

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

**Bunkyo Gakuin University**



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2020	
Accreditation Status: accredited (Accreditation Period: April.1.2021 – March.31.2028)	

## **Certified Evaluation and Accreditation Results for Bunkyo Gakuin University**

### **Overview**

Bunkyo Gakuin University prescribes “independence and coexistence” as its founding spirit, and “sincerity, diligence, and benevolence” as its school motto. Based on this founding spirit and motto, “B's Vision for 2024” was formulated as a mid-to-long term plan, and it has been recognized that various activities for enhancing education and research, including maintenance of the facilities, are being carried out according to the plan established there.

Regarding internal quality assurance, although the PDCA cycle is acknowledged for each faculty / graduate school and each department, the policy for each criterion is not precise, and checks and reviews based on the policy are not properly conducted. The systematic division of roles and sharing of responsibilities between the “Internal Quality Assurance Committee”, which is the organization in charge of internal quality assurance for education and learning, and the “Expanded Internal Quality Assurance Committee”, which is the University-wide internal quality assurance promotion organization established since AY 2019 is unclear. Also, since the methods of improvement and guidance for checking and review activities for each faculty / graduate school and each department are also unclear, it cannot be readily said that a University-wide management system has been established, and since actual operations have not been carried out, the process of linking those results to improvements also remains imprecise. In addition, in AY 2020, the “University-wide Policy for Internal Quality Assurance” was established, and the “Check and Review Committee”, “Internal Quality Assurance Committee” and the “Benchmark Committee” were abolished. Therefore, as part of substantial alterations made, the name of the existing “Expanded Internal Quality Assurance Committee” was changed and the organization reorganized into the “Internal Quality Assurance Committee.” Since the regulations concerning internal quality assurance for each committee have not been established and actual operations are still in the stage of future planning, we hope these will be actualized for further improvement and implementation, and that internal quality assurance will be revised to function properly in accordance with the same policy.

With regard to education, all faculties and graduate schools generally organize appropriate curricula based on the degree award policy (diploma policy) and curriculum design and implementation policy (curriculum policy). In undergraduate programs, active

learning type lessons centered on PBL, in which students independently solve problems, are conducted mainly through exercises and practical training subjects. By appropriately combining course work and research work in master's programs, consideration is given to an education that allows the simultaneous progress of completing a systematic curriculum and creating a master's thesis or research project. However, some graduate schools do not present basic ideas on organizing and implementing the curriculum. This should be improved. In addition, some graduate schools have not formulated examination criteria for research results of specific subjects, and this should be revised so that these can be determined and made public. Furthermore, with regard to ascertaining and assessing the learning outcomes of students specified in the degree award policy, attempts are being made to measure the learning outcomes using various indicators, but the relationship between the goals defined in the degree award policy and the learning outcomes, as well as being unable to say that the relationship between them and each index is clearly organized, beckons improvements from the “Academic IR Committee” and the “Internal Quality Assurance Committee” which will be newly reorganized from AY 2021.

On the matter of student support, the “SLF (Student Leaders Forum) Committee (hereinafter referred to as the “SLF Committee”)” has been established based on the regulations with the aim of elevating student motivation and fostering leaders. A system in place to reflect the opinions of students in University reform via the regular exchanges of opinions between student representatives and the University is a superb feature. There are cases where the campus environment is being improved as a result of discussions at the “SLF Committee,” and it will be an opportunity to improve checks and reviews of University student support in the future, so further development is expected.

A range of programs for social cooperation and social contribution activities are being implemented in various faculties and centers, and although substantial contributions to the local community are being acknowledged, those programs are being implemented in each faculty and center, so in the future they are expected to develop into social contribution activities based on management of the entire University.

In general, various efforts are being made in each faculty and graduate school as well as in each department at Bunkyo Gakuin University. On the other hand, there are some inadequate points cropping up in the formulation of University-wide policies, and individual activities are not based on the management of the entire University, so it cannot be said that University-wide checks and reviews are being carried out sufficiently. Going forward, under the leadership of the University President, these problems will be resolved by means of efforts centered on the “Internal Quality Assurance Committee” which is

scheduled to be reorganized from AY 2021. We also hope that the medium- to long-term plan will be achieved by further developing the excellent efforts that are currently underway.

## **Notable Strengths**

### *Student Support*

- The establishment of the “SLF Committee” as a formal organization based on the regulations as an opportunity that allows students to make direct proposals to the University regarding student support is founded on the motivation of students, the development of leaders, and the latest activities. This has led to a “revitalization of the University” such as promoting exchanges between students and cultivating a deeper understanding of diversity, and it can be commended because it is expected to be an opportunity to improve the checks and reviews of student support at the University in the future.

## **Suggestions for Improvement**

### *Educational Program and Learning Outcomes*

- The curriculum design and implementation policy does not present the basic ideas on curriculum implementation in the Master's Program in Human Studies, Graduate School of Human Studies, and on curriculum organization and implementation in the Master's Program in Health Care Science, Graduate School of Health Care Science. This should be improved.
- All faculties and graduate schools are trying to measure learning outcomes using various indicators such as class evaluation questionnaires and PROG tests, but as the relationship between these factors and the goals and learning outcomes defined in the degree award policy as well as the relationship between these and each indicator is unclear, this should be improved.

### *Student Enrollment*

- The ratio of student enrollment to the student enrollment cap is low at 0.15 for the

Master's Program in English Communication and 0.38 for the Master's Program in Human Studies. Therefore, the University should significantly improve graduate school quota management.

## **Recommendations**

### *Internal Quality Assurance*

- Although the “Internal Quality Assurance Committee” and “University Common Task Force” have been positioned as organizations that promote internal quality assurance, the authority and distribution of roles at each organization as well as the process and methods of support for the improvement of the “Faculty and Graduate School Task Force” by the “Internal Quality Assurance Committee” are unclear. Since this is not actually in operation, it cannot be said that the internal quality assurance set-up and system that includes University-wide management has been properly constructed. In addition, the policies for each criterion have not been clarified, while checks and reviews based on the policies have not been carried out appropriately. Based on the “University-wide Policy for Internal Quality Assurance” devised in AY 2020, the University should ideally correct this so that the internal quality assurance system will function properly in order to enhance education and improve learning outcomes.

### *Educational Program and Learning Outcomes*

- In the Master's Programs in the Graduate School of Business Administration, Graduate School of Human Studies, and Graduate School of Health Care Science, examination criteria for research results of specific subjects have not been formulated, and this should be revised so that these can be determined and made public.

### *Student Enrollment*

- In the last five years, the average ratios of freshman enrollment to the freshman enrollment cap and the ratio of student enrollment to the student enrollment cap have been low at 0.72 and 0.68, respectively, for the Faculty of Human Studies, Social Welfare and Social Work Department. The University should significantly improve faculty quota management.