

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

**Tezukayama University**



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Nara, Japan
<b>Accreditation Status</b>	
Year of the Review: 2021	
Accreditation Status: accredited (Accreditation Period: April.1.2022 – March 31, 2029)	

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

### **Overview**

Tezukayama University was founded in 1964, as part of the Tezukayama Gakuen educational institution, which was established in 1941. The comprehensive university currently comprises seven departments in six faculties as well as two graduate schools. The university's mission and purpose are for faculty members to teach students and guide them in research in suitable academic fields to foster individuals with a broad international perspective, who have deep awareness and insight into being Japanese, as well as having the educational background and creativity to meet the demands of society. To fulfill this objective, the Fourth Tezukayama Gakuen educational institution Mid-term Action Plan (referred to below as the "4th Mid-term Action Plan"), a six-year plan with AY2016 as the starting year, was formulated. Achieving practical education and fostering individuals who can meet the needs of the community and society were set as the main goals, with initiatives underway toward their fulfillment.

The University Council is the organization in charge of promoting internal quality assurance. Each undergraduate and graduate division receives results of checks and reviews by the Check and Review Committee for Departments, etc. (referred to below as "Departments, etc. Committee"), and the Check and Review Committee checks and reviews from the perspective of the University as a whole, with educational aspects also being considered by the Educational Management Committee. The Educational Management Committee shares the results of various questionnaires, generic skill assessment tests, and other educational information. Such reporting by the committee is compiled and discussed by the University Council under the President, and the results are used as a basis for arriving at measures for improvement and enhancement. Although the PDCA cycle of internal quality assurance appears to be functioning sufficiently overall, many relevant committees exist, among which cooperation and division of roles are unclear; thus, a structural reorganization is desired.

Regarding education, all undergraduate and graduate divisions have organized their curricula appropriately for the most part in accordance with the degree award policy (diploma policy) and curriculum design and implementation policy (curriculum policy). A curriculum tree and curriculum map have been created to help

students better understand. The Master's Programs and Doctoral Programs in the graduate schools both have curricula that keep in mind the positioning of coursework and research activities. Additionally, Tezukayama Active Learning Education Square (TALES), the University's original educational support system equipped with eLearning functions, was developed and rolled out. An environment has been prepared in which students can study, not only during class but also independently outside of classes, and it is proving effective for remote classes due to the COVID-19 pandemic.

Social cooperation and contribution activities include the diverse research activities of the interdisciplinary *Nara-gaku*, which combines the University's intellectual resources and community resources. These research activities are outstanding initiatives that bring communities and industries together and advance cooperation among them. They not only lead to community revitalization but also offer an opportunity for students to learn proactively through student participation-style implementation. The activities of research labs and various centers inside the University along with research outcomes are also contributing to the local community, and further advancement of activities going forward with the University as a hub for the community can be anticipated.

However, there are several issues that should be improved. First, the thesis examination criteria are the same in both the Master's Program and the Doctoral Program in the Graduate School of Psychology and are not clearly defined for each degree program. Thus, this should be improved. Also, regarding quota management, for several faculties/departments in the last five years, the average of ratios of freshman enrollment to the freshman enrollment cap and the ratios of student enrollment to the student enrollment cap has been high. Graduate schools have a low ratio of student enrollment to their student enrollment cap, so improvements are necessary to ensure proper undergraduate and graduate student quota management.

Moving forward, the JUAA hopes that the University will solve these issues by promoting efforts for internal quality assurance even more and make further progress by developing distinctive university-specific initiatives.

## **Notable Strengths**

### *Social Cooperation and Contribution*

- With Nara as the domain, diverse research activities of interdisciplinary *Nara-gaku*, which combines intellectual resources of Tezukayama University and community resources, brings communities and industries together and advances

cooperation among them. They also offer an opportunity for students to learn proactively through student participation-style implementation. In addition, various local cooperation activities through the project-based learning, activities of the Institute of Comprehensive Nara Cultural Studies, Archaeological Research Institute, Mental Health Care Center, Child-Raising Support Center, etc. along with research outcomes are also contributing to the local community, and further advancement of activities going forward with the University as a hub for the community can be anticipated and commended.

## **Suggestions for Improvement**

### *Educational Program and Learning Outcomes*

- The thesis examination criteria are the same in both the Master's Program and Doctoral Program in the Graduate School of Psychology and are not clearly defined for each degree program. Thus, this should be improved.

### *Student Enrollment*

- The ratios of student enrollment to the student enrollment cap in the Graduate School of Psychology are low at 0.45 for the Master's Program and 0.22 for the Doctoral Program. Therefore, significant improvements should be made in graduate school quota management.

### *University Management and Finance*

- Although the balance of income and expenditure for the current academic year before transfer to capital fund, a target specified in the fiscal consolidation plan (university version), is on a positive trend with improvement in quota fulfillment of students due to reorganization of the academic structure, expenditure remains excessive and the target has not been achieved. Toward establishing a financial base, continuous effort is required including measures for reduction in spending as stated in the fiscal consolidation plan.

## **Recommendation**

### *Student Enrollment*

- In the last five years, the average of ratios of freshman enrollment to the freshman enrollment cap has been high at 1.27 in the Department of Psychology, Faculty of Psychology, and 1.33 in the Department of Living Space Design, Faculty of Contemporary Human Life Science. The ratio of student enrollment

to the student enrollment cap is high at 1.25 in the Department of Psychology, Faculty of Psychology. This should be corrected to ensure proper undergraduate student quota management.