

**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: 2018	
Accreditation Status: accredited (Accreditation Period: April.01.2019 – March.31.2026)	

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

### **Overview**

Tamagawa University (hereafter, the University) was established with the educational mission of “*Zenjin* Education,” and sets forth “Tamagawa Motto” as the university-wide objective to cultivate graduates who can contribute to Japanese society and the world. In 2011 the University formulated “Tamagawa Vision 2020” as medium- and long-term plans to promote the quality assurance of its education, research and management base. It is particularly notable that the University steadily advances its efforts by sharing and reviewing the progress made in line with the “Action Plan” based on the vision.

To shift its educational focus from teacher-centered to learner-centered approaches based on its medium- and long-term plans, the University introduced the “University Standard Course” (hereafter, the “US Course”) offering common liberal arts subjects in the colleges and departments as well as advanced courses for each department. It is highly commendable that through these courses, the University has actively promoted active learning, introduced a homeroom teacher system, and adjusted the maximum number of credits students can register for in a semester to encourage students to increase their study outside of class hours. The University also undertakes a variety of distinctive approaches by, for example, utilizing experience-based study programs to support regular extracurricular activities and participate in social contribution activities; providing full career support from people with job experience, including graduates and faculty members, to facilitate students’ self-directed learning; and working to improve faculty members’ knowledge and skills to sustain these activities. It is commendable that the University systematically conducts faculty development (FD) activities, including faculty members’ involvement in university administration and social contribution activities, and staff development (SD) aimed at helping administrative staff members to acquire advanced knowledge on school management.

There are several issues the University needs to address, however. First, despite various reform efforts to assure the quality of the University’s education and research as mentioned earlier, the authority and responsibilities of the meeting bodies involved in the internal quality assurance system are not defined. Moreover, with no records compiled by the organizations promoting internal quality assurance, including the Education and Research Activity Investigation Committee, specific instructions and systems for improvements as well as the improvement processes themselves are not clarified. Next,

as for educational approaches, the screening criteria for theses and research outcomes on specific themes are not established in some master's programs of the graduate schools, and the learning outcomes are not sufficiently monitored and evaluated in all graduate schools. These issues pertaining to the graduate schools need to be addressed, along with problems found in student quota management.

The University has implemented various improvements and new measures to ensure the quality assurance of its educational and research activities, and undertaken a wide range of distinctive initiatives utilizing its characteristics and resources. In the coming years, the University is expected to visualize the procedures for assuring the quality of education and research to further improve its educational and research activities.

## **Notable Strengths**

### *Mission and Purpose*

- The University formulated the “Action Plan” and “Campus Master Plan 2011-2020” based on the medium- and long-term plans “Tamagawa Vision 2020,” and has steadily implemented and reviewed the two plans each year. These plans are shared among faculty members throughout the university, with organization members working together to conduct educational and research activities. It is commendable that these efforts are helping to improve syllabus formats and ensure steady progress in attaining the University’s mission and purpose.

### *Educational Program and Outcome*

- The university has adjusted the maximum number of credits students can register for in a semester, enabling students to increase study outside of class hours in the context of a reduced maximum credit point load, allowing an increase in quality of study time. The university provides two student-centered measures to contribute to quality of learning: a homeroom teacher system for supervisors to conduct regular consultations with students initiated at the university's establishment, and, more recently, a support system in which supervisors and academic staff members provide academic advice for students not meeting a certain grade point average (GPA) in the presence of their guarantors (guardians).
- In addition, the Learning Commons is fully utilized as a facility to encourage active

learning. Students use portfolios to record lesson feedback on all subjects taken, learning content outside of their lessons, and study hours in order to perform a self-evaluation by each semester's end. It is commendable that the University adopts various systematic approaches to help students increase study hours outside of their lessons, with positive outcomes expected in the coming years.

#### *Faculty and Faculty Organization*

- The University FD Committee and the Graduate School FD Committee are actively involved in faculty development (FD) activities, with an awareness of the three micro-, middle-, and macro-level approaches, particularly focusing on improving research abilities beyond lesson improvements, responding to the University's administrative affairs, and advancing the faculty members' careers, including social contribution. In addition, mentors in charge of supervising the teaching portfolio design are assigned to all college departments, and faculty developers are appointed to each college to manage the mentors' activities while playing a main role in the colleges' FD (middle-level) to connect university-wide FD (macro-level) and individual faculty members' FD (micro-level); they also serve as important mediators between administrative and academic staff members through the FD Committee. It is commendable that this advanced, well-established FD system is highly expected to make even more effective improvements in the University's FD activities.

#### *Student Support*

- To provide career and teacher training support under Tamagawa Academy's policy, the University cooperates with the alumni association to hold alumni exchange programs and interview training sessions with alumni. The Teaching Profession Support Room is also used to offer teaching guidance with the help of former school directors and principals. This generous support is commendable for its substantial contribution to student career development.
- With extracurricular activities viewed as an opportunity to cultivate the abilities and mindsets necessary to meet various social needs, the University actively supports regular extracurricular activities under Tamagawa Academy's policy. The Tamagawa Adventure Program (TAP) is designed for students to learn firsthand about cooperation, problem-solving, trust building, goal achievement, compassion, and

communication through adventure methods (experience-based educational methods). TAP is used to hold training sessions for the next leaders of the extracurricular sports and cultural activity organizations as well as for new members of the sports clubs. It is commendable that this support is helping students with different values interact with each other to improve their communication and other skills.

#### *Education and Research Environment*

- University Hall 2014, established in 2015 with the Library and Multimedia Resource Center integrated into its core, transformed a conventional library functioning solely as a book receptacle into a facility incorporating research rooms, lecture rooms, graduate quarters, and clerical offices. With the Learning Commons positioned as a key element, the facility functions as a space to actively support students' study by promoting active learning and studying outside of class hours, leading to an increase in the number of student users. It is commendable that this initiative is further expected to significantly contribute to a better environment for active educational and research activities.

#### *Social Cooperation and Contribution*

- It is commendable that the University works with the local community to undertake numerous initiatives as social cooperation and contribution activities in line with its social cooperation and contribution policy. Above all, the TAP Center has made accessible to outside educational institutions the TAP experience-based learning methods introduced to the University's educational programs. These TAP methods are helping to conduct training sessions for strengthening school teamwork requested by education boards and to develop educational training programs for businesses and sports teams. These various regional cooperation efforts are commendable.

#### *University Management and Finance*

- As for staff training, all newly hired administrative staff members are enrolled in the graduate school (Education Major (Master's Course) of the Graduate School of Education from FY2012 and Management Major (Master's Course) of the Graduate School of Management from FY2017) to acquire systematic knowledge that cannot be taught in the administrative orientation and training. It is commendable that the

University aims to cultivate administrative staff capable of handling high-level work involving school management.

## **Suggestions for Improvement**

### *Internal Quality Assurance*

- Despite steady improvement through the effective operation of the University's internal quality assurance system, the authority and responsibilities of the concerned organizations are not explicitly stipulated in the regulations on the university-wide policies and procedures for internal quality assurance. With no meeting records compiled by each organization, the improvement processes are unclear, ranging from specific improvement instructions and procedures provided by the Education and Research Activity Investigation Committee in the internal quality assurance system to improvement methods based on instructions adopted by the University Section Committee, the Administrative Section Committee, each college and graduate school section committee, and the University Common Section Committee. The mechanism for regularly inspecting and assessing the appropriateness of the internal quality assurance system is also not recognized as fully established. This situation should be improved.

### *Educational Program and Outcome*

- The thesis screening criteria are not defined in the Master's Courses of the Graduate School of Engineering and the Graduate School of Brain Sciences; neither are the screening criteria defined for the theses and research outcomes on specific themes in the Master's Course of the Graduate School of Management. These issues should be improved.

### *Student Enrollment*

- All graduate schools (master's, doctoral, and professional degree courses) monitor the learning outcomes through thesis and dissertation evaluations and student questionnaires, but it is difficult to describe them as having effectively established the methods for monitoring the learning outcomes stated in their degree award policies and the benchmarks for evaluating the outcomes. This issue should be improved.

- The ratios of student enrollment to the student enrollment cap are low at 0.42 in the Master's Course of the Graduate School of Humanities, 0.16 in the Master's Course of the Graduate School of Engineering, 0.36 in the Master's Course of the Graduate School of Management, 0.25 in the Doctoral Course of the Graduate School of Agriculture, and 0.11 in the Doctoral Course of the Graduate School of Engineering. These ratios should be improved with the graduate schools' student quotas thoroughly managed.

## **Recommendations**

### *Student Enrollment*

- The average of ratios of freshman enrollment to the freshman enrollment cap over the past five years is high at 1.35 in the Department of Software Science, College of Engineering, 1.45 in the Department of Management Science, College of Engineering, 1.29 in the Department of International Management, College of Business Administration, and 1.26 in the Department of Tourism and Hospitality Management, College of Tourism and Hospitality. The ratios of student enrollment to the student enrollment cap are also high at 1.24 in the Department of Software Science, College of Engineering, 1.39 in the Department of Software Science, College of Engineering, and 1.26 in the Department of Tourism and Hospitality Management, College of Tourism and Hospitality. These ratios must be lowered with the colleges' student quotas thoroughly managed.