

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

Chuo University



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Tokyo, Japan
<b>Accreditation Status</b>	
Year of the Review: 2016	
Accreditation Status: accredited (Accreditation Period: April.01.2017 – March.31.2024)	

## Certified Evaluation and Accreditation Results for Chuo University

### Overview

Chuo University (hereafter, the University) was originally founded as English Law School in 1885, was renamed Tokyo College of Law in 1889, and was renamed again to the current school name, Chuo University, in 1905. The University made a new start with four faculties in 1949. The University currently has four campuses: Tama campus in Tokyo Hachioji City, Korakuen campus in Bunkyo Ward, and Ichigaya campus and Ichigaya Tamachi campus in Shinjuku Ward. It comprises six faculties (the Faculty of Law, the Faculty of Economics, the Faculty of Commerce, the Faculty of Science and Engineering, the Faculty of Letters, and the Faculty of Policy Studies); and ten graduate schools, including professional graduate schools (the Graduate School of Law, the Graduate School of Economics, the Graduate School of Commerce, the Graduate School of Science and Engineering, the Graduate School of Letters, the Graduate School of Policy Studies, the Graduate School of Public Policies, Chuo Graduate School of International Accounting, Chuo Law School, and Chuo Graduate School of Strategic Management, including the Strategic Management Course). The basic philosophy of the University stems from the original founding spirit of English Law School, “Fostering the ability to apply knowledge to practice.” The University currently defines its mission as “nurture unique and diverse minds, and contribute to the development and foundation of culture as well as the social welfare of society and mankind.” In 2006 the University responded to current needs in society by sending a message of “Knowledge into action” out to the world. In addition, it formulated the “Mid- and Long-Term Basic Vision of Chuo University” starting in the year of the 130th anniversary of its foundation in March 2015, and redefined the mission of the University for the next ten years as “To develop individuals possessing global vision and the ability to apply knowledge to practice, who can contribute to society and all humanity.”

In regards to the self-study system, the University Evaluation Promotion Committee, Evaluation Committee by Organization, and Evaluation Committee by Field are set up under the University Evaluation Committee chaired by the president. The External Evaluation Committee was also set up to ensure the evaluation system remains in place. Important university-wide issues that result from the self-study practices in each year are identified as the “most important issues” in the University Evaluation Committee, and these issues are incorporated into action plans of the University and each organization for coming fiscal years in order to run an effective PDCA cycle.

Led by the University Evaluation Committee, the University has worked on the issues pointed out in the accreditation undertaken in 2009 by Japan University Accreditation Association (JUAA). The University submitted its Improvement Report to JUAA in 2013, which was evaluated as “active attempts for improvement.”

In this way, the University has established a system to ensure the function of PDCA cycles based on the objectives and basic policy of self-study created after ample discussion and external evaluations. These activities have led to improvements in education and research activities, social contribution activities, and internationalization of these activities.

The University’s distinctive efforts include a learning program, “Intelligence × Behavioral Characteristics,” that focuses on fostering student competency development; the Faculty Linkage Program (FLP), a program focused on project-based teaching across faculties; and active acceptance of international students as well as sending students overseas in line with its objective of promoting globalization. It is commendable that the University has made these efforts.

However, issues remain in admission of students in some graduate programs and the curriculum of the doctoral programs. In regards to university governance, while decisions made by faculties, committees, and other groups are highly respected, flexible decision making seems to be hindered on university-wide matters. Therefore, further efforts to speed up the review process are required to fulfill the current mission of the University.

Action plans by sections and departments based on “Chuo Vision 2025,” a mid- to long-term plan of the University formulated in 2015, are expected to be implemented steadily in the future. JUAA hopes that the University will integrate its progress management with self-study activities based on the criteria of JUAA to pursue further development as a private university with a strong tradition.

Chuo Graduate School of International Accountancy and Chuo Graduate School of Strategic Management (Strategic Management Course) were accredited by JUAA in 2013 and 2012, respectively, while Chuo Law School was accredited as a professional school by Japan Law Foundation in the latter half of the 2013. Thus, JUAA reviewed those schools this time by examining improvements thereafter from the standpoint of University Accreditation (institutional certified evaluation accreditation).

## Notable Strengths

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

- It is commendable that the Faculty Linkage Program (FLP) that started in 2003 has been successful in building problem-solving skills from an interdisciplinary perspective. The program is a cross-faculty educational program made up of five sub-programs, and it has enjoyed the participation of a large number of students from all faculties every year. The program results in reports by each seminar of the program after three years of activities, and it has won multiple awards and prizes from external organizations. Further, some high school students apply to the University simply because of their wish to take FLP. It is also commendable that these efforts have realized the founding spirit, “Fostering the ability to apply knowledge to practice.”
- It is commendable that educational efforts of the Faculty of Policy Studies have led to results such as students’ developing the skill of essay writing in seminars, and achieving excellent results in examinations by external institutions. In particular, the faculty offers careful introductory education in the first year to prepare students for multiple fields of study later. Under an individual guidance system that provides in-depth consultations with the faculty members, each undergraduate student can learn how to acquire the basic knowledge and techniques they need, such as raising problem awareness and accessing solution methods.
- It is commendable that the Department of Information and System Engineering in the Faculty of Science and Engineering has actively developed assessment criteria and methods for learning outcomes. In particular, the department has adopted a rubric evaluation in a table format in which the achievement objectives are included in the levels of achievement for competencies in the group of “images and video content practice” subjects. Also, the final presentations are evaluated by alumni judges based on the rubric table. As a result, students improve their self-evaluation results, gain a sense of growth, and experience the effects of exercises in problem-solving skills and systematic behavior abilities in the competency items, giving them an opportunity to develop competencies.

### *Social Cooperation and Contribution*

- It is commendable that the University has contributed to the local community. In particular, the University has offered lifelong learning programs, “Crescent Academy,” and “Chuo University Cup Sports Festival,” activities for healthy rearing of elementary and junior high school students, in which faculty, staff, and students work in unison. It is also commendable that the University has made use of voluntary experiences, including disaster prevention efforts in local communities, to support areas hit by the Great East Japan Earthquake.

### *Internal Quality Assurance*

- It is commendable that the University has developed an effective internal quality assurance system based on the PDCA cycle. Under a self-study unit, the University Evaluation Committee, the University has set up three committees—the University Evaluation Promotion Committee, the Evaluation Committee by Organization, and the Evaluation Committee by Field—to implement self-study from diverse perspectives and to maintain close communication and detailed adjustments among the three. As a result of these activities, university-wide issues that need close attention are defined as “the most important issues” by the University Evaluation Committee and, with evaluation by the External Evaluation Committee, these issues are used for developing action plans at the institutional the organization level.

### **Suggestions for Improvement**

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

- In the Graduate School of Science and Engineering and the Graduate School of Letters, the policy on degree award of each degree does not indicate required learning outcomes such as knowledge and skills for completion. Also, in the Graduate School of Policy Studies, the policy on degree award does not indicate required learning outcomes such as knowledge and skills required for completion of the program. These issues should be improved.
- In the Graduate School of Commerce, the curriculum design policy is not indicated for each degree. In the Graduate School of Policy Studies, each curriculum design policy does not indicate the basic ideas for educational content and methods. These issues should be improved.
- In the doctoral programs in the Graduate School of Law, the Graduate School of Economics, the Graduate School of Science and Engineering, and the Graduate School of Policy Studies, research work is not properly combined with coursework in the curriculum. These graduate schools are expected to provide appropriate educational content considering the purpose of a course-based graduate school.
- The maximum number of credits a student can register for per year is set high at 50 for third-year students and 56 for fourth-year students in the Faculty of Policy Studies. This should be improved considering the purpose of a credit system.
- In the master’s programs in the Graduate School of Economics, the Graduate School of Commerce, and the Graduate School of Letters, the research guidance plan is not clearly communicated to students. This should be improved.
- In the doctoral program in the Graduate School of Strategic Management, the criteria for examining degree-seeking dissertations are not clearly communicated to students. The criteria should be clearly stated in the graduate student handbook.

#### *Enrollment*

- The ratio of enrolled students to the student enrollment cap is low at 0.29 in the master’s program in the Graduate School of Law, 0.34 in the master’s program in the Graduate School of Economics, and 0.36 in the master’s program in the Graduate School of Policy Studies. These numbers should be improved.

- In the Graduate School of Law, the Graduate School of Science and Engineering, and the Graduate School of Letters, the admission policy of the doctoral program is not differentiated from that of the master's program. Each program should formulate its own policy.