

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

Hokkaido Bunkyo University



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Hokkaido, 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 Hokkaido Bunkyo University**

### **Overview**

Hokkaido Bunkyo University (hereafter, the University) originally started as Hokkaido Women's Eiyo College, which was founded in 1942 and was renamed Hokkaido Eiyo College in 1947 and Hokkaido Eiyo Junior College in 1963. Through reorganization in 1999, the University was founded in Eniwa City, Hokkaido as a single-department college comprised of the Faculty of Foreign Languages. The University opened the Faculty of Human Science and the Graduate School of Global Communication (Master's Program) in 2003, and following that, departments were added in the Faculty of Human Science, and then three departments in the Faculty of Foreign Languages were combined into one department in 2010. With the establishment of the Graduate School of Health and Nutritional Science (Master's Program) in 2015, the University is currently comprised of two faculties (the Faculty of Foreign Languages and the Faculty of Human Science) and two graduate schools (the Graduate School of Global Communication and the Graduate School of Health and Nutritional Science). The University established the Graduate School of Rehabilitation Science (Master's Program) and the Graduate School of Child Development (Master's Program) in 2017. The University conducts education and research activities based on the school philosophy of "steady progress with purity and honesty."

Following the previous accreditation review, the University set as major goals the "Realization of the Philosophy and Purposes and Assurance and Enhancement of University Educational Quality" and "Transmission to Society" and built a structure in which the University Evaluation Committee, the University Reform General Promotion Council, and the Education Development Center play central roles in efforts towards improvement. In addition to regular curriculum revisions and other curriculum improvements, the University has made efforts to improve and reform its education and research activities including the establishment of the Graduate School of Health and Nutritional Science and eight centers.

Cooperation with and contribution to society as an "open knowledge center" are university-wide initiatives in which students also participate. In particular, support for child-rearing education mainly at the Child-Rearing Education Community Support Center (Bunkyo Penguin Room) and support for elementary and junior high schools

through assistant teachers are initiatives taken by students and faculty members and other staff working as one beyond the borders of the university departments, leading to not only contribution to the community but also higher learning motivation among students, and this is worthy of special mention.

However, issues can be seen with respect to quota management in multiple departments and those must be rectified. Issues can also be seen in matters such as the setting of a limit on the number of credits for which undergraduate students can register in a year and faculty development (FD) activities, FD activities and thesis examination criteria with respect to graduate schools, and self-study in line with regulations with respect to the entire university, so it is necessary to rectify these issues by ensuring that the internal quality assurance system functions.

## **Notable Strengths**

### *Social Cooperation and Contribution*

- The Child-Rearing Education Community Support Center (Bunkyo Penguin Room) continuously promotes community support activities through consultation, open lectures and special lectures related to child-rearing as an opportunity for interaction between parents and children in the community. Further, in addition to engagement with children by volunteer students, the Development Capability Cultivation Program developed by the center is provided along with compulsory lectures in the Department of Child Development and that leads to the enhancement of students' motivation to learn. Since 2016, the same program has been provided in the Maternity Nursing Practical Training by Child-Rearing Support Facilities for students aiming to be nurses, including joint research between the center and the Department of Nursing. It is commendable that that program has become an initiative that extends beyond the borders of the departments.
- Volunteer students at the Department of International Language Studies of the Faculty of Foreign Languages and the Department of Health and Nutrition and the Department of Child Development of the Faculty of Human Science provide support for classes in local elementary and junior high schools once a week as assistant teachers. That has a learning effect for the students before starting

teaching practice as pre-practice, and serves as an opportunity for students wishing to become teachers to develop an awareness of their career paths. Further, since 2016, it has become possible for every elementary and junior high school in the city to accept assistant teachers, and it is commended that that is leading to not only contribution to the community but also to the enhancement of students' motivation to learn.

## **Suggestions for Improvement**

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

- At the Department of Health and Nutrition and the Department of Child Development of the Faculty of Human Science, although it is not necessarily essential to pass a national examination and acquire a national qualification or to acquire eligibility for admission to a national examination, students can register for a number of credits exceeding the predetermined limit. Further, at the Department of Child Development, although the subjects of the teacher's license program are counted in the graduation requirements, students can register for a number of credits exceeding the limit, and there is effectively no limit on the number of credits for which students can register in a year, so that needs to be rectified in light of the purpose of the credit system.
- The Faculty of Human Science does not conduct its own FD activities for the entire faculty to improve educational content and methods, etc., and the Department of Child Development of the Faculty of Human Science conducts no such activities. The Graduate School of Global Communication does not conduct such activities either. The University should work to rectify these issues.
- The Graduate School of Health and Nutritional Science has no clearly written thesis examination criteria for Master's program. The University should address this issue by clearly stipulating the criteria in the Student Handbook or other materials.

### *Internal Quality Assurance*

- An internal quality assurance system is in place based on the Internal Quality Assurance Policy, but the University as a whole does not systematically and sufficiently conduct a regular self-study other than when it undergoes a periodic certified accreditation review, and it cannot be said that the system to link the results of self-study to improvements is properly functioning. This issue needs to be addressed in the future by the University to conduct self-study in accordance with that policy and link the results to improvements and advancement, and to announce the results to the public, thereby ensuring that the internal quality assurance system functions properly.

### **Area of Serious Concern**

#### *Enrollment*

- The average of ratios of freshman enrollment to the freshman enrollment cap over the last five years and the ratio of student enrollment to the student enrollment cap are low at the Faculty of Foreign Languages at 0.76 and 0.79, respectively, and they are high at the Department of Physical Therapy of the Faculty of Human Science with both at 1.28 and at the Department of Occupational Therapy of the Faculty of Human Science at 1.20 and 1.21, respectively. These must be improved.