

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

Tamagawa University



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2025	
Accreditation Status: accredited (Accreditation Period: April 1, 2026 – March 31, 2033)	

Certified Evaluation and Accreditation Results for Tamagawa University

Overview

Tamagawa University undertakes educational and research activities seamlessly in cooperation with its colleges, departments, graduate schools and affiliated institutions, based on its educational principle, six educational values, and twelve precepts of education. The University promotes human resources development and educational and research activities to meet the needs of society.

To promote research that meets social needs, multiple research institutes have been established to conduct specialized, interdisciplinary, and comprehensive educational and research activities. Notably, the Brain Science Institute promotes advanced research in response to social needs. The Institute is also certified by the Ministry of Education, Culture, Sports, Science and Technology as the Social Neuroscience Research Center to serve as a nationwide joint research hub, and has been selected for a variety of programs by external organizations and other projects.

Regarding the curricula, the University has established diploma and curriculum policies for its colleges and graduate schools, and clarifies the achievement of student learning outcomes and adopts various approaches tailored to the characteristics of each field to ensure a systematic and effective course structure. Notably, the University offers educational programs focused on teacher training in five colleges, including the College of Education, and eleven departments, while providing various forms of assistance under a university-wide support system with the Center for Teacher Education Research playing a core role. The cultivation of teaching professionals through extensive programs and support is a highly commendable initiative in line with the University's educational principle.

Various efforts are being made to ensure educational quality, but there are issues in monitoring and evaluating student learning outcomes concerning the use of measurement results in the undergraduate and graduate schools. As for student enrollment, some colleges, departments, and graduate schools have insufficient or excessive quota fulfillment, and more needs to be done to thoroughly manage the student quotas.

In terms of social cooperation and contribution, the University aims to effectively utilize its intellectual property in conjunction with regional human and physical resources, and conducts university-wide activities through comprehensive partnership agreements,

neighborhood community partnerships, industry-government-academia collaboration, and inter-university cooperation. For example, the College of Education engages in various initiatives led by faculty members and students to address local challenges through reconstruction support in Kawauchi Village, Futaba County, Fukushima Prefecture. But these activities are not covered by university-wide, cross-sectional, and comprehensive inspections and assessments. The University is expected to advance these activities by steadily carrying out assessments and promoting improvements in light of the university-wide monitoring of activities as well as purposes.

The University conducts university-wide efforts to establish and operate an internal quality assurance system with the aim of ensuring sustainable quality assurance activities. Each college and graduate school regularly conducts inspections and assessments under the structure with the Inspection and Review Committee for Education, Research, and Other Activities (hereinafter, the “Inspection and Review Committee”) playing a core role. But the mechanism for regularly checking the divisions’ progress of improvement is insufficiently operated and ineffectively linked to verifying the effectiveness of the improvement activities and making continuous improvements. In the coming years, the University should enhance the effectiveness of its internal quality assurance by strengthening the mechanism for verifying the status of progress and providing feedback through implementing improvement measures based on inspections and assessments and objectively reviewing the results, while incorporating an improvement cycle for specific improvement initiatives into the internal quality assurance system. In other words, the University is expected to demonstrate the effectiveness of its improvements by clarifying how the inspection and assessment results lead to specific improvements and what benefits are achieved.

Notable Strengths

Education and Research Organizations

- The Brain Science Institute provides a cutting-edge research environment, such as the fMRI Laboratory for MRI analysis and the Social Psychology Laboratory, where the social behavior of multiple subjects is studied anonymously, and conducts various technology development projects and joint research in partnership with research institutes and companies both in Japan and abroad. The Institute is certified by the Ministry of Education, Culture, Sports, Science and Technology as the Social Neuroscience Research Center to serve as a nationwide joint research hub, and its

advanced research in response to social needs has been selected for a variety of programs by external organizations and other projects. These initiatives are commendable as among the research activities that contribute to the University's educational principle and precept of "Education that is Scholarship."

Teaching and Learning

- Five colleges, including the College of Education, and eleven departments that provide teacher training courses offer extensive educational programs, such as creating opportunities for students from the first year to visit schools and other institutions for practical training to raise their awareness of the teaching profession, as well as tackle real-life challenges in cooperation with local municipalities. The Center for Teacher Education Research was also established to support students who aspire to become teachers or nursery teachers. The center operates the Support Room for Teacher Education, where students can seek advice from former school and kindergarten principals, to offer students a wide range of assistance, including career development and teaching training. These efforts that help produce teaching professionals are commendable as initiatives that embody the University's educational principle and the precept of "ROSAKU Education" one of the University's Twelve Educational Principles, which focuses on the thoughts that true moral and intellectual growth occurs when students think, experience, attempt, create, and act for themselves.

Suggestions for Improvement

Teaching and Learning

- The graduate schools measure student learning outcomes through dissertation screening and other means, but inadequately connect them to the learning outcomes stated in the diploma policies. With the screening criteria failing to properly measure the learning outcomes, the graduate schools' measurements are insufficient. Moreover, both colleges and graduate schools fall short of organically linking the measurement results of learning outcomes to improving educational methods and curricula. These issues should be addressed.

Student Enrollment

- The ratios of student enrollment to the student enrollment cap are low at 0.25 in the Graduate School of Humanities (Master's Course) and the Graduate School of Engineering (Master's Course), and 0.40 in the Graduate School of Brain Sciences (Master's Course). No students are currently enrolled in the Graduate School of Engineering (Doctoral Course). These graduate schools undertake public relations activities to promote their courses, and should make improvements to appropriately manage their student quotas.

Recommendation

Student Enrollment

- The ratios of student enrollment to the student enrollment cap are low at 0.80 in the College of Agriculture and its Department of Agri-Production Sciences, 0.56 in the college's Department of Agri-Environmental Sciences, 0.83 in the Department of English Language Education, College of Humanities, 0.44 in the Department of Music, College of Arts, and 0.66 in the Department of Tourism and Hospitality Management, College of Tourism and Hospitality, while the ratio is high at 1.27 in the Department of Software Science, College of Engineering. The average ratios of freshman enrollment to the freshman enrollment cap over the past five years are low at 0.84 in the College of Agriculture and its Department of Agri-Production Sciences, 0.59 in the college's Department of Agri-Environmental Sciences, 0.47 in the Department of Music, College of Arts, and 0.71 in the Department of Tourism and Hospitality Management, College of Tourism and Hospitality, while the ratio is high at 1.32 in the Department of Software Science, College of Engineering. The University is working to upgrade its educational content to meet the needs of society and prospective students, and has begun reviewing the appropriateness of its enrollment size. It is recommended that the University make further efforts to appropriately manage the colleges' student quotas.