

令和6年度以降 西九州大学短期大学部 機関到達目標(評価指標)【共通】

Institutional Learning Outcomes (Assessment Criteria) from the 2024 Academic Year, NISHIKYUSHU University Junior College 【Common】

\* You cannot skip levels in your evaluation. If you have not reached "Level 1," your evaluation will be "Below Level 1."

\* For level evaluation, you must have achieved all the relevant requirements.

Competency	Goals	Benchmark Level1	Milestone Level2	Milestone Level3	Capstone Level4 and above	
I (Attitude and orientation)	【Certain human ability in acting independently and autonomously】	① Students will achieve a healthy life management with understanding the state of self-mind and body.	<input type="checkbox"/> I have some ideas about how to develop regular lifestyle habits. <input type="checkbox"/> I am somewhat conscious of healthy lifestyle management. <input type="checkbox"/> I have some ideas about my lifestyle.	<input type="checkbox"/> I have the idea of having a regular lifestyle. <input type="checkbox"/> I am trying to gain some necessary knowledge about my health. <input type="checkbox"/> Although I am not good at dealing with various stresses in daily life, I am able to manage them a little by being conscious of healthy lifestyle management in line with my lifestyle image.	<input type="checkbox"/> I have the mindset of trying to develop regular lifestyle habits. <input type="checkbox"/> I have acquired the necessary knowledge about my health and am making an effort to manage my lifestyle. <input type="checkbox"/> I understand my lifestyle, am conscious of healthy lifestyle habits, and am able to manage it to some extent. <input type="checkbox"/> I understand the various stresses in daily life, and am making an effort to improve them.	<input type="checkbox"/> I understand the state of my mental and physical health, and am trying to manage my daily life in a regular manner to maintain my health. <input type="checkbox"/> I understand my lifestyle and am able to continue to manage my lifestyle habits in the future. <input type="checkbox"/> I am able to adequately deal with various stresses in my daily life, and am able to continue to maintain good health.
		② Students will behave according to self-conscience, social norms and rules.	<input type="checkbox"/> I have or can clearly state my beliefs about how to behave in accordance with social ethical norms and rules. <input type="checkbox"/> I am clear about my position in society. <input type="checkbox"/> I am aware, albeit shallowly, of obvious ethical issues and social rules.	<input type="checkbox"/> I have my own beliefs about behavior in accordance with social ethical norms and rules, and can clearly state the origins of these beliefs. <input type="checkbox"/> I can clarify my position in society and understand different perspectives and conflicting opinions. <input type="checkbox"/> I recognize obvious ethical issues and social rules, and can understand to some extent the relationships between them.	<input type="checkbox"/> I have my own beliefs about behavior in accordance with social ethical norms and rules, and can clearly state their origins. <input type="checkbox"/> I can clarify my position in society, state the assumptions and implications of different viewpoints and opposing opinions, and have my own answers to them, even if they are incomplete. <input type="checkbox"/> I know the background of ethical issues and social rules, and can grasp their complexities and relationships.	<input type="checkbox"/> Regarding behavior in accordance with social ethical norms and rules, I have conducted a detailed self-analysis of my beliefs and their origins, and have deepened and clarified these. <input type="checkbox"/> I can clarify my position in society, state the assumptions and implications of different viewpoints and opposing opinions, and respond to them rationally, fully, and effectively with my own arguments. <input type="checkbox"/> I can grasp complex ethical issues and social rules when they are presented, understand their complexities and relationships, and take action.
		③ Students will cooperate and collaborate to realize the goal, subjectively and autonomously.	<input type="checkbox"/> I can share my ideas as a member of a group or other collective activity. <input type="checkbox"/> I can complete the assigned problem-solving by the deadline. <input type="checkbox"/> I can communicate with others in a polite and constructive manner or with a positive attitude.	<input type="checkbox"/> In group activities, I can share ideas and work to advance the group's collaborative work. <input type="checkbox"/> I can complete assigned tasks by the deadline. <input type="checkbox"/> Through my work, I can advance the group's problem-solving. <input type="checkbox"/> I can communicate with others in a polite and constructive manner or with a positive attitude.	<input type="checkbox"/> In collective activities such as groups, I am able to share ideas and encourage the group's collaborative work to advance. <input type="checkbox"/> I am able to propose alternative solutions and plans of action that build on the ideas of others. <input type="checkbox"/> I am able to complete assigned tasks by the deadline, and my work is thorough, comprehensive, and moves the project forward. <input type="checkbox"/> I am respectful, constructive in my communication, and demonstrate a positive attitude toward others with whom I interact. <input type="checkbox"/> I am able to motivate the team by demonstrating the importance of the task and my contribution to teamwork.	<input type="checkbox"/> In collective activities such as groups, I am able to share ideas and encourage the group's collaborative work to advance. <input type="checkbox"/> I am able to clarify the merits of alternative proposals and help move the team forward. <input type="checkbox"/> I am able to complete assigned tasks by deadlines, and my work is thorough and comprehensive, moving the project forward. <input type="checkbox"/> I communicate respectfully and constructively and demonstrate a positive attitude toward others with whom I interact. <input type="checkbox"/> I am able to demonstrate the importance of the task and my contribution to teamwork, motivating the team and providing encouragement and support to members.
		④ Students will own consciousness as a member of society, and participate in the development appropriately exercising obligation and rights.	<input type="checkbox"/> I have participated in a few civic activities. <input type="checkbox"/> I am able to reexamine the meaning of these activities to some extent. <input type="checkbox"/> As a member of society, I try to have relationships with the people around me.	<input type="checkbox"/> I have participated in various civic activities. <input type="checkbox"/> The activities I participated in were part of my education and are my own learning outcomes. <input type="checkbox"/> Although I do not yet participate in these activities with a sense of civic consciousness, I have begun to reexamine the meaning of these activities within myself.	<input type="checkbox"/> I actively participate in various civic activities. <input type="checkbox"/> The activities I participate in are part of my education and have become the outcome of my learning. <input type="checkbox"/> My participation in activities comes from a sense of civic consciousness, allowing me to reflect on the meaning of my activities and articulate what I have learned.	<input type="checkbox"/> I actively and continuously participate in a variety of civic activities. <input type="checkbox"/> In the activities they participate in, they participate independently by taking leadership and roles. <input type="checkbox"/> I have gained learning outcomes from the activities. <input type="checkbox"/> My participation in activities is based on a sense of civic consciousness, and I can reflect on and analyze my actions, setting goals and carrying them out, and clearly state what I have learned.
		⑤ Students will learn autonomously and independently throughout life time.	<input type="checkbox"/> I can complete the tasks given to me. <input type="checkbox"/> I am aware of the goals of the class and am interested in pursuing knowledge. <input type="checkbox"/> It can be said that the level of exploration is still shallow.	<input type="checkbox"/> I am able to complete the tasks given to me. <input type="checkbox"/> I am interested in pursuing related knowledge beyond the class goals. <input type="checkbox"/> I am able to demonstrate results in my pursuit of knowledge. <input type="checkbox"/> I am able to demonstrate partial consideration and at least some application of my knowledge to different situations outside of class.	<input type="checkbox"/> I am able to explore and complete a given task with interest. <input type="checkbox"/> I independently seek out related knowledge beyond the goals of the class. <input type="checkbox"/> I am able to reflect on the results of my learning and apply it to different situations outside of class and demonstrate the results.	<input type="checkbox"/> I am able to explore and complete the tasks given to me with a strong interest. <input type="checkbox"/> I am seeking opportunities outside of class to independently explore related knowledge beyond the goals of the class and to expand my own abilities.
II (Knowledge and understanding)	【Basic skills as a well-educated professional】	① Students will acquire meaningful knowledge for social life and professional life, and utilize comprehensively. • Understanding of multi-culture and cross-culture. • Understanding of culture, society and nature.	<input type="checkbox"/> At the end of the semester of completion, I achieved a learning achievement level* of approximately 60% or higher in the general ability elements [Knowledge/Understanding] and [Skills/Expression]. <input type="checkbox"/> As a member of society who will become a professional in the future, I am beginning to understand the need for generic abilities. *Please refer to the learning achievement level listed on the student portal site.	<input type="checkbox"/> By the end of the semester, I have achieved a learning achievement level of approximately 70% or more in the generic ability elements of [Knowledge/Understanding] and [Skills/Expression]. <input type="checkbox"/> As a member of society who will become a professional in the future, I understand the need for general skills, and I am beginning to become aware of connections with fields outside of my field of expertise for my future professional life.	<input type="checkbox"/> By the end of the semester, I have achieved a learning achievement level of approximately 80% or more in the general ability elements of [knowledge and understanding] and [skills and expression]. <input type="checkbox"/> As a member of society who will become a professional in the future, I am striving to learn general knowledge and skills, and can occasionally use knowledge comprehensively in my daily life.	<input type="checkbox"/> By the end of the semester, I have achieved a learning achievement level of approximately 90% or more in the general ability elements of [knowledge and understanding] and [skills and expression]. <input type="checkbox"/> As a member of society who will become a professional in the future, I strive to acquire general-purpose knowledge and skills outside of class, and utilize them comprehensively in my daily life.
		② Students will systematically acquire knowledge of a specific academic field.	<input type="checkbox"/> At the end of the semester of completion, I achieved a learning achievement level* of approximately 60% or higher in the professional ability elements [Knowledge/Understanding] and [Skills/Expression]. <input type="checkbox"/> I have achieved the minimum level of learning in each of my specialized fields. *Please refer to the learning achievement level listed on the student portal site.	<input type="checkbox"/> At the end of the semester of completion, I achieved a learning achievement level of 70% or higher in the professional ability elements [Knowledge/Understanding] and [Skills/Expression]. <input type="checkbox"/> I have achieved a certain degree of individual learning in my field of expertise, and am beginning to systematically understand the connections between them.	<input type="checkbox"/> By the end of the semester of completion, I will have achieved approximately 80% or more of the learning achievement of the specialized ability elements [Knowledge/Understanding] and [Skills/Expression]. <input type="checkbox"/> I have accomplished the individual learning in my field of expertise and have a systematic understanding of the connections between them. <input type="checkbox"/> I can at least consider my own perspective on my specialized academic field.	<input type="checkbox"/> By the end of the semester of completion, I will have achieved approximately 90% or more of the learning achievement of the specialized ability elements [Knowledge/Understanding] and [Skills/Expression]. <input type="checkbox"/> I have achieved individual learning in my field of expertise, and understand the need to systematically acquire the connections between them. <input type="checkbox"/> I am able to clarify my own perspective on my specialized academic field and use it creatively.

		<p>③ Students will understand the above-mentioned knowledge system from an external viewpoint, and can associate and refine.</p>	<p><input type="checkbox"/> I am able to see connections between the knowledge I have learned (1) and (2) above, my everyday experiences and my interests, and I am able to grasp the academic connections.</p> <p><input type="checkbox"/> I am attempting to use the knowledge and skills I have acquired in new situations.</p>	<p><input type="checkbox"/> I can compare the similarities and differences between my everyday experiences and academic knowledge in the knowledge I have learned above (1) and (2), and can accept perspectives and ways of thinking that are different from my own.</p> <p><input type="checkbox"/> I can use the knowledge and skills I have acquired to discover and understand issues and problems in new situations.</p>	<p><input type="checkbox"/> I can think of examples from my everyday experiences in various situations to clarify the framework of the knowledge I have learned during my studies and can think about it in a constructive manner.</p> <p><input type="checkbox"/> I can use the knowledge and skills I have acquired to discover and understand issues and problems in new situations, and apply them.</p>	<p><input type="checkbox"/> I am able to meaningfully integrate connections between experiences outside of the classroom in order to deepen my disciplinary understanding and broaden my perspective.</p> <p><input type="checkbox"/> I can apply acquired knowledge and skills in original ways in new situations to solve difficult problems and explore complex topics.</p>
III (Skills and expression)	【Generic skills as a member of society】	<p>① Students will read, write and talk using one or more foreign languages in addition to Japanese.</p>	<p><input type="checkbox"/> In the semester of completion, I generally achieved a learning achievement level* of 60% or higher in the general ability element [Skills/Expression].</p> <p><input type="checkbox"/> I can properly grasp the information in the text and paraphrase or summarize it.</p> <p><input type="checkbox"/> When assigned to write a piece of writing, I make mistakes with terminology, but I pay attention to a minimum level and use a consistent system in basic structure and presentation.</p> <p><input type="checkbox"/> In conversation, I can somehow convey the main message. I can make presentations, although they are not well-structured.</p> <p><input type="checkbox"/> I think that my speaking skills are an obstacle to others' understanding.</p> <p>*Please refer to the learning achievement levels listed on the student portal site.</p>	<p><input type="checkbox"/> In the semester of completion, I achieved a learning achievement level of 70% or higher in the general ability element [Skills/Expression].</p> <p><input type="checkbox"/> I can evaluate information from a text and make basic inferences about context and purpose.</p> <p><input type="checkbox"/> I am aware of the task at hand and can follow the rules required for a particular academic subject or writing assignment, although I make some mistakes.</p> <p><input type="checkbox"/> I can basically convey the main message in a conversation. Regarding speaking skills, I am not yet able to speak with confidence.</p>	<p><input type="checkbox"/> In the final semester, I have achieved a learning achievement level of approximately 80% or more in the generic ability element [skills and expression].</p> <p><input type="checkbox"/> I use general and specific knowledge to make more complex inferences about information in texts.</p> <p><input type="checkbox"/> I have a clear focus on the given task and consistently use the key rules required for specific academic subjects and writing tasks.</p> <p><input type="checkbox"/> I rarely make errors in my writing.</p> <p><input type="checkbox"/> In speaking, the central message is clear and the presentation has a coherent structure.</p> <p><input type="checkbox"/> When speaking, the other person listens with interest.</p>	<p><input type="checkbox"/> By the end of the semester, I have achieved a learning achievement level of 90% or more in the generic ability element [skills and expression].</p> <p><input type="checkbox"/> I have a good understanding of the meaning of the text when the problem goes beyond the information in the text.</p> <p><input type="checkbox"/> I am able to respond to a given task, focusing on all elements and carrying out the task with meticulous attention to the broad rules required for a particular academic subject or writing task.</p> <p><input type="checkbox"/> My writing is almost free of errors.</p> <p><input type="checkbox"/> The central message of my speech is persuasive.</p> <p><input type="checkbox"/> My speaking is sophisticated and my presentation persuasive.</p> <p><input type="checkbox"/> I am able to respond confidently to other people's reactions.</p>
		<p>② Students will analyze, understand and express about nature and social events with using symbols and diagrams.</p>	<p><input type="checkbox"/> In the semester of completion, I generally achieved a learning achievement level* of 60% or higher in general/basic ability elements [skills/expression].</p> <p><input type="checkbox"/> I can somewhat explain the interpretation and conclusions of scientific and mathematical information about natural and social phenomena.</p> <p><input type="checkbox"/> Although I may not be able to reach a conclusion, I can use quantitative analysis of data as a rudimentary basis for judgment.</p> <p><input type="checkbox"/> I can simply complete the transformation of information.</p> <p>*Please refer to the learning achievement level listed on the student portal site.</p>	<p><input type="checkbox"/> In the final semester, I have achieved a learning achievement level of approximately 70% or more in the general/basic ability element [skills/expression].</p> <p><input type="checkbox"/> I can explain scientific/mathematical information about natural and social phenomena with some degree of accuracy, although with minor errors.</p> <p><input type="checkbox"/> I can use quantitative analysis of data as a basis for judgment without intuition or inspiration, and can draw conclusions, although they are insufficient.</p> <p><input type="checkbox"/> I can complete the transformation of information, but the resulting scientific/mathematical expressions are partially appropriate or accurate.</p>	<p><input type="checkbox"/> In the semester of completion, I achieved a learning achievement level of 80% or higher in general/basic ability elements [skills/expression].</p> <p><input type="checkbox"/> I can accurately explain information in scientific and mathematical formats about natural and social phenomena.</p> <p><input type="checkbox"/> I can use quantitative analysis of data as a solid basis for judgment, and my conclusions are logical and appropriate.</p> <p><input type="checkbox"/> I can convert appropriate information into appropriate scientific and mathematical expressions.</p>	<p><input type="checkbox"/> In the semester of completion, I achieved a learning achievement level of 90% or higher in general/basic ability elements [skills/expression].</p> <p><input type="checkbox"/> I can accurately explain information in scientific/mathematical form about natural and social phenomena and make appropriate inferences based on this.</p> <p><input type="checkbox"/> I can make thoughtful judgments and use quantitative analysis of data, and my conclusions are thoughtful and insightful.</p> <p><input type="checkbox"/> Capable of translating pertinent information into insightful scientific and mathematical expressions in ways that contribute to deeper understanding.</p>
		<p>③ Students will collect and analyze various information by using the ICT, and effectively utilize it in accordance with morals.</p>	<p><input type="checkbox"/> I can use basic ICT. I access information haphazardly and my information searches tend to lack substance.</p> <p><input type="checkbox"/> I can accurately use at least one of the information usage strategies (quoting/citing sources, paraphrasing/summarizing/selecting quotes, checking in context, distinguishing between common sense and attributive ideas).</p> <p><input type="checkbox"/> I have a basic understanding of ethical and legal restrictions on the use of classified information, such as proprietary information.</p>	<p><input type="checkbox"/> I can utilize ICT to a certain extent depending on the use of information.</p> <p><input type="checkbox"/> I can access information using simple search strategies and retrieve information from limited sources.</p> <p><input type="checkbox"/> I can accurately use at least two information use strategies (quote/source; paraphrase/summarize/select quotes; check in context; distinguish between common sense and attributive ideas).</p> <p><input type="checkbox"/> I fully understand the ethical and legal restrictions on the use of classified information, such as proprietary information.</p>	<p><input type="checkbox"/> I can use ICT competently according to information use.</p> <p><input type="checkbox"/> I can retrieve information from relevant sources using a variety of search strategies.</p> <p><input type="checkbox"/> I can refine my search.</p> <p><input type="checkbox"/> I can accurately use at least three of the information use strategies (quote/source; paraphrase/summarize/select quotes; check in context; distinguish between common sense and attributive ideas).</p> <p><input type="checkbox"/> I fully understand the ethical and legal restrictions on the use of classified information, including proprietary information.</p>	<p><input type="checkbox"/> I can use ICT effectively according to the information I need to use.</p> <p><input type="checkbox"/> I can effectively use appropriate information sources to access information with well-considered search strategies.</p> <p><input type="checkbox"/> I can accurately use all information use strategies (quote/source, paraphrase/summarize/select quotes, check in context, distinguish between common sense and attributive ideas).</p> <p><input type="checkbox"/> I fully understand the ethical and legal restrictions on the use of classified information, such as proprietary information.</p>
		<p>④ Students will analyze information or knowledge, multifocal and logically, and express it.</p>	<p><input type="checkbox"/> I am aware of current assumptions and beginning to identify some of the context in expressing my views.</p> <p><input type="checkbox"/> I can use information from (selected information) sources piecemeal, although it does not reach the intended purpose.</p>	<p><input type="checkbox"/> I am able to critically consider some of the assumptions made in expressing my point of view and identify some important connections.</p> <p><input type="checkbox"/> I am aware of my own and others' assumptions and connections.</p> <p><input type="checkbox"/> I am able to disseminate and organize information from sources.</p> <p><input type="checkbox"/> Although the information is not integrated, it achieves some of the intended purpose.</p>	<p><input type="checkbox"/> I am able to identify my own and others' assumptions and make certain connections in expressing my point of view.</p> <p><input type="checkbox"/> I am able to disseminate, organize, and integrate information from sources and accomplish my intended purpose.</p>	<p><input type="checkbox"/> In expressing my views, I am able to thoroughly analyze my own and others' assumptions in a systematic and methodical manner and carefully evaluate their relevance.</p> <p><input type="checkbox"/> I am able to disseminate, organize and integrate information from sources and fully achieve my intended purpose.</p>
		<p>⑤ Students will discover problems, gather, analyze and organize the information useful to solve it, and respond properly.</p>	<p><input type="checkbox"/> I am not capable of discovering problems myself, but I am able to follow instructions to deal with them.</p>	<p><input type="checkbox"/> I can respond to problems following directions.</p> <p><input type="checkbox"/> I can discover problems on my own.</p> <p><input type="checkbox"/> I can incompletely define the scope of a research question or topic to discover problems and determine key concepts.</p> <p><input type="checkbox"/> I can partially relate sources (of selected information) to concepts or to answer the research question.</p>	<p><input type="checkbox"/> I can respond to problems actively by following directions.</p> <p><input type="checkbox"/> I can discover problems on my own.</p> <p><input type="checkbox"/> I have narrowed the scope of the research question or topic sufficiently to discover the problem and determine key concepts.</p> <p><input type="checkbox"/> I can relate sources to concepts or answer research questions.</p>	<p><input type="checkbox"/> I can independently address problems following directions; The scope of the research question or theme is effectively limited and key concepts can be determined.</p> <p><input type="checkbox"/> I can directly relate sources to concepts or answer the research question; I can discover and creatively respond to problems that are relevant to me in relation to other matters outside of class.</p>
IV (Action, experience and Creative thinking)	【Abilities to support and to create the local life】	<p>① Students will comprehensively utilize the knowledge of attitudes, intentionality, knowledge and skills (the above I - III), and improve the quality of individual's work and life.</p>	<p><input type="checkbox"/> I recognize my performance in general terms as either successful or unsuccessful.</p> <p><input type="checkbox"/> I can identify connections between everyday experiences and academic texts and ideas that have similarities and relevance to my interests.</p>	<p><input type="checkbox"/> I articulate my strengths and challenges to increase my effectiveness in different contexts.</p> <p><input type="checkbox"/> I am able to compare life experiences and academic knowledge to determine differences and similarities and acknowledge perspectives different from my own.</p>	<p><input type="checkbox"/> I am able to properly assess my changes as a result of my studies and am aware of complex contextual factors.</p> <p><input type="checkbox"/> Demonstrate the effective selection and development of examples of everyday experience from a variety of contexts to clarify the disciplinary framework.</p>	<p><input type="checkbox"/> I can realistically envision my future self in a complex society.</p> <p><input type="checkbox"/> I can demonstrate meaningful integration of everyday and extracurricular experiences to deepen my understanding of academic subjects and broaden my perspective.</p>
		<p>② Students will spontaneously solve local subjects by comprehensively utilizing the above I ~ III based on practical activities in the field.</p>	<p><input type="checkbox"/> I have experience in volunteering and other civic activities, and I can express, though not fully, what I have gained from my experiences.</p> <p><input type="checkbox"/> I think a little internally about global issues.</p>	<p><input type="checkbox"/> I can participate and act as a citizen (pre-worker) with a clear attitude.</p> <p><input type="checkbox"/> I have at least one element of communication skills (presentation skills, listening skills, dialogue skills, speaking skills, etc.).</p> <p><input type="checkbox"/> I can consider the complex relationships that make up global issues and have some idea of the social and cultural influences.</p>	<p><input type="checkbox"/> In my civic activities, I can clearly express my attitude, set goals, and independently gain experience, and demonstrate the results.</p> <p><input type="checkbox"/> I can communicate smoothly with others.</p> <p><input type="checkbox"/> I collect information using academic concepts and frameworks, and while exploring responses to global issues, I compare and consider approaches to solving local issues, and clarify my own judgments about the issues.</p>	<p><input type="checkbox"/> In my civic activities, I have a clear attitude, am able to experience things independently with a goal, and am able to demonstrate the results.</p> <p><input type="checkbox"/> I am able to communicate smoothly in changing and different situations.</p> <p><input type="checkbox"/> As I collect information using academic concepts and frameworks and explore ways to respond to global issues, I am conducting comparative studies with approaches to solving regional issues, and am using my own judgment regarding issues. is made clear.</p>

	<p>③ Students will integrate the above I - III, and enhance own humanity.</p>	<p><input type="checkbox"/> I reflect on my individual learnings at a fragmented or shallow level.</p>	<p><input type="checkbox"/> I have somewhat clarified the meaning of what I have learned so far, and have broadened my horizons to a certain extent compared to before (before I enrolled).  <input type="checkbox"/> I am reexamining what I have learned so far in some depth.</p>	<p><input type="checkbox"/> I am fully aware of the meaning of what I have learned and am reflecting on it more deeply and with a broader perspective than before.  <input type="checkbox"/> I am thinking about how to improve myself as a person.</p>	<p><input type="checkbox"/> I can clearly refer to what I have learned and apply it innovatively to different situations.  <input type="checkbox"/> I have the foundation to reexamine what I have learned in depth, change my perspective, and extend my personal growth and maturity over the long term.</p>
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