

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

Chuo University



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2023	
Accreditation Status: accredited (Accreditation Period: April 1, 2024 – March 31, 2031)	

Certified Evaluation and Accreditation Results for Chuo University

Overview

Chuo University, founded with the aim of cultivating talented professionals to apply knowledge to the practice of the law, sets forth the founding spirit of “Fostering the Ability to Apply Knowledge to Practice.” Based on this spirit, the University defines its mission as “by utilizing its traditions and characteristics as a private university and in accordance with the spirit of the Basic Act on Education, the University aspires as an academic center to fulfill its mission of providing a wide range of knowledge, teaching, and the deep research of specialized theories and applications, thereby fostering unique human resources and contributing to the creation and development of culture and the welfare of society and humanity.” The mission of the graduate programs is described as “teaching and researching the theory and application of academic activities according to the purpose of the programs, while mastering their depths, or fostering deep knowledge and outstanding abilities in order to take up occupations requiring high levels of expertise to achieve the University’s mission.” The professional graduate schools’ mission is “to teach and research the theory and application of academic activities, and to fostering deep knowledge and outstanding abilities in order to take up occupations requiring high levels of expertise.” Based on its founding spirit and principles, the University widely promotes its motto of “Knowledge into Action,” and has formulated “Chuo Vision 2025” as a medium- to long-term activity plan for the 10-year period to achieve its mission. Under this plan, the University strives to upgrade its educational and research activities, such as adding new faculties and creating new campuses.

Regarding internal quality assurance, the University Evaluation Committee plays a central role in operating the University’s PDCA (Plan-Do-Check-Act) cycle. Under the leadership of the chairperson (president), the committee clarifies the issues to be addressed by identifying “designated tasks” outlined in light of the trends of higher education, requests for improvement in student surveys, opinions of faculty and staff members, and other factors, as well as “most important issues” based on inspections and assessments coordinated within and between the organizations. The University has also made improvement efforts through multiple feedback comments on each organization’s inspections and assessments, and set up the External Evaluation Committee tasked with future-oriented evaluations rather than retrospective assessments. It is highly

commendable that the University has adopted various steps to upgrade its education and research while maintaining its ongoing internal quality assurance system as a base. In addition, the University has undertaken a distinctive initiative to inform school members of its internal quality assurance efforts. To facilitate information sharing, the University has utilized its ongoing university-wide Learning Management System not only for student learning management but also organizational management to encourage faculty and staff members to use the system.

As for education, all faculties and graduate schools have appropriately designed their curricula based on the diploma and curriculum policies, with “Curriculum Maps” and “Course Numbering System” created and introduced for students to take courses in a systematic and sequential way. Among the distinctive educational programs are inter-faculty common courses, including the Faculty Linkage Program (FLP), that enable cross-disciplinary learning with the lesson subjects of the faculties organically linked. As a later initiative, the graduate schools have to offer a cross-disciplinary learning environment through the Open Domain System that allows students to take courses beyond their own fields of study. The FLP has introduced a new initiative to issue open badges, or digital certificates recognizing knowledge, skills, and experience, to students who complete the program. It is highly commendable that the University is advancing its curricula to visualize student learning. It is also notable that these courses are available online for students outside the campuses where they are offered.

To support the physical and mental health of undergraduate students as well as their learning, the Faculty of Letters has launched the Campus Social Worker (CSW) initiative, which is now spreading across the university. A university-wide system has been established with the positions of the meeting bodies clarified to coordinate relevant faculty and staff members. It is highly commendable that CSWs offer professional assistance and help the faculties deal with their own challenges through effective student support. Moreover, the University has signed a number of comprehensive partnership agreements with government agencies, businesses, and other organizations to engage in a variety of activities with the aim of “providing an education system for the students to learn from the society while contributing to it by cooperating closely with various communities,” as stated in the Chuo University Social Cooperation and Contribution Principles. Notably, the Faculty of Commerce offers “the Social Entrepreneurship Program” and “the Sports Business Program” as systematic problem-based learning subjects that contribute to regional revitalization in cooperation with municipalities and other organizations. With discussions underway to make these subjects accessible across the university, the University is expected to progress further with its systematic and

practical education leading to new social contribution activities through industry-government-academia collaboration.

There are several areas of improvement the University should address, however. The Department of Public and Environmental Economics, Faculty of Economics, has high ratios of student enrollment to the student enrollment cap, while the ratios are low in the master's programs in the Graduate School of Law, Graduate School of Economics, and Graduate School of Policy Studies, and the doctoral programs in the Graduate School of Policy Studies and Chuo Graduate School of Strategic Management. The University should thoroughly manage its student quotas.

In the years ahead, the University is expected to resolve these issues through internal quality assurance efforts, enhance its educational and research activities, and upgrade its distinctive initiatives to cultivate students with the spirit of applying knowledge to practice.

Notable Strengths

Internal Quality Assurance

- The University has newly introduced a system for the chairperson of the University Evaluation Committee to identify the key issues to be addressed as “designated tasks.” The tasks are selected among the challenges unobserved on campus with a focus on the trends of higher education, items frequently requested for improvement in student surveys, opinions of faculty and staff members, and other factors. Moreover, the University Evaluation Promotion Committee formed under the University Evaluation Committee provides the organizations with multiple feedback comments on their self-study reports to ensure the validity of self-studies, while the External Evaluation Committee comprised of outside experts conducts future-oriented evaluations for the advancement of the University. It is commendable that the University strives to upgrade its education and research by operating these mechanisms while maintaining its ongoing internal quality assurance system and establishing measurement methods for university-wide learning outcomes as “designated tasks”, with the University Evaluation Promotion Committee assisting in ensuring the validity of each organization’s inspections and assessments.

Educational Program and Learning Outcomes

- The University has undertaken the Faculty Linkage Program (FLP) consisting of five educational programs (“environment, society, and governance,” “journalism,” “international cooperation,” “sports and health sciences,” and “community and public management”) with courses offered by each faculty and seminars provided by the Organization for Common Education Initiatives. The program focuses on practical learning in line with the University’s founding spirit. As a later initiative, the graduate schools have established the Open Domain System that allows students to take courses beyond their own fields of study. With lesson subjects in the faculties and graduate schools organically linked, the system aims to foster students’ problem-solving skills in the interdisciplinary domains required by society. It is commendable that the University offers cross-disciplinary learning opportunities as an institution with a wide range of academic programs, while advancing its curricula to visualize student learning by introducing a new initiative to issue open badges, or digital certificates recognizing knowledge, skills, and experience, to students who complete the FLP program.

Student Support

- The University assigns Campus Social Workers (CSWs) with certified psychologist and other qualifications to all faculties starting in AY2023. The CSWs work with faculty administrative staff in charge to respond to students struggling with their studies and offer consultation and other services to faculty, staff members, and parents regarding the students in question. The CSWs propose support measures and work with these students in coordination and collaboration with relevant organizations and divisions on campus and off. This initiative has produced positive outcomes with the CSWs providing students who would otherwise have dropped out or been expelled with professional assistance to continue their studies. A university-wide system is in place to offer tailored support to students struggling with their studies from enrollment to graduation, and is commendable as an effective approach to creating a supportive learning environment for all types of students.

Social Cooperation and Contribution

- The University has signed a number of comprehensive partnership agreements with government agencies, businesses, and other organizations to engage in a variety of activities with the aim of “providing an education system for the students to learn

from the society while contributing to it by cooperating closely with various communities.” Under the agreement of the University, financial institutes and other organizations, the Faculty of Commerce offers “the Social Entrepreneurship Program” and “the Sports Business Program” as a series of long-term educational programs combining lectures and seminars. The activities include developing services and products using local resources in three villages in the Okutama region, and addressing social and management challenges, such as attracting spectators and engaging in public relations for a stadium in partnership with a professional soccer club. With discussions underway to launch similar programs throughout the university, these systematic and practical educational approaches are expected to advance the University’s social contribution activities through new industry-government-academia collaboration, and are commendable as effective steps to realize the Chuo University Social Cooperation and Contribution Principles.

Suggestions for Improvement

Student Enrollment

- The ratio of student enrollment to the student enrollment cap in AY2023 is high at 1.29 in the Department of Public and Environmental Economics, Faculty of Economics. This ratio should be lowered.
- The ratios of student enrollment to the student enrollment cap in AY2023 are low at 0.27 in the Master’s Program in the Graduate School of Law, 0.35 in the Master’s Program in the Graduate School of Economics, 0.15 in the Master’s Program in the Graduate School of Policy Studies, 0.17 in the Doctoral Program in the Graduate School of Policy Studies, and 0.25 in the Doctoral Program in the Chuo Graduate School of Strategic Management. These ratios should be improved with the graduate schools’ student quotas thoroughly managed.