

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

**Chubu University**



Basic Information of the Institution	
Ownership: Private	Location: Aichi, Japan
Accreditation Status	
Year of the Review: 2020	
Accreditation Status: accredited (Accreditation Period: April.1.2021 – March.31.2028)	

## **Certified Evaluation and Accreditation Results for Chubu University**

### **Overview**

As a fundamental philosophy, Chubu University holds that “In line with the motto ‘ACTA, NON VERBA’ – Your actions and words should always go together to be a reliable person, the University aims at contributing to society's progress by developing reliable individuals who are highly cultivated and possess a cosmopolitan outlook, specialized capabilities and the ability to act and who are independent, yet care about the public good. Chubu University also aims at contributing to society through outstanding research achievements and generous sharing of the University's intellectual and material resources with society”. Moreover, in order to fulfill its institution-wide purpose including the University, it has formulated the Chubu University Educational Corporation Vision 2015-2020, and likewise has established the Implementation Plan for the Chubu University Educational Corporation Vision. Furthermore, it has commenced formulating a mid- to long-term plan for the 2021 academic year and beyond.

With regard to internal quality assurance, the University began examining the state of its system in 2016, built a new framework for checks and reviews in 2018, and established the Internal Quality Assurance Promotion Committee in 2019. We are hopeful for further initiatives, as whether or not the recently established internal quality assurance system centered on the Internal Quality Assurance Promotion Committee functions effectively will depend upon its endeavors hereafter.

Regarding education, every undergraduate and graduate division has suitably established curriculum design and implementation policies (curriculum policies) while ensuring relevancy to the established degree award policies (diploma policies). Moreover, they have suitably organized curricula based on those policies. Also, the University has its own clicker system, Cumoc, as its own ambitious initiative to revitalize student learning. With respect to its ascertainment of learning outcomes, it has suitably ascertained the learning outcomes indicated in the degree award policies in undergraduate programs with such assessment indicators as GPA, credit acquisition status, graduation theses, and graduation works. In graduate schools, it has been conducting suitable ascertainment and assessment of learning outcomes through master's theses and doctoral dissertations.

Excellent initiatives in the improvement of its education and research environment include the University establishing the Basic Plan for Campus Facilities

Development and endeavoring “to build an attractive campus full of vitality,” which has proven popular among students. Moreover, in its social cooperation and contribution, it established the Chubu University Community Collaboration Policy in 2007 and reorganized the various organizations that had previously conducted cooperative activities with external organizations into the Department of Global and Community Affairs in 2019. It has been actively developing various activities with local governments, businesses, and universities, positioning social and local cooperation as one of its core roles. In particular, regarding its COC and COC+ projects, the fact that it implemented a number of programs such as Campus Town Plan and has been continually developing them even after the MEXT’s projects concluded is highly commendable. Likewise for the fact that it organized the Chubu University Koyukai—whose members include a number of local businesses and residents—for the purpose of meaningfully utilizing its intellectual property, and has been performing joint research, technical consulting, and support for recruiting activities.

On the other hand, issues include insufficient measures to substantiate credits in some undergraduate program majors and some graduate schools having problems with student quotas. Moreover, with regard to staff development (hereinafter referred to as “SD”), the University has implemented various plans; however, the implementation of operational management programs is hoped for as many SD programs widely available to non-administrative faculty members chiefly have the purpose of acquiring knowledge and enhancing skills.

Hereafter, we are hopeful that the University will make greater strides by further developing its excellent initiatives in addition to solving these problems by making its internal quality assurance system centered on the Internal Quality Assurance Promotion Committee function effectively.

## **Notable Strengths**

### *Social Cooperation and Contribution*

- In its COC and COC+ projects, the University implemented many programs such as The Campus Town Plan and paid internships, and has been continually developing them even after the MEXT’s projects concluded. It is highly commendable that the University has been fostering many of the human resources who will become leaders in the community in addition to contributing to local revitalization through these local resident- and business-based activities. Moreover, it organized the Chubu University

Koyukai—whose members include a number of local businesses and residents—for the purpose of meaningfully utilizing its intellectual property, and has been performing joint research, technical consulting, and support for recruiting activities. The fact that it has been significantly contributing to local human resource development through these activities is commendable, such as member businesses of the Chubu University Koyukai accounting for a portion of its graduates' employers.

## **Suggestions for Improvement**

### *Educational Program and Learning Outcomes*

- In the Major in Health & Nutritional Sciences of the Department of Food & Nutritional Sciences at the College of Bioscience and Biotechnology, the maximum number of credits that students can register in a year is high at 52 credits. Furthermore, with regard to courses for acquiring certification—such as acquiring national certification under the jurisdiction of the Ministry of Health, Labor and Welfare—and courses for off-campus practical training, the University permits students to register credits in excess of the maximum number. For this reason, there is a considerable number of students who actually register for many credits in excess of the limit. Although the syllabus describes the procedures for preparation and review, measures to substantiate credits are insufficient, meaning that improvements are required in light of the purpose of the credit system.

### *Student Enrollment*

- With regard to the ratios of student enrollment to the student enrollment cap, improvements are needed so that student quota management is thoroughly implemented in graduate schools as the Master's Course of the Graduate School of Business Administration and Information Science is low at 0.06, the Doctoral Course at said graduate school is low at 0.11, the Master's Course of the Graduate School of Global Humanics is low at 0.38, and the Master's Course of the Graduate School of Education is low at 0.04.