

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

**Hosei University**

<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Tokyo, Japan
<b>Accreditation Status</b>	
Year of the Review: 2012	
Accreditation Status: accredited (Accreditation Period: April 1, 2013 – March 31, 2020)	
<b>Related Links</b>	
Hosei University: <a href="http://www.hosei.ac.jp/english/">http://www.hosei.ac.jp/english/</a>	
Full Text of the Accreditation Results (in Japanese): <a href="http://www.juaa.or.jp/accreditation/university/result_2012.html">http://www.juaa.or.jp/accreditation/university/result_2012.html</a>	
Accreditation Standards, Process and other related information (in English): <a href="http://www.juaa.or.jp/en/accreditation/university.html">http://www.juaa.or.jp/en/accreditation/university.html</a>	

## Certified Evaluation and Accreditation Results for Hosei University

### Notable Strengths

#### *Education and research organization*

- It is commendable that Hosei University has developed a university-wide plan to improve faculty's teaching and students' self-directed studies. In particular, the university has developed the Center for Higher Education Development and Support. The Center comprises: the Faculty Development Center, which is in charge of implementing and analyzing results of questionnaire surveys to improve teaching, organizing training sessions for faculty members, and promoting effective use of syllabi; the Liberal Arts Centers at the Ichigaya and Koganei Campuses, which support the development of campus-wide liberal arts education with its mission, purposes, courses, and curriculum (e.g., information and communication technology [ICT] and English language education); and the Learning Environment Support Center, which has served to facilitate students' self-directed learning in terms of credit substantiation (e.g., the operation of "learning stations").

#### *Educational content, methods, and outcome*

- It is commendable that the Faculty of Intercultural Communication has made organizational efforts for its study abroad program. In particular, the Faculty has established the Study Abroad (SA) Committee to oversee and support the implementation of the required study abroad program. The program offers academic and general advice at pre-studying-abroad sessions. During their study abroad experience, students are required to send monthly online reports to the university. Upon their return, they submit SA Returnee Reports.
- It is commendable that the Graduate School of Intercultural Communication has made efforts to raise the level of teaching. In particular, its faculty members have composed teaching effectiveness reports for their courses at the end of the term. The reports, which contain information about the implementation of the syllabi, encourage faculty members to find problems as well as achievements and successes in their teaching, to reflect on their challenges and shortcomings, and to make efforts to improve their educational methods. The School also compiles the information in order for the faculty to deliberate together on the issues of teaching.

#### *Administration and finance*

- It is commendable that the university has made efforts to encourage administrative staff to carry out their duties more effectively and vitalize the entire administration system. For example, the Human Resource Web Service enables staff to disseminate and share the information about the objectives formulated by different divisions and sections in order to achieve the university's mission and vision and to promote cooperation between different sections. In addition, the university has initiated the Gyomu Kaizen ("operation quality control"), a program with three aims: enhancing the ability of individual staff, building a strong organization by continuous improvement of operations, and vitalizing the administrative staff. The staff has shared their quality control efforts in their Gyomu Kaizen with other staff members in their sections and across the university.

#### *Internal quality assurance*

- It is commendable that the university has made annual efforts to ensure the university's internal quality, with an effectively functioning Plan-Do-Check-Act (PDCA) cycle in place throughout the university. In particular, each undergraduate Faculty and Graduate School has its own committees on quality assurance that engage in self-studies and evaluations. The results are submitted to the university-wide Committee on Self-Studies, and then examined objectively by the University Evaluation Committee comprised of academics and intellectuals on and off campus. The Overseeing Self-Study and Evaluation Design Committee plans, designs, and makes adjustments in internal quality assurance activities. These three university-level committees share a secretariat, the Quality Assurance Office. This office is also in charge of managing the University Evaluation Support system database, which accumulates diverse data for evaluating the university. Information from the database is made public and used frequently for the university's evaluation activities.

### **Suggestions for Improvement**

#### *Faculty and faculty organization*

- In the Faculty of Law and the Faculty of Literature, the criteria for screening applicants for faculty positions as well as promoting, re-appointing, and dismissing faculty members have not been clearly stipulated. In the Faculty of Economics, the criteria are stipulated but insufficient. These should be appropriately clarified and documented.
- Many Faculties and Graduate Schools do not implement measures for improving faculty quality other than holding workshops on educational content and methods, with the exception of new faculty orientation sessions. This must be improved appropriately.

#### *Educational content, methods, and outcome*

- Concerning the policies for curriculum organization and implementation, the Graduate School of Politics and the Graduate School of Engineering state explanations of their courses and educational methods without stating actual principles for organizing and implementing the curriculum. This is insufficient and should be improved.
- Regarding the policies for awarding degrees, the doctoral program in the Graduate School of Intercultural Communication, the master's program in the Graduate School of Politics, and the master's program in the Graduate School of Computer and Information Science do not state learning outcomes at the time of completing the programs. This should be improved. In addition, in the Graduate School of Regional Policy Design and the Graduate School of Engineering and Design, learning outcomes for completing the programs have not been stipulated for doctorate and master's programs separately. The respective outcomes should be set for the master's and doctoral programs.
- Curricula in the doctoral programs in ten Graduate Schools (i.e., the Graduate School of Humanities, the Graduate School of Intercultural Communication, the Graduate School of Economics, the Graduate School of Law, the Graduate School of Politics, the Graduate School of Sociology, the Graduate School of Business Administration, the Graduate School of Regional Policy Design, the Graduate

School of Engineering, and the Graduate School of Computer and Sciences) do not combine coursework and research appropriately. The curricula should be revised to offer the educational content appropriate for these programs in accordance with the purpose of having course-based doctoral programs.

- In the Faculty of Economics, approximately 90 percent of the students want to take the elective seminars for second-year students and above, but 10 percent are unable to do so due to the limited number of seats available in the seminars. The university should develop a system to meet student demand, so as not to discourage students' motivation.
- The Graduate School of Accountancy does not have clear criteria for examining degree-seeking theses and dissertations. They should be clarified and specifically indicated to graduate students in the Course Catalog (and other handbooks).

#### *Enrollment*

- In terms of admission policies, the Faculty of Social Policy and Administration, the Graduate School of Politics, the Department of Business Administration in the Graduate School of Business Administration, and the Graduate School of Engineering stipulate the application and screening procedures and characteristics of freshmen; however, they do not concretely state the type of prospective students they are looking for. This should be improved by clearly and concretely stating desired profile of incoming students.
- In the last five years, the average of the ratios of enrolled freshmen to the freshman admission cap is high at 1.20 in the Department of Architecture in the Faculty of Engineering and Design. The ratio of enrolled students to the student enrollment cap is high at 1.21 in the Department of Electronic and Electrical Engineering in the Faculty of Science and Engineering, and 3.33 in the doctoral program of the Graduate School of Regional Policy Design. The ratio is low at 0.32 in the master's program in the Graduate School of Economics, and 0.20 in the master's program in the Graduate School of Law. These numbers should be improved.
- The ratio of transfer students to the transfer student admission cap is low at 0.25 in both the Department of Law and the Department of Political Science in the Faculty of Law. This should be improved.

#### *Education and research environment*

- The Koganei campus library does not have a qualified full-time librarian. This should be improved.