University Accreditation Results

(Results for Certified Evaluation and Accreditation for University)

Nagoya University of Commerce & Business

Basic Information of the Institution	
Ownership: Private	Location: Aichi, Japan
Accreditation Status	
Year of the Review: 2020	
Accreditation Status: accredited （Accreditation Period: April.1.2021 – March.31.2028）	

Certified Evaluation and Accreditation Results
for Nagoya University of Commerce & Business

Overview

The "Frontier Spirit" is the founding mission of Nagoya University of Commerce & Business (hereafter referred to as the "University"). The University's mission is "To educate innovative and ethical leaders who possess a 'Frontier Spirit' and to create knowledge that advances business and society. Our undergraduate students will develop the ability to bridge the gap between New Asia and the rest of the world". To realize the mission and vision of the University, a five-year strategic plan is formulated under the leadership of the Dean's Committee. The Strategic Plan formulated in AY 2017 consists of fourteen categories set below five main goals. Within this umbrella, a total of sixty-four action plans and twenty-one benchmarks were outlined in the University's Strategic Plan aimed to enhance its education and research.

The Dean's Committee acts as a university-wide organization responsible for the promotion of internal quality assurance. The Committee, consisting of the President, the Vice President, the Dean of the Graduate School, the Dean of each Faculty, and the Assistant to the President (in charge of research), enables the promotion of university-wide internal quality assurance. In addition, the University Evaluation Implementation Committee has been established as an organization to manage tasks such as the preparation of "self-assessment reports" and the implementation of University Evaluation. However, it is important to note that the University Evaluation Implementation Committee does not function as an independent organization, nor are the actual authority and division of roles between other internal organizations clear. Furthermore, checks and reviews at the level of each Faculty of the University and at the Graduate School are not carried out independently or systematically. Hence, it cannot be said that a sufficient internal quality assurance system based on the results of checks and reviews of each Faculty and the Graduate School is in place. Moving forward, there is a need to review the internal quality assurance system, including the division of authority and roles, and how collaborations should be established between faculties to realize the process of improvement and enhancement based on self-inspection and evaluation.

Regarding education, the University has established a degree award policy that highlights the distinctive features of the field of study for each degree awarded, in addition to a university-wide degree award policy (diploma policy) based on the University's mission, purpose, vision, etc. The university-wide degree award policy describes the

knowledge, skills, and attitudes students must acquire to obtain a degree. To certify the students have achieved the level of learning outcomes outlined in the degree award policy, the learning outcomes are ascertained and assessed using a measurement index based on the standards of the international accreditation bodies. The University is striving to improve the education programs through this quality assurance effort. In this regard, the University combines the two vectors in measuring learning outcomes: LGs (Learning Goals), which are consistent with the overall degree-award policy, and LOs (Learning Objectives), which explicitly indicate the specific abilities the students must acquire. The LGs and LOs have shown continuous improvement since 2006. Currently, there are LGs common to both the Faculties and the Graduate School as well as LGs unique to the Graduate School. Eight LGs have been established in total which consist of four common LGs for the Faculties and the Graduate School as well as their respective LOs. Regarding measurements of learning and learning outcomes, the University is making advanced efforts such as using the rubrics created based on the LOs.

In terms of excellent initiatives, not only does the University comply with international accreditation standards, each Faculty and the Graduate School also create their original "AOL Report" (AOL: Assurance of Learning) based on LG achievement evaluation. The AOL Report summarizes the regular inspections and evaluations conducted, and information gathered for each LG every year (numerical results, data collection methods, results and analysis, and action plans for the next academic year). Such a framework for continuous ingenuity and improvement is commendable. It is also commendable that by constructing a student profile system reflecting AI predictions of the graduation results of each individual student, the University employment rate exceeds that of the national average and it has realized an efficient employment support system by means of data analysis. Also, in an effort to maintain a system that can adequately accommodate international students by assigning foreign staff and staff members who are fluent in English to each Faculty, the University conducts surveys specifically for international students, enabling support for students both on/off campus. These efforts are practical and highly commendable as an approach toward internationality.

However, there are several issues that should be addressed. Regarding internal quality assurance, as previously stated, there is a need to review the system, including the division of authority and roles, and how collaborations should be established between faculties to actualize the process of improvement based on checks and reviews and enhance the functions of internal quality assurance. In the last five years, the average ratios of freshman enrollment to the freshman enrollment cap and the ratios of student enrollment to the student enrollment cap have been low in several of the University

Faculties. Hence, correction is needed to ensure thorough quota management for these Faculties.

Moving forward, further progress is expected through future efforts to fully demonstrate the functions of internal quality assurance, solving problems that need to be improved through internal quality assurance efforts, and further developing the University's distinctive initiatives.

Notable Strengths

Educational Program and Learning Outcomes

- The AOL Report (Assessment Report) is created each year, based on the evaluation of the achievement level of LGs, which is an index to measure learning outcomes. The report summarizes the numerical results, data collection methods, results and analysis, and action plans for the next academic year for each LG. Regular inspections and evaluations are carried out, and the benchmarks are also established in the Assessment Report itself. It is commendable that the University has established a framework for such continuous improvement.

Student Support

- Constructing the mechanism of the student profile system led to ascertaining the students' status of learning all the while realizing smooth communication between the secretariat, faculty members, and students. At the same time, by taking an approach to raise awareness of careers starting in the first year, the students' interest in finding employment was stimulated from an early stage. Data obtained from the student profile system, such as GPA, examination classification at the time of admission, club memberships, housing situation (in dorms or otherwise), are analyzed to realize efficient employment support. It is commendable that these efforts have achieved a higher employment rate than the national average.

- By conducting surveys specifically for international students and utilizing it's results, the University is working to create a system to support students in their activities both on/off campus. It is commendable that promoting practical international initiatives such as offering courses in English, providing materials to students in English, and improving the ability to accommodate international students by assigning foreign

staff and staff members who are fluent in English to each Faculty has led to tangible results.

University Management and Finance

● The University has abolished it's gradational salary system for faculty and staff. For staff personnel, the University conducts business evaluations on 15 levels of criteria based on personnel assessment. In addition, by introducing a reward system (for each individual and department), the University has created an environment in which individuals and teams can work together. Regarding personnel affairs of faculty members, efforts are being made to specifically ascertain and evaluate the achievements of faculty members' education and research through performance reports, etc. It is commendable that through these initiatives, the University has realized increased motivation and acquisition of skills in staff, and recruitment of excellent teachers from overseas with more ease.

Recommendation

Internal Quality Assurance

● The "Dean's Committee" acts as a "university-wide organization responsible for the promotion of internal quality assurance" and the "University Evaluation Implementation Committee" was established as an "organization to manage the preparation of reports for university-wide self-inspection and evaluation". However, the University Evaluation Implementation Committee is only held as a part of the Dean's Committee. It does not function as an independent organization, nor are the actual authority and division of roles clear. In addition, checks and reviews are not conducted independently or systematically in each Faculty or the Graduate School, so it cannot be said that a system leading to improvement and enhancement based on the results of checks and reviews of each Faculty and Graduate School division is actually functioning. Corrections are desired to improve the efficiency of internal quality assurance by; 1. clarifying the role of each Committee, Faculty, and Graduate School division concerning Internal Quality Assurance, 2. implementing inspections and evaluations for each Faculty and Graduate School division, and 3. establishing a system capable of improving and enhancing the internal quality assurance system.