

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

Daito Bunka University



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2023	
Accreditation Status: accredited (Accreditation Period: April 1, 2024 – March 31, 2031)	

Certified Evaluation and Accreditation Results for Daito Bunka University

Overview

Daito Bunka University defines its founding spirit as follows: “By providing education and research on Eastern cultures with a focus on Chinese studies (particularly Confucianism), Daito Bunka University aims to contribute to the promotion of this field, ensure the establishment of moral principles based on Confucianism, absorb elements of Western culture while maintaining its foundations in Eastern culture, and achieve a fusion of Eastern and Western approaches to create a new culture.” The University describes its purpose as “teaching and researching academic theory and practice, fostering and nurturing students with a love for truth and justice and a spirit of independence, and contributing to the advancement of culture and the welfare of humankind.” The graduate school’s purpose is set out as “researching and teaching advanced, specialized academic theory and practice, pursuing in-depth understanding, and contributing to the creation and advancement of culture and the welfare of humankind.” To achieve its founding spirit and purpose, the University formulated DAITO VISION 2023 in 2014 as its future basic plan based on the medium-term management plan, CROSSING 2023, drawn up by the school corporation in 2008. The University formulated the medium-term plan DAITO VISION 2033 in 2022, and strives to enhance its educational and research activities by materializing the new plan into action and project plans.

Regarding internal quality assurance, the University established the Daito Bunka University Internal Quality Assurance Regulations (hereafter “Internal Quality Assurance Regulations”) in 2021 and the Internal Quality Assurance Policy in 2022, and positioned the Daito Bunka University Internal Quality Assurance Committee (hereafter “Internal Quality Assurance Committee”) as a body playing a central role in promoting university-wide internal quality assurance. The Divisional Self-Study Committee conducts self-studies of the undergraduate and graduate schools, and the University Self-Study Committee prepares a self-study report from a university-wide perspective. The Internal Quality Assurance Committee identifies issues to be addressed based on this report and other documents, and compiles and submits a set of proposals for improvement to the president. A system is in place to undertake specific measures for the items that need to be addressed, with the president specifying these items in the University’s action plan. Specifically, the regulations and the Daito Bunka University Self-Study

Implementation Guidelines (hereafter “Self-Study Implementation Guidelines”) stipulate that the Internal Quality Assurance Committee as the promotion body discusses the items related to the action plan, improvement measures, and other matters for the next academic year based on the inspection and assessment results, and examines their appropriateness with careful attention paid to teaching and learning management. Accordingly, the committee identifies the issues to be addressed with respect to the next academic year’s action plan and improvement measures, and the President’s Office formulates an action plan, with the president reflecting it in the president’s policy and other guidance. The Internal Quality Assurance Committee identifies the issues to be addressed and submits proposals to the president to fulfill the role stipulated in the regulations and guidelines, but the committee needs to more clearly determine the direction toward resolving these issues when examining them. Meanwhile, the key items related to teaching and learning management as well as university education reform are reviewed by the University-Wide Academic Affairs Committee. This situation should be addressed with the roles of the meeting bodies involved in internal quality assurance clarified to effectively operate the internal quality assurance system. In terms of inspection and assessment levels, individual-level inspections and assessments only refer to the quality assurance of individual faculty members. The University is expected to consider micro-level approaches, such as the lesson subject level, to assure the quality of its education.

As for education, the university-wide diploma policy is clearly stated, and DAITO VISION 2023 specifies the skills students are expected to acquire as “Daito Scholastic Abilities.” Under this vision, the faculties and departments have formulated diploma and curriculum policies for each degree to be awarded. The faculties and graduate schools appropriately arrange the subjects in line with their curriculum policies, with curriculum maps and course charts designed for students to take courses in a systematic way. In addition, all faculties adopt active learning lessons to encourage student participation and problem-based learning.

Among the University’s notable initiatives is the Internship Project, a practical credit program launched by the Faculty of International Relations in AY2020 and developed into a common subject for all faculties in AY2022. The Career Center and faculties work together to provide work experience, along with prior and follow-up learning, in cooperation with local small and mid-sized firms, organizations, and other entities. It is highly commendable that the University leads the program with a clear focus on its educational purposes, and adopts various approaches for participating students to experience a sense of growth, with this outstanding initiative expected to help them acquire basic social skills.

There are several areas of improvement the University should address, however, in addition to the above issues regarding internal quality assurance. First, the contents of the diploma and curriculum policies are inadequate in some faculties and departments, and this issue should be addressed. Graduate school programs design curriculum maps and course charts, but the connection between the diploma policy and each lesson subject is not entirely consistent, and the measurement of student learning outcomes is insufficient as well. Efforts should be made to monitor how each graduate program examines this situation and to consider future responses. The maximum number of credits is specified to ensure credit validity, but many students in some faculties and departments register for credits exceeding the upper limit, and the guidance for students taking qualification courses is inadequate. Measures such as providing more thorough course guidance need to be taken to ensure credit validity. Some faculties and graduate schools have insufficient quota fulfillment in student enrollment. With the graduate schools discussing this issue, along with their reorganization, in response to JUAA's previous certified evaluation and accreditation results, the University should explore ways to appropriately manage its student quotas as a whole.

In the years ahead, the University is expected to operate the university-wide PDCA (Plan-Do-Check-Act) cycle and make improvements by restructuring its internal quality assurance system as mentioned above to enhance its educational, research, and other activities both on campus and off, while further advancing its distinctive initiatives that are producing positive outcomes.

Notable Strengths

Student Support

- The University has launched the Internship Project as a university-wide common subject to promote students' research on industries and professions as well as understanding business activities through work experience. To offer high-quality internships, the project collaborates with local small and mid-sized firms, organizations, and other entities to provide practical work experience in businesses and other entities students select based on their specialties and desired career paths. In addition, a mechanism is in place for students to summarize their experiences and learning in daily reports and to receive feedback from businesses, and the Internship Briefing Session is organized as a follow-up learning activity. This project is commendable as an effective initiative for students' career development led by the

Career Center with internships clearly focused on educational purposes and expected to help students acquire basic social skills.

Suggestions for Improvement

Internal Quality Assurance

- With the Internal Quality Assurance Committee positioned as a body promoting internal quality assurance, the Internal Quality Assurance Regulations and the Self-Study Implementation Guidelines stipulate that the committee discusses an action plan and improvement measures for the next academic year based on the inspection and assessment results, and examines their appropriateness with a particular focus on teaching and learning management. Accordingly, the Internal Quality Assurance Committee identifies the issues to be addressed, and the President's Office formulates an action plan, with the president reflecting it in the president's policy and other guidance. The committee returns the comments on the results of each division's inspections and assessments, identifies the issues to be addressed, and presents proposals to the president, but the committee needs to more clearly determine the direction toward resolving these issues when examining them, in order to fulfill the role stated in the regulations and guidelines. Meanwhile, the key items related to teaching and learning management are reviewed by the University-Wide Academic Affairs Committee, and this situation should be addressed with the roles of the meeting bodies involved in internal quality assurance clarified to reexamine the internal quality assurance system with the Internal Quality Assurance Committee as the promotion body.

Educational Program and Learning Outcomes

- The Department of International Relations and Department of International Culture in the Faculty of International Relations award different degrees, but do not establish diploma and curriculum policies for each degree. This issue should be addressed.
- The faculties and departments specify the maximum number of credits to ensure credit validity, but excludes subjects related to teaching and other qualifications, resulting in a tendency for many students taking these subjects in the Faculty of Literature and the Faculty of Sports and Health Science to register for an excessive

number of credits. Guidance and other support are being provided for students taking qualification courses, but these measures are insufficient. This situation should be addressed in light of the purpose of the credit system.

- The graduate schools monitor student learning outcomes in each program, but inadequately connect lesson subjects and their diploma policies. Moreover, each program is left to monitor and evaluate the learning outcomes, with the process of collecting information across the university still underway. Efforts should be made to develop methods of measuring the skills and other qualities stated in the diploma policy in order to monitor and evaluate student learning outcomes.

Student Enrollment

- The average ratios of freshman enrollment to the freshman enrollment cap over the past five years are low at 0.86 in the Department of Chinese Literature, Faculty of Literature, and 0.84 in the Department of Health Science, Faculty of Sports and Health Science. The ratios of student enrollment to the student enrollment cap are also low at 0.80 both in the Department of Chinese Literature, Faculty of Literature, and the Department of Health Science, Faculty of Sports and Health Science. These ratios should be improved with the faculties' student quotas thoroughly managed.
- The ratios of student enrollment to the student enrollment cap are low at 0.17 in the master's program in the Graduate School of Law, 0.08 in the doctor's program in the Graduate School of Law, 0.37 in the master's program in the Graduate School of Foreign Languages, and 0.40 in the master's program in the Graduate School of Business Administration. No students are enrolled in the doctor's program in the Graduate School of Business Administration and the doctor's program in the Graduate School of Economics. These ratios should be improved with the graduate schools' student quotas thoroughly managed.