

University Accreditation Results
(Results for Certified Evaluation and Accreditation for university)

Dokkyo University



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| Basic Information of the Institution | |
| Ownership: Private | Location: Saitama, Japan |
| Accreditation Status | |
| Year of the Review: 2014 | |
| Accreditation Status: accredited (Accreditation Period: April.01.2015 – March.31.2022) | |

Certified Evaluation and Accreditation Results for Dokkyo University

Overview

Dokkyo University (hereafter, the University) has its roots in the German Association School that was organized in 1883. The University was established in 1964, and since then, it has created several faculties, departments, and graduate schools and reorganized its administrative and academic units. Currently, it has four faculties, the Faculty of Foreign Languages, the Faculty of International Liberal Arts, the Faculty of Economics, and the Faculty of Law; three graduate schools, the Graduate School of Law, the Graduate School of Foreign Languages, and the Graduate School of Economics; and one professional graduate school, the Graduate School of Legal Profession. With its campus located in Soka City, Saitama Prefecture, it has developed its research and educational activities based on its founding spirit.

Prior to this accreditation review, the Graduate School of Legal Profession had already undergone professional graduate school accreditation review by the Japan Law Foundation (JLF) in 2012 and was accredited. Thus, Japan University Accreditation Association (JUAA) reviewed the School this time by examining the improvements from 2012 onwards from the standpoint of University Accreditation (institutional certified evaluation and accreditation).

After its accreditation review by JUAA in 2007, the University, which has valued foreign language education, has shown unique efforts to provide systematically an education and produce educated persons with a global perspective who are equipped with specializations in their areas of study. It has a fully developed student support system for English language education and has taken significant measures to develop the research and educational environments. It has some issues to address, however, including its educational methods, such as substantiation of its credit system, and student admissions. JUAA hopes that the University will make improvements in these areas.

Notable Strengths

Student Support

- It is commendable that the University offers various programs to enhance students' language proficiency, responding to students' motivations to learn regardless of the faculties to which they belong, and these programs befits the reputation of the University as "Language Studies as a Dokkyo Specialty." In particular, the University has developed extracurricular programs such as "Practical English Communication-Classes held daily," "Summer Intensive English Course," "Spring Intensive English Course," and "TOEIC[®] Intensive Course." Through these courses, students can learn English in their spare time and during spring and summer holidays.

Educational and Research Environment

- It is commendable that the University has made notable efforts to develop an educational and research environment that embodies the University's "Dokkyo University Environmental Declaration," which clarifies the University's position on environmental issues and provides direction for the development of the educational and research environment. In particular, the University has made campus-wide efforts to introduce equipment and appropriate office supplies that save energy and protect the environment, and it has succeeded in reducing energy consumption. The

East Building, which was built in 2010, was adopted as “the model project funded by the Ministry of Land, Infrastructure, Transport, and Tourism to promote the reduction of CO₂ in residential and office buildings.”

- It is commendable that the University has developed a solid system to review and improve the campus environment. In particular, it implements an annual “student questionnaire for the improvement of the educational environment.” The questionnaire surveys students’ satisfaction rate and opinions regarding the ways the academic affairs office, the libraries, and (research) centers respond to them at the reception desks as well as the conditions of university facilities such as the student cafeteria. The results are examined by the “Self-Monitoring and Evaluation Steering Committee” and the “Staff Self-Monitoring, Evaluation and Planning Committee.” These committees then identify the problems, formulate plans to make improvements, decide on the schedules to act on the plans, and then examine the results of improvement plans and efforts.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- In all the faculties and graduate schools, the policies for awarding degrees do not state learning outcomes at the time of program completion. This situation should be improved.
- In master’s and the doctoral programs in the Graduate School of Law, the Graduate School of Foreign Languages, and the Graduate School of Economics, while the policies on degree award and the curriculum design policies have been respectively defined, the same contents apply to both the master’s and the doctoral program. This situation should be improved, so that such policies are revised to appropriately reflect each degree program. In addition, in the Graduate School of Legal Profession, the curriculum design policy has not been defined. The policy should be formulated and made widely available to the public.
- In all the faculties and graduate schools (except the Graduate School of Legal Profession), syllabi do not clearly state learning objectives. They also vary in specificity of their description of evaluation methods. This situation should be improved.
- The maximum number of credits students can register for per year has not been set for fourth-year students in the Department of French in the Faculty of Foreign Languages. In addition, the maximum number has been set high at fifty-two or more for third- and fourth-year students in all the departments (except the Department of French) in the Faculty of Foreign Languages. Similarly, in the Faculty of International Liberal Arts, the maximum number has not been set for third- and fourth-year students; in the Faculty of Economics, the maximum number has been set high at fifty-six for third- and fourth-year students; and the maximum number has not been set for fourth-year students in the Faculty of Law. These situations should be improved in accordance with the purpose of having a credit system.
- In all graduate programs (except the Graduate School of Legal Profession), criteria for examining degree-seeking theses and dissertation have not been clearly stated for students. This situation should be improved, by clearly stating them in the student handbooks such as the “Guidebook for Graduate Study.”

- In all the doctoral programs (except the Graduate School of Legal Profession), some students complete all the requirements except the dissertation, and leave the University before completing the dissertation requirement within the time limit set by the University. Later, when these students submit their dissertations, even though they do not have enrollment status, they are granted doctoral degrees in the same manner as those students continuously enrolled. This is an inappropriate use of the system and that should be corrected. In accordance with the purpose of having doctoral programs, the University should create measures to enhance the degree completion within the required time frame.

Enrollment

- The admission policies in all faculties and graduate schools (except the Graduate School of Legal Profession) offer no clear “images” or descriptions of expected students. This should be improved.
- In the last five years, the average of the ratios of enrolled freshmen to the freshman admission cap is high at 1.27 in the Department of International Legal Studies in the Faculty of Law. This should be improved. Moreover, the ratio of enrolled transfer students to the transfer student cap is low at 0.40 in the Faculty of International Liberal Arts, at 0.40 in the Faculty of Law as a whole, and at 0.00 in the Department of International Legal Studies in the Faculty of Law. This situation should be improved. In addition, the ratio of enrolled students to the student enrollment cap is high at 1.28 in the Department of International Legal Studies in the Faculty of Law. However, the ratio is low in several graduate programs. In particular, it is low at 0.00 in the master’s program and at 0.11 in the doctoral program in the Graduate School of Law; at 0.17 in the doctoral program in the Graduate School of Foreign Languages; at 0.17 in the master’s program and at 0.13 in the doctoral program in the Graduate School of Economics; and at 0.28 in the Graduate School of Legal Profession. These situations should be improved within each program.

Area of Serious Concern

Enrollment

- In the last five years, the average of the ratios of enrolled freshman to the freshman admission cap is high at 1.25 in the Department of Tourism and Transnational Studies in the Faculty of Foreign Languages. In addition, the ratio of enrolled students to the student enrollment cap is high at 1.27 in the Faculty of Foreign Languages as a whole, and it is high in several departments in that faculty, i.e., at 1.25 in the Department of German, at 1.30 in the Department of English, and at 1.25 in the Department of French. This situation must be corrected.