

# **Evolving**

# **Institutional Certified Evaluation and Accreditation**

*Verification Report on the First Cycle (2005 - 2011)  
and Improvements for the Second Cycle (2012 -2018)*

March 2013

© National Institution for Academic Degrees and University Evaluation 2013

Contact:

National Institution for Academic Degrees and University Evaluation

1-29-1 Gakuen-Nishimachi, Kodaira, Tokyo 187-8587 Japan

[www.niad.ac.jp](http://www.niad.ac.jp)

# Evolving Institutional Certified Evaluation and Accreditation

Verification Report on the First Cycle (2005-2011)  
and Improvements for the Second Cycle (2012-2018)

March 2013

National Institution for Academic Degrees  
and University Evaluation (NIAD-UE)



## Preface

The National Institution for Academic Degrees and University Evaluation (NIAD-UE) is an organization certified by the Ministry of Education, Culture, Sports, Science and Technology. We began the certified evaluation and accreditation (CEA) of universities and junior colleges in 2005, and the first cycle of evaluation was completed in 2011. We also established an optional evaluation program in which we conduct external evaluation for universities and junior colleges at request. The first cycle of evaluation involved the CEA of 145 universities including 13 junior colleges and the optional evaluation (items A and B) of 66 universities including 6 junior colleges.

NIAD-UE published a report in Japanese verifying the performance of the first cycle of institutional CEA and optional evaluation based on analyses of the evaluation results and annual surveys carried out by distributing a questionnaire to subject institutions and external evaluators. The report clarifies the effectiveness, impact, and problems of the CEA evaluation and gives a glimpse of the current status of Japanese universities revealed through the evaluation.

Based on the results of the analyses, we revised the university evaluation standards and optional evaluation system in preparation for the second cycle of institutional CEA and optional evaluation starting in 2012. The report additionally provides background information on the new standards and systems.

This English version of the verification report covers the essential parts of the Japanese original, mainly focused on institutional CEA. NIAD-UE's institutional CEA aims to maintain and enhance the level of education and research in universities and colleges and contribute to their unique and diverse development. We hope the publication of this report will further the international community's understanding of NIAD-UE's CEA and its future challenges, and show how university education is making steady improvement in Japan.

National Institution for Academic Degrees and University Evaluation  
President  
Tomoyuki NOGAMI, Ph.D

The full text of the report in Japanese is available from:  
[http://www.niad.ac.jp/n\\_hyouka/jouhou/1220651\\_989.html](http://www.niad.ac.jp/n_hyouka/jouhou/1220651_989.html)

# Contents

---

|  |     |    |
|--|-----|----|
| <b>Preface</b>   | ... | i  |
| <b>Executive Summary</b>   | ... | 1  |
| <b>1. NIAD-UE Institutional Certified Evaluation and Accreditation (CEA)</b> |     |    |
| 1-1 Purpose  | ... | 2  |
| 1-2 Fundamental Policy   | ... | 2  |
| 1-3 Implementation System  | ... | 3  |
| 1-4 Methodology and Evaluation Process                                       | ... | 3  |
| 1-5 Evaluation Schedule  | ... | 4  |
| 1-6 Evaluation Results   | ... | 5  |
| <b>2. Institutions within the Period of 2005-2011</b>                        |     |    |
| 2-1 CEA: Universities  | ... | 6  |
| 2-2 CEA with Optional Evaluation Items                                       | ... | 6  |
| <b>3. Verification of the CEA Process by Annual Surveys</b>                  |     |    |
| 3-1 Result and Impact of CEA   | ... | 8  |
| 3-2 Workload of the Process/Cost Performance                                 | ... | 10 |
| 3-3 CEA Process  | ... | 11 |
| <b>4. Analysis of the CEA Results on Universities</b>                        |     |    |
| 4-1 Overview of the Results  | ... | 12 |
| 4-2 Analysis by Standard   | ... | 15 |
| 4-2-1 Standard 1: Purpose of the University                                  | ... | 15 |
| 4-2-2 Standard 2: Education and Research Structure                           | ... | 16 |
| 4-2-3 Standard 3: Academic Staff and Education Supporting Staff              | ... | 17 |
| 4-2-4 Standard 4: Student Admission  | ... | 19 |
| 4-2-5 Standard 5: Academic Programs  | ... | 21 |
| 4-2-6 Standard 6: Effectiveness of Institutional Performance                 | ... | 24 |
| 4-2-7 Standard 7: Student Support  | ... | 25 |
| 4-2-8 Standard 8: Facilities   | ... | 27 |
| 4-2-9 Standard 9: Internal Quality Assurance System                          | ... | 28 |
| 4-2-10 Standard 10: Finance  | ... | 29 |
| 4-2-11 Standard 11: Management   | ... | 29 |

|   |  |        |
|---|--|--------|
| <b>5. CEA Standards for the Second Cycle in the Period of 2012-2018</b> |  |        |
| 5-1   | Revision of Standards  | ... 31 |
| 5-2   | Thematic Assessments   | ... 32 |
| <b>Appendix A:</b>  | <b>Institutions Undertaking Certified Evaluation and Accreditation<br/>between 2005-2011</b> | ... 34 |
| <b>Appendix B:</b>  | <b>Questionnaire Results (Universities)</b>  | ... 36 |
| <b>Appendix C:</b>  | <b>Questionnaire Results (External Evaluators)</b>   | ... 45 |

## Executive Summary

---

The National Institution for Academic Degrees and University Evaluation (NIAD-UE) produced a report regarding the first cycle of institutional certified evaluation and accreditation (CEA) conducted from 2005 to 2011 based on analyses of the evaluation results and annual surveys carried out by distributing a questionnaire to subject institutions and external evaluators.

The main findings about the first cycle verification are as follows:

- A total of 132 universities and 13 junior colleges were subject to the CEA evaluation, of which 131 universities and 13 junior colleges satisfied the university (junior college) evaluation standards and one university failed.
- The survey results were analyzed in terms of the target attainment levels, effects and impact of the evaluation, appropriateness of the evaluation process, workload of the evaluation, and other aspects, and the results indicated that the first cycle of CEA was effective and appropriate overall. The analysis also identified many areas that require improvement, such as the need to reduce the evaluation workload.
- Based on the analysis of the evaluation results, the report clarifies how NIAD-UE's CEA has positively pointed out good practices, many of which were initiatives regarding academic programs (Standard 5), student support (Standard 7), and internal quality assurance system (Standard 9). It also pointed out many areas for improvement regarding student admission (Standard 4, especially the management of graduate school student numbers), facilities (Standard 8), and academic staff and education supporting staff (Standard 3).
- An assessment was made regarding the problems shared by many universities (credit substantiation, internal quality assurance system, etc.), though few were pointed out as areas for improvement in the first cycle.
- Based on the Report with the Central Council for Education and the first cycle verification results, the university evaluation standards and viewpoints were revised for the second cycle of CEA, placing more focus on learning outcomes, internal quality assurance system of teaching and learning, and public information on teaching and learning, as well as reducing the evaluation workload.
- NIAD-UE's optional evaluation was established as external evaluation independent of CEA, with three areas of evaluation: research activities, community engagement, and internationalization of higher education.

# 1. NIAD-UE Institutional Certified Evaluation and Accreditation (CEA)

---

The overview of the National Institution for Academic Degrees and University Evaluation (NIAD-UE)'s first cycle of certified evaluation and accreditation (CEA) and optional evaluation of universities and junior colleges from 2005 to 2011 is as follows.

## **Institutional CEA**

Universities and junior colleges are obligated to undergo an evaluation performed by an organization certified by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) at least once every seven years to enhance the quality of their education and research level. The evaluation examines their comprehensive status of education and research, organization and management, and facilities and equipment. (School Education Law Article 109 and School Education Law Order for Enforcement Article 40)

Under this framework, NIAD-UE was certified by MEXT as a CEA organization in January 2005 and began the evaluation of universities and junior colleges in the 2005 academic year.

### **1-1. Purpose**

The CEA evaluation was conducted with the objectives listed below to maintain and enhance the educational and research level of universities and junior colleges and contribute to their unique and diverse development in Japan.

- (1) To assure the quality of education and research by regularly evaluating universities in accordance with the standards set by NIAD-UE: *quality assurance*
- (2) To provide high quality evaluation reports to universities for the quality improvement of their education and research: *quality enhancement*
- (3) To assist universities in fulfilling accountability to the general public on their status as public organizations, by clarifying the condition of their education and research: *accountability*

### **1-2. Fundamental Policy**

To attain the above targets, NIAD-UE's CEA is based on the following fundamental policies:

1. Reference to the Standards for Evaluation and Accreditation of Universities
2. Focus on educational activities
3. Contribution to the development of individuality
4. Evaluation and accreditation based on self-assessment
5. Use of peer review
6. A highly transparent system

### 1-3. Implementation System

To conduct the CEA evaluation, NIAD-UE set up a committee comprised of relevant people from national/municipal/prefectural/private universities, along with experts in economics, culture, and other various fields, and evaluation subcommittees were formed according to the specific evaluation needs of the subject university or junior college.

Special experts were assigned accordingly to the subcommittees for the department or unit of the subject university or junior college to address diverse educational fields and conditions.

### 1-4. Methodology and Evaluation Process

The overview of the methodology and evaluation process is as follows:

(1) Self-assessment by universities or junior colleges

Each university or junior college carried out a self-assessment according to the *Guidelines for Self-Assessment* and produced a self-assessment report, which was then submitted to NIAD-UE.

(2) NIAD-UE evaluation

NIAD-UE's evaluation was conducted through document analyses and site visits.

- a) The document analysis involved the study and assessment of the current status of the subject university or junior college based on the *Evaluation Manual*, self-assessment report submitted by the subject university or junior college (including material and data submitted as the bases for their self-assessment), and independent material and data studied and collected by NIAD-UE.
- b) Site visits were conducted based on the *Guidelines for Site Visit*, mainly examining the items that could not be confirmed by the document analysis.
- c) After giving due consideration to the self-assessment report, NIAD-UE then evaluated by each standard, judging whether or not the university or junior college met the standards as a whole, and citing reasons.

Many of the standards are stipulated according to content, and the viewpoints are set based on this content. An evaluation of whether or not an institution satisfies a standard was conducted through a comprehensive analysis of the viewpoints for each standard. Many of the viewpoints are related to the *Standards for Establishment of Universities (junior colleges)* formulated by laws, and as a general rule, any violation of the *Establishment Standards* was deemed as a failure to meet the evaluation standard.

- d) If the university or junior college as a whole met all standards, NIAD-UE recognized and published that it satisfied the Standards for Evaluation and Accreditation on an institutional level.

On the other hand, if the university or junior college failed to meet even one evaluation standard, NIAD-UE recognized and published that the university or junior college as a whole failed to meet the Standards for Evaluation and Accreditation.

Furthermore, good practices and areas for improvement, if any, were also pointed out for each standard.

### **1-5. Evaluation Schedule**

NIAD-UE conducted its evaluation each academic year according to the schedule below.

- (1) CEA briefings and training programs for internal self-assessment evaluators  
Briefings explaining the system and methodology of institutional CEA were held around June of the academic year previous to the CEA for relevant people in national, municipal/prefectural, and private universities or junior colleges. Training programs were also held for self-assessment evaluators on how to document the self-assessment reports.

Training programs were held for self-assessment evaluators around December of the academic year preceding the CEA until 2009.

- (2) Application  
The university or junior college submitted its application to NIAD-UE from July to September of the academic year preceding the evaluation.
- (3) Training programs for external evaluators  
Training programs were held for external evaluators regarding the objectives, content, and methodology of university evaluation in June of the academic year when the evaluation was to be conducted. This enabled the external evaluators to conduct their business smoothly in a just and appropriate manner based on a common understanding.
- (4) Submission of self-assessment reports  
The subject university or junior college submitted its self-assessment report at the end of June of the academic year when the evaluation was to be conducted.
- (5) Evaluation work  
The evaluation work schedule after the university or junior college submitted its self-assessment report is as follows.

## Universities

|                     |  |
|---------------------|--|
| July                | Document analysis  |
| August to September | - CEA subcommittees and finance subcommittees; assessing document analysis results, identifying the items to be confirmed on site visits, and determining roles in site visits.<br>- Management subcommittees; coordinating cross-sectional items between subcommittees. |
| October to December | Site visits; studying the subject universities, focusing on the items that could not be confirmed by document analysis.  |
| December            | Management subcommittees, evaluation subcommittees, and finance subcommittees; preparing preliminary evaluation results.   |

## Junior colleges

|                     |   |
|---------------------|---|
| July                | Document analysis   |
| August to September | CEA subcommittees and finance subcommittees; assessing document analysis results, identifying the items to be confirmed on site visits, and determining roles in site visits. |
| October to December | Site visits; studying the subject junior colleges, focusing on the items that could not be confirmed by document analysis.  |
| December            | Evaluation subcommittees and finance subcommittees; preparing preliminary evaluation results.   |

## 1-6. Evaluation Results

Based on the research analysis, the preliminary evaluation results were determined at the CEA committee in January of the academic year when the evaluation was conducted.

The university or junior college was given the chance to state any objections regarding the preliminary results, and the final evaluation results were fixed after the evaluation committee review in March of the same academic year. NIAD-UE notified each institution/establishing entity of the evaluation results at the end of March, published the results on the NIAD-UE website, and reported to MEXT.

## 2. Institutions within the Period of 2005-2011

### 2-1. CEA: Universities

Table 1 shows the total number of universities and junior colleges subject to NIAD-UE's first cycle of institutional CEA from 2005 to 2011. The evaluation results revealed that 131 universities and 13 junior colleges satisfied NIAD-UE's university (junior college) evaluation standards, and 1 university failed.

**Table 1. CEA: Universities**

|       | National | Municipal/prefectural | Private | Total    |
|-------|----------|-----------------------|---------|----------|
| 2005  | 2        | 4 (2)*                | 0       | 6 (2)    |
| 2006  | 7        | 4 (1)                 | 0       | 11 (1)   |
| 2007  | 37       | 1 (1)                 | 2 (1)   | 40 (2)   |
| 2008  | 4        | 7 (2)                 | 2       | 13 (2)   |
| 2009  | 27       | 11 (1)                | 0       | 38 (1)   |
| 2010  | 7        | 20 (5)                | 3       | 30 (5)   |
| 2011  | 1        | 5                     | 1       | 7        |
| Total | 85       | 52 (12)               | 8 (1)   | 145 (13) |

\*The numbers in ( ) refer to junior colleges.

### 2-2. CEA with Optional Evaluation Items

NIAD-UE also established an optional evaluation framework with two evaluation items to assess university activities in terms of aspects other than the university evaluation standards: optional evaluation item A examining research activities, and optional evaluation item B examining educational services offered to students other than full-time students. The optional evaluation was carried out at the request of the university or junior college, and Table 2 shows the number of universities and junior colleges subject to this evaluation.

**Table 2. Optional Evaluation Items: Universities and junior colleges**

Optional evaluation item A: Research activities

|       | National | Municipal/<br>prefectural | Private | Total  |
|-------|----------|---------------------------|---------|--------|
| 2005  | —        | —                         | —       | —      |
| 2006  | 7        | 1                         | 0       | 8      |
| 2007  | 8        | 1 (1)*                    | 0       | 9 (1)  |
| 2008  | 0        | 1                         | 1       | 2      |
| 2009  | 0        | 2                         | 0       | 2      |
| 2010  | 0        | 7                         | 0       | 7      |
| 2011  | 0        | 1                         | 0       | 1      |
| Total | 15       | 13 (1)                    | 1       | 29 (1) |

Optional evaluation item B: Educational services

|       | National | Municipal/<br>prefectural | Private | Total  |
|-------|----------|---------------------------|---------|--------|
| 2005  | 0        | 0                         | 0       | 0      |
| 2006  | 3        | 1                         | 0       | 4      |
| 2007  | 8        | 1 (1)                     | 0       | 9 (1)  |
| 2008  | 0        | 4 (2)                     | 0       | 4 (2)  |
| 2009  | 1        | 2                         | 0       | 3      |
| 2010  | 0        | 12 (2)                    | 2       | 14 (2) |
| 2011  | 0        | 2                         | 1       | 3      |
| Total | 12       | 22 (5)                    | 3       | 37 (5) |

\*The numbers in ( ) refer to junior colleges.

Evaluation results are as follows:

**Optional evaluation item A:**

- Target attainment level is excellent: 1 university
- Target attainment level is good: 25 universities, 1 junior college
- Target attainment level is fair: 2 universities

**Optional evaluation item B:**

- Target attainment level is excellent: 4 universities
- Target attainment level is good: 27 universities, 5 junior colleges
- Target attainment level is fair: 1 university

### 3. Verification of the CEA Process by Annual Surveys

---

Each academic year NIAD-UE conducted questionnaire surveys comprised of multiple-choice (5 levels and 2 levels) and free answers. These surveys were performed with the subject institutions and external evaluators immediately after the CEA, and the analyzed survey results were published. *Tables 3 and 4* show the survey response rates for the first cycle.

**Table 3. CEA survey responses**

|                      | Number of responses                | Rate of responses |
|----------------------|------------------------------------|-------------------|
| Subject institutions | 143 out of 145 institutions        | 99%               |
| External evaluators  | 312 out of 426 external evaluators | 73%               |

**Table 4. Optional evaluation survey responses**

|                      | Number of responses                | Rate of responses |
|----------------------|------------------------------------|-------------------|
| Subject institutions | 47 out of 49 institutions          | 96%               |
| External evaluators  | 115 out of 174 external evaluators | 66%               |

The survey results of the first cycle were analyzed comprehensively, verifying the effectiveness and appropriateness of CEA and optional evaluation. The overview of the verification results is shown below.

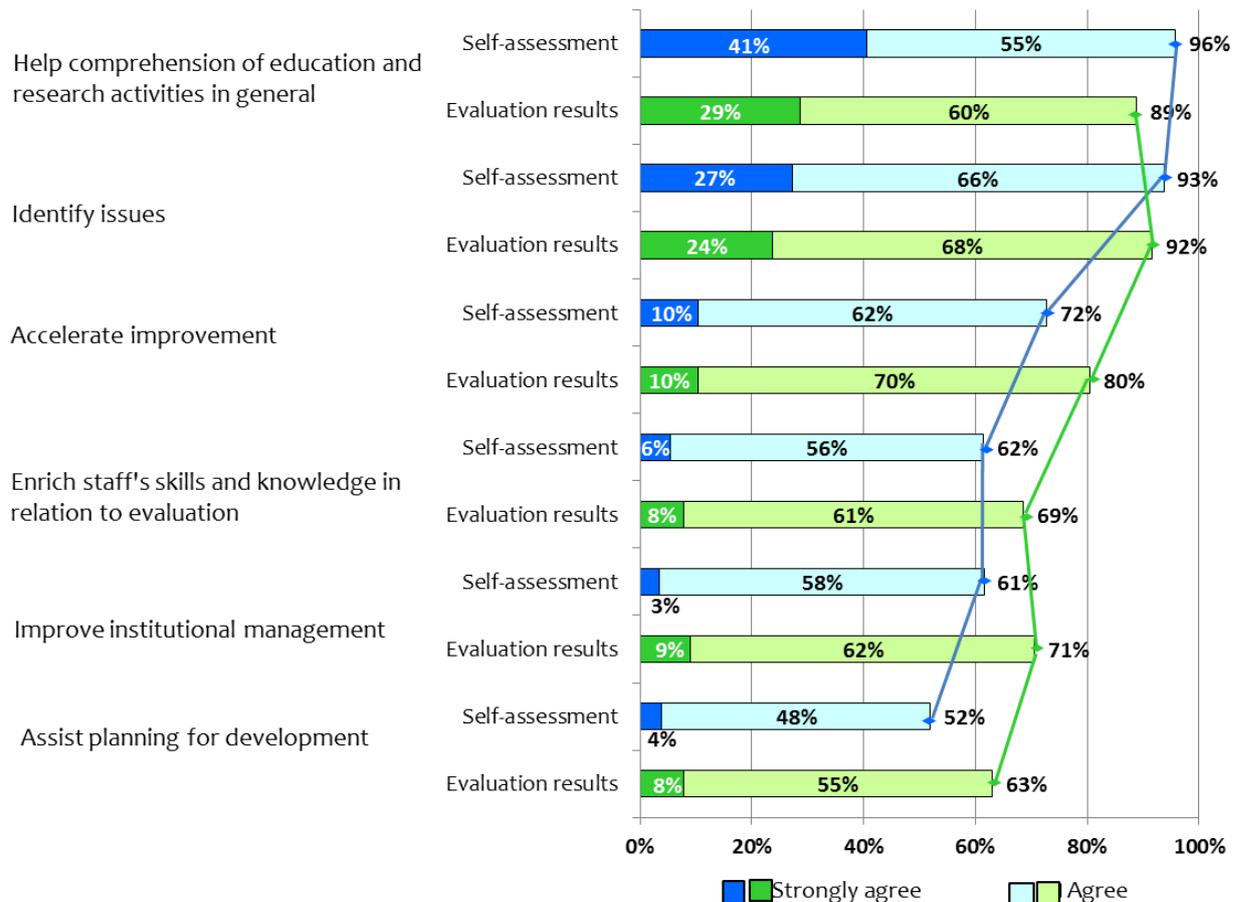
#### 3-1. Result and Impact of CEA

In the surveys, the subject institutions gave their views on whether or not NIAD-UE's evaluation had attained its three targets: assuring quality, helping quality enhancement, and assisting universities in fulfilling accountability to the general public. As *Figure 1* shows, there was a high percentage of positive answers at approximately 80% for the first two targets. Meanwhile, the percentage of positive responses for the third target of accountability of universities to the general public was lower at approximately 50%. More or less the same results were obtained with the external evaluators. Thus it may be said that, of the three NIAD-UE objectives, the targets of assure quality and helping quality enhancement were achieved in general, but the target of assisting university for accountability still requires more initiatives and efforts.



**Figure 1. Attainment level of the evaluation targets (subject institutions)**

From the survey results of the subject institutions, *Figure 2* is an excerpt of the 10 questions regarding the effects and impact of conducting a self-assessment prior to CEA, and the effects and impact of receiving the evaluation results.



**Figure 2. Effects and impacts of self-assessment and evaluation results (subject institutions)**

As the figure shows, while production of self-assessment reports is quite important for an institution to contribute to the understanding of conditions and challenges regarding its educational and research activities, the CEA evaluation, i.e., an external review, does serve as a kind of pressure or incentive, in addition to the institution's own initiatives, in help improve and raising awareness of staff in relation to evaluation of the organization. It may be said that CEA, including its encouragement of self-assessment, was effective in assure quality and help improve in universities.

The survey also asked the subject institutions what they thought of the impacts of the evaluation results, and as Figure 3 (a) shows, there was an extremely high rate of positive answers at approximately 95% on how useful the evaluation results report had been. Moreover, as Figure 3 (b) shows, approximately 90% of the subject institutions responded that the items pointed out as areas for improvement had already been corrected or were to be corrected by the time of the survey.

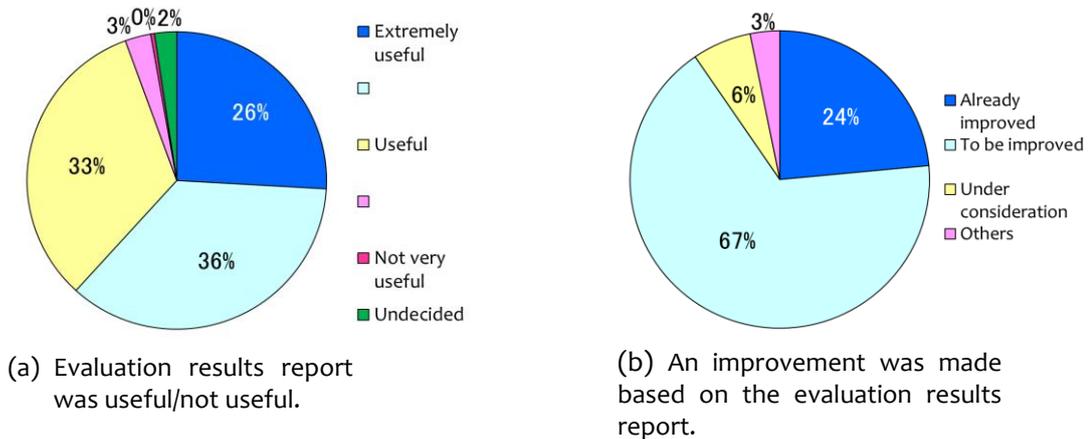


Figure 3. Impacts of the evaluation results (subject institutions)

### 3-2. Workload of the Process/Cost Performance

Figure 4 shows that almost all of the subject institutions described the workload for preparing the self-assessment reports as large. However, asked whether or not the workload was worth the objective of the evaluation, as shown in Figure 5, they believed the cost performance of assure quality and help improve was high at approximately 65% and 75%, respectively. Thus, it may be said that despite the sizeable workload, the evaluation was worth the objectives on the whole, though efforts to reduce the workload and enhance cost performance are still necessary.

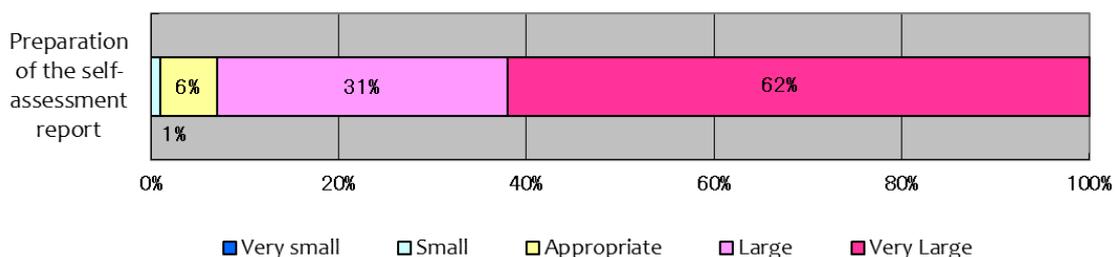
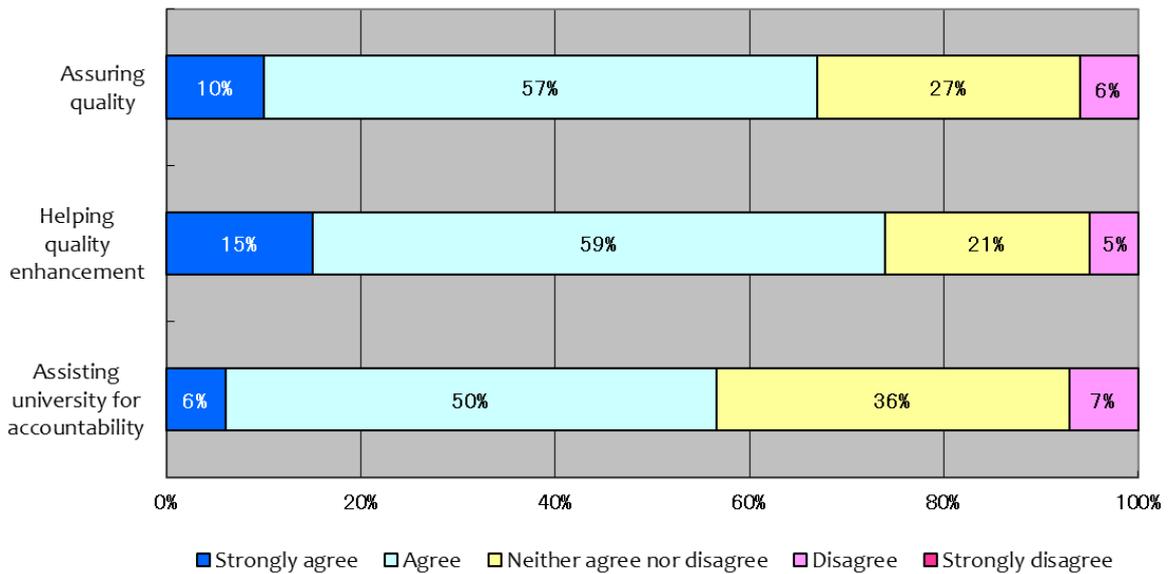


Figure 4. Workload of the evaluation (subject institutions)



**Figure 5. Cost performance of the evaluation (subject institutions)**

### 3-3. CEA Process

The results of the surveys regarding the self-assessment reports, document analyses, site visits, and evaluation results (evaluation reports) revealed that the NIAD-UE evaluation was conducted based on a common understanding shared by the external evaluators and subject institutions, and the evaluation process for the first cycle was appropriate in general. It may also be said that the evaluation standards and viewpoints, as well as the briefings and training sessions, were appropriate overall.

The analysis of the survey results also sheds light on many areas for improvement, such as the need to reduce the workload, and efforts are being taken to address these issues as much as possible for the second cycle of evaluation.

## 4. Analysis of the CEA Results on Universities

---

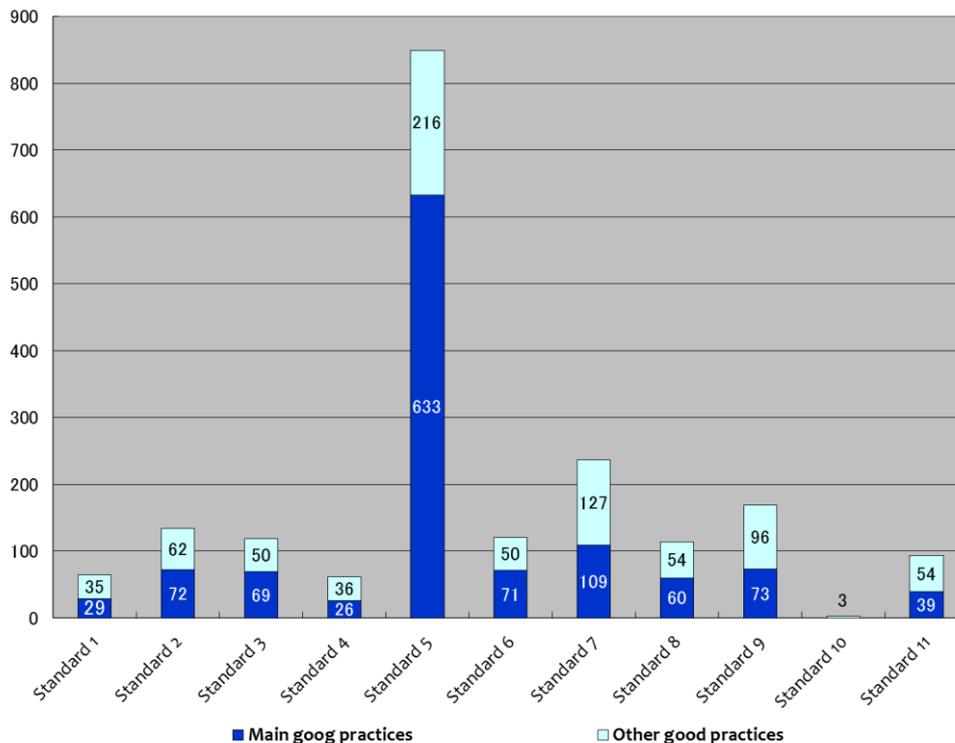
### 4-1. Overview of the Results

NIAD-UE's institutional CEA provides feedback to the subject institutions so that educational and research activities can be improved at each university or junior college; it points out "good practice" and "areas for improvement" in the evaluation results for this purpose. Some of them are pointed out as "main" good practices and "main" areas for improvement. NIAD-UE's Research Department analyzed the remarks for good practices and areas for improvement for a total of 132 institutions. It then clarified the characteristic features of NIAD-UE's institutional CEA and also provided observations regarding the current state of university education in Japan revealed from those remarks.

### Analysis of "good practices" and "areas for improvement"

There was a total of 1,964 remarks for good practices (14.9 remarks/institution) and 296 for areas for improvement (2.2 remarks/institution). This is an indication of NIAD-UE's determination to point out good practices in its CEA evaluation.

Figure 6 shows the number of remarks for good practices by standard. Standard 5 for "academic programs" garnered the most number of "good practice" remarks (849 remarks; approximately 43% of the total), and these pointed out the GP/COE(Good Practice/Center of Excellence) projects that gain competitive funds from the Ministry of Education, Culture, Sports, Science and Technology, as well as many other initiatives that develop and implement academic programs. Standard 7 for "student support" accounted for the second-most remarks (236 remarks; approximately 12%), and these pointed out the many initiatives supporting student life (including career support), guidance/counseling/support services for study, financial aid, or maintenance on environments that offer learning support. Standard 9 for "internal quality assurance system" had the third-most remarks (169 remarks; approximately 9%), and these pointed out the initiatives using student evaluation to improve lectures, and various faculty development (FD) activities.

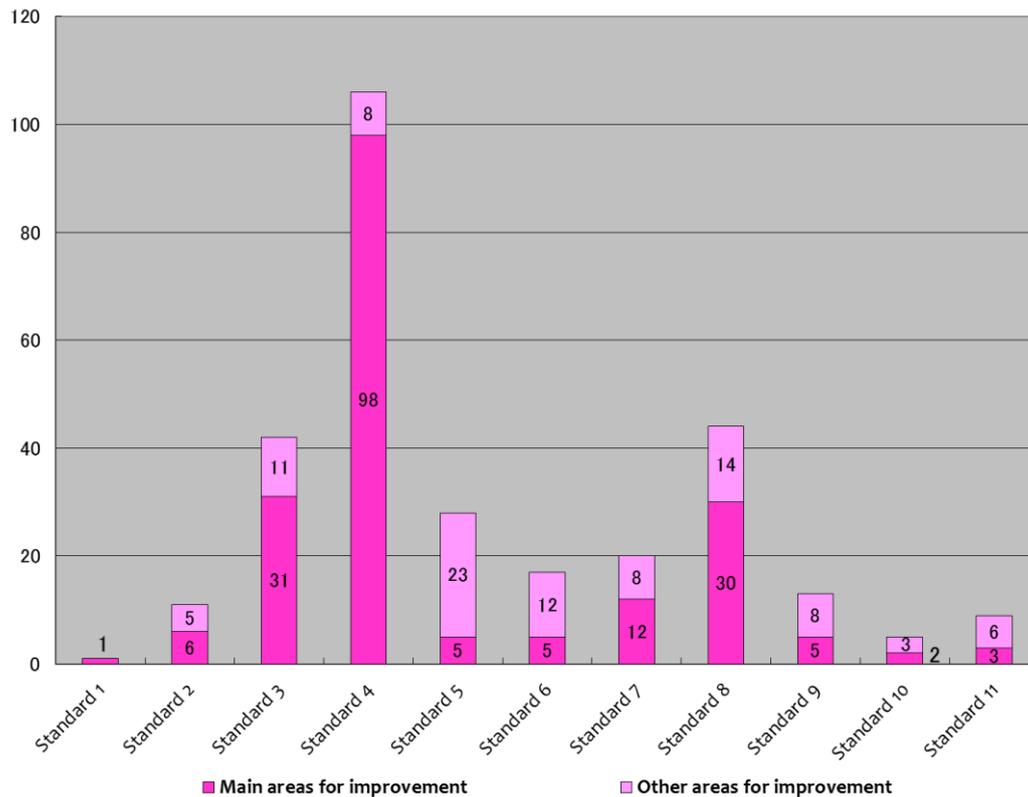


**Figure 6. “Good practices” by standard**

(Standard 1: Purpose of the University; Standard 2: Education and Research Structure; Standard 3: Academic Staff and Education Supporting Staff; Standard 4: Student Admission; Standard 5: Academic Programs; Standard 6: Effectiveness of Institutional Performance; Standard 7: Student Support; Standard 8: Facilities; Standard 9: Internal Quality Assurance System; Standard 10: Finance; and Standard 11: Management)

Figure 7 indicates the number of remarks for areas for improvement by standard. Standard 4 for “student admission” accounted for the most remarks (106 remarks; approximately 36% of the total), of which most applied to graduate programs. (Undergraduate programs were found to have managed their student admission well.) More than half the universities failed to fill their student capacity<sup>1</sup> and/or had graduate programs with enrollment exceeding capacity. Standard 8 for “facilities” had the next-most remarks (44 remarks; approximately 15%), and these pointed out a failure to address antiquated/small facilities, or provide barrier-free access or quake-proofing. On the other hand, many universities also received “good practice” remarks for Standard 8, indicating a discrepancy between universities in this standard. Standard 3 for “academic staff and education supporting staff” had the third-most remarks for areas for improvement (42 remarks; approximately 14%), and these pointed out the inappropriate assignment of full-time academic staffs to principal subjects, though. No universities were pointed out to be in violation of the *Standards for Establishment of Universities* or other relevant laws.

1. In Standard 4, it is determined that the number of students enrolled is to be appropriate relative to the admission capacity of the university.



**Figure 7. “Areas for improvement” by standard**

(Standard 1: Purpose of the University; Standard 2: Education and Research Structure; Standard 3: Academic Staff and Education Supporting Staff; Standard 4: Student Admission; Standard 5: Academic Programs; Standard 6: Effectiveness of Institutional Performance; Standard 7: Student Support; Standard 8: Facilities; Standard 9: Internal Quality Assurance System; Standard 10: Finance; and Standard 11: Management)

## Proposals for the second cycle

Some of the common problems shared by many universities are as follows, though they were rarely pointed out as areas for improvement in the first cycle.

- Academic staff arrangement (especially for liberal arts subjects)
- Credit substantiation: securing the hours of study
- Evaluation of learning outcomes:  
rate of graduation/acquisition of qualifications, career paths after graduation, feedback from students, and feedback from graduates/employers
- Establishment of internal quality assurance system

In addition, in the hope that the evaluation results will contribute to the further improvement of universities, better ways to write up the evaluation reports must be considered, for example, not only point out “areas that require improvement,” but also point out “areas where improvement is desired.”

## 4-2. Analysis by Standard

### 4-2-1. Standard 1: Purpose of the University

#### Good practices

There were 64 remarks for good practices, of which 29 were for main good practices. The main good practices were related to the items below.

**1) Clarification of university objectives and features: 16**

**2) Awareness and disclosure of the objectives: 15**

For 1), remarks pointed out the clarification of ideals, missions, features, or near-future visions by, for example, establishing university charters or “vision 20XX” plans. Keywords describing university features included “global (international),” “leading role in Japan,” “regional,” and/or “research-oriented,” and “education-oriented.” Some municipal/prefectural universities also emphasized “urban” as well as “regional.”

For 2), remarks pointed out initiatives to raise the awareness of university objectives and features among students through introductory education such as entry level courses and specific courses about the university. Other remarks pointed out the introduction of university ideals and features in multiple languages (English, Chinese, and Korean) on official university websites, and regular communication of university activities through television broadcasts or newspaper articles.

#### Areas for improvement

The one remark for areas for improvement for Standard 1 was related to the awareness and disclosure of university objectives. It pointed out that some students and academic/administrative staff felt the university should increase its PR activities to enhance its recognition.

The document analysis also revealed that the objectives of some faculties and graduate programs had not been stipulated in their university codes. Nonetheless, if pointed out in the evaluation process and addressed appropriately by the time of the evaluation results, they were not pointed out as areas for improvement.

#### Discussion

In the past, many universities used to copy the exact wording from the School Education Law for their university objectives, and this was pointed out as an area for improvement in the Reports with the Central Council for Education<sup>2</sup>. As mentioned above, however, there have been fewer such cases in recent years, and many universities are now capable of clarifying their distinctive features.

---

<sup>2</sup> The council set up in the Ministry of Education, Culture, Sports, Science and Technology (MEXT) to discuss key issues in the development of education, sports, and the cultivation of human resources via the promotion of lifelong learning, in response to the request of the Minister. Among several working groups is the Subdivision on Universities, which is in charge of important matters in higher education.

## **4-2-2. Standard 2: Education and Research Structure (Implementation System)**

### **Good practices**

There were 134 remarks for good practices, of which 72 were for main good practices. The main good practices were related to the following.

- 1) Use of centers and attached facilities: 31**
- 2) Distinctive graduate programs and organizations: 21**
- 3) Distinctive undergraduate programs: 16**
- 4) Liberal arts education system: 15**

For 1), remarks pointed out the establishment of “university education centers” for research, planning, and coordination of education from an institution-wide perspective, “education and R&D centers” for the research and practice of advanced education methods in specific fields, and many “centers/research institutes,” which were established for the research of specific fields, providing facilities to conduct lectures or practical works as well as the staffs instruct graduate students. Other remarks pointed out how the establishment of university art museums or performance art centers at art universities also contributes to student learning.

For 2), many remarks pointed out graduate education programs structured in response to university goals such as “interdisciplinary,” “internationalization, global/highest global standards,” “education and research base in a specific field in Japan,” and “regional research.” These not only referred to traditional academic units such as faculties and graduate schools, but also to those established through the adoption of unique educational/faculty units, and new independent graduate programs or special education/research courses.

For 3), many remarks pointed out the adoption of combined faculties or course systems, establishment of courses that allow interdisciplinary learning, and other initiatives that enable flexible career choices. Other remarks pointed out the separation of educational units (degree programs) and faculty units (division systems), establishment of unique departments addressing the needs of local communities or helping sustain traditional art, general deployment of full-time academic staff for communications subjects (English subjects), and provision of evening courses.

For 4), remarks pointed out the extensive deployment of full-time academic staff through the establishment of faculties of liberal arts and university-wide general education centers.

### Areas for improvement

There were 11 remarks for areas for improvement, of which 6 were for main areas for improvement. Many of the areas for improvement were related to the following.

#### 1) Liberal arts education system: 7

The remarks pointed out, for example, that campuses or faculties were performing liberal arts education independently of each other, resulting in insufficient discussion and coordination between staff regarding the principles for general education.

### Discussion

As mentioned above, many of the remarks for areas for improvement in Standard 2 were related to the framework of liberal arts education. On the other hand, more than a few universities received remarks for good practice for the same aspect. This is the viewpoint where results were divided depending on the university. Before the so-called deregulation of university education, many universities established liberal arts faculties responsible for liberal arts education. After the deregulation, however, many liberal arts faculties were dismantled, and some say that the responsibilities of liberal arts education have become ambiguous under the institutional collaborative system. It is necessary to continue paying attention to the liberal arts education framework during the second cycle.

## 4-2-3. Standard 3: Academic Staff and Education Supporting Staff

### Good practices

There were 119 remarks for good practices, of which 69 were for main good practices. The main good practices were related to the following.

#### 1) Stimulation of academic staff activities: 44

#### 2) Regular evaluation of the educational activities of academic staff: 22

For 1), remarks pointed out the adoption of fixed-terms or tenure tracks, timely and appropriate deployment such as posts being assigned at the dean's discretion, gender-equality initiatives, aggressive hiring of female academic staff, awards of excellence for academic staff, sabbaticals, and aggressive hiring of foreign academic staff.

For 2), remarks pointed out the regular performance evaluation of academic staff and incorporation of the results into staff salaries or research fund distribution. The performance evaluation usually covers four areas: education, research, institutional management, and contribution to society. (Five areas for medicine, with "clinical treatment" added to the four.)

Other remarks pointed out mock-lectures to evaluate teaching skills or international recruitment for the new hire of academic staff.

## Areas for improvement

There were 42 remarks for areas for improvement, of which 31 were for main areas of improvement. Standard 3 accounted for the third-most remarks by standard. Most of the remarks were related to the following.

### 1) Lack of academic staff: 26

Education and research in professional training courses at graduate programs are conducted based on the framework for major courses, and thus the number of academic staff required in major courses is applied to professional training the courses. Most, or 20, of the above remarks were related to the lack of academic staff according to the requirements in *Standards for the Establishment of Graduate Schools*, especially in graduate programs of pedagogy. Other specific remarks pointed out the lack of academic staff in comments such as “a low rate of full-time professors or associate professors assigned to principal subjects,” “a high dependency on part-time lecturers in liberal arts subjects,” or “an extremely high number of hours assigned to full-time academic staff.”

Furthermore, the document analysis stage identified that some departments and majors lacked the number of academic staff required by the *Establishment Standards*. However, if the site visit confirmed the extent, reason, and duration of the staff shortage, and it was low at around one person and for a short duration and due to be resolved within the academic year, these cases were not raised as areas for improvement.

Other remarks included comments such as “insufficient regular evaluation of educational activities of academic staff” and “imbalance in the age distribution of academic staff.”

## Discussion

For the performance evaluation of academic staff, regular evaluation and incorporation of the results into staff salaries and research funds have been described as good practice (22 institutions; approximately 17%). In February 2008, Shimada et al. conducted a survey of all universities (excluding junior colleges) regarding the performance evaluation of academic staff, and the results revealed that performance evaluation had been introduced at approximately 80% of national universities, nearly 40% of municipal/prefectural universities, and nearly 30% of private universities, and that the evaluation results were reflected in staff salaries or bonuses to a certain extent. Though NIAD-UE did not conduct a follow-up study of CEA, Shimada’s study results suggest there is a rapid spread of institutions engaging in performance evaluation.

For the deployment of full-time academic staff, numbers are stipulated in the *Establishment Standards*. As mentioned before, the CEA evaluation found no university to be in violation of the *Establishment Standards*. However, when the actual state of the academic unit suggested it was a major course rather than a

professional training course, it was found that many graduate programs lacked the number of academic staff required in the *Establishment Standards*.

#### **4-2-4. Standard 4: Student Admission**

##### **Good practices**

There were 62 remarks for good practices, of which 26 were for main good practices. Many of these were related to the following.

##### **1) Measures in entrance exams: 14**

The remarks pointed out appropriate AO (Admission Office) entrance exams, regional features by setting regional quotas or preferred application systems, categorized entrance systems that do not require students to choose specific faculties at the time of enrollment, special selection through unique high school and university partnerships in coordination with affiliated high schools, and entrance exams at venues away from the university campus.

Other remarks pointed out institutions performing follow-up studies after entrance on an institutional level and using the results to improve student selection.

##### **Areas for improvement**

Standard 4 had 106 remarks for areas for improvement, accounting for the most remarks by standard. Nearly all, or 101, of the remarks were related to improving the relationship between student capacity and actual enrollment.

This viewpoint not only conducted an analysis by each major course of the department or major course in graduate school, but also by organization if students were enrolled by the faculty or other organizational unit. If the average percentage of student enrollment per faculty or graduate school against capacity was 130% or above over the last five years, it was described as a high rate of exceeding the student capacity, and an average percentage of 70% or less was described as a low rate of fulfilling the student capacity, and these were pointed out as areas for improvement. If further examination for smaller academic units such as departments in the faculty or major courses in the graduate school revealed a large excess or lack of students, they were also pointed out as areas for improvement. *Table 5* shows an overview of the remarks on student capacity.

**Table 5. Remarks on student capacity**

|   |           |
|---|-----------|
| <b>Undergraduate programs</b>                                     | <b>30</b> |
| <b>Enrollment above or below first-year capacity</b>              | <b>4</b>  |
| Above and below first-year capacity                               | 1         |
| Above first-year capacity   | 3         |
| Below first-year capacity   | 0         |
| <b>Enrollment above or below transfer admission capacity</b>      | <b>26</b> |
| Above and below transfer admission capacity                       | 5         |
| Above transfer admission capacity                                 | 10        |
| Below transfer admission capacity                                 | 11        |
| <b>Graduate programs (including professional degree programs)</b> | <b>86</b> |
| <b>Enrollment above or below graduate school capacity</b>         | <b>86</b> |
| Above and below graduate school capacity                          | 28        |
| Above graduate school capacity                                    | 33        |
| Below graduate school capacity                                    | 25        |

### Discussion

For undergraduate programs, only four institutions (approximately 3%) received remarks for the excess or lack of student enrollment in the faculty first-year. More institutions (26 institutions; approximately 20%) received remarks for the enrollment of transfer admissions, probably because universities set a smaller transfer admission capacity and the small fluctuations in student enrollment can easily push them over the threshold. In an age of diminishing student populations, some universities now suffer from a severe lack of students, but this was not observed with the universities subject to NIAD-UE's CEA. It may be said that in general the undergraduate programs of the universities subject to NIAD-UE's evaluation managed their student enrollment well.

For graduate programs, a large number of universities (86 universities; approximately 66%) had graduate programs with an unreasonable number of students: 61 universities (approximately 47%) had graduate programs with enrollment above student capacity, 53 universities (approximately 40%) had graduate programs with enrollment below capacity, and 28 universities (approximately 22%) had enrollment both above and below capacity. Thus, graduate schools cannot be described as managing their student enrollment well. This is probably due to the fact that many graduate schools have a smaller student capacity compared to undergraduate programs, and except for graduate schools for professional degrees, graduate school education mainly consists of writing master's or doctoral dissertations in laboratories, which requires less schooling, and universities believe a lack of academic staff poses little impediment in terms of education.

Furthermore, a very small number of graduate schools with small student capacity also received remarks for their small number of applicants or an extremely small percentage of applicants fulfilling the student capacity. Since the main learning process in graduate schools is conducted in laboratories, there is much to learn from senior students or colleagues besides academic staff, and thus, a severe lack of enrollment may prove problematic in terms of graduate school education.

## 4-2-5. Standard 5: Academic Programs

### Good practices

There were 849 remarks for good practices, which was the most by standard and approximately 43% of the total, and 633 remarks were for main good practices.

The analysis for Standard 5 was performed for each undergraduate program, graduate program, and professional degree program, and the number of remarks for good practices was 456, 323, and 70, respectively. It is believed that Standard 5 accounted for so many remarks because it involved many viewpoints as a result of assessing each academic program, and because GP/COEs and other education projects that gained competitive funds from the Ministry of Education, Culture, Sports, Science and Technology were pointed out as main good practices, and that number alone reached as many as 500 remarks. Since GP/COEs were adopted according to theme and their characteristics are clear, this session will describe the characteristics of the 133 other main good practices that were related to the following.

### § Undergraduate programs

1) Initiatives in developing academic programs: 36

2) Initiatives in implementing academic programs: 56

The remarks for 1) included **the structured development of academic programs, practical education, broad studies, and efforts for internationalization.**

- Structured development of academic programs: “target attaining academic programs” clarifying the educational objectives of each faculty or department and the type of graduates they wish to produce, academic programs standardizing the content and level of each course with a benchmark system, etc.
- Practical education: focus on internships in medicine/education/engineering, field studies, and project learning.
- Broad studies: sub-major systems, multidisciplinary courses through partnership with other universities, credits cutting across faculties and departments, etc.
- Efforts for internationalization: double-degree programs with universities abroad, subjects focusing on enhancing comprehensive communication abilities or English abilities required by specific subjects, encouragement of studies abroad or compulsory studies abroad, encouragement of TOEIC exams or recognition of TOEIC exams as credits, etc.

Other remarks pointed out the adoption of undergraduate-master’s courses, evening courses that facilitate the attendance of students in employment, and early admission. The establishment of unique subjects such as the study of local communities, women’s studies at women’s universities, and four-year career education for female students were also included.

For 2), remarks pointed out **the use of ICT, extensive instruction, and small-group instruction.**

- Use of ICT: self-education through CALL or other e-learning systems, administrative communication/distribution of educational material/submission of reports via the internet, interactive remote lecture systems between several campuses, etc.
- Extensive instruction: course instruction based on a GPA system (providing awards or scholarships to students with excellent performance, and warnings to underperformers), use of curriculum models and course trees, instruction of underperformers by supervisory teachers, use of feedback papers (students writing questions, ideas, and comments on each lecture), etc.
- Small-group education: thorough implementation of small-group education in language education or seminar instruction.

Other remarks pointed out initiatives for credit substantiation (effective CAP and promotion of extracurricular learning by setting detailed assignments), and enhancement of syllabus content (clarification of targets).

## § Graduate programs (including professional degree programs)

1) Initiatives in developing academic programs: 27

2) Initiatives in implementing academic programs: 29

For 1), remarks pointed out **advanced liberal arts education, interdisciplinary education and research, and easier learning environments for students in employment.**

- Advanced liberal arts education: establishment of common courses at graduate schools to develop broader perspectives.
- Interdisciplinary education and research: interdisciplinary education and research through partnership with other graduate programs and graduate schools, cooperative graduate school systems, multiple degree (sub-major) systems, etc.
- Easier learning environments for students in employment: day and evening courses system and long-term enrollment systems.

Other remarks pointed out the adoption of undergraduate-master's education programs, implementation of double-degree systems with universities abroad, separation of research courses and clinical research courses in medical doctor programs, establishment of ethics subjects (medical ethics and science technology ethics), and establishment of education programs specializing in regional characteristics.

For 2), as with undergraduate programs, remarks pointed out **the use of ICT and treatments for internationalization**. **Planned instruction of dissertations** was also raised as a graduate school specific remark.

- Planned instruction: students prepare research and study plans, and academic staff prepare instruction plans based on the students' plans, thus allowing students and academic staff to share study and instruction plans.

Other remarks pointed out the implementation of qualifying examinations (for submitting doctoral dissertations), and the preparation of English syllabuses for international students.

### Areas for improvement

There were 28 remarks for areas for improvement, of which 16 were for undergraduate programs, 12 for graduate programs, and none for professional degree programs. Most of the remarks were related to the following.

#### 1) Issues with the implementation of academic programs: 24

Most of the remarks above were related to the syllabus (15 remarks) and pointed out the varying amount of detail, as seen in comments such as “a large discrepancy in the amount of detail for subjects or academic staff, and some are even without any specific description of the lectures for each week.”

Other remarks pointed out the lack of a system enabling students to appeal grades, insufficient planning/disclosure of the standards for awarding degrees, past misconduct regarding degree awarding, and excessive credit averages related to credit substantiation (160 credits or more).

### Discussion

Standard 5 evaluates educational content and methodology and is one of the most important standards in the evaluation of university education. Besides the projects that gained competitive education funds from the Ministry of Education, Culture, Sports, Science and Technology, educational content received “good practice” remarks for the many initiatives in developing academic programs, and educational methodology for the many initiatives in implementing academic programs.

Meanwhile, there were no remarks for areas for improvement regarding educational content, and remarks for educational methodology were mostly regarding discrepancies in the amount of syllabus detail.

## 4-2-6. Standard 6: Effectiveness of Institutional Performance

### Good practices

There were 121 remarks for good practices, of which 71 were for main good practices. The main good practices were related to the following.

- 1) Career paths after graduation: 22
- 2) Graduation/acquisition of qualifications: 19
- 3) Feedback from graduates/employers: 13
- 4) Result of student feedback: 7

For 1), remarks were mainly related to high employment rates that corresponded to the type of students the universities wish to develop.

For 2), remarks pointed out the high pass rate of national exams for professionals, such as medical doctors, nurses, health nurses, mid-wives, social workers, physiotherapists, and dieticians, as well as awards (academic presentations, competitions, exhibitions, and performances).

For 3), remarks pointed out the high satisfaction rates revealed in surveys of graduates or surveys/interviews with employers.

For 4), remarks pointed out the high student satisfaction rates regarding education at their university, and assessment of the target attainment levels of academic programs as a whole.

Other remarks pointed out the comprehensive verification of the outcomes or impact of institutional performance.

### Areas for improvement

There were 17 remarks for areas for improvement, of which 5 were for main areas for improvement. The areas for improvement were related to the following.

- 1) Comments of graduates/employers: 10
- 2) Status of graduation/acquisition of qualifications: 5

For 1), remarks pointed out the insufficient feedback from graduates, and the academic deficiency of graduates (mainly inadequate communication skills in foreign languages) revealed by the feedback from graduates/employers.

For 2), remarks pointed out the low rate of degree acquisition in graduate programs, and the high rate of holdover students in some faculties.

## Discussion

The most remarks for good practices were related to career paths after graduation, mainly pointing out the high rate of employment corresponding to the type of students the universities wish to develop. The next-most remarks were related to the status of graduation (degree acquisition) or the acquisition of qualifications, mainly referring to the pass rate of national exams. The most remarks for areas for improvement were related to the lack of feedback from graduates or employers, and the academic deficiency of graduates revealed by the feedback. The next-most remarks, though extremely few, pointed out the low success rate of acquiring academic degrees, and the high rate of holdover students.

Standard 6 evaluates the effectiveness of institutional performance (learning outcomes), and is a standard that has become particularly important in the evaluation of university education in recent years.

### 4-2-7. Standard 7: Student Support

#### Good practices

There were 236 remarks for good practices, of which 109 were for main good practices. This was the second-most after Standard 5, and many initiatives were highly evaluated by the external evaluators. The main good practices were related to the following.

- 1) **Student life support:** 42
- 2) **Guidance, advice, and other learning support:** 27
- 3) **Financial aid:** 26
- 4) **Environment for learning support (study rooms, ICT, etc.):** 21

For 1), remarks pointed out the establishment of on-campus childcare facilities, long-term study programs that recognized the needs of women taking care of children or providing long-term care, support for depressed reclusive students, organization of joint-company briefing sessions, courses for government employee exams, and job support through career support offices.

For 2), remarks pointed out learning support and counseling provided by students (undergraduate and graduate school students) through study help desks or study advisers, support for disabled students provided by volunteers (note takers, etc.), extensive learning/student life support for international students through the assignment of tutors (students), and university support for extracurricular activities or volunteer activities.

For 3), remarks pointed out scholarship programs that are unique to universities, encouragement of gifted students to continue doctoral programs with scholarships, scholarship/accommodation support for international students, and support for super short-term studies abroad.

For 4), remarks pointed out the establishment of extensive library reading rooms/study rooms, student plazas with various functions to support students, extensive facilities and equipment for extracurricular activities, provision of one computer per student, lecture archives and online English language learning systems through the use of ICT, 24-hour computer rooms, extensive counseling systems via email or video phone, and full boarding.

Other remarks pointed out “liberal arts education students committees” mainly comprised of students, and identification of student needs through regular communication conferences attended by university and student representatives.

### **Areas for improvement**

There were 20 remarks for areas for improvement, of which 12 were for main areas for improvement. The areas for improvement were related to the following.

**1) Facility and equipment: 14**

**2) Support system: 4**

For 1), remarks pointed out the slow progress in creating barrier-free environments, lack of facilities and equipment (lack of study rooms and learning equipment, and failure to address aging extracurricular facilities and student dormitories), and requests for longer open hours for university libraries and graduate school study rooms.

For 2), remarks pointed out the lack of measures for preventing harassment and providing countermeasures, and student dissatisfaction towards financial aid and career support.

Furthermore, since the remarks for 1) are related to facilities and equipment and their operation, they are also related to Standard 8.

### **Discussion**

Standard 7 had the most number of remarks for good practices after Standard 5 and few remarks for areas for improvement. It may be said that the external evaluators conceived a high opinion of student support offered at universities.

## 4-2-8. Standard 8: Facilities

### Good practices

There were 114 remarks for good practices, of which 60 were for main good practices. The main good practices were related to the following.

- 1) Facilities and equipment in general: 25
- 2) Libraries (including digital archives): 30
- 3) ICT environment: 15

For 1), remarks pointed out spacious campus and school building areas, extensive and effective use of education and research facilities, effective use of attached centers, creation and use of environmentally friendly campuses, and creation of barrier-free environments.

For 2), remarks pointed out the large quantity and variety of books, collection of educational libraries matching student needs, 24-hour libraries, establishment and digital archiving of rare collections appropriate to university features, student plazas (areas for refreshments, mobile phone use, and conversation in libraries), and utilization of student library staff.

For 3), remarks pointed out extensive ICT environments such as an ample number of computers and networks for students and active learning, and remote lecture systems to cover the disadvantages of dispersed campuses.

### Areas for improvement

There were 44 remarks for areas for improvement, of which 30 were for main areas for improvement. Standard 8 received the second-most remarks by standard. Furthermore, no universities were pointed out as failing the requirements for areas, etc., stipulated in *University Establishment Standards* for university property and buildings. The areas for improvement were related to the following.

- 1) Overall facilities and equipment: 21
- 2) Libraries: 20

For 1), remarks pointed out the lack of measures to address antiquated/small facilities or buildings without quakeproofing, and the lack of measures to create barrier-free environments.

For 2), remarks pointed out the lack of books (including online journals), lack of measures to improve small facilities and barrier-free environments, and short open hours.

### Discussion

Standard 8 received the second-most number of remarks for areas for improvement by standard. Meanwhile, many universities also received remarks for this standard as good practice, indicating a discrepancy between universities. Any improvements to facilities and equipment need budget consideration, and since many of the universities subject to NIAD-UE's evaluation are national or municipal/prefectural

universities, it is essential for them to gain the understanding of the national or regional entities that operate them for budget allocation. It is hoped these entities will respond to the NIAD-UE evaluation results.

#### **4-2-9. Standard 9: Internal Quality Assurance System**

##### **Good practices**

There were 169 remarks for good practices, of which 73 were for main good practices. Standard 9 received the third-most remarks after Standard 7. The main good practices were related to the following.

**1) Faculty and staff development (FD/SD): 52**

**2) Opinions of university members (including lecture evaluation by students): 19**

For 1), remarks related to FD pointed out mutual lecture observation/evaluation by academic staff, mock lectures delivered by outstanding academic staff, workshops/FD seminars, student FD committees or student participation in education workshops which provide activities to improve education through the cooperation of academic staff and students, accumulation/sharing of improvement records made by academic staff to enhance lecture quality, daily exchange between academic staff and after-sessions after the end of term, FD with the participation of part-time lecturers, self-inspection through video recording, and introduction and use of teaching portfolios. Remarks related to SD pointed out the implementation of structured training programs for administrative staff, cooperation between academic staff/education supporting staff (administrative staff or technical staff)/TAs, and attendance at teaching subjects to enhance the quality of administrative staff.

For 2), remarks pointed out the sharing of lecture evaluations performed by students, comments in reports by academic staff regarding the student evaluation, requests for improving the quality of supervisory teachers, interim surveys, reaction papers, coordination of lecture evaluations with FD, and preparation of lecture improvement handbooks.

##### **Areas for improvement**

There were 13 remarks for areas for improvement, of which 5 were for main areas for improvement. The areas for improvement were related to the following.

**1) FD/SD (Faculty/Staff Development): 6**

**2) Opinions of university members (including lecture evaluation by students): 3**

For 1), remarks pointed out the almost non-existence of FD/SD activities, and insufficient participation of academic staff other than regular staff involved in FD activities.

For 2), remarks pointed out the partial implementation of lecture evaluation surveys by students, lack of survey feedback to academic staff, and insufficient disclosure of

the results to students.

### Discussion

Considering the long history of universities, lecture evaluation by students and FD are new initiatives introduced only in recent years. As seen above, however, the practice of students evaluating lectures is becoming established in most universities, and the results are being used to improve the lectures. Meanwhile, FD has also spread, showing diverse development since the initial organization of FD training sessions that invited external lecturers. It is believed that both initiatives have contributed to improving university education to a certain extent.

## 4-2-10. Standard 10: Finance

### Good practices

There were 3 remarks for good practices, of which none were raised as main good practices.

### Areas for improvement

There were 5 remarks for areas for improvement, of which 2 were for main areas for improvement. The two main areas for improvement applied to private universities, pointing out inappropriate audits, tight financial balances, and insufficient disclosure of financial plans to academic and administrative staff, students, and guardians.

### Discussion

There were few remarks for good practices or areas for improvement for Standard 10. This may be because many of the universities subject to NIAD-UE's evaluation are national or municipal/prefectural universities with little fear of financial bankruptcy, and also because many universities have been implementing appropriate financial measures.

## 4-2-11. Standard 11: Management

### Good practices

There were 93 remarks for good practices, of which 39 were for main good practices. The main good practices were related to the following.

- 1) Dean leadership and effective decision-making: 8
- 2) Self-assessment and improvement initiatives: 8
- 3) Communication of university information: 7
- 4) Initiatives to enhance the quality of staff: 6
- 5) Identification and reflection of needs: 5

For 1), remarks pointed out the strategic deployment of staff through reform or dean designated posts under the leadership of the dean, blend of top-down

leadership from the dean and bottom-up leadership from academic staff, and unique management systems to perform planning and execution.

For 2), remarks pointed out the appropriate implementation of self-assessment, establishment of extensive university information databases, and initiatives to improve university administration.

For 3), remarks pointed out the establishment of official websites that offer easy access to desired information, disclosure of annual self-assessment reports on websites, and public distribution of magazines offering university/local news.

For 4), remarks pointed out structured staff training mainly comprised of off-the-job training/on-the-job training/self-training based on specific “training programs,” provision of self-education material such as university staff career guides and handbooks for new staff, and planned increase of employment staff (at municipal/prefectural universities).

For 5), remarks pointed out the identification/reflection of stakeholder needs through wide-ranged surveys of students/guardians/alumni associations, organization of home-coming days to gain feedback from graduates, and establishment of regional partnership promotion committees to gain the input of external parties in local communities.

Other remarks pointed out activities to prevent earthquake disasters.

### **Areas for improvement**

There were 9 remarks for areas for improvement, of which 3 were for main areas for improvement. More than half of the remarks were related to the following.

#### **1) Self-assessment: 4**

Remarks included comments such as “the self-assessment report submitted for this institutional CEA displays insufficient analysis and documentation of university activities,” or “it cannot be said that the university is collecting data and information regarding its activities on an organizational level.”

Other remarks included comments such as “the relationship between corporate and university organizations, and the relationships between council, university-wide committees, and faculty councils are unclear,” or “the features of educational and research activities and their achievements are not sufficiently communicated to society.”

### **Discussion**

For self-assessment, while some universities received remarks for good practice, others received remarks for areas for improvement. This is a viewpoint where results were divided depending on the university.

## 5. CEA Standards for the Second Cycle in the Period of 2012-2018

In view of the revision of laws related to *University Establishment Standards*, trends of university evaluation in other countries, and verification and analysis results of the first cycle of CEA, it was decided that the standards for the second cycle of institutional CEA and optional evaluation from 2012 should be revised.

### 5-1. Revision of Standards

Table 6 shows the university evaluation standards for the second cycle. Both standards and viewpoints were revised, placing more importance on “learning outcomes”, “internal quality assurance system of teaching and learning”, and “public information on teaching and learning”.

**Table 6. University evaluation standards**

| (New)        |   | (Old)   |   |
|--------------|---|---|---|
| Standard 1:  | Mission of the University   | Standard 1:   | Purpose of the University   |
| Standard 2:  | Teaching and Research Structure   | Standard 2:   | Education and Research Structure (Implementation system)  |
| Standard 3:  | Academic Staff and Teaching Supporting Staff  | Standard 3:   | Academic Staff and Education Supporting Staff   |
| Standard 4:  | Student Admission   | Standard 4:   | Student Admission   |
| Standard 5:  | Academic Programs<br>· Undergraduate programs<br>· Graduate school programs<br>(including professional degree programs) | Standard 5:   | Academic Programs<br>· Undergraduate programs<br>· Graduate school programs<br>· Professional degree programs |
| Standard 6:  | Learning Outcomes   | Standard 6:   | Effectiveness of Institutional Performance  |
| Standard 7:  | Facilities and Student Support  | } Standard 7: Student Support<br>Standard 8: Facilities |   |
| Standard 8:  | Internal Quality Assurance System of Teaching and Learning  |   | Standard 9: Internal Quality Assurance System   |
| Standard 9:  | Finance and Management  | } Standard 10: Finance<br>Standard 11: Management       |   |
| Standard 10: | Public Information on Teaching and Learning   |   |   |

Besides revising the standards according to the changes in viewpoints, the standards and viewpoints were also assessed, integrated, deleted, and amended to enhance the cost performance. The 11 standards in the first cycle were reduced to 10, and the 99 viewpoints to 81. In addition, the word limits placed on the self-assessment reports were relaxed; the “standards overview” was deleted, the viewpoints in the revised *Guidelines for Self-Assessment* and related laws were clarified with extensive notes, and “law check sheets” were added to ameliorate the workload of the subject institutions and external evaluators.

Better ways to document the evaluation results are also being considered, for example, including within the text remarks for “areas that desire improvement,” in addition to “areas that require improvement,” to contribute to the further development of the subject institutions.

## 5-2. Thematic Assessments

In the first cycle, NIAD-UE also established optional evaluation items besides the university evaluation standards for CEA. The evaluation was conducted at the request of the subject university, and this had to be conducted at the time when the institution was undergoing NIAD-UE’s CEA.

In the second cycle, this optional evaluation was replaced by the thematic assessment that would be performed as external evaluation conducted independently of CEA. This will make it possible for universities that have undergone evaluation by other CEA organizations to choose only NIAD-UE’s thematic assessment, or universities can be subject to NIAD-UE’s CEA one year and then the thematic assessment in another.

Thematic assessments theme are as follows:

- A: Research activities
- B: Community engagement
- C: Internationalization of higher education

Figure 8 indicates the relationship between university missions/roles and NIAD-UE’s evaluation (CEA and thematic assessments). The CEA evaluates the comprehensive status of university education and research, with a focus on “education.” Thematic assessment theme A was established to enable a detailed evaluation of “research.” Education and research are the “classical” mission and role of universities, but universities are now also required to share their knowledge assets accumulated through educational and research activities more directly with society. Thematic assessment theme B was established for this purpose.

With internationalization of higher education also a CEA viewpoint becoming more important in recent years, thematic assessment theme C was established to perform the evaluation from this perspective.

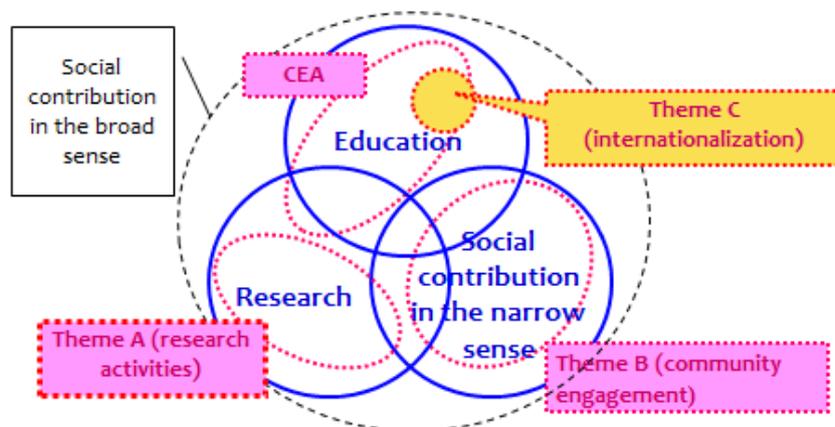


Figure 8. University missions/roles and NIAD-UE’s evaluation

Furthermore, thematic assessment theme C not only assesses the target attainment levels, but also evaluates the three aspects; developing an internationalized academic program in an appropriate learning environment, admitting of international students, and dispatching domestic students abroad in four levels.

# Appendix A: Institutions undertaking Certified Evaluation and Accreditation between 2005-2011

## 2005

National University (2 institutions)

- Nagaoka University of Technology
- Toyohashi University of Technology

Public University (2 institutions)

- Future University Hakodate
- Oita University of Nursing and Health Sciences

Public Junior College (2 institutions)

- Niimi College
- Nagano Prefectural College

## 2006

National university (7 institutions)

- Hirosaki University
- Iwate University
- Akita University
- Yamagata University
- Tokyo University of Agriculture and Technology
- Kyoto University of Education
- The University of Tokushima

Public University (3 institutions)

- Nara Medical University
- Okinawa Prefectural University of Arts
- Okinawa Prefectural College of Nursing

Public Junior College (1 institution)

- Kawasaki City College of Nursing

## 2007

National Universities (37 institutions)

- Muroran Institute of Technology
- Asahikawa Medical University
- Kitami Institute of Technology
- Tohoku University
- Fukushima University
- Chiba University
- Tokyo University of Foreign Studies
- Tokyo Institute of Technology
- Hitotsubashi University
- Yokohama National University
- Niigata University
- Joetsu University of Education
- Kanazawa University
- University of Yamanashi
- Shinshu University
- Gifu University
- Hamamatsu University School of Medicine
- Nagoya University

- Aichi University of Education
- Mie University
- Kyoto University
- Osaka Kyoiku University
- Hyogo University of Teacher Education
- Nara Women's University
- Wakayama University
- Tottori University
- Okayama University
- Naruto University of Education
- Ehime University
- Kochi University
- Kyushu University
- Nagasaki University
- Miyazaki University
- Kagoshima University
- National Institute of Fitness and Sports in Kanoya
- The Graduate University for Advanced Studies
- Japan Advanced Institute of Science and Technology

Private University (1 institution)

- Otsuma Women's University

Public Junior College (1 institution)

- Yamagata Prefectural Yonezawa Women's Junior College

Private Junior College (1 institution)

- Otsuma Women's University – Junior College Division

## 2008

National University (4 institutions)

- Utsunomiya University
- Tokyo University of Marine Science and Technology
- Kyoto Institute of Technology
- Kobe University

Public University (5 institutions)

- Akita International University
- Kanagawa University of Human Services
- Osaka City University
- Onomichi City University
- Miyazaki Prefectural Nursing University

Private University (2 institutions)

- Japan College of Social Work
- The Graduate School for the Creation of New Photonics Industries

Public Junior College (2 institutions)

- Akita Municipal Junior College of Arts and Crafts (Junior College that has stopped student's recruitment)
- Otsuki City College

## 2009

National University (27 institutions)

- Hokkaido University
- Hokkaido University of Education
- Otaru University of Commerce
- Ibaraki University
- Gunma University
- Saitama University
- The University of Tokyo
- Tokyo Medical and Dental University
- Ochanomizu University
- The University of Electro-Communications
- University of Fukui
- Shizuoka University
- Nagoya Institute of Technology
- Shiga University
- Shiga University of Medical Science
- Osaka University
- Nara University of Education
- Shimane University
- Hiroshima University
- Yamaguchi University
- Kagawa University
- Fukuoka University of Education
- Kyushu Institute of Technology
- Saga University
- Kumamoto University
- Oita University
- Nara Institute of Science and Technology

Public University (10 institutions)

- Gunma Prefectural Women's University
- Maebashi Institute of Technology
- Yokohama City University
- Toyama Prefectural University
- Kyoto Prefectural University
- Osaka Prefectural University
- University of Hyogo
- Okayama Prefectural University
- University of Kochi
- The University of Kitakyushu

Public Junior College (1 institution)

- Gifu City Women's College

## 2010

National University (7 institutions)

- Obihiro University of Agriculture and Veterinary Medicine

- University of Tsukuba
- Tokyo Gakugei University
- Tokyo University of the Arts
- University of Toyama
- University of the Ryukyus
- National Graduate Institute for Policy Studies

Public University (15 institutions)

- The University of Aizu
- Fukushima Medical University
- Tokyo Metropolitan University
- Niigata College of Nursing
- Ishikawa Prefectural University
- Shizuoka University of Art and Culture
- Aichi University of the Arts
- Nagoya City University
- The University of Shiga Prefecture
- Kyoto Prefectural University of Medicine
- Nara Prefectural University
- Kyushu Dental University
- Fukuoka Prefectural University
- Fukuoka Women's University
- Oita University of Nursing and Health Sciences

Private University (3 institutions)

- Tokyo University of Career Development
- Osaka Jogakuin University
- The Open University of Japan

Public Junior College (5 institutions)

- Junior College of Aizu
- Tsu City College
- Kurashiki City College
- Kochi Junior College
- Oita Prefectural College of Arts and Culture

## 2011

National University (1 institution)

- Tsukuba University of Technology

Public University (5 institutions)

- Future University Hakodate
- Gunma Prefectural College of Health Sciences
- Yamanashi Prefectural University
- Aichi Prefectural University
- Prefectural University of Hiroshima

Private University (1 institution)

- Seitoku University

## Appendix B: Results of the Questionnaire Surveys for Verification concerning Certified Evaluation and Accreditation (CEA) (Answers from the choices provided) **【Universities】**

### 1. Standards and viewpoints for CEA

【5: Strongly agree 3: Cannot say definitely 1: Completely disagree】

|   | 5   | 4   | 3   | 2  | 1  | Total | Avg  |
|---|-----|-----|-----|----|----|-------|------|
| 1-1) The organization and content of the CEA standards and viewpoints were appropriate for assuring the quality of your education, research and other activities.                                     | 19  | 109 | 14  | 1  | 0  | 143   | 4.02 |
|   | 13% | 76% | 10% | 1% | 0% | 100%  |      |
| 1-2) The organization and content of the CEA standards and viewpoints were appropriate for encouraging you to improve your education, research and other activities.                                  | 20  | 108 | 14  | 1  | 0  | 143   | 4.03 |
|   | 14% | 76% | 10% | 1% | 0% | 100%  |      |
| 1-3) The organization and content of the CEA standards and viewpoints were appropriate for helping you gain understanding and support from society for your education, research and other activities. | 13  | 78  | 49  | 3  | 0  | 143   | 3.71 |
|   | 9%  | 55% | 34% | 2% | 0% | 100%  |      |
| 1-4) It was appropriate that the organization and content of the CEA standards and viewpoints were centered around educational activities.  | 32  | 95  | 15  | 0  | 1  | 143   | 4.10 |
|   | 22% | 66% | 10% | 0% | 1% | 100%  |      |

【2: Yes 1: No】

|   | 2   | 1   | Total | Avg  |
|---|-----|-----|-------|------|
| 1-5) There was a CEA standard(s) and/or viewpoint(s) that made it difficult to conduct a self-assessment. | 55  | 72  | 127   | 1.43 |
|   | 43% | 57% | 100%  |      |
| 1-6) There were overlapping CEA standards and/or viewpoints.  | 64  | 74  | 138   | 1.46 |
|   | 46% | 54% | 100%  |      |

## 2. Methodology and content of CEA

### (1) Self-assessment

【5: Strongly agree 3: Cannot say definitely 1: Completely disagree】

|   | 5   | 4   | 3   | 2   | 1  | Total | Avg  |
|---|-----|-----|-----|-----|----|-------|------|
| 2-(1)-1) You were able to conduct a self-assessment appropriately in accordance with the CEA standards and viewpoints.                  | 30  | 101 | 11  | 1   | 0  | 143   | 4.12 |
|   | 21% | 71% | 8%  | 1%  | 0% | 100%  |      |
| 2-(1)-2) You were able to prepare documents and materials to be attached to the self-assessment report using those already accumulated. | 2   | 53  | 31  | 52  | 5  | 143   | 2.97 |
|   | 1%  | 37% | 22% | 36% | 3% | 100%  |      |

【2: Yes 1: No】

|   | 2   | 1   | Total | Avg  |
|---|-----|-----|-------|------|
| 2-(1)-3) You wondered what kind of documents and materials should be prepared and attached to the self-assessment report. | 27  | 59  | 86    | 1.31 |
|   | 31% | 69% | 100%  |      |

【5: Strongly agree 3: Cannot say definitely 1: Completely disagree】

|  | 5   | 4   | 3   | 2   | 1  | Total | Avg  |
|--|-----|-----|-----|-----|----|-------|------|
| 2-(1)-4) You were able to compile an easy-to-understand self-assessment report in order to gain understanding from various members of society for the general conditions of your school. | 23  | 84  | 33  | 3   | 0  | 143   | 3.89 |
|  | 16% | 59% | 23% | 2%  | 0% | 100%  |      |
| 2-(1)-5) You were satisfied with the quality of the self-assessment report.  | 20  | 97  | 23  | 3   | 0  | 143   | 3.94 |
|  | 14% | 68% | 16% | 2%  | 0% | 100%  |      |
| 2-(1)-6) The limitation on the number of letters to use was sufficient to compile a self-assessment report.  | 22  | 47  | 45  | 25  | 4  | 143   | 3.42 |
|  | 15% | 33% | 31% | 17% | 3% | 100%  |      |

【2: Yes 1: No】

|   | 2   | 1  | Total | Avg  |
|---|-----|----|-------|------|
| 2-(1)-7) The self-assessment reports of other schools that had undergone NIAD-UE's CEA were used for reference to compile a self-assessment report. | 124 | 12 | 136   | 1.91 |
|   | 91% | 9% | 100%  |      |

**(2) Site visit**

【5: Strongly agree 3: Cannot say definitely 1: Completely disagree】

|   | 5   | 4   | 3   | 2  | 1  | Total | Avg  |
|---|-----|-----|-----|----|----|-------|------|
| 2-(2)-1) The content of the “findings of document analysis” presented prior to the site visit was appropriate.  | 22  | 105 | 13  | 3  | 0  | 143   | 4.02 |
|   | 15% | 73% | 9%  | 2% | 0% | 100%  |      |
| 2-(2)-2) The content of the “matters to be clarified during the site visit” presented prior to the site visit was appropriate.  | 27  | 97  | 15  | 4  | 0  | 143   | 4.03 |
|   | 19% | 68% | 10% | 3% | 0% | 100%  |      |
| 2-(2)-3) Questions asked by NIAD-UE’s external evaluators (excluding administrative staff; this also applies hereafter) during the site visit were appropriate.   | 32  | 89  | 18  | 3  | 0  | 142   | 4.08 |
|   | 23% | 63% | 13% | 2% | 0% | 100%  |      |
| 2-(2)-4) The items implemented during the site visit (on-site inspection, examination of the learning environment, and interviews with those responsible for and involved in your school, academic and other staff, and students and graduates) were appropriate. | 28  | 82  | 25  | 2  | 0  | 136   | 3.99 |
|   | 21% | 60% | 18% | 1% | 0% | 100%  |      |
| 2-(2)-5) You were able to share an understanding of the conditions of your education, research and other activities with NIAD-UE’s external evaluators during the site visit.   | 34  | 87  | 18  | 4  | 0  | 143   | 4.06 |
|   | 24% | 61% | 13% | 3% | 0% | 100%  |      |
| 2-(2)-6) The number and composition of NIAD-UE’s external evaluators conducting the site visit were appropriate.  | 33  | 80  | 29  | 1  | 0  | 143   | 4.01 |
|   | 23% | 56% | 20% | 1% | 0% | 100%  |      |
| 2-(2)-7) You think that NIAD-UE’s external evaluators conducting the site visit were well trained.  | 31  | 76  | 32  | 2  | 0  | 141   | 3.96 |
|   | 22% | 54% | 23% | 1% | 0% | 100%  |      |

**(3) Statement of objection(s)**

【5: Strongly agree 3: Cannot say definitely 1: Completely disagree】

|  | 5   | 4   | 3   | 2  | 1  | Total | Avg  |
|--|-----|-----|-----|----|----|-------|------|
| 2-(3)-1) The process and schedule for schools making remark(s) and/or objection(s) were appropriate.                                 | 36  | 91  | 12  | 3  | 0  | 142   | 4.13 |
|  | 25% | 64% | 8%  | 2% | 0% | 100%  |      |
| 2-(3)-2) It was appropriate that the “remark(s) and/or objection(s) made and how they were handled” were included in the CEA report. | 36  | 69  | 29  | 1  | 0  | 135   | 4.04 |
|  | 27% | 51% | 21% | 1% | 0% | 100%  |      |
| 2-(3)-3) NIAD-UE appropriately handled the remark(s) and/or objection(s) you made.   | 9   | 15  | 7   | 1  | 0  | 32    | 4.00 |
|  | 28% | 47% | 22% | 3% | 0% | 100%  |      |

### 3. Workload, schedule, etc., for the CEA process

#### (1) Workload required for the CEA process/Work periods set by NIAD-UE

< Workload > 【5: Very heavy 3: Moderate 1: Very light】

|         |  | 5   | 4   | 3   | 2  | 1  | Total | Avg  |
|---------|--|-----|-----|-----|----|----|-------|------|
| 3-(1)-1 | Compilation of the self-assessment report.   | 88  | 44  | 9   | 1  | 0  | 142   | 4.54 |
|         |  | 62% | 31% | 6%  | 1% | 0% | 100%  |      |
| 3-(1)-2 | Handling of the “matters to be clarified during the site visit” presented prior to the site visit. | 5   | 62  | 72  | 3  | 0  | 142   | 3.49 |
|         |  | 4%  | 44% | 51% | 2% | 0% | 100%  |      |
| 3-(1)-3 | Preparation for the site visit.  | 7   | 58  | 74  | 3  | 0  | 142   | 3.49 |
|         |  | 5%  | 41% | 52% | 2% | 0% | 100%  |      |
| 3-(1)-4 | Undergoing the site visit.   | 2   | 37  | 99  | 4  | 0  | 142   | 3.26 |
|         |  | 1%  | 26% | 70% | 3% | 0% | 100%  |      |
| 3-(1)-5 | Making remark(s) and/or objection(s).  | 0   | 10  | 105 | 13 | 9  | 137   | 2.85 |
|         |  | 0%  | 7%  | 77% | 9% | 7% | 100%  |      |

< Work periods > 【5: Very long 3: Moderate 1: Very short】

|         |  | 5   | 4   | 3   | 2   | 1  | Total | Avg  |
|---------|--|-----|-----|-----|-----|----|-------|------|
| 3-(1)-1 | Compilation of the self-assessment report.   | 33  | 17  | 69  | 22  | 1  | 142   | 3.42 |
|         |  | 23% | 12% | 49% | 15% | 1% | 100%  |      |
| 3-(1)-2 | Handling of the “matters to be clarified during the site visit” presented prior to the site visit. | 0   | 11  | 81  | 46  | 4  | 142   | 2.70 |
|         |  | 0%  | 8%  | 57% | 32% | 3% | 100%  |      |
| 3-(1)-3 | Preparation for the site visit.  | 1   | 15  | 89  | 33  | 4  | 142   | 2.83 |
|         |  | 1%  | 11% | 63% | 23% | 3% | 100%  |      |
| 3-(1)-4 | Undergoing the site visit.   | 0   | 10  | 125 | 6   | 1  | 142   | 3.01 |
|         |  | 0%  | 7%  | 88% | 4%  | 1% | 100%  |      |
| 3-(1)-5 | Making remark(s) and/or objection(s).  | 0   | 5   | 119 | 9   | 4  | 137   | 2.91 |
|         |  | 0%  | 4%  | 87% | 7%  | 3% | 100%  |      |

#### (2) Efforts taken in the CEA process

【5: Strongly agree 3: Cannot say definitely 1: Completely disagree】

|         |  | 5   | 4   | 3   | 2  | 1  | Total | Avg  |
|---------|--|-----|-----|-----|----|----|-------|------|
| 3-(2)-1 | Efforts taken in the CEA process were worthwhile to assure the quality of your education, research and other activities.                           | 14  | 81  | 38  | 8  | 0  | 141   | 3.72 |
|         |  | 10% | 57% | 27% | 6% | 0% | 100%  |      |
| 3-(2)-2 | Efforts taken in the CEA process were worthwhile to further improve your education, research and other activities.                                 | 21  | 83  | 30  | 7  | 0  | 141   | 3.84 |
|         |  | 15% | 59% | 21% | 5% | 0% | 100%  |      |
| 3-(2)-3 | Efforts taken in the CEA process were worthwhile to gain understanding and support from society for your education, research and other activities. | 9   | 70  | 51  | 10 | 0  | 140   | 3.56 |
|         |  | 6%  | 50% | 36% | 7% | 0% | 100%  |      |

#### (3) Schedule for the CEA process

【2: Yes 1: No】

|         |  | 2   | 1   | Total | Avg  |
|---------|--|-----|-----|-------|------|
| 3-(3)-1 | The deadline for submission of the self-assessment reports (by the end of June) was appropriate.   | 102 | 41  | 143   | 1.71 |
|         |  | 71% | 29% | 100%  |      |
| 3-(3)-2 | The implementation period of the site visits (from early October to mid-December) was appropriate. | 137 | 6   | 143   | 1.96 |
|         |  | 96% | 4%  | 100%  |      |

#### 4. Briefing, training and other sessions

【5: Strongly agree 3: Cannot say definitely 1: Completely disagree】

|  | 5   | 4   | 3   | 2  | 1  | Total | Avg  |
|--|-----|-----|-----|----|----|-------|------|
| 4-1) Handouts at the briefing sessions were easy to understand.  | 13  | 105 | 22  | 1  | 0  | 141   | 3.92 |
|  | 9%  | 74% | 16% | 1% | 0% | 100%  |      |
| 4-2) Explanations at the briefing sessions were easy to understand.  | 15  | 105 | 21  | 0  | 0  | 141   | 3.96 |
|  | 11% | 74% | 15% | 0% | 0% | 100%  |      |
| 4-3) The briefing sessions were helpful.   | 29  | 100 | 11  | 0  | 1  | 141   | 4.11 |
|  | 21% | 71% | 8%  | 0% | 1% | 100%  |      |
| 4-4) Handouts at the training sessions for those involved in self-assessment at the schools were easy to understand.           | 18  | 99  | 25  | 0  | 0  | 142   | 3.95 |
|  | 13% | 70% | 18% | 0% | 0% | 100%  |      |
| 4-5) Explanations at the training sessions for those involved in self-assessment at the schools were easy to understand.       | 18  | 104 | 19  | 1  | 0  | 142   | 3.98 |
|  | 13% | 73% | 13% | 1% | 0% | 100%  |      |
| 4-6) The training sessions for those involved in self-assessment at the schools were helpful.                                  | 32  | 95  | 14  | 1  | 0  | 142   | 4.11 |
|  | 23% | 67% | 10% | 1% | 0% | 100%  |      |
| 4-7) The Guidelines for Self-Assessment and other booklets handed out by NIAD-UE were helpful.                                 | 37  | 95  | 10  | 0  | 0  | 142   | 4.19 |
|  | 26% | 67% | 7%  | 0% | 0% | 100%  |      |
| 4-8) Briefings given by NIAD-UE at the schools were helpful.   | 49  | 53  | 18  | 1  | 0  | 121   | 4.24 |
|  | 40% | 44% | 15% | 1% | 0% | 100%  |      |
| 4-9) NIAD-UE's administrative staff responded appropriately (to questions, etc.) at the briefing, training and other sessions. | 43  | 86  | 11  | 1  | 0  | 141   | 4.21 |
|  | 30% | 61% | 8%  | 1% | 0% | 100%  |      |

## 5. CEA results (CEA report)

### (1) Content, etc., of the CEA report

【5: Strongly agree 3: Cannot say definitely 1: Completely disagree】

|  | 5   | 4   | 3   | 2  | 1  | Total | Avg  |
|--|-----|-----|-----|----|----|-------|------|
| 5-(1)-1) The content of the CEA report was sufficient to assure the quality of your education, research and other activities.                                      | 30  | 99  | 14  | 0  | 0  | 143   | 4.11 |
|  | 21% | 69% | 10% | 0% | 0% | 100%  |      |
| 5-(1)-2) The content of the CEA report helped improve your education, research and other activities.   | 27  | 99  | 17  | 0  | 0  | 143   | 4.07 |
|  | 19% | 69% | 12% | 0% | 0% | 100%  |      |
| 5-(1)-3) The content of the CEA report helped and encouraged you to gain understanding and support from society for your education, research and other activities. | 23  | 78  | 39  | 3  | 0  | 143   | 3.85 |
|  | 16% | 55% | 27% | 2% | 0% | 100%  |      |
| 5-(1)-4) The content of the CEA report was appropriate to the purpose of your school.  | 33  | 98  | 10  | 1  | 0  | 142   | 4.15 |
|  | 23% | 69% | 7%  | 1% | 0% | 100%  |      |
| 5-(1)-5) The content of the CEA report reflected the real conditions of your school.   | 40  | 94  | 9   | 0  | 0  | 143   | 4.22 |
|  | 28% | 66% | 6%  | 0% | 0% | 100%  |      |
| 5-(1)-6) The content of the CEA report took into consideration the size, resources, systems, etc., of your school.   | 32  | 77  | 29  | 5  | 0  | 143   | 3.95 |
|  | 22% | 54% | 20% | 3% | 0% | 100%  |      |
| 5-(1)-7) The content of the CEA report gave you new perspectives on education, research and other activities.  | 17  | 62  | 61  | 3  | 0  | 143   | 3.65 |
|  | 12% | 43% | 43% | 2% | 0% | 100%  |      |
| 5-(1)-8) The structure and content of the CEA report were easy to understand.  | 32  | 93  | 17  | 1  | 0  | 143   | 4.09 |
|  | 22% | 65% | 12% | 1% | 0% | 100%  |      |
| 5-(1)-9) On the whole, the content of the CEA report was appropriately described by NIAD-UE.   | 39  | 98  | 6   | 0  | 0  | 143   | 4.23 |
|  | 27% | 69% | 4%  | 0% | 0% | 100%  |      |

### (2) Publication of the self-assessment report and CEA report

【2: Yes 1: No】

|  | 2   | 1  | Total | Avg  |
|--|-----|----|-------|------|
| 5-(2)-1) The self-assessment report compiled to undergo this CEA has been made public on the website and/or through other means. | 120 | 7  | 127   | 1.94 |
|  | 94% | 6% | 100%  |      |
| 5-(2)-2) The CEA report has been made public on the website and/or through other means.  | 120 | 6  | 126   | 1.95 |
|  | 95% | 5% | 100%  |      |

### (3) Reports by mass media and others on the CEA results

【5: Strongly agree 3: Cannot say definitely 1: Completely disagree】

|  | 5  | 4   | 3   | 2   | 1  | Total | Avg  |
|--|----|-----|-----|-----|----|-------|------|
| 5-(3)-1) The CEA results were appropriately reported by the mass media and others. | 5  | 27  | 75  | 15  | 9  | 131   | 3.03 |
|  | 4% | 21% | 57% | 11% | 7% | 100%  |      |

## 6. Effects and influences brought about by undergoing CEA

(1) Were the following effects and influences brought about by conducting a self-assessment?

【5: Strongly agree 3: Cannot say definitely 1: Completely disagree】

|   |  | 5   | 4   | 3   | 2  | 1  | Total | Avg  |
|---|--|-----|-----|-----|----|----|-------|------|
| 6-(1)-1) You were able to grasp the general conditions of your education, research and other activities.  |  | 58  | 79  | 5   | 1  | 0  | 143   | 4.36 |
|   |  | 41% | 55% | 3%  | 1% | 0% | 100%  |      |
| 6-(1)-2) You were able to grasp the challenges to be tackled concerning your education, research and other activities.                            |  | 39  | 95  | 9   | 0  | 0  | 143   | 4.21 |
|   |  | 27% | 66% | 6%  | 0% | 0% | 100%  |      |
| 6-(1)-3) Your academic and supporting staff became aware of the importance of conducting education, research and other activities systematically. |  | 6   | 56  | 72  | 8  | 1  | 143   | 3.41 |
|   |  | 4%  | 39% | 50% | 6% | 1% | 100%  |      |
| 6-(1)-4) The attitude of each academic staff member toward education, research and other activities improved.                                     |  | 3   | 60  | 70  | 9  | 1  | 143   | 3.38 |
|   |  | 2%  | 42% | 49% | 6% | 1% | 100%  |      |
| 6-(1)-5) Your education, research and other activities were further improved.   |  | 15  | 89  | 35  | 4  | 0  | 143   | 3.80 |
|   |  | 10% | 62% | 24% | 3% | 0% | 100%  |      |
| 6-(1)-6) It helped you draw up a future plan.   |  | 5   | 61  | 58  | 3  | 0  | 127   | 3.54 |
|   |  | 4%  | 48% | 46% | 2% | 0% | 100%  |      |
| 6-(1)-7) You were encouraged to improve school management.  |  | 5   | 83  | 50  | 5  | 0  | 143   | 3.62 |
|   |  | 3%  | 58% | 35% | 3% | 0% | 100%  |      |
| 6-(1)-8) You were encouraged to start distinctive projects and programs.  |  | 10  | 59  | 68  | 6  | 0  | 143   | 3.51 |
|   |  | 7%  | 41% | 48% | 4% | 0% | 100%  |      |
| 6-(1)-9) Your academic and supporting staff became aware of the importance of conducting self-assessments.  |  | 8   | 63  | 63  | 8  | 1  | 143   | 3.48 |
|   |  | 6%  | 44% | 44% | 6% | 1% | 100%  |      |
| 6-(1)-10) The attitudes of your academic and supporting staff toward CEA and their knowledge and skills on CEA methods improved.                  |  | 7   | 71  | 45  | 4  | 0  | 127   | 3.64 |
|   |  | 6%  | 56% | 35% | 3% | 0% | 100%  |      |

**(2) Will the following effects and influences be brought about by receiving CEA results from NIAD-UE?**

【5: Strongly agree 3: Cannot say definitely 1: Completely disagree】

|  | 5   | 4   | 3   | 2  | 1  | Total | Avg  |
|--|-----|-----|-----|----|----|-------|------|
| 6-(2)-1) You will be able to grasp the general conditions of your education, research and other activities.  | 41  | 88  | 16  | 0  | 0  | 143   | 4.17 |
|  | 29% | 60% | 11% | 0% | 0% | 100%  |      |
| 6-(2)-2) You will be able to grasp the challenges to be tackled concerning your education, research and other activities.                              | 34  | 97  | 12  | 0  | 0  | 143   | 4.15 |
|  | 24% | 68% | 8%  | 0% | 0% | 100%  |      |
| 6-(2)-3) Your academic and supporting staff will become aware of the importance of conducting education, research and other activities systematically. | 9   | 69  | 62  | 3  | 0  | 143   | 3.59 |
|  | 6%  | 48% | 43% | 2% | 0% | 100%  |      |
| 6-(2)-4) The attitude of each academic staff member toward education, research and other activities will improve.                                      | 8   | 70  | 61  | 4  | 0  | 143   | 3.57 |
|  | 6%  | 49% | 43% | 3% | 0% | 100%  |      |
| 6-(2)-5) Your education, research and other activities will be further improved.   | 15  | 100 | 24  | 4  | 0  | 143   | 3.88 |
|  | 10% | 70% | 17% | 3% | 0% | 100%  |      |
| 6-(2)-6) It will help you draw up a future plan.   | 10  | 70  | 43  | 4  | 0  | 127   | 3.68 |
|  | 8%  | 55% | 34% | 3% | 0% | 100%  |      |
| 6-(2)-7) You will be encouraged to improve school management.  | 13  | 88  | 38  | 4  | 0  | 143   | 3.77 |
|  | 9%  | 62% | 27% | 3% | 0% | 100%  |      |
| 6-(2)-8) You will be encouraged to start distinctive projects and programs.  | 15  | 67  | 58  | 3  | 0  | 143   | 3.66 |
|  | 10% | 47% | 41% | 2% | 0% | 100%  |      |
| 6-(2)-9) Your academic and supporting staff will become aware of the importance of conducting self-assessments.  | 12  | 72  | 53  | 5  | 1  | 143   | 3.62 |
|  | 8%  | 50% | 37% | 3% | 1% | 100%  |      |
| 6-(2)-10) The CEA results will become well known among your academic and supporting staff.   | 11  | 76  | 54  | 2  | 0  | 143   | 3.67 |
|  | 8%  | 53% | 38% | 1% | 0% | 100%  |      |
| 6-(2)-11) The attitudes of your academic and supporting staff toward CEA and their knowledge and skills on CEA methods will improve.                   | 10  | 77  | 35  | 5  | 0  | 127   | 3.72 |
|  | 8%  | 61% | 28% | 4% | 0% | 100%  |      |
| 6-(2)-12) The quality of your education, research and other activities will be assured.  | 26  | 89  | 27  | 1  | 0  | 143   | 3.98 |
|  | 18% | 62% | 19% | 1% | 0% | 100%  |      |
| 6-(2)-13) You will be able to gain understanding and support from students (including students in the future).   | 6   | 43  | 87  | 7  | 0  | 143   | 3.34 |
|  | 4%  | 30% | 61% | 5% | 0% | 100%  |      |
| 6-(2)-14) You will be able to gain understanding and support from various members of society.  | 11  | 59  | 66  | 7  | 0  | 143   | 3.52 |
|  | 8%  | 41% | 46% | 5% | 0% | 100%  |      |
| 6-(2)-15) You will learn good practices from the CEA results of other schools.   | 13  | 82  | 44  | 3  | 1  | 143   | 3.72 |
|  | 9%  | 57% | 31% | 2% | 1% | 100%  |      |

## 7. Use of CEA results

(1) What's changes or improvements do your institution plan through this CEA?

(Omission)

(2) Do you intend to use the CEA report in the following ways? (Multiple answers are possible.)

- 1 Will publish the CEA results in your public relations brochure.
- 2 Will publish the CEA results on your website.
- 3 Will refer to the CEA results in applications for funds.
- 4 Will use the CEA results to recruit students.
- 5 Will refer to the CEA results in pamphlets, etc., produced to look for partner companies in joint research and other projects.
- 6 Other ways.

|    |     |   |    |   |   |
|----|-----|---|----|---|---|
| 1  | 2   | 3 | 4  | 5 | 6 |
| 58 | 136 | 9 | 27 | 4 | 8 |

## Appendix C: Results of the Questionnaire Surveys for Verification concerning Certified Evaluation and Accreditation (CEA) (Answers from the choices provided) 【External evaluators】

### 1. Standards and viewpoints for CEA

【5: Strongly agree 3: Cannot say definitely 1: Completely disagree】

|      |  | 5   | 4   | 3   | 2  | 1  | Total | Avg  |
|------|--|-----|-----|-----|----|----|-------|------|
| 1-1) | The organization and content of the CEA standards and viewpoints were appropriate for assuring the quality of the school's education, research and other activities.                                   | 70  | 213 | 24  | 3  | 0  | 310   | 4.13 |
|      |  | 23% | 69% | 8%  | 1% | 0% | 100%  |      |
| 1-2) | The organization and content of the CEA standards and viewpoints were appropriate for encouraging the school to improve its education, research and other activities.                                  | 68  | 216 | 25  | 2  | 0  | 311   | 4.13 |
|      |  | 22% | 69% | 8%  | 1% | 0% | 100%  |      |
| 1-3) | The organization and content of the CEA standards and viewpoints were appropriate for helping the school gain understanding and support from society for its education, research and other activities. | 53  | 189 | 61  | 7  | 0  | 310   | 3.93 |
|      |  | 17% | 61% | 20% | 2% | 0% | 100%  |      |
| 1-4) | It was appropriate that the organization and content of the CEA standards and viewpoints were centered around educational activities.  | 113 | 163 | 32  | 3  | 0  | 311   | 4.24 |
|      |  | 36% | 52% | 10% | 1% | 0% | 100%  |      |

【2: Yes 1: No】

|      |  | 2   | 1   | Total | Avg  |
|------|--|-----|-----|-------|------|
| 1-5) | There was a CEA standard(s) and/or viewpoint(s) that made it difficult to conduct an evaluation. | 108 | 135 | 243   | 1.44 |
|      |  | 44% | 56% | 100%  |      |
| 1-6) | There were overlapping CEA standards and/or viewpoints.  | 81  | 196 | 277   | 1.29 |
|      |  | 29% | 71% | 100%  |      |

## 2. Methodology, content and results of CEA

### (1) Self-assessment report

【5: Strongly agree 3: Cannot say definitely 1: Completely disagree】

|          |  | 5  | 4   | 3   | 2  | 1  | Total | Avg  |
|----------|--|----|-----|-----|----|----|-------|------|
| 2-(1)-1) | The self-assessment report of the school was easy to understand.   | 22 | 165 | 92  | 27 | 2  | 308   | 3.58 |
|          |  | 7% | 54% | 30% | 9% | 1% | 100%  |      |
| 2-(1)-2) | The self-assessment report was appropriately compiled in accordance with the CEA standards and viewpoints. | 15 | 174 | 103 | 14 | 2  | 308   | 3.60 |
|          |  | 5% | 56% | 33% | 5% | 1% | 100%  |      |
| 2-(1)-3) | The necessary relevant documents and materials were cited in and attached to the self-assessment report.   | 19 | 163 | 99  | 24 | 2  | 307   | 3.56 |
|          |  | 6% | 53% | 32% | 8% | 1% | 100%  |      |

### (2) Document analysis

【5: Strongly agree 3: Cannot say definitely 1: Completely disagree】

|          |   | 5   | 4   | 3   | 2   | 1  | Total | Avg  |
|----------|---|-----|-----|-----|-----|----|-------|------|
| 2-(2)-1) | NIAD-UE's document analysis forms were easy to fill out.  | 56  | 168 | 61  | 12  | 0  | 297   | 3.90 |
|          |   | 19% | 57% | 21% | 4%  | 0% | 100%  |      |
| 2-(2)-2) | It would have been more helpful if reference information (objective data, etc.) other than that submitted by the school had been available for the document analysis. | 11  | 58  | 123 | 87  | 18 | 297   | 2.86 |
|          |   | 4%  | 20% | 41% | 29% | 6% | 100%  |      |

### (3) Site visit

【5: Strongly agree 3: Cannot say definitely 1: Completely disagree】

|          |   | 5   | 4   | 3   | 2  | 1  | Total | Avg  |
|----------|---|-----|-----|-----|----|----|-------|------|
| 2-(3)-1) | The answers by the school to the “matters to be clarified during the site visit” were appropriate.  | 59  | 191 | 37  | 5  | 0  | 292   | 4.04 |
|          |   | 20% | 65% | 13% | 2% | 0% | 100%  |      |
| 2-(3)-2) | Unclear items were fully clarified through the site visit.  | 108 | 157 | 19  | 5  | 1  | 290   | 4.26 |
|          |   | 37% | 54% | 7%  | 2% | 0% | 100%  |      |
| 2-(3)-3) | The items implemented during the site visit (on-site inspection, examination of the learning environment, and interviews with those responsible for and involved in the university (or junior college), academic and other staff, and students and graduates) were appropriate. | 96  | 147 | 30  | 4  | 0  | 277   | 4.21 |
|          |   | 35% | 53% | 11% | 1% | 0% | 100%  |      |
| 2-(3)-4) | During the site visit you were able to share with the school an understanding of the conditions of its education, research and other activities.  | 60  | 189 | 38  | 4  | 0  | 291   | 4.05 |
|          |   | 21% | 65% | 13% | 1% | 0% | 100%  |      |
| 2-(3)-5) | The number and composition of NIAD-UE's external evaluators (excluding administrative staff) conducting the site visit were appropriate.  | 88  | 164 | 27  | 12 | 0  | 291   | 4.13 |
|          |   | 30% | 56% | 9%  | 4% | 0% | 100%  |      |
| 2-(3)-6) | NIAD-UE's administrative staff acted properly during the site visit.  | 170 | 112 | 3   | 1  | 0  | 286   | 4.58 |
|          |   | 59% | 39% | 1%  | 0% | 0% | 100%  |      |

#### (4) CEA results

【5: Strongly agree 3: Cannot say definitely 1: Completely disagree】

|          |  | 5   | 4   | 3   | 2  | 1  | Total | Avg  |
|----------|--|-----|-----|-----|----|----|-------|------|
| 2-(4)-1) | The results of the document analysis and site visit you were assigned to were fully reflected in the CEA results.  | 105 | 177 | 18  | 2  | 0  | 302   | 4.27 |
|          |  | 35% | 59% | 6%  | 1% | 0% | 100%  |      |
| 2-(4)-2) | It was appropriate that whether the school met the criteria was judged in accordance with Standard 1 to Standard 11.   | 77  | 183 | 41  | 3  | 1  | 305   | 4.09 |
|          |  | 25% | 60% | 13% | 1% | 0% | 100%  |      |
| 2-(4)-3) | The volume of the CEA results presented to the school was appropriate.   | 55  | 160 | 66  | 22 | 1  | 304   | 3.81 |
|          |  | 18% | 53% | 22% | 7% | 0% | 100%  |      |
| 2-(4)-4) | It was appropriate that the school's "good practices" and "areas for improvement" as well as the decision of institutional certified evaluation and accreditation were presented at the beginning of the CEA report. | 114 | 148 | 37  | 2  | 1  | 302   | 4.23 |
|          |  | 38% | 49% | 12% | 1% | 0% | 100%  |      |

#### 3. Training programs

【5: Strongly agree 3: Cannot say definitely 1: Completely disagree】

|      |  | 5   | 4   | 3   | 2  | 1  | Total | Avg  |
|------|--|-----|-----|-----|----|----|-------|------|
| 3-1) | Handouts at the training programs were easy to understand.     | 70  | 170 | 41  | 4  | 0  | 285   | 4.07 |
|      |  | 25% | 60% | 14% | 1% | 0% | 100%  |      |
| 3-2) | Explanations at the training programs were easy to understand. | 88  | 156 | 34  | 6  | 0  | 284   | 4.15 |
|      |  | 31% | 55% | 12% | 2% | 0% | 100%  |      |
| 3-3) | The training programs were helpful.                            | 86  | 146 | 45  | 6  | 0  | 283   | 4.10 |
|      |  | 30% | 52% | 16% | 2% | 0% | 100%  |      |
| 3-4) | The simulations of document analysis were helpful.             | 80  | 135 | 58  | 9  | 0  | 282   | 4.01 |
|      |  | 28% | 48% | 21% | 3% | 0% | 100%  |      |
| 3-5) | The length of time spent on training was appropriate.          | 58  | 134 | 77  | 14 | 1  | 284   | 3.82 |
|      |  | 20% | 47% | 27% | 5% | 0% | 100%  |      |

## 4. Workload, schedule, etc., for the CEA process

### (1) Workload required for the CEA process/Work periods set by NIAD-UE

< Workload > 【5: Very heavy 3: Moderate 1: Very light】

|          |   | 5   | 4   | 3   | 2  | 1  | Total | Avg  |
|----------|---|-----|-----|-----|----|----|-------|------|
| 4-(1)-1) | Document analysis of the self-assessment report | 91  | 101 | 99  | 2  | 0  | 293   | 3.96 |
|          |   | 31% | 34% | 34% | 1% | 0% | 100%  |      |
| 4-(1)-2) | Participation in the site visit                 | 39  | 69  | 174 | 4  | 2  | 288   | 3.48 |
|          |   | 14% | 24% | 60% | 1% | 1% | 100%  |      |
| 4-(1)-3) | Compilation of the CEA results (draft)          | 20  | 54  | 298 | 15 | 0  | 287   | 3.28 |
|          |   | 7%  | 19% | 69% | 5% | 0% | 100%  |      |

< Work periods > 【5: Very long 3: Moderate 1: Very short】

|          |  | 5   | 4   | 3   | 2   | 1  | Total | Avg  |
|----------|--|-----|-----|-----|-----|----|-------|------|
| 4-(1)-1) | Document analysis of the self-assessment report. | 41  | 65  | 153 | 35  | 4  | 298   | 3.35 |
|          |  | 14% | 22% | 51% | 12% | 1% | 100%  |      |
| 4-(1)-2) | Participation in the site visit.                 | 21  | 58  | 192 | 19  | 3  | 293   | 3.26 |
|          |  | 7%  | 20% | 66% | 6%  | 1% | 100%  |      |
| 4-(1)-3) | Compilation of the CEA results (draft)           | 12  | 37  | 211 | 28  | 4  | 292   | 3.09 |
|          |  | 4%  | 13% | 72% | 10% | 1% | 100%  |      |

### (2) Efforts taken in the CEA process

【5: Strongly agree 3: Cannot say definitely 1: Completely disagree】

|          |  | 5   | 4   | 3   | 2  | 1  | Total | Avg  |
|----------|--|-----|-----|-----|----|----|-------|------|
| 4-(2)-1) | Efforts taken in the CEA process were worthwhile to assure the quality of the school's education, research and other activities.                           | 61  | 163 | 66  | 8  | 1  | 299   | 3.92 |
|          |  | 20% | 55% | 22% | 3% | 0% | 100%  |      |
| 4-(2)-2) | Efforts taken in the CEA process were worthwhile to further improve the school's education, research and other activities.                                 | 49  | 173 | 70  | 6  | 1  | 299   | 3.88 |
|          |  | 16% | 58% | 23% | 2% | 0% | 100%  |      |
| 4-(2)-3) | Efforts taken in the CEA process were worthwhile to gain understanding and support from society for the school's education, research and other activities. | 44  | 142 | 102 | 11 | 0  | 299   | 3.73 |
|          |  | 15% | 47% | 34% | 4% | 0% | 100%  |      |

### (3) Hours spent on the CEA process

(Omission)

## 5. Operation of the subcommittee

【5: Strongly agree 3: Cannot say definitely 1: Completely disagree】

|   | 5   | 4   | 3   | 2  | 1  | Total | Avg  |
|---|-----|-----|-----|----|----|-------|------|
| 5-1) The number and composition of the members of the Subcommittee for Certified Evaluation and Accreditation or the subcommittee were appropriate. | 85  | 186 | 31  | 4  | 0  | 306   | 4.15 |
|   | 28% | 61% | 10% | 1% | 0% | 100%  |      |
| 5-2) The subcommittee was operated smoothly.  | 131 | 156 | 15  | 1  | 1  | 304   | 4.37 |
|   | 43% | 51% | 5%  | 0% | 0% | 100%  |      |

## 6. This CEA on the whole

【5: Strongly agree 3: Cannot say definitely 1: Completely disagree】

|  | 5   | 4   | 3   | 2  | 1  | Total | Avg  |
|--|-----|-----|-----|----|----|-------|------|
| 6-1) This CEA will assure the quality of the school's education, research and other activities.                                      | 57  | 191 | 52  | 6  | 0  | 306   | 3.98 |
|  | 19% | 62% | 17% | 2% | 0% | 100%  |      |
| 6-2) This CEA will help further improve the school's education, research and other activities.                                       | 53  | 200 | 49  | 4  | 0  | 306   | 3.99 |
|  | 17% | 65% | 16% | 1% | 0% | 100%  |      |
| 6-3) This CEA will help develop understanding and support from society for the school's education, research and other activities.    | 34  | 147 | 114 | 12 | 0  | 307   | 3.66 |
|  | 11% | 48% | 37% | 4% | 0% | 100%  |      |
| 6-4) You were able to make good use of your expertise and abilities in the CEA process including compiling the results.              | 33  | 169 | 88  | 8  | 3  | 301   | 3.73 |
|  | 11% | 56% | 29% | 3% | 1% | 100%  |      |
| 6-5) You were able to apply knowledge gained from this CEA process to, for example, the operation of the organization you belong to. | 74  | 127 | 65  | 16 | 5  | 287   | 3.87 |
|  | 26% | 44% | 23% | 6% | 2% | 100%  |      |
| 6-6) This CEA assignment for NIAD-UE was a valuable experience on the whole.   | 153 | 129 | 17  | 4  | 1  | 304   | 4.41 |
|  | 50% | 42% | 6%  | 1% | 0% | 100%  |      |



**Evolving Institutional Certified Evaluation and Accreditation  
Verification Report on the First Cycle and Improvements for the Second Cycle**

March 2013

Published by:

National Institution for Academic Degrees and University Evaluation

1-29-1 Gakuen-Nishimachi, Kodaira, Tokyo 187-8587 Japan

<http://www.niad.ac.jp>