

## SAKUSHIN GAKUIN UNIVERSITY (作新学院大学)

### Evaluation summary

#### “Standard 1. Mission and Objectives, etc.”

The institution clearly defined its school philosophy using the specific word “Sakushinmin”, and publicized it. Its mission and goals, and the educational objectives of each faculty, department and graduate school, were specified in the school rules, and publicized internally and externally through various printed formats such as the university brochure, as well as via the website. The institution also systematically classified its mission, goals and educational objectives, which were reflected in three policies (i.e., diploma policy, curriculum policy and admission policy).

Defining the “SAKUSHIN GAKUIN UNIVERSITY Mid- and Long-term Goals” and the “SAKUSHIN GAKUIN UNIVERSITY Mid- and Long-term Plans”, the institution conducted self-inspections and evaluation for each priority item, and formulated an annual implementation plan for the mid- and long-term.

#### “Standard 2. Learning and Teaching”

The institution specified the admission policy for each faculty and graduate school in the application guidelines, etc., and implemented diverse forms of entrant selection to respond to their different aptitudes. Considering that student quotas set for the whole school and each faculty have not been fulfilled, the institution formulated the “SAKUSHIN GAKUIN UNIVERSITY Mid- and Long-term Plan”, and promoted school-wide public relations activities concerning entrance examinations with the aim of securing an adequate number of students. A supervisory teacher appointment system was introduced to provide students with support for both learning and school life, and helped to reduce the rates of students who drop out or get expelled from the university, and those who take a leave of absence.

The institution promoted career education by adding the compulsory subjects “Career Design 1 & 2” as subjects on the regular curriculum for career education. It established a structure for placement assistance by creating the career and placement assistance division responsible for providing job placement guidance and individual counseling.

In order to improve instructional approaches, the institution enhanced its organizational structure, for example, by conducting “class evaluation questionnaires” for students.

The Student Affairs Division’s Committee and the Student Section, which are expected to provide student services and welfare guidance, worked together to provide generous support, including general student counseling, moral support and disability support.

The institution properly established and effectively used facilities and equipment for the achievement of its educational objectives.

#### “Standard 3. Management, Administration and Finance”

The institution was properly operated in accordance with the articles of endowment, and teachers and other school staff performed their duties according to the rules on organizational ethics, including working regulations. The articles of endowment stipulate that the board of directors is

positioned as a final decision-making body, where a strategic decision can be made.

With the revision of the School Education Act, the institution revised its rules to build a structure to facilitate education and research activities in keeping with the policy finally decided by the principal.

For the purpose of enhancing staff qualities and abilities, the institution organized a staff development (SD) workshop several times a year. Also, it dispatched staff of the related divisions to outside workshops, and obliged them to make a report after participating in such workshops to share it with other staff.

As for imputed income and expenditure balance, expenditure continued to exceed income, so the institution needs to make school-wide efforts to implement its mid- and long-term plans, simultaneously adopting finance reconstruction measures. It is expected that it will achieve further improvements to secure a stable financial base and the right balance between income and expenditure. Accounting audits were performed by an auditing firm and a corporate auditor.

#### “Standard 4. Self-inspection and Evaluation”

The institution implemented independent, autonomous self-inspections and evaluations that suit its mission and objectives as stated in Article 4 of the school rules.

As for an evaluation system, the institution established a self-inspection and evaluation structure by creating a university evaluation committee, as well as a university evaluation working group and a PDCA cycle review team as its subordinate bodies.

The PDCA cycle review team proposed measures to deal with stagnant conditions, etc., and measures to improve and enhance self-inspection and evaluation reports were reflected in efforts for university reform. The above process was systemized and its functionality has been ensured.

To sum up, the institution continued daily efforts for improvement and reform by honoring the ambition cherished by the first principal Shu Funada, “Create a university which is small but unique in the north Kanto region”. Specifically, the replenishment rate of student quotas for the past two years has significantly improved by reduction of total enrollment capacity and creation of new courses since 2014.

For details about “Standard A. Collaboration with Local Communities and Contribution to Local Communities”, which are set forth as the institution’s unique initiative based on its mission and objectives, please refer to the general remarks on the standard.