

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

**Tsuda University**



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2024	
Accreditation Status: accredited (Accreditation Period: April 1, 2025 – March 31, 2032)	

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

### **Overview**

Tsuda University defines its founding spirit as “excellent teachers and motivated students as the most important thing educationally,” “emphasizing small-group teaching in order to educate students according to their individual needs,” “providing high level English education and training female English language teachers,” and “fostering students to acquire a high level of academic specialization at the same time as developing independent, all-round women through a broad liberal-arts education.” Based on its founding spirit, the University is committed to “promoting education that develops free, independent women, able to think and act for themselves and participate in society, and realize its social mission of cultivating forward-looking, progressive women based on the University’s distinctive history and traditions built up over the years.” To achieve its founding spirit and basic principle, the University has formulated Tsuda Vision 2030 as a medium-term plan to enhance its educational and research activities.

The Center for Women in Research, established to train female scholars, is a distinctive initiative that embodies the University’s basic principle. The center has launched the Graduate School Information Portal for Tsuda Students to foster next-generation female scholars; the website posts information such as comments from graduates who have become scholars and event videos related to graduate school admissions to help ease undergraduate students’ worries about advancing their education. Also in place is a system for graduates and graduate students specialized in the fields of students’ interests to provide effective mentoring and active support for students who aspire to become scholars. These are highly commendable efforts to realize the University’s basic principle, with the activities expected to help students broaden their perspectives and career paths.

Regarding internal quality assurance, the University has formulated the Internal Quality Assurance Policy as a university-wide policy to realize its founding spirit, basic principle, and visions presented in Tsuda Vision 2030. The University Management Council chaired by the president is established as an organization promoting university-wide internal quality assurance, with the University Self-Assessment Committee formed under the meeting as a body playing a leading role in inspections and assessments. To assure the University’s internal quality, the University Self-Assessment Committee

compiles the results of inspections and assessments conducted by the colleges, graduate school programs, and organizations. After performing inspections and assessments from a university-wide perspective, the committee reports the results to the University Management Council for confirmation. The president briefed on the confirmation issues instructions for improvement to the organizations, which draw up and implement improvement measures. With the PDCA (Plan-Do-Check-Act) cycle operated in this way, the University's internal quality is assured through a series of activities, but improvement instructions are issued only when deemed necessary based on the inspection and assessment results. The University is expected to describe the internal quality assurance procedures more clearly to operate the internal quality assurance system more effectively, while enhancing its university-wide improvement efforts.

As for education, the colleges, departments, and graduate school programs have established the three diploma, curriculum, and admission policies to achieve the educational policy stated in the University's basic principle, with their curricula appropriately designed based on the policies. There are several areas of improvement the University should address, however. Specifically, some departments and graduate school programs fail to state the basic concept of curriculum implementation in their curriculum policies, and the connection between the methods of monitoring student learning outcomes and the diploma policy is unclear in the colleges and graduate school programs. These issues should be addressed by the University Management Council as important elements for educational quality assurance to establish appropriate measurement methods and other steps. Moreover, some graduate school programs have not specified their research guidance methods and schedules as research guidance plans. In terms of screening master's theses, graduate school programs permit the substitution of master's theses for themed research outcomes when deemed appropriate in light of their purpose, but fail to define the criteria for this type of screening. This situation must be corrected.

In the years ahead, the University is expected to resolve these issues through internal quality assurance efforts and to progress further by maintaining and advancing its distinctive initiatives based its founding spirit and basic principle.

## **Notable Strengths**

### *Student Support*

- The Center for Women in Research has long provided various types of support for research activities by students, faculty, and staff. Notably, the center has launched the

Graduate School Information Portal for Tsuda Students for undergraduate and graduate students to foster next-generation female scholars. The website features comments from graduates who have become scholars and event videos related to graduate school admissions to help ease undergraduate students' worries about advancing their education. Also in place is a system for graduates and graduate students specialized in the fields of students' interests to provide effective mentoring by actively empathizing and supporting students who aspire to become scholars. These are highly commendable efforts expected to help students broaden their perspectives and career paths as well as produce positive outcomes that embody the University's basic principle.

## **Suggestions for Improvement**

### *Educational Program and Learning Outcomes*

- The basic concept of curriculum implementation is not clearly stated in the curriculum policies of the Department of Computer Science in the College of Liberal Arts, Department of Policy Studies in the College of Policy Studies, Master's Program in Computer Science in the Graduate Program in Mathematics and Computer Science, and Doctoral Program in Computer Science in the Graduate Program in Mathematics and Computer Science. This issue should be addressed.
- To monitor student learning outcomes, the colleges evaluate papers while the graduate school programs evaluate papers and conduct class evaluations and other surveys, but the connection between the common evaluation criteria or survey items and the diploma policy is unclear. Improvements should be made to monitor and evaluate student learning outcomes in an appropriate and multifaceted way.

### *Student Enrollment*

- The ratio of student enrollment to the student enrollment cap is low at 0.11 in the Doctoral Program in Mathematics and Computer Science. This ratio should be improved with the graduate school's student quota thoroughly managed.

## **Recommendation**

*Educational Program and Learning Outcomes*

- The graduate school code and the University website state that the screening of master's theses can be substituted for themed research outcomes when deemed appropriate in light of the purpose of the graduate school programs, but the criteria for this type of screening are not specified in the Master's Program in English Language and Literature in the Graduate Program in English and Cultural Studies; Master's Program in International and Cultural Studies in the Graduate Program in International and Cultural Studies; Master's Program in Mathematics in the Graduate Program in Mathematics and Computer Science; and Master's Program in Computer Science in the Graduate Program in Mathematics and Computer Science. This situation must be corrected.
- The schedules from enrollment to degree acquisition, guidance, and other systems are explained only orally at new student orientations and other events for the Master's Program in English Language and Literature in the Graduate Program in English and Cultural Studies; Master's Program in International and Cultural Studies in the Graduate Program in International and Cultural Studies; Doctoral Program in International and Cultural Studies in the Graduate Program in International and Cultural Studies; and master's and doctoral programs in Mathematics and Computer Science. This situation must be corrected with research guidance plans laid out and clarified to students beforehand in an appropriate way.