

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

Takasaki City University of Economics



Basic Information of the Institution	
Ownership: Public	Location: Gunma, Japan
Accreditation Status	
Year of the Review: 2016	
Accreditation Status: accredited (Accreditation Period: April.01.2017 – March.31.2024)	

Certified Evaluation and Accreditation Results for Takasaki City University of Economics

Overview

Takasaki City University of Economics (hereafter, the University) was established as a city university with single faculty for Economics in 1957 in the city of Takasaki, Gunma Prefecture. The University succeeded the tradition of Takasaki City Junior College, which was established in 1952. After creating the Faculty of Regional Policy in 1996, the University launched the graduate schools of Regional Policy and Economics and Business Administration. After the University was incorporated as a public university in 2011, the University established itself as a social science institution with two faculties and two graduate schools. The University is also set to create the Department of International Studies in the Faculty of Economics in 2017.

After its accreditation review by Japan University Accreditation Association (JUAA) in 2010, the University has made efforts to review education and research activities annually, and establish a cycle for improvements based on the document “Public University, Incorporated, Takasaki City University of Economics Midterm Mission,” and led by the Committee for Self-Study as well as the Council for Education and Research.

As the University’s distinct efforts identified in this accreditation, it has implemented introductory education that enables students to acquire basic skills needed in specialized education, such as document creation, logical expression, and critical reading. It also made efforts for improvements and enhancement in its educational content. Moreover, the University has made efforts to nurture human talents by encouraging social contribution activities, such as community-building activities for students and endowed lectures by companies and local authorities, and JUAA hopes that hereafter it will achieve results.

However, the University still has several issues to address. Since the quality of the content of its syllabus varies, JUAA expects that the University will establish a system to evaluate the syllabus. With regard to enrollment management in the graduate school, the unfulfilled enrollment cap is an issue yet to be resolved. Additionally, in regards to social cooperation activities that the University has actively embarked on, the University has attempted to build an organizational system to manage and control these activities, however the system is currently insufficient. JUAA hopes that hereafter, the University will implement reviews based on its purpose as well as each policy in cooperation with each department, and build a more functional system for internal quality assurance to develop its characteristic educational and research activities.

Notable Strengths

Educational Content, Methods, and Outcome

- It is commendable that the University has cultivated skills in Japanese language performance needed for specialized tertiary education by implementing common content in each class. In particular, in order for students to acquire such skills as those in “listening and document creation,” “logical expression,” and “critical reading,” the Faculty of Economics set “Japanese Literacy I “and” Japanese Literacy II” as required subjects for the first-year students. In those subjects, each class had a small number of students, and the faculty members in charge delivered a unified instruction based on the University’s unique “Teaching Guidance for Professors in Charge.” Moreover, it is also commendable that by reviewing achievements in those subjects through tracking students after they take the courses, the University has improved teaching guidance and vigorously conducted

improvement and enhancement in its educational contents.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- With regard to the policies on degree award in the master's and doctoral programs in the Graduate School of Regional Policy, the requirements for program completion are stated, but the required learning outcomes are not clearly stated. This should be improved.
- With regard to the curriculum design policy in the doctoral program in the Graduate School of Regional Policy, the goals of cultivation of human talents are stated, but the basic ideas on educational content and methods are not clearly stated. This should be improved.
- With regard to the syllabus of each faculty and graduate school, some classes are described in detail, whereas others are not. The syllabus should be improved to facilitate student learning. Also, in the Faculty of Economics, the third-year Seminar I and the fourth-year Seminar II have the identical descriptions in some instances. This should be improved.

Enrollment

- The ratio of enrolled students to the student enrollment cap is low at 0.30 in the master's program and 0.17 in the doctoral program in the Graduate School of Economics and Business Administration. This should be improved.