

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

Jobu University



Basic Information of the Institution	
Ownership: Private	Location: Gunma, Japan
Accreditation Status	
Year of the Review: 2024	
Accreditation Status: accredited (Accreditation Period: April 1, 2025 – March 31, 2032)	

Certified Evaluation and Accreditation Results for Jobu University

Overview

Jobu University sets forth the founding spirit of “Arakusa-damashii,” meaning “unyielding mental power, physical strength, and vitality to endure and progress under any circumstances.” The University defines its purpose as “aiming to foster creative, active, and internationally-minded human resources, while promoting well-balanced, comprehensive academic research and education as one of the main academic centers in the northern Kanto region, and a university imparting a broad range of humanities and social and natural sciences, and developing well-rounded character traits, with a view to advancing the culture of regional communities and contributing to the development of the industrial economy as its mission.” The University’s five-year medium-term plan from AY2022 to AY2027 lists the current challenges and future policies in terms of ten items that include education, research, university organizations, and student support.

The University has developed an internal quality assurance structure with the Internal Quality Assurance Meeting established as a university-wide organization responsible for promoting internal quality assurance, and formed the Internal Quality Assurance Committee under the meeting in AY2023 in accordance with the Internal Quality Assurance Meeting Regulations. Inspections and assessments under the new internal quality assurance structure are not conducted on a regular basis, however, and are carried out only in response to university evaluation and accreditation. In addition, an organizational structure to conduct self-studies has not been established within the new structure, except in some faculties. This situation must be corrected with each faculty, graduate school, and organization systematically conducting self-studies and making improvements based on the results to effectively operate the internal quality assurance system.

Regarding the outline and characteristics of the educational programs and methods, the faculties and graduate school programs have established diploma and curriculum policies to undertake specific research and learning activities based on the University’s educational philosophy under the founding spirit of “Arakusa-damashii.” The faculties position the required and elective subjects, and arrange liberal arts and specialized subjects appropriate for first-year education and each degree program in their curricula. Course charts, curriculum maps, and systematic subject numbering illustrate

the process of educational programs in line with the curriculum policy. To monitor the learning outcomes of undergraduate and graduate students, four types of questionnaires at the time of enrollment and graduation and on lessons and campus life are conducted across the university. The results are posted on the University website as monitoring indicators for student learning outcomes, and are also used to improve educational methods and content. The connection between these monitoring methods and the learning outcomes stated in the diploma policy is unclear, however. The Faculty of Nursing uses rubrics to monitor the learning outcomes stated in the diploma policy, but only checks certain items. These issues should be addressed.

Among the distinctive initiatives is the University's student support. The Seminar Instructor System in the Faculty of Business Information Sciences and the Tutor System in the Faculty of Nursing play core roles in the support system by offering specifically designed guidance to students from the time of enrollment to graduation. In addition, the Volunteer Center facilitates cooperation with off-campus organizations to undertake numerous community-based volunteer activities, as well as regional contribution activities utilizing the characteristics of the courses. The University appropriately returns its educational and research outcomes to society, while effectively operating these initiatives as opportunities for students' practical learning.

In terms of student enrollment, however, the University should revamp its admissions regulations, and some faculties need to correct the management of their student quotas.

In the years ahead, the faculties, graduate school programs, and organizations are expected to conduct systematic self-studies under the new internal quality assurance structure and to make improvements based on the results. In this way, the University is expected to progress further by effectively operating the internal quality assurance system.

Notable Strengths

Student Support

- The Faculty of Business Information Sciences has established the Seminar Instructor System, and holds weekly seminars for freshman, liberal arts, specialized courses, and graduation research for each year to provide support for students at different learning stages. The Faculty of Nursing has introduced the Tutor System, in which multiple faculty members provide assistance to small groups of students of different

years, and help deepen the connections between faculty members and students, among students, and among students and faculty members in different years. Tutors share information and conduct training to improve the quality of support at the Tutor Meeting. A system is also created based on the characteristics of the faculties for faculty members to consistently respond to student needs so that students can readily seek advice and support. The types of support provided are recorded and shared in the Individual Student Guidance Records. This is a commendable initiative expected to contribute to reducing the number of repeat-year and dropout students, identifying and addressing problems at an early stage, and improving learning motivation and employment rates.

Social Cooperation and Contribution

- The Volunteer Center is established to engage in social contribution and cooperation activities in collaboration with student volunteer groups in response to local needs, such as assisting with festivals and fireworks events through discussions with municipalities and other organizations with which the University has signed partnership agreements. Students' practical activities are also promoted as educational programs by creating the credit-awarded Social Contribution Practice course. The University takes advantage of the characteristics of the Course of Judo Therapist in the Department of Sports Health Management, and dispatches students to offer conditioning to athletes participating in local triathlons and other competitions at the request of municipalities and other organizations. These activities effectively provide students with practical learning opportunities, and are commendable as meaningful initiatives to realize one of the University's specific targets of "fostering human resources who can contribute to the local and international communities."

Suggestions for Improvement

Educational Program and Learning Outcomes

- The faculties and graduate school programs adopt various approaches to monitor student learning outcomes, but the connection between the monitoring methods and the learning outcomes stated in the diploma policy is unclear. The Faculty of Nursing uses rubrics to measure the learning outcomes stated in the diploma policy, but the

measurement is inadequate as it focuses only on certain items. The University should improve the monitoring by clarifying the connection between the methods of monitoring student learning outcomes and the learning outcomes stated in the diploma policy. The Faculty of Nursing needs to improve the rubrics to comprehensively cover all the elements stated in the diploma policy.

Student Enrollment

- The meeting bodies in charge of faculty and graduate school admissions have not established regulations on the Admission Committee and the Admission Liaison Meeting, and the regulations on the Council fail to specify the deliberation items on the selection of applicants. These issues should be addressed.

Faculty and Faculty Organization

- The University has not conducted activities to improve its faculty members' skills and abilities with the aim of enhancing its research activities and promoting social contribution and other activities since the COVID-19 pandemic. This issue should be addressed.

Recommendation

Internal Quality Assurance

- Inspections and assessments are not conducted on a regular basis under the new internal quality assurance structure developed in AY2023, as they are carried out only in response to university evaluation and accreditation. In addition, improvement efforts are hardly made based on the results of the University's self-directed inspections and assessments. The new system also fails to establish committees and other organizations to conduct self-studies in the faculties and graduate school programs, excluding the Faculty of Nursing. This situation must be corrected by revamping the self-study organizational structure to regularly conduct inspections and assessments, and by making improvements based on the results under the internal quality assurance system.

Student Enrollment

- The average ratio of freshman enrollment to the freshman enrollment cap over the past five years is low at 0.89 in the Department of Nursing, Faculty of Nursing. The ratios of student enrollment to the student enrollment cap are also low at 0.89 in the Department of International Business, Faculty of Business Information Sciences, and 0.79 in the Department of Nursing, Faculty of Nursing. These ratios must be corrected with the faculties' student quotas thoroughly managed.