PDCA cycle, it is difficult to say that the system is working on a full scale yet. Hereafter, JUAA hopes that under the leadership of its president, the University will rebuild the system into an internal quality assurance system and will immediately improve these issues through this system.

Notable Strengths

Educational Content, Methods, and Outcome

- It is commendable that the University has made effective educational efforts in a number of areas. For example, the subjects Japanese Literacy, Foreign Language Skills, and Computer Skills have a structured system that provides students, depending on their abilities and motivations, classes with high-level content. Other than those subjects, various kinds of “experience-based education subjects,” such as volunteer activities and domestic and international internships (which were established to help students acquire practical experience and expertise in performing functions needed in the society), became a major feature of the University as an attempt to instill an attitude of active social participation in the students. In addition, the University maintained mutual exchange of students and produced double-degree students almost every year since starting the double-degree system (in cooperation with Tianjin Foreign Studies University), despite the differences in the beginning and ending periods of semesters in China.

Social Cooperation and Contribution

- It is commendable that the Community Collaboration Center’s activities have produced various remarkable outcomes. For example, many students are registered to the center’s programs and more than half actually participate in volunteer activities. Also, since 2009, when the Challenge Fund was established in the Community Collaboration Center, many student organizations have conducted vigorous voluntary activities. In addition, the center’s activities have produced educational effects through the establishment of courses such as “Facilitation skills training,” “Volunteerism” and “Idea Planning Basic.”
- The Advanced Health Support, Medical Care, and Education Center consists of four specialized institutions: a clinic, a clinical psychology consulting room, a health consultation room, and the Graduate School of Psychology and Medical Sciences. It is commendable that the clinic and the clinical psychology consulting room, whose users have been increasing year by year, have contributed to improve health care in the local community.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- In the Faculty of Business and all graduate schools, the policies on degree award do not state their learning outcomes such as knowledge and skills required for the completion of the programs. Also, in the Graduate School of Global Culture and Communication, the master’s program and the doctoral program do not have separate policies. Each program should formulate its own policy.
- In the throughout all the faculties and graduate schools, the curriculum design policies only indicate the current system of curriculum but do not indicate the basic ideas on educational contents and methods. Furthermore, in the Graduate School of Global Culture and Communication, the master’s program and the doctoral program do not have separate policies. Each program should formulate its own policy.
- The curriculum of the doctoral programs in the Graduate School of Creativity

and Culture, the Graduate School of Psychology and Medical Sciences, the Graduate School of Global Culture and Communication, and the Graduate School of Business are not considered to be a proper combination of research work and course work. Considering the purpose of the credit-based degree granting system, these doctoral programs should offer appropriate educational content.

- The maximum number of credits a student can register for is high at 50 for all students in the Faculty of Letters, third- and fourth-year students in the Faculty of Media Theories and Production, and first- and second-year students in the Faculty of Global Culture and Communication. Also, for students in the Faculty of Human Services the maximum number of credits is 50 or more, or unlimited. Each faculty should improve the maximum number of credits in line with the purpose of the credit-based system.
- In the Graduate School of Global Culture and Communication, students are not sufficiently informed about the research guidance plan. This should be improved.
- Students are not clearly informed about the examination criteria for the thesis or dissertation in the following programs: the master's programs in the Graduate School of Creativity and Culture and the Graduate School of Education, the master's and doctoral programs in the Graduate School of Psychology and Medical Sciences, and the doctoral programs in the Graduate School of Global Culture and Communication, and the Graduate School of Business. Each program should clearly state the criteria in the student handbook.

Enrollment

- All graduate schools, except the Graduate School of Education, do not have separate admission policies for the master's and the doctoral programs. This should be improved.
- The ratio of enrolled students to the student enrollment cap is low at 0.09 in the master's program and 0.06 in the doctoral program in the Graduate School of Creativity and Culture, 0.05 in the master's program in the Graduate School of Education, 0.34 in the master's program and 0.19 in the doctoral program in the Graduate School of Psychology and Medical Sciences, 0.07 in the master's program and 0.13 in the doctoral program in the Graduate School of Global Culture and Communication, and 0.08 in the master's program and 0.00 in the doctoral program in the Graduate School of Business. These numbers should be improved.

Education and Research Environment

- There is no librarian or the other staff with professional knowledge on the Hoshigaoka Campus who is employed as regular staff. This should be improved.

Internal Quality Assurance

- The role of the University Management Committee and the role of the Self-Study Committee (both committees are the core organization of internal quality assurance) are not clearly differentiated, and efforts for improvements are not sufficient. Thus, the president should take the initiative to strengthen the internal quality assurance system to assure the effectiveness of improvements.