National Center for University Entrance Examinations

2013 Fiscal Year
The aim of the National Center for University Entrance Examinations (NCUEE) is to improve the selection of candidates for admission to Japanese universities, and thereby to promote education at universities, high schools, and other educational institutions, through our work related to the National Center University Entrance Examination (hereafter, “The National Center Test”).

The National Center Test is given to individuals who wish to enroll at a national, public or private university in Japan. The NCUEE cooperates with universities to give the Test, which is conducted countrywide on the same day with the same questions. The main objective of the examination is to assess the level of fundamental academic achievement attained by the applicant at the high school stage. When individual universities select students to admit, they apply their own criteria to the results and take a multifaceted approach to determining the ability and aptitude of each person.

The Central Council for Education (CCE) and others have discussed the issue of reforming university entrance examinations. Accordingly, we are engaged in research and investigation that will contribute to improving the admissions process: this is our role as a core site for research related to university admissions. As a part of these efforts, we have hosted meetings of the National Research Council for University Admissions and other events. We hope that these activities will lead to even more active joint research with universities, and contribute to further improvement of the university admissions selection process.

We will continue to engage in broad exchange of opinions with relevant organizations, and will strive to correctly analyze, assess, and proactively improve the current situation. Through this, we will help promote education at universities, high schools, and other educational institutions. It is our intention to work toward the implementation of even better examinations in the future. To this end, we request your continued understanding and cooperation.

June 2013
Aim of the Center
The National Center for University Entrance Examinations aims to improve the university admission selection process and thus contribute to the advancement of university and high school education (including the latter courses of secondary schools and high school courses of schools for special needs education) by working with universities to provide testing services for university applicants.

Plans for the Stage Three Medium-Term Goal Period (2011-2015)

1. The National Center Test
The NCUEE will ensure that question creation, testing procedures, evaluation, and score notifications for the National Center Test, which are offered in collaboration with universities throughout the country to assess basic academic achievement at the high school level for university applicants, are performed and processed smoothly, appropriately, and in a timely fashion.

2. Research on the Improvement of University Applicant Selection Methods
As a major force in research on the improvement of university admission selection methods in Japan, the NCUEE will take the initiative to work with universities on relevant research projects.
  - Research on the National Center Test
    Based on the suggestions and recommendations of national advisory panels and committees, the Center will conduct organized research and apply as many findings as possible toward facilitating further improvements in the National Center Test.
  - Investigative research on the improvement of university admission selection methods
The National Center Test is carried out by each university in conjunction with the National Center for University Entrance Exams. The National Center Test is the driving force behind the diversification of university admission selection methods.

The National Center Test primarily aims to measure basic academic achievement upon conclusion of high school by applicants to a university. National, local public and private universities use the test scores by applying their own criteria and using a multifaceted approach to judge the ability and aptitude of the examinees to receive higher education.

### University Admissions System Combined with the National Center Test

#### Administration of the National Center Test

The National Center Test is conducted at various sites throughout the country on the same days and using the same test papers, by the NCUEE in cooperation with participating universities including national, local public and private universities.

- **Roles of NCUEE**
  - Test construction, printing and delivery of test papers
  - Preparation of an examination guidebook for applicants and a manual for administrators
  - Receipt of applications, appointment of test sites, and issue of admission tickets for the examination
  - Scoring and calculation of the test results
  - Provision of the test results to the universities
  - Provision of individual test results to the examinees

- **Roles of Participating Universities**
  - Announcing the subject areas and subjects to be adopted from the National Center Test, and the examinations provided by the universities themselves
  - Providing test sites and examiners on the test day
  - Distributing the examination guidebook to applicants
  - Implementation of the examination, management of the test items (test booklets and mark cards), and requests for test scores
  - Providing test developers
  - Archiving and managing test questions

- **Test Fees**
  - For 3 subjects or more: 18,000 yen
  - For 2 subjects or less: 12,000 yen
  - 800 yen to receive Test Score Notification (Those who wish receive notification of their examination results are required to pay an additional fee at the time of application.)

- **Application Procedures**
  - Students expecting to graduate from high school can apply through their schools.
  - Applicants who have graduated from high school will send their application forms directly to the NCUEE.

- **Examination Sites**
  - Students expecting to graduate from high school will take the exam at the site that is assigned to their school.
  - Applicants who have graduated from high school will take the exam at the designated site within their residential area.
The National Center Test has been conducted for admissions to national, public and private universities since the 1990 school year, replacing the Common First-Stage Achievement Test, which was implemented from the school years 1979 to 1989. Commencing from the school year 2011, the National Center Test scores are recommended for use as one of the application requirements and/or admission criteria when conducting the admissions office entrance examinations.

Prior to the 1978 school year, some difficult and ambiguous items beyond the scope of high school education were included in some university entrance examinations. Since the introduction of the Joint First-Stage Achievement Test and the National Center Test, which have been highly evaluated by those involved in higher education, the high quality of the test items has been maintained.

Private universities may now use the National Center Test as a part of their admissions system, and the number of private universities using the Test has been increasing every year. The National Center Test has been highly evaluated by the private universities that are using it.

Adoption of the National Center Test offers numerous merits including allowing participating universities to attract new types of students, promote themselves on a national scale, and focus more on interviews.

- Use of the National Center Test enables all-round type students with average achievements in all subjects to be admitted, thus helping to expand the range of students.
- Adoption of the National Center Test allows university personnel to use short essays and interviews for the second-stage examinations.
- Allows for a wider geographic distribution and greater number of applicants.
- Facilitates promotion of the university’s name and improves its image.
- Allows for a wider assessment of the applicants’ qualifications than if only the university’s own examination is used.
- Highly evaluated examinees are given another opportunity to be tested for the same university/department.

Examples of University Use of the National Center Test

- The Test is adopted in all subject areas and subjects to assess the general basic academic ability of the applicant.
- The designated subject areas and subjects covered by the Test are selected for some applicants taking the general entrance examination.
- Examinees are allowed to select their preferred subjects from among a wider range of subjects.
- The high school profile forms and National Center Test results of the applicants are used as the primary examination. The university then conducts interviews with those applicants who have passed.
- The mathematics and foreign language sections of the National Center Test are used for the Engineering Faculty applicants. The university gives a test only in the subject of science.
- The National Center Test results, or the university’s examination results, whichever is higher, are used when making decisions for some of the university applicants.
- Only the Japanese and foreign language sections of the National Center Test are used for applicants of admission upon recommendation. The interview test is conducted by the university.
- After clearly stipulating the required score for the National Center Test, an examination conducted by the university is given to candidates who have met that required score. The decision for admission is based only on the results of the examination conducted by the university, excluding the results of the National Center Test.
- The results of the previous year’s National Center Test may be used by the university, upon the discretion of the university, to select from applicants of the year in question.

Merits of Using the National Center Test

- Ensure the high quality of tests by excluding too difficult and ambiguous items
- Prior to the 1978 school year, some difficult and ambiguous items beyond the scope of high school education were included in some university entrance examinations. Since the introduction of the Joint First-Stage Achievement Test and the National Center Test, which have been highly evaluated by those involved in higher education, the high quality of the test items has been maintained.

- Revise the admissions systems for all types of universities
- Private universities may now use the National Center Test as a part of their admissions system, and the number of private universities using the Test has been increasing every year. The National Center Test has been highly evaluated by the private universities that are using it.

- Promote individuality and diversification of the admissions systems by universities, through integration of the National Center Test and respective university examinations
- An increasing number of universities are including essay writing and interviews, and have special admissions procedures when admitting students who have been recommended by their high school, students who have received higher education outside Japan, and adults. The National Center Test contributes to the diversification and individuality of universities in their applicant selection methods. In some cases, the National Center Test is used for the AO entrance examination or entrance examination by recommendation.

- Appropriate usage at each university by an “a la carte” method
- Since the establishment of the National Center Test, an “a la carte” optional method has been employed, which allows universities to specify the subject areas and subjects to be used for their admissions procedures.

Roles of the National Center Test

Adoption of the National Center Test offers numerous merits including allowing participating universities to attract new types of students, promote themselves on a national scale, and focus more on interviews.
<table>
<thead>
<tr>
<th>Month</th>
<th>NCUEE</th>
<th>Participating Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Drawing up and Adjustment of Specific Plans</td>
<td>Discussion at the Council Meeting regarding Location Assignment</td>
</tr>
<tr>
<td>4</td>
<td>Notification of Estimated Number of Applicants</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Notification of Operation Procedures</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Request to Set &amp; Prepare Examination Hall / Room</td>
<td>Announcement of Selection Outline, Incl. Individual Achievement Tests</td>
</tr>
<tr>
<td>7</td>
<td>Preparation of Admission Guide</td>
<td>Response on Setting and Preparation of Examination Site / Room</td>
</tr>
<tr>
<td>8</td>
<td>Open Discussion for High Schools</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Meeting of the Representatives of the Council (First Meeting)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Sending Test-related Materials (First time)</td>
<td>Receipt of Materials</td>
</tr>
<tr>
<td>11</td>
<td>Receipt of Applications</td>
<td>Distribution of Admission Guide</td>
</tr>
<tr>
<td>12</td>
<td>Registration of Applicants</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Meeting of Universities to Determine Test Locations</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Preparation, checking and printing of test questions</td>
<td>Setting of Examination Site / Room</td>
</tr>
<tr>
<td>1</td>
<td>Sending of Confirmation Postcards</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Finalize Examination Site &amp; Number of Examinees</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Setting of Examination Entrance Ticket</td>
<td>Receipt</td>
</tr>
<tr>
<td>1</td>
<td>Sending of Test-related Materials (Second time)</td>
<td>Announcement of Selection Outline such as individual achievement tests</td>
</tr>
<tr>
<td>1</td>
<td>Meeting of Representatives of the Council (Second Meeting)</td>
<td></td>
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<tr>
<td>1</td>
<td>Check Sending / Receiving Receipt of FAX, etc.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>National Center Test (Main Test)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Announcement of Correct Answers, etc.</td>
<td>Receipt of Admissions Applications for National, Local Public and Private Universities</td>
</tr>
<tr>
<td>2</td>
<td>Midterm Announcement of Average Scores, etc.</td>
<td>Request for Test Scores</td>
</tr>
<tr>
<td>2</td>
<td>Announcement of Score Adjustment</td>
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<tr>
<td>2</td>
<td>National Center Test (Supplementary)</td>
<td>Implementation of Individual Achievement for National, Local Public and Private Universities</td>
</tr>
<tr>
<td>3</td>
<td>Provision of Test Scores</td>
<td>Announcement of Applicants who Passed</td>
</tr>
<tr>
<td>3</td>
<td>Final Announcement of Average Scores, etc.</td>
<td>Submission of Data on Applicants who Passed</td>
</tr>
<tr>
<td>4</td>
<td>Acceptance/Registration</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sending of Test Score Notifications</td>
<td></td>
</tr>
</tbody>
</table>
### Subject Areas and Subjects of the National Center Test for the 2014 school year

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject Area and Subject</th>
<th>Time Frame (Scores)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014.1.18</td>
<td>Geography and History</td>
<td>Two subjects 9:30 ~ 11:40 &lt;br&gt;(Answer time: 120 min.) 200</td>
<td>Select up to two from the ten subjects to answer. Examinees may not choose two subjects containing the same name.</td>
</tr>
<tr>
<td></td>
<td>World History A</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>World History B</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Japanese History A</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Japanese History B</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geography A</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geography B</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Civics</td>
<td>One subject 10:40 ~ 11:40 100</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contemporary Society</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethics</td>
<td></td>
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<tr>
<td></td>
<td>Politics and Economics</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>“Ethics, Politics, and Economics”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Japanese Language</td>
<td>13:00 ~ 14:20 200</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Japanese Language</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Foreign Languages</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>English</td>
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<tr>
<td></td>
<td>German</td>
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<td></td>
<td>French</td>
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<tr>
<td></td>
<td>Chinese</td>
<td></td>
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<tr>
<td></td>
<td>Korean</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>[Written]</td>
<td>15:10 ~ 16:30 200</td>
<td>Select one from the five subjects to answer.</td>
</tr>
<tr>
<td></td>
<td>[Listening for English only]</td>
<td>17:10 ~ 18:10 (Answer time: 30 min.) 50</td>
<td></td>
</tr>
<tr>
<td>2014.1.19</td>
<td>Science</td>
<td>Two subjects 9:30 ~ 11:40 &lt;br&gt;(Answer time: 120 min.) 200</td>
<td>Select two from the six subjects to answer.</td>
</tr>
<tr>
<td></td>
<td>Comprehensive Science A</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comprehensive Science B</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Physics I</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chemistry I</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biology I</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Earth Science I</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics ①</td>
<td>13:00 ~ 14:00 100</td>
<td>Select one from the two subjects to answer.</td>
</tr>
<tr>
<td></td>
<td>Mathematics I</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics I and A</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics ②</td>
<td>14:50 ~ 15:50 100</td>
<td>Select one from the five subjects to answer.</td>
</tr>
<tr>
<td></td>
<td>Mathematics II</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics II and B</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Basics in Mathematics and Industrial Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bookkeeping and Accounting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Basics in Information Processing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Participating universities may specify the subject areas and subjects from within the National Center Test to be administered to the applicants. Applicants confirm the subject areas and subjects that require testing as per the application guidebook published by the respective universities, and submit their applications accordingly. For the 2014 school year Test, 29 subjects in 6 subject areas will be prepared. The National Center Test consists mainly of objective items in a multiple choice answer format. Examinees mark their answers on an answer sheet in pencil. Research and experience accumulated over the years have facilitated improvements in the style and content of the items, in order to better evaluate the ability of the examinees to think logically and make judgments instead of just providing memorized information.
Examinees who select “English” as their foreign language on the National Center Test will, as a general rule, receive both a written test and a listening test. For the listening test, examinees will follow the instructions of the examiner and operate an IC player that has been distributed to each examinee, listen to the Test audio and then mark their answers. The Test audio is approximately 30 minutes long and a maximum of 50 points is allotted. However, the test time is 60 minutes, including time for operation instructions for the distributed IC player, volume adjustment, etc. To ensure the efficient use of resources and materials, the IC players and audio memory are collected after the examination.

**Listening Test Procedures**

1. Each examinee is given a booklet with the items, an answer sheet, an IC player, earphones, and a memory card. The examinee listens to the Test audio from the IC player and marks his answer on the answer sheet.
2. Operation of the IC player is quite simple; the examinee only needs to push the required buttons ‘1 On/Off’, ‘2 Check’, and ‘3 Play’ in order and only once, following the instructions given by the examiner.
3. Each Test audio will be played twice. Furthermore, there will be a blank interval between the two playbacks to allow the examinee to check his/her answer.
4. The volume can be adjusted at any time by each examinee.

Examinees may try the operations of this IC player on the simulation system on our website. Listening test questions from previous academic years, the correct answers, and test audio are also provided.
## Average Scores

<table>
<thead>
<tr>
<th>Subject Area (Scores)</th>
<th>Subject</th>
<th>Examinees</th>
<th>Average Scores</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japanese Language (200)</td>
<td>Japanese Language</td>
<td>516,153</td>
<td>101.04 (50.52)</td>
<td>32.95 (16.47)</td>
</tr>
<tr>
<td>Geography and History (100)</td>
<td>World History A</td>
<td>1,491</td>
<td>46.67</td>
<td>19.43</td>
</tr>
<tr>
<td></td>
<td>World History B</td>
<td>90,071</td>
<td>62.43</td>
<td>21.89</td>
</tr>
<tr>
<td></td>
<td>Japanese History A</td>
<td>2,651</td>
<td>41.64</td>
<td>17.96</td>
</tr>
<tr>
<td></td>
<td>Japanese History B</td>
<td>159,582</td>
<td>62.13</td>
<td>19.48</td>
</tr>
<tr>
<td></td>
<td>Geography A</td>
<td>2,253</td>
<td>50.09</td>
<td>14.34</td>
</tr>
<tr>
<td></td>
<td>Geography B</td>
<td>143,233</td>
<td>61.88</td>
<td>13.91</td>
</tr>
<tr>
<td>Civics (100)</td>
<td>Contemporary Society</td>
<td>83,471</td>
<td>60.45</td>
<td>15.64</td>
</tr>
<tr>
<td></td>
<td>Ethics</td>
<td>36,151</td>
<td>58.83</td>
<td>16.71</td>
</tr>
<tr>
<td></td>
<td>Politics and Economic</td>
<td>51,888</td>
<td>55.46</td>
<td>17.55</td>
</tr>
<tr>
<td></td>
<td>Ethics, Politics, and Economics</td>
<td>53,295</td>
<td>60.68</td>
<td>15.14</td>
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<tr>
<td>Mathematics</td>
<td>Mathematics I</td>
<td>8,135</td>
<td>40.83</td>
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<td>Mathematics I and A</td>
<td>398,447</td>
<td>51.20</td>
<td>18.71</td>
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<td>Mathematics II</td>
<td>6,970</td>
<td>26.19</td>
<td>19.34</td>
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<td>Mathematics II and B</td>
<td>359,486</td>
<td>55.64</td>
<td>24.29</td>
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<td></td>
<td>Basics in Mathematics and Industrial Science</td>
<td>25</td>
<td>33.40</td>
<td>22.69</td>
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<tr>
<td></td>
<td>Bookkeeping and Accounting</td>
<td>1,208</td>
<td>38.39</td>
<td>15.71</td>
</tr>
<tr>
<td></td>
<td>Basics in Information Processing</td>
<td>608</td>
<td>57.32</td>
<td>17.68</td>
</tr>
<tr>
<td>Science (100)</td>
<td>Comprehensive Science A</td>
<td>12,805</td>
<td>44.75</td>
<td>19.21</td>
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<tr>
<td></td>
<td>Comprehensive Science B</td>
<td>17,310</td>
<td>54.41</td>
<td>15.59</td>
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<td>Physics I</td>
<td>159,644</td>
<td>62.70</td>
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<td></td>
<td>Chemistry I</td>
<td>231,945</td>
<td>63.67</td>
<td>21.16</td>
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<td></td>
<td>Biology I</td>
<td>195,815</td>
<td>61.31</td>
<td>21.05</td>
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<tr>
<td></td>
<td>Earth Science I</td>
<td>17,853</td>
<td>68.68</td>
<td>19.71</td>
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<tr>
<td>Foreign Languages (200)</td>
<td>English</td>
<td>535,835</td>
<td>119.15 (59.57)</td>
<td>41.20 (20.60)</td>
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<tr>
<td></td>
<td>German</td>
<td>123</td>
<td>151.54 (75.77)</td>
<td>47.81 (23.90)</td>
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<tr>
<td></td>
<td>French</td>
<td>151</td>
<td>150.58 (75.29)</td>
<td>43.23 (21.61)</td>
</tr>
<tr>
<td></td>
<td>Chinese</td>
<td>445</td>
<td>159.27 (79.63)</td>
<td>35.75 (17.87)</td>
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<tr>
<td></td>
<td>Korean</td>
<td>180</td>
<td>140.29 (70.14)</td>
<td>34.86 (17.43)</td>
</tr>
<tr>
<td></td>
<td>English (Listening)</td>
<td>529,440</td>
<td>31.45 (62.90)</td>
<td>8.61 (17.22)</td>
</tr>
</tbody>
</table>

*Converted to 0-100 scale (language subjects)
The Research Division and Academic Activities

The NCUEE Research Division conducts a broad range of research designed to improve the National Center Test and the admission selection methods used by individual universities. The National Center Test has been conducted for over 20 years, during which it has undergone various revisions and improvements. The Research Division promotes these efforts by carrying out research in question development methods, analysis and evaluation of the questions themselves, and inputting these research findings into a database. Through these efforts, the Research Division contributes to the implementation and improvement of the National Center Test. Although the main aim of the Test is to measure academic achievement at the high school level, there are also calls for its use as a valuable resource for selecting applicants at individual universities. The Research Division thus concentrates on research and development in areas that play vital roles in improving admission selection methods, such as non-subject-based comprehensive testing, test score adjustment methods, applications of test theory, and the connections between high school and college education. Today, in an era of increasingly “open admissions,” this research is anticipated to contribute to the establishment of more appropriate admission selection methods.

Research Divisions, Fields of Research, and Research Topics

The Research Division comprises of the Department of Test Design and Development, and the Department of Test Analysis and Evaluation. The research activities in the Division are overseen by the Director of the Research Division and a Chief Researcher from each Department.

<table>
<thead>
<tr>
<th>Department and members</th>
<th>Field of research</th>
<th>Research Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Test Design and Development</td>
<td>Psychometrics, Educational Administration, Cognitive Science, Information Science, Physics, Statistics, Sociology of Education, Psychometrics, Social Psychology</td>
<td>• Study on a new system for liaisons between high schools and universities</td>
</tr>
<tr>
<td>Professor Hisao1) MIYANO</td>
<td></td>
<td>• Admission policies</td>
</tr>
<tr>
<td>Professor Shigeru2) YAMAMURA</td>
<td></td>
<td>• Learning behaviors of high school students</td>
</tr>
<tr>
<td>Professor Kumiko SHIINA</td>
<td></td>
<td>• Investigative research on the systematization of statistical data and related information on test questions</td>
</tr>
<tr>
<td>Associate Professor Norio SUZUKI</td>
<td></td>
<td>• Design of new monitoring studies</td>
</tr>
<tr>
<td>Associate Professor Kei ITO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor Hirohito SAKURAI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor Junko HAMANAKA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor Sayaka ARAI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor Yosuke Tatewaki</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department of Test Analysis and Evaluation</td>
<td>Psychometrics, Information Science, Educational Psychology, Educational Psychology, Educational Psychology, Psychometrics</td>
<td>• Test theoretical research on score adjustment</td>
</tr>
<tr>
<td>Professor Tatsuo2) OTSU</td>
<td></td>
<td>• Design of new monitoring studies</td>
</tr>
<tr>
<td>Professor Tsunenori ISHIOKA</td>
<td></td>
<td>• Research on the development of new tests</td>
</tr>
<tr>
<td>Associate Professor Teruhisa UCHIDA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor Kojiro SHIOJIMA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor Takamitsu HASHIMOTO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor Tomoya OKUBO</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1) Director 2) Chief Researcher  (As of April 2013)

Website

In 2010, the NCUEE website began to publish the results of various research projects. The homepage currently contains links to selections from the “Research Bulletin” and the “Journal of University Entrance Examination Research”, and will feature more research information in the future. (The Research Bulletin is available at http://www.dnc.ac.jp/modules/research/content0022.html, and the Journal of University Entrance Examination Research is found at http://www.dnc.ac.jp/modules/research/content0046.html).
Seminars and Symposiums

The National Center for University Entrance Examinations hosts seminars and symposiums each year to communicate to society the results of research on university entrance exams. During the 2012 academic year, we hosted the following seminars and symposiums through the Organization for the Study of College Admissions. The Organization was established in April 2010 to (1) quickly work on issues that have a high societal demand, (2) select effective approaches to research from a broader perspective, and (3) proactively communicate information. It has set research issues with a 3-year time limit (2010 to 2012 academic years) and has been conducting research projects accordingly.

● Seminar
Topic: Addressing University Entrance Examinations: The Development of New Examinations
Details: Participants examined current university entrance examinations, which have reached the point at which nearly half of all students admitted to universities took examinations for recommended candidates or AO examinations, to determine what is lacking. Participants then discussed effective connection tools to achieve a better connection between high schools and universities. Three individuals gave reports on the themes “Special Measures for Examinations,” “New Academic Achievement Tests,” and “ICT,” and three other individuals added comments regarding each report. The subsequent general discussion focused on questions from participants.

● International Symposium
Details: The symposium included lectures from two specialists who have been involved with the California Higher Education System for many years (keynote lectures) and three individuals involved in Japan’s higher education policy (two keynote lecturers, one discussant). Participants shared and organized the main points of the background, results, and current issues of the legislation in 1960 of the California Higher Education Plan (Master Plan) that established the California Higher Education System and its distinctive three-level structure, as well as the history of Japan’s post-war higher education and the concept for higher education in the future. Through this, participants examined the possibility of a master plan unique to Japan’s higher education.

National Research Council for University Admissions

1 Purpose
The purpose of the National Research Council for University Admissions is to contribute to the further promotion of research exchange regarding investigation and research related to the improvement of university admissions methods.

2 Activities
1. Hosting of annual conference of the National Research Council for University Admissions to facilitate research discussions between universities
2. Joint research on university admissions
3. Editing of reports, etc., related to the activities indicated above
   - The Journal of University Admissions Research
   - Trends in University Admissions Research

3 Overview of the 2013 Conference of the National Research Council for University Admissions
From June 5 through June 7, the NCUEE hosted the 8th conference of the National Research Council for University Admissions (NRCUA) at the National Olympics Memorial Youth Center. The purpose of the NRCUA conference is to contribute to the further promotion of research exchange by hosting discussions and workshops in which researchers and admissions staff members from public and private universities, etc., participate as a unified group to address investigations and research related to the improvement of the method of admitting students to universities.
**NCUEE Data**

### Transitions in the Number of Applicants and the Percentage of Prospective Graduates who Apply

[Graph showing transitions in the number of applicants and the percentage of prospective graduates who apply over the years.]

### Number of Participating Universities and Colleges

[Graph showing the number of universities and colleges participating.]

### Full time Staff of 98 Persons (As of April 1, 2013)

<table>
<thead>
<tr>
<th>Position</th>
<th>President</th>
<th>Vice President (Administration)</th>
<th>Vice President (Academic)</th>
<th>Inspector</th>
<th>Deputy Vice President</th>
<th>Secretaries in Administration and Test Admin. Division</th>
<th>Professors</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Specially Appointed Educator</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>(1)</td>
<td>1</td>
<td>76</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>95 (4)</td>
</tr>
</tbody>
</table>

*Note: The numbers in parentheses ( ) indicate part-time executive officers or specially appointed educators; they are in addition to the numbers not enclosed in parentheses.*

### Budget for the 2013 Fiscal Year

**Revenue Breakdown**

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount (million yen)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination Fees</td>
<td>9,922</td>
</tr>
<tr>
<td>Test Results Issuance Fees</td>
<td>828</td>
</tr>
<tr>
<td>Test Results Notification Fees</td>
<td>341</td>
</tr>
<tr>
<td>Others</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11,105</strong></td>
</tr>
</tbody>
</table>

**Projected Expenditure Breakdown**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount (million yen)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work-related Costs</td>
<td>10,791</td>
</tr>
<tr>
<td>- Personnel</td>
<td>731</td>
</tr>
<tr>
<td>- Test Administration</td>
<td>9,901</td>
</tr>
<tr>
<td>- Provision of Information on the National Center Test</td>
<td>17</td>
</tr>
<tr>
<td>- Research on Improving University Admissions Selection Methods</td>
<td>142</td>
</tr>
<tr>
<td>- General Administration Costs</td>
<td>294</td>
</tr>
<tr>
<td>- Personnel</td>
<td>165</td>
</tr>
<tr>
<td>- Others</td>
<td>128</td>
</tr>
<tr>
<td>Reserve Funds</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11,105</strong></td>
</tr>
</tbody>
</table>

**Facilities**

<table>
<thead>
<tr>
<th>Facility Name</th>
<th>Site Area</th>
<th>Total Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCUEE main building, etc.</td>
<td>16,275 m²</td>
<td>15,035 m²</td>
</tr>
</tbody>
</table>
The National University Entrance Examinations Research and Improvement Institution is established in the University of Tokyo to consider the proposed Joint First-Stage Achievement Test for national universities.

The National Center for University Entrance Examinations (NCUEE) is established. Preparations are launched for the Joint First-Stage Achievement Test.

The first Joint First-Stage Achievement Test is conducted.

Construction of a new office building is completed.

Changes in clerical operations at the Center are made in accordance with the revision of the Act of Establishment of National Schools. The Center is positioned as an organization in charge of collectively handling business activities for the National Center Test, and is also assigned with the provision of information on university entrance examinations, in addition to existing research and study on university entrance examinations.

The HEART system (Higher Education Articulation Support System) is developed and begins to provide information on the admissions of individual universities. The system uses an information network system accessible through telephone lines.

The National Center for University Entrance Examinations (NCUEE) becomes an independent administrative organization instead of a national agency.

The first Admissions Test for Law Schools is conducted in the 2003 school year.

The English Listening Test is introduced to the National Center Test (17th) in 2006.

The NCUEE Organization for the Study of College Admissions is established.

The HEART system is discontinued.

An agreement is signed with KICE (the Korea Institute for Curriculum and Evaluation)

NCUEE Organization for the Study of College Admissions is abolished.

Investigation section related to research on admissions is established.

### Presidents

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Last Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1977.5 - 1982.3</td>
<td>Mutsuo KATO</td>
<td>President of Tohoku University</td>
</tr>
<tr>
<td>1982.4 - 1985.3</td>
<td>Kiyowo KOSAKA</td>
<td>President of Okayama University</td>
</tr>
<tr>
<td>1985.4 - 1988.3</td>
<td>Yoshihisa GYOTEN</td>
<td>President of Kobe University</td>
</tr>
<tr>
<td>1988.4 - 1992.3</td>
<td>Mikio ARIE</td>
<td>President of Hokkaido University</td>
</tr>
<tr>
<td>1992.4 - 1996.3</td>
<td>Ryohei TAKAHASHI</td>
<td>President of Kyushu University</td>
</tr>
<tr>
<td>1996.4 - 1999.3</td>
<td>Tsutomu HIROSHIGE</td>
<td>President of Hokkaido University</td>
</tr>
<tr>
<td>1999.4 - 2003.11</td>
<td>Kosaku MARUYAMA</td>
<td>President of Chiba University</td>
</tr>
<tr>
<td>2004.1 - 2007.3</td>
<td>Masaaki ARAKAWA</td>
<td>President of Niigata University</td>
</tr>
<tr>
<td>2007.4 - 2013.3</td>
<td>Takashi YOSHIMOTO</td>
<td>President of Tohoku University</td>
</tr>
<tr>
<td>2013.4 -</td>
<td>Hiroki YAMAMOTO</td>
<td>President of Shimane University, Auditor at Kumamoto University</td>
</tr>
</tbody>
</table>
### Executives (As of June 1, 2013)

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Hiroki Yamamoto</td>
</tr>
<tr>
<td>Vice President (Administration)</td>
<td>Junichi Katayama</td>
</tr>
<tr>
<td>Manager of Testing and Research</td>
<td>Katsuhiro ARAI</td>
</tr>
<tr>
<td>Inspector (full-time)</td>
<td>Akira SAITO</td>
</tr>
<tr>
<td>Inspector (part-time)</td>
<td>Naohito MIYA</td>
</tr>
<tr>
<td>Deputy Manager of Testing and Research, Deputy Vice President</td>
<td>Hisao MIYANO Director of Research Division</td>
</tr>
</tbody>
</table>
Administrative Committees

Advisory Board
This is an advisory body to the NCUEE President, and examines the plan of activities and other important matters of the NCUEE. The Board is comprised of representatives from national, local public and private universities, academics and representatives from high schools.

Round-Table Conference on Improvement of the National Center Test
This is a forum where members discuss policies for improving and enhancing the National Center Test and exchange opinions on the roles of the NCUEE. It is comprised of national, local public, and private university teachers, and academic experts.

Committee on Planning the National Center Test
This committee examines the general principles for development of the National Center Test, and sets forth principal policies, such as the schedule, subject areas and subjects, and the range to be covered by the items, as well as general principles for preparing items including wording and composition, and also the method of asking and answering items. The committee is comprised of teachers from national, local public, and private universities, as well as various academic experts.

Committee on Test Development for New Curriculum
This committee conducts an investigative research on questions in the National Center Test for the 2015 school year and beyond, in accordance with the new high school curriculum. It is mainly comprised of members that have served on Committee I on Test Development and teachers of national, local public and private universities.

Executive Committee on Test Administration
This committee deals with the methods of test administration and data processing. The committee is made up of teachers from national, local public, and private universities, as well as representatives from various high schools.

Committee II on Test Development
This committee checks and verifies the composition, contents, answers and wording, and the use of characters for the test items prepared by Committee I on Test Development. The Committee has over 100 members consisting of national and local public university teachers, who have served as members of Committee I on Test Development, and academic experts. It also has 21 checking groups for each subject area and subjects covered by the test.

Committee III on Test Development
This committee also checks the test items prepared by Committee I on Test Development, focusing on the formats, expressions and conformity of difficulty levels among different subjects, as well as duplications of similar items. It is comprised of national, local public and private university teachers, and academic experts.

High School Committee to Evaluate the National Center Test
This committee evaluates the contents of the NCUEE Test items, and is comprised of teachers from national, local public, and private universities, as well as representatives from various high schools.

Working Committee on Databases of Japanese Test Sources
This committee organizes the source data of Japanese test materials used in the examinations of each participating university, both public and private, and also examines the data and administers the technical aspects of database development.

Committee on Score Adjustment
This committee analyzes the level of difficulty of the respective subject items in relation to the examination results, and determines whether score adjustment is required for some subjects. Its members are related to national, local public, and private universities.

Working Committee on Score Adjustment
This working committee analyzes and prepares basic materials for determining whether score adjustment is required or not, and is comprised of teachers at the NCUEE as well as academic experts.

Planning Committee of the National Research Council for University Admissions
This committee considers specific matters related to the implementation of plans for meetings, etc., in order to promote investigative research for the improvement of university admissions by national, local public, and private universities. It is comprised of national, local public, and private university teachers, and academic experts.
Location

NATIONAL CENTER FOR UNIVERSITY ENTRANCE EXAMINATIONS

2-19-23 Komaba, Meguro-ku, Tokyo, 153-8501 JAPAN
TEL 03-3468-3311
URL http://www.dnc.ac.jp/

October 2013