

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

Chukyo University



Basic Information of the Institution	
Ownership: Private	Location: Aichi, Japan
Accreditation Status	
Year of the Review: 2021	
Accreditation Status: accredited (Accreditation Period: April 1, 2022 – March 31, 2029)	

Certified Evaluation and Accreditation Results for Chukyo University

Overview

Chukyo University upholds “focus on excellence in both learning and sports” as its founding spirit and positions harmony in research and education as well as in learning and sports both as creative harmony. The University strives to constantly move forward led by such creative harmony for its objective to deliver diverse and abundant academic results while sending off outstanding individuals who can contribute to society. As a medium- to long-term plan for achieving its founding spirit and purpose, the University has established the Chukyo University Long-Term Plan NEXT10 (referred to below as “NEXT10”) , and it can be said that the University is making efforts to improve its education and research activities.

Regarding internal quality assurance, the Chukyo University President’s Council (referred to below as the “President’s Council”), Chukyo University Education Quality Assurance Council (referred to below as “Education Quality Assurance Council”), and the Self-Assessment Committee are three organizations responsible for the promotion of those efforts. The target of internal quality assurance is largely focused on education within undergraduate schools, with efforts directed at graduate schools being insufficient. It is difficult to say that the PDCA cycle is being sufficiently incorporated, considering checks and reviews of student support and social cooperation based on the internal quality assurance system were not evident, and improvement is thus required.

Regarding education, all undergraduate and graduate divisions have organized their curricula appropriately in accordance with the degree award policy (diploma policy) and curriculum design and implementation policy (curriculum policy). Career education subjects are available in all undergraduate schools, characterized by their aim to foster basic and general-purpose abilities. In ascertaining learning outcomes of students in undergraduate schools, diverse methods are implemented based on the assessment policy of the University, including degree-earning status, rate of students graduating within the standard completion period, survey on self-assessment of growth, evaluation of the graduation thesis, survey for improvements in class, status of career/qualification acquisition, and survey of alumni. University-wide efforts are being expanded, such as the creation of course rubrics, under the direction of the Education Quality Assurance Council. Meanwhile, it is hard to say that learning

outcomes are being recognized and assessed adequately in graduate schools as indicated in their degree award policy in a multifaceted and appropriate manner, and improvements are thus required.

The University's basic policy on governance cites faculty–staff cooperation in promoting reform through the sharing of information across the University regarding various issues, with a system in place that allows public administration officials to be appointed an assistant dean of an undergraduate school or a president's assistant, which can be considered as an outstanding effort. This can be commended as an example of faculty–staff cooperation from which smooth and effective university management and university operations are anticipated.

Nevertheless, several issues should be addressed. Besides the abovementioned issues regarding internal quality assurance and recognizing/assessing learning outcomes, improvement to the issue regarding enrollment of graduate students must be made; there are graduate schools with low ratios of student enrollment to the student enrollment cap and those with high ones.

It seems that the promotion of internal quality assurance has only just started, as seen with the policy regarding internal quality assurance for educational activity at Chukyo University being established in 2018. It is hoped that the establishment of relevant committees and regulations be thoroughly implemented and that a system be further enhanced to promote numerous activities based on the founding spirit of the University.

Notable Strengths

University Management and Finance

- The University's basic policy on governance cites the sharing of information across the University regarding various issues through faculty–staff cooperation to promote reform, with a system in place that allows public administration officials to be appointed an assistant dean of an undergraduate school or a president's assistant. Public administration officials play a large role in the promotion of educational activities within undergraduate schools and SD activities throughout the University (from responses to items in a field survey). This can be considered pioneering in faculty–staff cooperation and commended as an effort from which smooth and effective university management and university operations are anticipated.

Suggestions for Improvement

Internal Quality Assurance

- Efforts regarding the internal quality assurance system directed at graduate schools are insufficient. Implementation of checks and reviews of student support and social cooperation was not evident, and it is hard to say that the PDCA cycle is sufficiently incorporated, and improvement is thus required.
- Regarding the Chukyo University Researcher Database, entries for “Research Areas” and “Research Keywords” are blank for many faculty members of the Global Education Center, making most basic information unavailable; thus, improvements are necessary to appropriately disclose information.

Educational Program and Learning Outcomes

- The method for recognizing and assessing learning outcomes indicated in the degree award policy for graduate schools is limited to an examination of the thesis, and the relationship between the method of thesis examination and learning outcomes indicated in the degree award policy is not clearly indicated. Therefore, it is hard to say that learning outcomes indicated in the degree award policy are recognized and assessed in a multifaceted and appropriate manner, and improvements are thus required.

Student Enrollment

- For the master’s program, the ratios of student enrollment to the student enrollment cap are low at 0.13 in the Graduate School of World Englishes, 0.10 in the Graduate School of Sociology, 0.33 in the Graduate School of Law, 0.15 in the Graduate School of Economics, and 0.10 in the Graduate School of Management, and it is high in the Graduate School of Health and Sport Sciences at 2.00. For the doctoral program, the ratio is low at 0.17 for the Graduate School of Letters, 0.17 in the Graduate School of Psychology, 0.25 in the Graduate School of Law, 0.25 in the Graduate School of Economics, 0.11 in the Graduate School of Management, 0.25 in the Graduate School of Engineering, and 0.00 in the Graduate School of Sociology. Therefore, significant improvements should be made to ensure proper graduate student quota management.