

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

Tokyo City University



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

Overview

Tokyo City University (hereafter, the University) was established as a college with a single faculty for engineering in 1929. After integrating with Toyoko Gakuen Women's College in 2009, (which has the same management body as the University), it changed its name from Musashi Institute of Technology to Tokyo City University. Currently, the University is a comprehensive university with Faculties of Engineering, Knowledge Engineering, Environmental Studies, Informatics, Urban Life Studies, and Human Life Sciences, as well as Graduate Schools of Engineering, and Environmental and Information Studies. With its Setagaya campus and Todoroki campus located in Setagaya Ward, Tokyo, and the Yokohama campus in the city of Yokohama, Kanagawa Prefecture, the University has expanded into a three-campus system.

After its accreditation review by Japan University Accreditation Association (JUAA) in 2009, the University compiled its Action Plan 2030 in 2014 under the Tokyo City University Council for Mid- to Long-Term Plan Promotion. Through this process, it has shown the direction in which the university, as well as each faculty and graduate school, is aiming as the University approaches its 90th anniversary in 2019 and its centenary in 2029. As part of Action Plan 2030, the University, under review by the University Strategy Office, has plotted plans consisting of four projects: quality assurance in education, improvements in the campuses' educational environment, improvements in the University's brand name, and improvements in University management. These four projects have become the target for improvements and reforms, and all faculty and staff members recognize these objectives as representing the direction that the University should be moving in.

Since the 2014, when the University began implementation of Action Plan 2030, a variety of improvements have been in progress. In regards to this accreditation, while some of the issues pointed out in the last accreditation have gradually improved, issues remain in the enrollment management of students, and degree granting in the doctoral program for students no longer enrolled in the University.

In regards to the enrollment management of students, several departments still require improvements, despite the fact that the University is currently working for improvements in the internal decision-making process that determines whether students pass or fail, and has made changes in its enrollment limit for the entrance examination in 2017. In addition, the University is currently working to make the entrance examinations for the three campuses conform with one another.

In regards to degree granting in the doctoral program for students no longer enrolled in the University, the Graduate School of Engineering is formulating rules and reviewing the system for re-enrollment, although the Graduate School of Environmental and Information Studies is not due to the absence of applicable students. JUAA expects that the University will review the treatment of the doctoral program and promote degree granting within the standard course term, considering the purpose of a course-based graduate school system.

It is commendable that the Supporting Center for Child-Rearing, which is unique to the University, has been steadily rooted in the community for ten years and has been used by more than 230,000 people. This activity, which consists of a regular curriculum titled Practice for Supporting Child-Rearing, has been a "live" learning endeavor where both students and parents can enhance their practical skills. It is worth noting that interactions between parents, who are also users, and students have had substantially positive effects on students' education, and that the activity has not only enhanced education, but has also led to social contribution.

The University's internal quality assurance is implemented via a system in which the University Strategy Office, which promotes Action Plan 2030 and conducts the review system, works with the Committee for Self-Study and Evaluation on Records of Faculty Members, which managed internal quality assurance before implementation of the action plan.

In the process of applying for this accreditation, a variety of discussions have taken place in the University. Currently, both the University Strategy Office and the Committee for Self-Study and Evaluation on Records of Faculty Members are beginning to reorganize and share the listings they are responsible for. JUAA hopes that during the promotion of activities based on these discussions, the University will build a clear system for its internal quality assurance and develop further by realizing Action Plan 2030.

Notable Strengths

Social Cooperation and Contribution

- The Supporting Center for Child Rearing, also known as “Pippi,” is managed in the regular curriculum of the Faculty of Human Sciences and has been a valuable opportunity for students to directly interact with parents and children and support child rearing through practical experiences. “Pippi” has also been a learning space for students to enhance their practical skills and a source for their graduation research. It is commendable that the activity has been rooted in the community for ten-years and has had a significant influence on students’ education. This environment, where parents and children resolve their anxieties through communication, has effectively supported students’ learning.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- In the Faculty of Environmental Studies, the Faculty of Informatics, the Graduate School of Engineering, and the Graduate School of Environmental and Information Studies, the curriculum design policy does not indicate basic ideas on educational content and methods. This should be improved.
- In the Graduate School of Engineering and the Graduate School of Environmental and Information Studies, a research guidance plan (including the method of research guidance and a year-long schedule) is not sufficiently created and communicated to students, and research guidance based on the research guidance plan is not sufficiently implemented. This should be improved.
- While the maximum number of credits a student can register for per a semester in each undergraduate department is set to 24 in principle, the system is not working properly. Not only are some subjects counted outside of the maximum number, but also remission of the maximum number is allowed when students are retaking subjects. In addition, registration for credits over the limit is allowed for students with special reasons such as transferring schools or departments, or taking a long medical leave. Furthermore, a regulation exists that allows a one-time excessive registration up to 28 credits with special permission regardless of a student’s GPA. This should be improved considering the purpose of a credit system.
- In the doctoral program in the Graduate School of Engineering and the Graduate School of Environmental and Information Studies, some students complete all the requirements except the dissertation but leave the university before completing their dissertation requirement within the time limit. It is stipulated that when these students submit their dissertations later, even though they do not have the enrollment status, they are granted doctoral degrees in the same manner as those students who had been continuously enrolled. This is not an appropriate use of the system. The criteria for granting doctoral degrees should be reconsidered, and in accordance with the purpose of a course-based doctoral program, measures to facilitate degree completion within the required time

frame should be taken.

- In the Graduate School of Engineering, the criteria for examining degree-seeking theses and dissertations are not clearly indicated to students. These criteria for each program should be stated clearly in the student handbook.

Enrollment

- Although the ratio of enrolled students to the student enrollment cap is high at 1.23 in the Department of Nuclear Safety Engineering, 1.22 in the Department of Electrical and Electronic Engineering, 1.20 in the Department of Architecture, and 1.20 in the Department of Urban and Civil Engineering in the Faculty of Engineering, the ratio is low at 0.23 in the doctoral program in the Graduate School of Engineering. Furthermore, the average of the ratios of the last five years of enrolled freshmen to the freshman admission cap is high at 1.21 in the Department of Nuclear Safety Engineering, 1.21 in the Department of Electrical and Electronic Engineering, and 1.21 in the Department of Architecture in the Faculty of Engineering. These numbers should be improved.

Area of Serious Concern

Enrollment

- In the Department of Natural Science in the Faculty of Knowledge Engineering, the ratio of enrolled students to the student enrollment cap and the average of the ratios of the last five years of enrolled freshmen to the freshman admission cap are high at 1.31 and 1.29 respectively. In the Department of Information and Communication Engineering and the Department of Industrial and Management Systems Engineering in the Faculty of Knowledge Engineering, the ratio of enrolled students to the student enrollment cap is high at 1.24 and 1.23 respectively. These numbers must be improved.