

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

Tokyo Denki University



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2023	
Accreditation Status: accredited (Accreditation Period: April 1, 2024 – March 31, 2031)	

Certified Evaluation and Accreditation Results for Tokyo Denki University

Overview

Tokyo Denki University sets forth the founding spirit of “Respect for Practical Study” and the fundamental ideal of “In the Technology Breathes its Creator,” with the purposes of the undergraduate and graduate schools as well as human resource development in the departments and graduate courses defined based on the University’s principles. To disseminate these concepts, the University actively utilizes handouts to its faculty, staff members, and students, a website, undergraduate common subjects, and other means. Under its spirit and ideal, the University has formulated the Tokyo Denki University Mid-term and Long-term Plan – TDU Vision 2023 over an estimated ten-year period from AY2014 to enhance its educational and research activities, with a view to shining brightly while coping with social environmental changes.

Regarding the University’s internal quality assurance, the Internal Quality Assurance Purpose and Policy has been established with the Comprehensive Self-Evaluation Committee positioned as an organization responsible for promoting university-wide internal quality assurance. The internal quality assurance system is operated with the Comprehensive Self-Evaluation Committee compiling the results of self-studies conducted by the undergraduate and graduate schools and other programs, inspecting and assessing the results from a university-wide perspective, and reporting on the items for improvement to the president, with instructions for improvement issued by the University Council. In the coming years, the University is expected to consider reviewing the university-wide internal quality assurance policy based on actual conditions as well as the roles required of the organizations promoting internal quality assurance, while clarifying the position of the Management Review conducted as the school corporation’s overall self-study in the internal quality assurance system.

As for education, the University has established diploma and curriculum policies for each degree to be awarded based on its principles and purposes, and systematically designed the curricula with appropriate lesson subjects provided for each degree course. The undergraduate school conducts the Problem/Project-Based Learning (PBL) Educational Support Program to encourage active student learning. In addition, the undergraduate school has established the Student Advisor System with faculty members offering consultation for students’ campus life, grades, school-year advancement, and

graduation, as well as the Study Support Center to help students improve their basic academic abilities for university education. In the graduate schools, research supervisors describe the guidance details based on the research guidance planning form and students fill in their plans. At the end of each school year, the supervisors add the guidance results to the form.

Among the University's distinctive initiatives are various approaches to student enrollment, such as introducing an admissions process enabling students to study while working and a system for encouraging students to go on to graduate school. Specifically, students admitted through the Comprehensive Entrance Exam Selection (for Working Students) are allowed to study during the evening hours at the School of Engineering (Evening Division) while working as student staff on the University's Tokyo Senju Campus during the daytime. It is notable that the University takes advantage of its Evening Division school to provide both financial assistance and education for students willing to study while working but worry about attending university due to financial and other circumstances. To encourage students to pursue doctoral course studies and support career development for doctoral students, the University has introduced the Young Researcher Training Support System for hiring its graduate students as project research assistants (fixed-term) to help them build careers as researchers while continuing their studies as student researchers. This system is expected to contribute to undergraduate and master's course students advancing to higher-level courses by showing potential career paths after completing their doctoral programs. These are commendable initiatives that enable students to study and even engage in research while working in an effort to achieve the University's founding spirit and fundamental ideal.

There are several areas of improvement the University should address, however. First, to monitor and evaluate student learning outcomes the graduate schools monitor the learning outcomes based on the screening of dissertations and other factors, but the connection to the learning outcomes stated in their diploma policies is unclear. Efforts should be made to monitor and evaluate the knowledge, skills, and other qualities stated in the diploma policies. Some graduate schools require master's theses or research outcomes as an alternative to a master's thesis for course completion, but identical screening criteria are used for both papers. This issue should be addressed with each criteria clarified.

In the years ahead, the University is expected to resolve these various issues by reviewing the internal quality assurance promotion organizations to fulfill their required functions and roles, while advancing its numerous distinctive initiatives to progress further toward the achievement of its principles.

Notable Strengths

Student Enrollment

- The University adopts the Comprehensive Entrance Exam Selection (for Working Students) to support students willing to study while working but worry about attending university due to financial and other circumstances. Students admitted through this selection process are allowed to study during the evening hours at the School of Engineering (Evening Division) while working as student staff on the University's Tokyo Senju Campus during the daytime. The work is useful for practical learning and employment as these students engage in practical assistance, parts machining, and machine maintenance work on campus. It is commendable that the University manages this admissions method to provide both financial assistance and education.
- The Graduate School of Advanced Science and Technology (doctoral courses) has introduced the Young Researcher Training Support System for hiring its outstanding students as project research assistants (fixed-term) to help them build careers as researchers while continuing their studies as student researchers, with positive outcomes including students recruited as research assistants and fellows after completing the doctoral program under the system. This is a commendable mechanism for encouraging students to pursue graduate school studies and securing graduate students by utilizing the system's operation and achievements to inform undergraduate and master's course students of career support, including financial assistance after entering graduate school, and career development models after completing the doctoral courses.

Suggestions for Improvement

Educational Program and Learning Outcomes

- The master's programs in the Graduate School of Science and Technology for Future Life and Graduate School of System Design and Technology require master's theses or research outcomes as an alternative to a master's thesis for course completion, but specify identical screening criteria for both papers. This issue should be addressed

with each criteria clarified.

- The graduate schools measure and evaluate student learning outcomes through grades, dissertation screening, and other means, but the connection between these measurement methods and the learning outcomes stated in their diploma policies is unclear. Efforts should be made to monitor and evaluate the knowledge, skills, and other qualities stated in the diploma policies.