

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

Nihon University



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| Basic Information of the Institution | |
| Ownership: Private | Location: Tokyo, Japan |
| Accreditation Status | |
| Year of the Review: 2017 | |
| Accreditation Status: accredited (Accreditation Period: April.01.2018 – March.31.2025) | |

Certified Evaluation and Accreditation Results for Nihon University

Overview

Nihon Law School was founded in 1889 and renamed Nihon University (hereafter, the University) in 1903. Through establishment and reorganization of its colleges and graduate schools, the University has evolved into a large-scale university currently comprised of sixteen colleges in the First Division (Law, Humanities and Sciences, Economics, Commerce, Art, International Relations, Risk Management, Sports Sciences, Science and Technology, Industrial Technology, Engineering, Medicine, Dentistry, Dentistry at Matsudo College, Bioresource Sciences, and Pharmacy), one college in the Second Division (Law), twenty graduate schools (Law, Journalism and Media, Literature and Social Sciences, Integrated Basic Sciences, Economics, Business Administration, Art, International Relations, Science and Technology, Industrial Technology, Engineering, Medicine, Dentistry, Dentistry at Matsudo, Bioresource Sciences, Veterinary Medicine, Pharmacy, Social and Cultural Studies (distance learning), Law School, and Intellectual Property), and four colleges for distance learning programs (Law, Humanities and Sciences, Economics, and Commerce). With its head office located in Chiyoda-ward, Tokyo, the University operates a total of twenty campuses in Koriyama in Fukushima Prefecture; Tokorozawa in Saitama Prefecture; Funabashi, Matsudo, and Narashino in Chiba Prefecture; Chiyoda, Setagaya, Itabashi, and Nerima Wards in Tokyo; Fujisawa in Kanagawa Prefecture; and Mishima in Shizuoka Prefecture.

In FY2007, the University introduced “self-independence and creativity” stated in the purpose of its school code and mission as its new educational philosophy, striving to realize integrated collaborative education from its affiliated kindergartens to graduate schools established by the same corporate entity based on this educational philosophy. In addition, the University specified its vision for human resource development by adopting the three aims of cultivating “the capacity to understand and communicate the national characteristics of Japan,” “the ability to accept diverse values and recognize one’s own position and role,” and “a spirit of contributing to society” as the “Nihon University Mind.”

Following the Japan University Accreditation Association’s (JUAA) FY2010 University Accreditation (Certified Evaluation and Accreditation), the University has

formulated an improvement plan based on JUAA's remarks and carried out improvements initiated primarily by the University Evaluation Committee formed under the University-wide Self-Study Committee and by the Self-Study Committee set up in the head office and each college and graduate school.

This latest University Accreditation indicates that the College of Industrial Technology has adopted distinctive educational programs in its curriculum to enhance students' interests in social engagement and learning motivation through the "Global Human Resource Development Program" (Glo-BE) for first- and second-year students and the compulsory "Internship" for third-year students; these programs are designed to deepen students' understanding of the future direction of studies and the importance of work. On the other hand, the Graduate School of Business Administration's Doctoral Program in Commerce lacks the appropriate number of research supervisors required in the Standards for Establishment of Professional Graduate Schools. This situation needs to be corrected immediately. In addition, in terms of quota management, many colleges and graduate schools either exceed or fall short of their admission capacity. This situation should also be improved. Moreover, regarding educational programs, the colleges' initiatives in syllabuses and credit validity are insufficient, while the graduate schools have not implemented faculty development (FD) activities. These issues should be addressed to ensure the quality of education the University provides.

Despite the above-mentioned issues, considering the need to transform its single college-based education into education involving all of the University's colleges, the president took the initiative in formulating the "University-wide Basic Policy on Teaching and Learning" in FY2015. The University has initiated comprehensive governance reforms throughout all campuses, for example, reviewing its diploma, curriculum, and admission policies, and establishing a PDCA (Plan-Do-Check-Act) cycle. These initiatives are expected to produce positive outcomes in the coming years.

Nihon University Law School and the Graduate School of Intellectual Property received JUAA's Certified Evaluation and Accreditation for Professional Graduate Business Schools in FY2013 and FY2014, respectively. Based on the progress of improvements since then, JUAA evaluated both schools from the viewpoints of University Accreditation (Institutional Certified Evaluation and Accreditation).

Notable Strengths

Educational Content, Methods, and Outcome

- The College of Industrial Technology has introduced the “Global Human Resource Development Program” (Glo-BE) for first- and second-year students with the aim of developing thinking skills with a comprehensive perspective and acquiring basic knowledge that can be applied to any engineering field in the future. It is commendable that this program provides e-learning and small-group English conversation lessons as well as visits to global companies for interviews and students’ group work, with many participants realizing their own growth, enhancing not only their practical English conversation skills but also their interests in social engagement and motivation to study.
- The College of Industrial Technology’s “Internship,” a compulsory subject for third-year students as a career design education course, requires students to intern at companies, offering them the opportunity to learn firsthand how knowledge acquired during their first and second years can be utilized in society through actual work. It is commendable that this training course helps the students deepen their understanding of the future direction of studies and the importance of work, in addition to contributing to low turnover rates within the first three years after graduation.

Suggestions for Improvement

Faculty and Faculty Organization

- The qualification standards for graduate school faculty members are not defined in the Graduate Schools of Science and Technology, Medicine, Bioresource Sciences, and Veterinary Medicine. This situation should be improved.

Educational Content, Methods, and Outcome

- The intended learning outcomes after completing the programs are not specified in the diploma policies of the Master’s and Doctoral Programs of the Graduate

Schools of Law, Business Administration, Science and Technology, and Engineering, Graduate School of Dentistry, and Graduate School of Dentistry at Matsudo. This situation should be improved. In addition, the diploma policy is not specified for each program in the Graduate Schools of Integrated Basic Sciences and Industrial Technology. This situation should also be improved.

- The basic approaches to educational content and methods are not specified in the curriculum policies of the College of Law (regular and distance learning courses); College of Humanities and Sciences (regular course), Departments of Sociology and Physical Education; College of Commerce (regular and distance learning courses); College of Art; School of Dentistry; Master's and Doctoral Programs of the Graduate School of Art; Master's and Doctoral Programs of the Graduate School of Science and Technology; Graduate School of Medicine; Graduate School of Dentistry; Graduate School of Dentistry at Matsudo; and Graduate School of Pharmacy. This situation should be improved. In addition, the curriculum policy is not specified for each program in the Graduate Schools of Literature and Social Sciences, German Literature, Integrated Basic Sciences, Economics, and Industrial Technology. This situation should also be improved.
- The doctoral program curriculums in the Graduate Schools of Law, Literature and Social Sciences, Integrated Basic Sciences, Economics, Business Administration, Science and Technology, Industrial Technology, and Engineering do not properly combine research work with coursework. The educational content appropriate for these doctoral programs should be provided in accordance with the objectives of the Program-Based Graduate School System.
- The distance learning course syllabuses in the Colleges of Law, Humanities and Sciences, Economics, and Commerce do not state annual lesson plans and grading standards. This situation should be improved. In addition, the syllabuses of the Graduate Schools of Integrated Basic Sciences and Science and Technology do not provide lesson plans for the "Advanced Research and Colloquiums" and "Advanced Research," while the some syllabuses of the Graduate School of Art lacks adequate descriptions in the content of lesson and teaching plans for "Advanced Courses" and "Special Research." These situations should also be improved.

- The standards for the maximum number of credits students can register for is established according to grades in the Colleges of Science and Technology (excluding the Department of Architecture) and Engineering; the College of Science and Technology (excluding the Department of Architecture) allows a half-semester maximum of 30 credits for students with a GPA of 1.5 or higher in the previous semester, while the College of Engineering accepts up to 60 credits in a year for students with a GPA of 2 or higher in the previous school year. However, these standards actually apply to most students. This situation should be improved in light of the purpose of the credit system. In addition, the College of Industrial Technology caps the number of credits at 48, but teacher training courses and compulsory subjects meeting graduation credit requirements are exempt from the credit cap for second- to fourth-year students. This situation should also be improved in light of the purpose of the credit system.
- The research guidance plans are not explicitly stated for students in the Master's Program of the Graduate School of Bioresource Sciences (excluding Natural Environment Studies). This situation should be improved.
- Systematic training and studies aimed at improving educational content and methods are not conducted in the Graduate Schools of Literature and Social Sciences, Integrated Basic Sciences, Business Administration, Art, Science and Technology, Dentistry, Bioresource Sciences, and Veterinary Medicine. This situation should be improved.
- The dissertation screening standards are not defined for the Master's Program of the Graduate School of Art, Doctoral Program of the Graduate School of International Relations, Graduate School of Medicine, Graduate School of Dentistry, Master's Program of the Graduate School of Bioresource Sciences, and Graduate School of Pharmacy, while the dissertation screening standards are not established for each program in the Graduate Schools of Law, Literature and Social Sciences, Integrated Basic Sciences, Business Administration, and Engineering. These situations should be improved by specifying the standards in the Graduate School Guidebook and other guidance materials. In addition, the dissertation screening standards in the Doctoral Program of the Graduate School of

Journalism and Media, Doctoral Program of the Graduate School of Bioresource Sciences, and Graduate School of Veterinary Medicine are inadequate for examining whether dissertations meet the standards required for academic degrees. This situation should be improved.

Enrollment

- The admission policy is not defined for each program in the Graduate Schools of Integrated Basic Sciences, International Relations, Industrial Technology, Engineering, and Bioresource Sciences. This situation should be improved.
- For the colleges, the ratio of student enrollment to the student enrollment cap is high at 1.25 and 1.2, respectively, in the Departments of Education and Psychology, College of Humanities and Sciences; 1.26 in the Department of Broadcasting, College of Art; 1.26 in the Department of Architecture, College of Science and Technology; 1.25 in the Department of Computer Science, College of Engineering; and 1.06 in the Department of Dentistry, School of Dentistry. These ratios should be improved. In addition, the average of ratios of freshman enrollment to the freshman enrollment cap in the past five years and the ratio of student enrollment to the student enrollment cap are low at 0.64 and 0.48, respectively, in the Department of Law, College of Law (Second Division), and high at 1.07 and 1.12, respectively, in the Department of Dentistry, School of Dentistry at Matsudo. These ratios should also be improved.
- For the graduate schools, the ratio of student enrollment to the student enrollment cap is low at 0.27 in the Master's Program of the Graduate School of Law; 0.4 in the Master's Program of the Graduate School of Literature and Social Sciences; 0.28 and 0.15, respectively, in the Master's and Doctoral Programs of the Graduate School of Business Administration; 0.2 in the Doctoral Program of the Graduate School of Science and Technology; 0.22 in the Doctoral Program of the Graduate School of Engineering; and 0.24 in the Doctoral Program of the Graduate School of Bioresource Sciences. These ratios should be improved.

Education and Research Environment

- The libraries on Sangenjaya Campus and in the Colleges of Industrial Technology and Engineering are not staffed by full-time qualified librarians. This situation should be improved

Areas of Serious Concern

Faculty and Faculty Organization

- As of May 1, 2017, the Graduate School of Business Administration (doctoral program) is short two research supervisors (including one professor) to meet the Standards for Establishment of Professional Graduate Schools. This situation should be corrected.

Enrollment

- The average of ratios of freshman enrollment to the freshman enrollment cap in the past five years and the ratio of student enrollment to the student enrollment cap are high at 1.03 and 1.05, respectively, in the Department of Medicine, School of Medicine. These ratios should be lowered. In addition, the ratio of student enrollment to the student enrollment cap is high at 1.3 and 1.31, respectively, in the Department of Law, College of Law (First Division) and the Department of Physical Education, College of Humanities and Sciences. These ratios should also be lowered.