

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: 2021	
Accreditation Status: accredited (Accreditation Period: April.1.2022 – March 31, 2029)	

Certified Evaluation and Accreditation Results for Fukuoka Jo Gakuin University

Overview

Fukuoka Jo Gakuin University embraces the school founder's desire to create a school where women can find a new way of life. It has made efforts to educate women with a global perspective, in keeping with the founding spirit that is based on Christianity. Since the school's establishment, the educational mission and purpose are expressed with the academy's verse "I am the vine; you are the branches. If you remain in me, and I in you, you will bear much fruit; apart from me you can do nothing." The vision of the University was formed based on this verse, valuing "connections" as its mission and purpose. The University created a medium-term plan in 2015 with "becoming a university that is chosen" as the theme, and VISION 150/2035 as its long-term plan in 2017 toward the 150th anniversary of the school's founding. It laid out a policy aiming for stable management, and the University is undergoing initiatives toward improving education and research activities.

Concerning internal quality assurance, the Self-Study and FD Committee has commenced a review of university-wide education activities, but the organic relationship between this committee and various divisions has not been developed, and concluding that functions necessary for educational management are working properly is difficult. Further, to enable the PDCA cycle to function university-wide, fundamental reform is necessary.

Regarding education, based on the degree award policy (diploma policy) and the curriculum design and implementation policy (curriculum policy), curricula have been appropriately organized. A distinctive feature of education is the strengthening in basic education by making certain courses in the information and career subjects compulsory for all students of the University, such as Fukuoka Jo Gakuin University, Bible Overview, and History and Culture of Christianity, which reflect the founding spirit. Nevertheless, the issue of substantiating credits must be improved, such as the fact that the maximum number of credits that a student can register for is not set for transfer students. Issues regarding recognizing and utilizing learning outcomes are also insufficient and must be further improved.

In terms of student support, initiatives worth noting are being conducted, with a psychological counseling room available for students and cooperation across divisions for thorough support of students. Students are also actively encouraged to

support each other in the form of peer support activities. As career support, the original text is used for career education starting in the first year, providing an opportunity for students to contemplate their future early on, which is commendable.

Meanwhile, for student enrollment in a portion of faculties, the average ratio of freshman enrollment to the freshman enrollment cap in the last five years has been high, which is a point that must be improved, and measures to ensure proper quota management should be taken. Moving on, a structure should be set immediately so that the Self-Study and FD Committee can function sufficiently as the organization promoting internal quality assurance. The JUAA hopes problems are solved smoothly throughout the University for quality enhancement of education and that unique initiatives are expanded further.

Notable Strengths

Student Support

- The student psychological counseling room has a counselor to supervise while volunteer students provide peer support activities and create a comfortable environment for students, and several students come to visit. With the peer support activities, volunteer students are called upon to conduct peer support study groups and discussion groups for students facing the same issues. Students can interact among themselves, including those who seek support, which proves to be an opportunity, particularly for the growth of participating students. Faculty member training has also been conducted for over ten years to support students with disabilities, which largely contributed to fostering awareness within the University. It is commendable that the University takes various initiatives to provide an environment where students can feel safe from a physical and mental well-being perspective to concentrate on their studies.
- The Career Development Education Center offers systematic career education uniformly throughout the University. The original text is used in the first year, and students are provided an opportunity to contemplate their future and their university life leading to it. In the second and third years, students learn about specific job categories and industries. These courses are taught by guest lecturers invited to the University who will serve as role models for students and are adjusted each year to match changes in society and the needs of students. By raising awareness among students from the first year, many students participate each year in internships conducted both as part of and outside standard classes,

and career education combining class sessions and practical learning can be commended given the mission and purpose of the University.

Suggestions for Improvement

Educational Program and Learning Outcomes

- A limit on the number of credits that a student can register for is not set for transfer students. Although guidance for taking courses is offered individually, it does not ensure substantiation of credits. This should be improved.
- In the Graduate School of Human Science, learning outcomes are measured by thesis examination, but there is no correlation identified between the thesis examination criteria and the degree award policy. Improvements should be made so that learning outcomes can be recognized using appropriate benchmarks.

Student Enrollment

- In the Department of Literary Arts in the Faculty of Humanities, the admission policy does not indicate the ideal student profile, which must be improved.

Recommendation

Internal Quality Assurance

- The division of roles among and correlation between the Self-Study and FD Committee, the entity promoting internal quality assurance university-wide, and the IR Committee, an organization related to internal quality assurance university-wide are unclear, and discrepancies exist between regulations and actual conditions. Checks and reviews on an undergraduate and graduate school level and the resulting feedback, as well as formulation of a reform plan for the following year, are not being provided appropriately, and concluding that the PDCA cycle is functioning appropriately is difficult. Moreover, it is unclear which organization is responsible for the promotion of internal quality assurance that should be deliberating improvements in the curriculum based on the results of checks and reviews of the undergraduate and graduate divisions. Corrections should therefore be performed so that organizations involved in internal quality assurance promotion overall including educational management are restructured, relevant regulations and policies reviewed, and the PDCA cycle made to function appropriately for university-wide, undergraduate and graduate division, department and major, and relevant member level.

Student Enrollment

- In the last five years, the average ratios of freshman enrollment to the freshman enrollment cap have been high at 1.29 for the Faculty of International Career Development, 1.27 for the Department of English as a Global Language, and 1.30 for the Department of International Career Development. The University should make significant improvements in undergraduate student quota management.