

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

Rikkyo University



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, 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 Rikkyo University

Overview

Rikkyo University (hereafter “University”), guided by the founding spirit of “Pro Deo et Patria,” or “For God and Country,” aims to foster “educated persons with specialized expertise pursuing universal and divine truth, and capable of contributing to our world, society, and neighbors.” To achieve its purpose in accordance with this aim, the University has implemented the “Rikkyo Learning Style” since AY2016 as a progressive, systematic, and highly flexible approach to learning. In this approach, student life, from enrollment to graduation, is divided into three phases: introduction, development, and completion. Furthermore, the University has formulated the “Medium-Term Plan (AY2023-AY2027)” and is making ongoing efforts to enhance its educational and research activities, including the development of projects designated as priority initiatives under the plan.

The University defines internal quality assurance (IQA) as “the ongoing process of improving and enhancing its educational and other activities designed to fulfill its philosophy and objectives,” and designates all educational and research activities overseen by the university-wide boards as the focus of quality assurance efforts. The coordination of the IQA activities is undertaken by the University-Wide IQA Promotion Organization, which comprises eight deliberative bodies: Deans’ Council, Graduate School Committee, Educational Reforms Meeting, Global Initiatives Meeting, University-Wide Curriculum Committee, Steering Committee for Internal Inspection and Evaluation, Entrance Exam Committee, and Headquarters Meeting for the Promotion of the Misconduct Prevention Plan. These eight deliberative bodies are composed of the executive leadership, including the president, all deans, and related academic leaders. Each body promotes quality assurance for essential matters related to university-wide education and research within the scope of its respective responsibilities. Furthermore, the executive leadership and the President’s Office oversee the operation of these eight deliberative bodies from an overarching perspective and conduct annual self-studies of policies related to education and internationalization. To ensure the effective functioning of the PDCA cycle for education in each college, graduate school, and other units, the University annually sets the key evaluation items that serve as the basis for self-studies conducted by each unit. Based on the results of these self-studies, the University-Wide IQA Promotion Organization provides feedback through the deans and other academic

leaders, which leads to improvements. Furthermore, to ensure the objectivity of self-studies, the University annually convenes an advisory board of external experts and reflects the results of external evaluations in its improvement efforts.

As for education, all colleges and graduate schools have consistently and coherently established three academic policies: degree award policy (diploma policy), curriculum design and implementation policy (curriculum policy), and admission policy. In addition to the university-wide first-year education program, the Rikkyo First-Term Program, each college offers practical training courses alongside specialized courses to provide effective education in small classes. Furthermore, academic advisors in all colleges offer individualized guidance, advice, and information to support students' learning. To enable undergraduate students to recognize the knowledge and skills they acquire, each college has created a curriculum map, developed multiple rubrics between AY2015 and AY2019, and introduced the e-portfolio system "Rikkyo Jikan" in AY2017 as part of the steady efforts to measure student learning outcomes. By accumulating their activity records in Rikkyo Jikan, students are able to formulate course registration plans in line with the curriculum while referring to the learning outcomes stated in the diploma policy. These efforts promote autonomous learning and help students visualize their learning outcomes.

Since AY2017, the University has offered the Global Liberal Arts Program (GLAP), an English-medium program designed to foster global leaders who think independently, act proactively, and live and work in the global community. To operate this distinctive program, the University established the Center for Global Liberal Arts Program (GLAP) and works to ensure its smooth operation. Building on the achievements made to date, the University plans to evolve GLAP into a structurally independent degree program. This evolution is expected to generate valuable results as an educational organization that furthers the University's purpose and educational philosophy. Furthermore, based on the "policy on social engagement", which reflects the founding spirit and other core principles, the University continuously undertakes a variety of initiatives to return the outcomes of its educational and research activities to society. Notably, as part of the university-wide liberal arts subjects, the University has established Rikkyo Service Learning (RSL) courses with both lecture-based and practice-based components. Through these courses, students engage in experiential learning on a range of social issues to develop an understanding of social contribution. By participating in volunteer and related activities, they help address local challenges and revitalize local communities. These efforts are highly commendable.

There are several areas of improvement the University needs to address, however.

While the College of Law and Politics confers different degrees by department, its degree award policy currently outlines only the learning outcomes common to all departments. The College needs to revise its policy to clearly specify the learning outcomes for each degree it confers. Furthermore, the graduate schools should develop indicators and other relevant measures within a university-wide framework to accurately monitor and evaluate the abilities and other learning outcomes stated in the degree award policies, and to visualize and utilize the results to ensure accountability and improve their educational offerings. Continued improvement is also required regarding student quota management in some colleges and departments, as well as in some graduate schools and programs.

Moving forward, the University is expected to examine the outcomes of new initiatives, such as its distinctive learning framework, portfolios, and rubrics, to ensure the effective functioning of its internal quality assurance so as to further advance its distinctive and diverse initiatives while enhancing and developing its educational, research, and social contribution activities.

Notable Strengths

Education and Research Organizations

- The University has established the Global Liberal Arts Program (GLAP), an English-distinctivwmedium program designed to foster global leaders who think independently, act proactively, and live and work in the global community based on a curriculum featuring small-class instruction and a year of study abroad. To operate this distinctive program, the University established the Center for Global Liberal Arts Program (GLAP) and continuously reviews the program based on student learning outcomes and other indicators. The University is enhancing the program by implementing a degree program framework on a trial basis, including the AY2024 assignment of full-time faculty members and staff responsible for career guidance. It is commendable that the University has established an organization to implement such an advanced educational program, thereby further realizing its founding spirit and educational philosophy.

Social Cooperation and Contribution

- In addition to contributions to the community that leverage the expertise of each college in collaboration with Toshima Ward in Tokyo and Niiza City in Saitama

Prefecture, the University has supported disaster victims and archived memories of the Great East Japan Earthquake as experiential heritage in Rikuzentakata City, Iwate Prefecture. The University also jointly established the Rikuzentakata Global Campus with a university in the Tohoku region, addressing regional challenges through this hub for earthquake studies. To promote student participation in these activities and facilitate learning through contributions to the community, the University established Rikkyo Service Learning (RSL) as a systematic group of courses within the university-wide liberal arts subjects, incorporating both foundational knowledge of social contribution and practical experiential learning. These courses create a virtuous cycle of practical learning and social contribution activities. They can be regarded as commendable initiatives that embody the University's founding spirit, while making meaningful contributions to resolving local issues and revitalizing local communities.

Suggestions for Improvement

Educational Program and Learning Outcomes

- The College of Law and Politics awards different degrees by department, but its degree award policy currently outlines only the learning outcomes common to all departments. The College needs to revise its policy to clearly specify the learning outcomes for each degree it confers.
- With regard to the assessment of student learning outcomes in the graduate programs, the Graduate School of Contemporary Psychology incorporates questions designed to assess student learning outcomes in its course evaluation surveys. Other graduate schools, however, rely solely on thesis/dissertation supervision and examination as indicators of learning outcomes. Although the thesis/dissertation examination criteria have been revised to reflect the learning outcomes outlined in the degree award policies, no concrete methods have been established to monitor and evaluate the actual attainment of the outcomes using these criteria. The University should improve its assessment of student learning outcomes by developing clear methods to monitor and evaluate the knowledge, skills, and other competencies stated in the degree award policies of each graduate school and program.

Student Enrollment

- The ratio of student enrollment to the student enrollment cap is high at 1.26 in the Department of International Business Law in the College of Law and Politics. Measures should be taken to ensure thorough student quota management in the department.
- The ratios of student enrollment to the student enrollment cap are low at 0.45 in the master's program in the Graduate School of Arts and 0.38 in the master's program in the Graduate School of Community and Human Services. The ratios are also low at 0.11 in the doctoral program in the Graduate School of Law and Politics and 0.21 in the doctoral program in the Graduate School of Contemporary Psychology. Measures should be taken to ensure thorough management of student quotas in graduate schools.