

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

Jobu University



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Gunma, Japan
<b>Accreditation Status</b>	
Year of the Review: 2017	
Accreditation Status: accredited (Accreditation Period: April.01.2018 – March.31.2025)	

## **Certified Evaluation and Accreditation Results for Jobu University**

### **Overview**

Jobu University (hereafter, the University) was established in 1968 by its parent institution, Gakubunkan, founded five years earlier. The University initially consisted of one commerce program, but as a result of expansion and reorganization over the years, the University now has two undergraduate schools (Faculty of Business Information Sciences and Faculty of Nursing) and the Graduate School of Business Administration (a master's program). With campuses in the cities of Isesaki and Takasaki, Gunma Prefecture, the University carries out education and research activities guided by its founding spirit of "arakusadamashii (the spirit of endurance and tenacity)."

After its accreditation review by Japan University Accreditation Association (JUAA) in 2010, the University has made several organizational changes. In 2014, three departments under the Faculty of Business Information Sciences and two departments under the Faculty of Management Information Sciences were integrated into two departments under the Faculty of Business Information Sciences. The Self-Study Promotion Committee was later launched as a working group reporting to the Education Research Center Steering Committee. Before applying for this latest university evaluation and accreditation review, the new committee put together in 2016 the Report on Internal Evaluation Results, a compilation of the self-study reports of day-to-day activities submitted by Corporate Headquarters, Education and Research Center, the FD Committees of the graduate school and two undergraduate schools, and the committees and organizations of each faculty. For all these efforts, however, the roles of the organizations tasked with shaping these interventions into actual improvement and reform have yet to be defined.

The review recognizes the Sports Medical Support Center established as part of the university reorganization as a distinguishing feature of the University. Created in conjunction with the Judo Therapist Course of the Department of Sports and Health Management, Faculty of Business Information Sciences, the facility helps to promote the education goals of the Judo Therapist Course and also supports extracurricular activities.

The review also found that some issues previously identified as areas of

improvement remain unaddressed. The University is advised to address these issues, for example, the failure to stipulate the goals of each faculty in the university regulations and the lack of assessment criteria for selecting graduate school teaching staff. Over-enrollment in the Faculty of Nursing is another problem that requires attention. To address these issues, the University is advised to develop and implement systematic policies and processes on a university-wide basis to assure the quality of its education, and JUAA looks forward to its continued progress.

## **Notable Strengths**

### *Education and Research Organization*

- The Sports Medical Support Center catering to the entire university community not only serves as a practical training grounds for students of the Judo Therapist Course in the Department of Sports and Health Management, Faculty of Business Information Sciences, but also provides physical care to students participating in sports, which are popular extracurricular activities at the University. Aspiring therapists can support the training or rehabilitation of injured fellow students under teacher supervision outside of class. The Center is both a place to receive care and to practice giving care and is commended for serving the two functions of teaching and student support.

## **Suggestions for Improvement**

### *Mission and Purpose*

- The University is advised to stipulate the education and research objectives of each undergraduate school in the university regulations or other such regulations, including the objectives of student development.

### *Faculty and Faculty Organization*

- The Graduate School of Business Administration is advised to establish assessment criteria for selecting graduate school teaching staff.

### *Educational Content, Methods, and Outcome*

- The undergraduate and graduate schools are advised to stipulate the learning objectives that students are expected to achieve upon completion of the program in their degree award policy statements.
- The undergraduate and graduate schools are advised to stipulate the basic policy relating to teaching content and methods in their curriculum design and implementation policy.
- Although the syllabus is produced in a uniform format across the University, the level of details varies from course to course, with some parts missing the weight of evaluation items in the final grade under “grading methods and criteria.” The University is advised to address this issue.
- The Faculty of Business Information Sciences is advised to implement an independent faculty development program for improving teaching content and methods.
- The Graduate School of Business Administration is advised to establish assessment standards for research paper on a specific topic, which should be separate from the master’s thesis assessment standards, and to publish these standards in the “Master’s Program in Business Administration Graduate Course Overview” or other such publications.

### *Student Support*

- In the student counseling room and the infirmary on both campuses, a counselor and a physician are on duty just once a week. The University is advised to ensure the facilities are staffed by professional healthcare providers throughout the week.

### *Internal Quality Assurance*

- The University launched the Self-Study Promotion Committee as a working group reporting to the Education Research Center Steering Committee to perform

self-study. However, the roles and relationships of these organizations are unclear, and the mechanisms to translate the self-study results into improvement activities are weak. The University is advised to define its commitment toward internal quality assurance, perform self-study more regularly, and put in place policies and processes for linking the findings to improvement interventions.

### **Area of Serious Concern**

#### *Enrollment*

- The average ratio of freshman enrollment to the freshman enrollment cap over the past five years and the ratio of student enrollment to the student enrollment cap are high at 1.30 and 1.21, respectively, in the Faculty of Nursing, and must be lowered.