

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

Ritsumeikan Asia Pacific University



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Oita, Japan
<b>Accreditation Status</b>	
Year of the Review: 2015	
Accreditation Status: Accredited (Accreditation Period: April.01.2016 – March.31.2023)	

## Certified Evaluation and Accreditation Results for Ritsumeikan Asia Pacific University

### Overview

Ritsumeikan Asia Pacific University (hereafter, the University) was founded in 2000 through a public and private cooperation of Oita Prefecture, Beppu City, and Ritsumeikan Trust (a legally incorporated educational institution that runs the University). Currently, it has two faculties and two graduate schools and develops educational and research activities with the basic ideals of “freedom, peace, and humanity,” “international mutual understanding,” and “the future shape of the Asia Pacific Region,” the ideals pronounced in the Founding Statement of Ritsumeikan Asia Pacific University. Moreover, in order to actualize its ideals, the University has made efforts and initiated various activities since its establishment to build a campus in which diverse cultures co-exist. In one such initiative, it has endeavored to achieve what it has termed “three fifties”: making the ratio of international to domestic students fifty-fifty (international students are those who are on student visas and domestic students are either Japanese citizens or foreign residents of Japan); admitting international students from fifty foreign countries and/or regions; and making the number of international faculty members fifty percent of the total faculty. In another effort, the University set a goal of “four hundreds” for 2024: 100% of first-year students will live in the international education dormitories; 100% multicultural cooperative learning classes will be implemented; 100% of the domestic students will participate in study abroad experiences; and international students will represent 100 foreign countries and/or regions.

After its accreditation review by Japan University Accreditation Association (JUAA) in 2008, the University has set goals of “assuring quality of learning” and “improving international currency and appraisal” of its education. It has made various efforts, including the construction of a system in which the university Self-Assessment Committee and the University Senate Meeting play a central role in making improvements, the enrichment of first-year experience, and the introduction of a research guidance system in which multiple faculty members guide students’ research in the graduate programs.

The University has unique characteristics. For example, it offers an opportunity to learn cooperatively and enhance cross-cultural understanding in its first-year experience. The College of International Management and the Graduate School of Management have made active efforts in internal quality assurance to meet international standards, aiming at accreditation by the Association to Advance Collegiate Schools of Business (AACSB, an international third-party evaluation and accreditation agency). However, the University has several problems to address, including the need to enhance syllabus content concerning educational methods, and enrollment management of transferring students. Furthermore, it needs to rearrange its verification system for university activities and build a system of organized internal quality assurance.

### Notable Strengths

#### *Educational Content, Methods, and Outcomes*

- It is commendable that the University promotes cross-cultural understanding through students’ interactions with one another. In particular, in one class, Freshman Workshop II, students discuss social issues and explore ways to solve them, and in another class, Introduction to Asia Pacific University, students conduct group work based on educational materials concerning students’ cross-cultural experiences. These classes serve as places for domestic and international students to

practice cooperative learning.

- It is commendable that the University clarifies the knowledge and skills acquired through each subject and assesses learning outcomes based on that clarification, leading to the improvement of educational content and methods. In particular, the College of International Management and the Graduate School of Management clarify the results they want students to achieve by the time of graduation and program completion as “learning goals,” specify the abilities they want students to acquire as “learning objectives,” and show these goals and objectives in a systematic manner via the Curriculum Alignment Matrix (CAM). Students are informed of these learning goals in a systematic way.

### **Suggestions for Improvements**

#### *Educational Content, Methods, and Outcomes*

- In the undergraduate and graduate programs, syllabi are written in the same style across all the faculties and graduate schools; however, specificities in the contents vary. This should be improved.

#### *Enrollment*

- The ratio of enrolled transfer students to the transfer student cap is low at 0.13 in the Department of Asia Pacific Studies in the College of International Management,, and it is also low at 0.19 in the Department of International Management in the College of International Management. This situation should be improved.