

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

Tokyo Keizai University

Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2012	
Accreditation Status: accredited (Accreditation Period: April 1, 2013 – March 31, 2020)	
Related Links	
Tokyo Keizai University: http://www.tku.ac.jp/english	
Full Text of the Accreditation Results (in Japanese): http://www.juaa.or.jp/accreditation/university/result_2012.html	
Accreditation Standards, Process and other related information (in English): http://www.juaa.or.jp/en/accreditation/university.html	

Certified Evaluation and Accreditation Results for Tokyo Keizai University

Notable Strengths

Educational content, methods, and outcome

- It is commendable that Tokyo Keizai University has developed a university wide systematic educational program. In particular, the Tokyo Keizai University (TKU) Challenge System, an educational structure with three levels from basic to advanced, has an advanced program consisting of six programs aimed at developing linguistic abilities and acquiring professional qualifications. These programs include the Financial Career Program, the Accounting Professional Program, the Public Relations (PR) Professional Program, the Legal Professional Program, the Global Career Program, and Tokyo Keizai University (TKU) Berlitz Program. Each program makes the most of what is featured in its respective Faculty, while the university implements each program throughout the university with positive results such as a good number of students passing professional qualification exams.
- It is commendable that the Department of Marketing and Distribution in the Faculty of Business Management has created a measure to reflect the educational research mission of the Faculty. In particular, the Department of Marketing and Distribution requires that third-year students take an innovative course, entitled “Case Methods,” in which case studies are used to identify and examine problems corporations face and find solutions for them. This seminar-style course is usually offered at the graduate level. The course has a small class size of approximately 15 students, who are required to write a report every other week. The frequency of remarks made by each student in class and attendance are included in the criteria for grading.
- It is commendable that the Faculty of Contemporary Law makes students aware of its educational mission and purposes through its coursework. For example, in the Introduction to Legal Literacy course, which is for freshmen, lawyers and judicial scriveners join the class, offering students the opportunity to understand the basics of the law and the relation between law and society. The “Readings I” course, which has a small class size, cultivates the ability to adapt to university-level education through active question-and-answer session and discussions. In addition to these first-year courses, the Faculty requires that the second year students take the Court Attendance Seminar, which is part of the core courses that include Consumer Affairs and the Law, Environmental Problems and the Law, and Welfare and the Law.
- It is commendable that faculty members who belong to the College-wide Education Center offer “general education seminars.” The Center limits class size to 15 and designates the seminars as the key to successful small-sized class instruction. The diverse content makes the most of faculty specializations. As a result, the types of seminars and number of students taking the courses have increased. Highly motivated students take these courses along with other specialized seminars in the undergraduate education.
- In the Faculty of Communication Studies, three workshop courses—Investigation, Expression, and Language—invite specialists in these fields as lecturers. Direct contact with these specialists is commendable in effectively stimulating student interest.

Social cooperation and contribution

- It is commendable that the university has encouraged students to make social contributions to the local community. For example, in Kokubunji City, where the main campus is located, the university established the Tokyo Keizai University Kokubunji Regional Cooperation Promotion Council together with Kokubunji City government, Chamber of Commerce, and regional organizations and corporations to activate the economy, industry, and culture of the region. The Kokubunji Region Internship Student Regional Participation Implementation Committee encourages students to participate in local activities and has created a system to promote student regional participation, which also contributes to local community development through yearly seminars, clubs, and other extra-curricular activities.

Suggestions for Improvement

Educational content, methods, and outcome

- The policies for awarding degrees in the Graduate School of Communication Studies do not clearly state learning outcomes at the time when students complete the program. This should be improved.
- In the doctoral program of the Graduate School of Economics, only research guidance takes place. That is, the program cannot be said to have organized a curriculum that clearly meets the purpose of having a course-based graduate program. This should be improved by offering classes that teach proper educational content.
- The maximum number of credits transfer and undergraduate students can register for in a year has been set in the Faculty of Economics at 64 for third-year students and 56 for fourth-year students. This number is 56 for third-year students in the Faculty of Business Administration, 56 for third-year students in the Faculty of Communication Studies, and 56 for third and fourth year students in the Faculty of Contemporary Law. These are high and should be improved in accordance with the purpose of having a credit system.
- The form and style of the syllabi have been standardized; however, there is some variance in the ways syllabi specify particular items. For example, some courses do not indicate study goals. This should be improved.
- In all the Graduate Schools, the criteria for examining degree-seeking theses and dissertations have not been clarified. This should be specifically indicated in the Student Handbook (and other handbooks) and made available to students.
- In all the doctoral programs, some students complete all the requirements except the dissertation, and leave the university before completing the dissertation requirement within the time limit set by the university. Later, when these students submit their dissertations, even though they do not have the enrollment status, they are granted doctoral degrees in the same manner as those students continuously enrolled. This is an inappropriate use of the system. The university should reform the system, and should create measures to encourage degree completion within the required time frame in accordance with the purpose of having course-based doctoral programs.

Enrollment

- The ratio of transfer students to the transfer student admission cap is low at 0.42 in the Department of Marketing and Distribution in the Faculty of Business Administration, 0.43 in the Department of Communication Studies in the Faculty of Communication Studies, and 0.23 in the Faculty of Contemporary Law. These numbers should be improved.
- The ratio of enrolled students to the student enrollment cap is low at 0.45 in the master's program in the Graduate School of Communication Studies, and 0.35 in the master's program in the Graduate School of Contemporary Law. There are no graduate students enrolled in the doctoral program of the Graduate School of Business Administration. This situation should be improved.

Internal quality assurance

- Concerning measures for internal quality assurance, the university relies heavily on responding to the results of external evaluation and accreditation, project plans, and project reports. The university does not ensure quality through the use of self-studies based on internal regulations. This should be improved by developing and running a system of internal quality assurance.

Area of Serious Concern

Educational content, methods, and outcome

- Research instruction plans have not been written in any of the Graduate Schools. This situation must be corrected by offering, based on research instruction plans, guidance for both conducting research and writing up theses and dissertations.