

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

Fukuoka Jo Gakuin University



Basic Information of the Institution	
Ownership: Private	Location: Fukuoka, 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 Fukuoka Jo Gakuin University

Overview

The forerunner of Fukuoka Jo Gakuin University (hereafter, the University), Fukuoka Eiwa Jo Gakkou was established in 1885 under the parent institution, Fukuoka Jo Gakuin. In 1990, Fukuoka Jo Gakuin University was approved as a single-subject university. Thereafter, the University established new departments, faculty, and graduate schools, and has gone through reorganization. Currently, the University contains two faculties, the Faculty of Humanities and the Faculty of Human Relations, and one graduate school, the Graduate School of Human Sciences. The campus is located in Fukuoka city, Fukuoka prefecture, and carries out education and research activities based on the founding idea of “education based on Christian faith.”

This is second accreditation review by Japan University Accreditation Association (JUAA). Since its first accreditation review in 2007, the University has made notable efforts to present a unified image of the University as a whole, and to make its mission and purpose known more widely, including stating its vision and establishing a new logo. In addition, the Graduate School of Human Sciences has begun to make stride in the areas of educational content and methods by providing opportunities to make connections between students through a study camp where former students are also invited. However, several issues remain, including the policies for awarding degrees of the Faculties and Graduate School and the curriculum design policy. It is expected that the University will continue to review and address these issues.

Notable Strengths

Mission and Purpose

- It is commendable that the University promoted the unity of faculty and staff through a series of efforts, including the creation of the University’s logo. The logo integrates the mission and purpose of the University, its sacred phrases, and its vision. The University set up a Branding Promotion Committee, headed by the president, and included all of the faculty and staff in the review of the University’s mission and purpose based on the information gathered through observations of other universities and a large-scale opinion poll intended for stakeholders, including alumni, through holding workshops, the publication of a magazine, and the disclosure of minutes.

Educational Content, Methods, and Outcome

- The Division of Clinical Psychology in the Graduate School of Human Sciences holds a regular two-day study camp that gives graduate students an opportunity to present outcomes of their clinical practice. Former students are also invited to the camp to share the information on practices inside and outside of the University with current students offering them advice. Such study camp is commendable for these experiences further reinforce students’ planning skills and motivations for clinical practice, and has a positive effect on reducing accidents and claims at the practice site by facilitating the transfer of information between students.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- The policies for awarding degrees of each faculty have not been stipulated. This should be improved. In the Graduate School of Human Sciences, the policies for awarding degrees do not state learning outcomes at the time of such as required knowledge and competencies for course completion are not clearly stated. This should be improved.
- The Faculty of Human Relations holds classes that include undergraduate and affiliated junior college students without differentiating the grading methods according to the levels of the students. From the perspective of quality assurance of credit-based degree courses, this needs to be improved.
- The maximum number of credits students can register for per year has been set according to their GPA. Those with a GPA of no less than 2.00 are allowed to register for a maximum of 54, while those with a GPA score of no less than 3.00 are allowed to register for a maximum of 56. However, due to the fact that most students have GPA scores of no less than 2.00, this system should be improved in accordance with the purpose of having a credit system.
- In the Graduate School of Human Sciences, the criteria for assessment have not been defined. The criteria should be clearly indicated to students.
- In the Graduate School of Human Sciences, while the method and content of research guidance and the yearly academic schedule are explained verbally to students, the research guidance plan should be written and made available, for example, in the graduate student handbook.
- In the Graduate School of Human Sciences, the criteria for examining degree-seeking dissertations and for examining the research results for a particular topic are not clearly written. These criteria should be made available, for example, in the graduate student handbook.

Enrollment

- Although it has not reached the completion year, the ratio of enrolled freshman to the freshman admission cap is low at 0.78 in the Department of Literary Arts in the Faculty of Humanities. The number should be improved.
- The ratio of transfer students to the transfer student admission cap is high at 1.30 in the Department of Contemporary Culture in the Faculty of Humanities and at 1.75 in the Department of Psychology in the Faculty of Human Relations; it is low at 0.25 in the Department of Child Development in the Faculty of Human Relations. This should be improved.

Internal Quality Assurance

- The Fukuoka Jo Gakuin Self-Study, Evaluation, Faculty Development Committee Regulations stipulate the implementation of annual self-study as well as the publication of these results. However, there are no records of implementation from the departments, faculties, or committees that are supposed to undergo self-study. Thus, the systematic PDCA cycle is not functioning successfully. Since self-study

have not been implemented according to the regulations, the internal quality assurance system should be reconsidered and improved so that the implementation occurs as planned.