

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

RIKKYO UNIVERSITY



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

### **Overview**

Rikkyo University (hereafter, the University) has its origin in Rikkyo School, which was a private school founded in 1874 by Bishop Channing Moore Williams, an Episcopal Church missionary. The University was later approved as a university under the University Ordinance in 1922 and is currently a comprehensive university comprised of 10 faculties (College of Arts, College of Economics, College of Science, College of Sociology, College of Law and Politics, College of Tourism, College of Community and Human Services, College of Business, College of Contemporary Psychology, and College of Intercultural Communication) and 14 graduate schools (Graduate School of Arts, Graduate School of Economics, Graduate School of Science, Graduate School of Sociology, Graduate School of Law and Politics, Graduate School of Tourism, Graduate School of Community and Human Services, Graduate School of Business Administration, Graduate School of Social Design Studies, Graduate School of Intercultural Communication, Graduate School of Business, Graduate School of Contemporary Psychology, Graduate School of Christian Studies, and Law School). In addition to its Ikebukuro Campus in Toshima Ward, Tokyo, the University offers the Niiza Campus in Niiza City, Saitama Prefecture, where it conducts education and research activities focusing on liberal arts and internationalization.

Following the accreditation review by Japan University Accreditation Association (JUAA) in 2011, the University has diligently worked on university-wide educational improvements in order to internationalize the university, promote active learning, and enhance the learning system based on actual experience in society through Deans' Council, Educational Reforms Meeting, and other occasions under the leadership of the President, Senior Vice President, Vice President, and the Dean, President's Office. With respect to internationalization of the University, since being selected for the Ministry of Education, Culture, Sports, Science and Technology's "Top Global University Project" in 2014, the University has announced its internationalization strategy called Rikkyo Global 24 to society at large; it has also established the Organization for Global Initiatives and developed various activities with the aim of promoting globalization.

This latest accreditation review commends the launch of the Rikkyo Learning Style (Rikkyo University Integrated Undergraduate Programs) in 2016 is a distinctive feature of the University, in which regular and extracurricular subject activities are considered in an integrated

manner, and the entire four-year period is grouped into three phases of student life to reflect the growth process of each individual student. The University is energetically engaged in the “nurturing cultivated persons with specialized knowledge,” which is the university’s undergraduate educational philosophy.

The University is also commended for such initiatives as (i) introducing new entrance exams for the purpose of cultivating globally-aspired individuals, (ii) providing fine-tuned assistance to disabled students, and (iii) offering ongoing reconstruction assistance to areas afflicted by the Great East Japan Earthquake.

On the other hand, many of the graduate schools have issues such as student quota management, policy details, coursework setting in the doctoral programs, and formulating research guidance plans, so the University is expected to carry out comprehensive reforms for its graduate schools.

## **Notable Strengths**

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

- The RIKKYO Learning Style (Integrated Undergraduate Programs), implemented at all faculties, groups student life into the “Introduction Phase” (1st year spring semester), “Development Phase” (1st year fall semester to the 2nd year fall semester), and “Completion Phase” (3rd year spring semester to the 4th year fall semester), and examines the university-wide liberal arts subjects, specialized subjects, and regular and extracurricular activities in an integrated manner from the students’ perspective, where the entire four-year study period is designed in line with the students’ growth process. The University also creates for students a learning environment that promotes autonomous study by numbering all subjects and clearly and simply showing the specialized areas and levels of difficulty to students. This is commended as a curriculum that embodies the University’s undergraduate education philosophy of “cultivating cultured individuals with expertise.”
- The College of Business provides as part of its educational guidance a two-day welcome camp for new students, along with a lunch meeting held during each spring semester attended by the dean of the college and first-year students. The welcome camp for new students, faculty members and student assistants (SA) provides project-based programs to facilitate new students moving smoothly on to the first-year’s compulsory subject

“Leadership-Introduction.” The University also facilitates the personal growth of SAs as role models for students. At the lunch meeting for first-year students, the dean of the college instructs on the knowledge and attitudes necessary to succeed at the college. The dean also listens to opinions and suggestions from students and utilizes this input for the improvement of classes. It is commendable that through these initiatives the University is striving to enhance the learning motivation among students while improving the quality of education.

### *Enrollment*

- Based on its internationalization strategy known as “Rikkyo Global 24,” intended to produce new global leaders who can “think and act independently and live in harmony with the world,” the University has introduced a “Global Format” entrance exam (General Entrance Exam) to all faculties ahead of other Japanese universities, utilizing English qualifications and certification tests to assess the candidates’ four language skills of listening, speaking, reading and writing. In this system, each English qualification and certification test has its own achievement level to indicate that the candidate has the requisite communication skills for studying abroad or taking specialized courses offered in English, and the candidates who meet the required level are exempted from taking the University’s English exam. The admission of many more students with advanced language skills will invigorate the entire University, and is commendable as an initiative in line with the international education promoted by the University.

### *Student Support*

- The University provides appropriate support for disabled students, such as establishing and announcing the “Rikkyo University Disabled Student Support Guidelines” and setting up the “Students with Disabilities Support Office.” The University has also developed the “A Manual on Specific Cases of Supporting Students with Disabilities (Class Practices)” and the “Rikkyo University Students with Disabilities Support Policy,” which sets specific support standards that are shared within the University. Moreover, the University organizes the “Persons with Disabilities (Students, Faculty, and Staff) Support Network” as well as a job placement program for disabled students in coordination with its career center, with approximately 80% of the students wishing to work after graduation able to find employment. It is commendable that the University provides students with fine-tuned

support from entry to graduation.

### *Social Cooperation and Contribution*

- The University has established the “Great East Japan Earthquake Reconstruction Support Headquarters” under its guidelines to facilitate the development of reconstruction support activities for victims of the Great East Japan Earthquake in all areas of the University’s affairs, including education, research and social contribution activities, and conducts various reconstruction support activities, such as volunteer activities and reconstruction support-related research activities, through university-wide coordination and cooperation. In particular, the University has designated Rikuzentakata City in Iwate Prefecture as a priority support area, and in 2012, the university entered into an agreement with Rikuzentakata City for collaboration and exchanges, and is working on interregional exchanges and revitalization of local areas through planning and participating in events and providing student fieldwork and staff training. The University also established the Rikuzentakata Global Campus in April 2017 jointly with a university in the afflicted area as well as the Rikkyo University Rikuzentakata Satellite on the same campus. In these ways, the University has developed various initiatives including lectures for citizens and experience-based learning programs for students. It is commendable that the University has continuously worked to provide reconstruction support.

### **Suggestions for Improvement**

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

- The degree award policies for graduate schools other than the Law School do not demonstrate the learning outcomes such as knowledge and abilities students are expected to have acquired upon completion of the course. This situation should be corrected.
- The curriculum design and implementation policies for graduate schools other than the Graduate School of Business Administration and the Law School do not show the basic concepts related to matters such as educational content and educational methods. This situation should be corrected.
- It cannot be said that research work and course work are appropriately combined in the

curricula of the Doctoral Programs of the Graduate School of Arts, Graduate School of Science, Graduate School of Sociology, Graduate School of Law and Politics, Graduate School of Tourism, Graduate School of Community and Human Services, Graduate School of Intercultural Communication, Graduate School of Business, Graduate School of Contemporary Psychology, and Graduate School of Christian Studies. These graduate schools need to provide educational content appropriate to those programs in light of the purpose of the program-based graduate school system.

- In the Master's Program of the Graduate School of Law and Politics, the methods to assess academic achievement in the subjects offered by the College of Law and Politics that are recognized as credits required to complete the master's program are the same as those used at the College of Law and Politics. This issue should be addressed in light of education quality assurance.
- At the College of Law and Politics, the number of credits for which students can register in a year is limited to 48 credits, but the Practice Thesis and the Overseas Research Thesis are not included in that limit. This situation should be corrected in light of the purpose of the credit system.
- No examination criteria for the Final Research Project are specified for the Master of International Business (MIB), Master's Program in International Business, the Graduate School of Business. This situation should be corrected.

### *Enrollment*

- The ratio of student enrollment to the student enrollment cap in the Doctoral Program of the Graduate School of Community and Human Services is high at 2.20, and low at 0.49 for the Master's Program of the Graduate School of Arts, 0.13 for the Master's Program of the Graduate School of Law and Politics, 0.18 for the Master's Program of the Graduate School of Tourism, and 0.34 for the Master's Program of the Graduate School of Community and Human Services. These numbers should be improved.

**Area of Serious Concern***Educational Content, Methods, and Outcome*

- No research supervision plan has been formulated for the Doctoral Programs of the Graduate School of Arts, Graduate School of Science, Graduate School of Sociology, Graduate School of Law and Politics, Graduate School of Community and Human Services, Graduate School of Business Administration, Graduate School of Business, Graduate School of Contemporary Psychology, and Graduate School of Christian Studies. This issue should be addressed to ensure that research supervision and thesis or dissertation preparation supervision can be provided based on a research supervision plan.