

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

Seigakuin University



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

Certified Evaluation and Accreditation Results for Seigakuin University

Overview

With a founding spirit of “love god and serve his people,” Seigakuin University provides education based Protestant Christianity, and has adopted “piety and learning” and “the truth will set you free” as its mottos. To this end, Seigakuin University has established the “Ten Principles of Seigakuin University” as the philosophy that underpins its educational and research system. In addition, in order to fulfill the University’s founding spirit and objectives, in 2018 the Seigakuin School Corporation drew up the “SEIG VISION 2018–2023” and “University Division Action Plan” as medium- and long-term plans for the school corporation’s educational and research activities.

With respect to internal quality assurance, an “Internal Quality Assurance Policy” was developed in AY2020, and various organizations such as the “IR Committee for Internal Quality Assurance Promotion,” which is responsible for promoting internal quality assurance, were established and a new structure was put in place. However, the “Council for University Administration” which is not specified in the above-mentioned internal quality assurance policy and consists of almost the same members as the “All-University Assessment Committee,” is in fact involved in the internal quality assurance system, and although regulations for both of these bodies are in place, there is no clear division of roles in the internal quality assurance system. In addition, the IR Committee for Internal Quality Assurance Promotion only issues instructions for improvement to each faculty, etc., with respect to issues identified from the check and review results, and does not properly manage the actual improvement activities being conducted. In addition, since appropriate self-study has not yet been conducted at the graduate school level, the roles and authorities of each organization, centering on the IR Committee for Internal Quality Assurance Promotion, should be clarified going forward. This should also be corrected to establish a system for conducting self-study for the graduate schools and providing support for improvements accordingly, allowing internal quality assurance to function effectively.

Regarding education, all faculties and graduate schools have generally organized their curricula appropriately in accordance with their degree award policies (diploma policies) and curriculum design and implementation policies (curriculum

policies). Both the undergraduate and graduate schools are based on small-group education, and the curriculum is designed so that each student can pursue deeper discussions through each class and further enhance their motivation to learn.

One notable initiative is the various types of student support that have been enhanced to help each student develop their potential. In particular, the International Student Center, which opened in AY2017, carefully provides the support that international students require. In particular, opportunities for peer teaching among international students have been established, with current scholarship recipients providing guidance to prospective recipients in obtaining external scholarships aimed at international students, helping to build relationships among them. In addition, by establishing opportunities for international students to interact with the local community and Japanese students through activities such as providing information to the community via translation and participating in local events, the program fosters the ability to live in Japanese society, which is highly commendable in light of the University's philosophy.

However, there are several issues that should be corrected or improved. First, some faculties and graduate schools do not indicate in their degree award policies the knowledge, skills, abilities, and other learning outcomes appropriate for the relevant degrees. Furthermore, although there are plans to utilize a "DP Rubric" and other tools to measure the learning outcomes indicated in the graduate schools' degree award policies, they are not measured at this time. With respect to finances, it is difficult to say that the financial base necessary to conduct educational and research activities has been sufficiently established.

Moving forward, the JUAA would like to see the University make greater progress by resolving these issues through internal quality assurance efforts and further developing its many distinctive initiatives.

Notable Strengths

Student Support

- The International Student Center, which opened in AY2017, carefully provides the support that international students require. In particular, opportunities for peer teaching among international students have been established, with current scholarship recipients providing guidance to prospective recipients in their efforts to obtain the Rotary Yoneyama Scholarship, an external scholarship for international students. This initiative has helped to build relationships among international students, as well as to maintain a record of success in obtaining this

scholarship. In addition, in light of the “Ten Principles of Seigakuin University,” it is commendable that the University fosters international students’ ability to live in Japanese society by providing opportunities for international students to interact with the local community and Japanese students; for example, international students translating COVID-19 information on local public relations magazines into foreign languages under the guidance of Japanese language instructors for the benefit of local foreign residents and working to provide such information, as well as participating in local events.

Suggestions for Improvement

Educational Program and Learning Outcomes

- The degree award policies of the Faculty of Political Science and Economics and the Master’s Program at the Graduate School of Politics and Policy Studies do not indicate the knowledge, skills, abilities, and other learning outcomes appropriate for the relevant degrees, a situation that requires improvement.
- The Faculty of Political Science and Economics, the Faculty of Humanities’ European-American Culture Department, Japanese Culture Department, and Child Studies Department, as well as the Faculty of Psychology and Social Welfare, set an upper limit on number of credits that can be registered for in one year, but teaching courses, library and information science courses, etc. are not included. In addition, students who have a GPA of 2.5 or higher in the previous semester may take two credits more in the following semester by applying to the Director of Academic Affairs. As a result, a considerable number of students actually register for more credits than the upper limit, indicating that measures to substantiate credits are insufficient, and improvement is required in light of the purpose of the credit system.
- At the graduate level, there is no university-wide measurement of learning outcomes as indicated in the degree award policy. Improvements are required to use the “DP Rubric” and “Learning Portfolio,” which are scheduled to be introduced in the future, to properly monitor and evaluate the learning outcomes indicated in the degree award policy on a university-wide basis.

Student Enrollment

- The ratio of student enrollment to the student enrollment cap is low at 0.20 for

the Master's Program at the Graduate School of Arts and Sciences and 0.35 for the Department of Psychology and Social Welfare Studies in the Graduate School of Psychology and Social Welfare Studies. This should be improved to ensure proper graduate student quota management.

Faculty and Faculty Organization

- FD specific to the Graduate School of Arts and Sciences and the Graduate School of Psychology and Social Welfare Studies regarding educational improvement has not been conducted. Therefore, improvements are required that such FD is appropriately conducted for the master's and doctoral programs as a whole or for individual graduate schools.

Recommendation

Internal Quality Assurance

- The division of roles between the All-University Assessment Committee, which oversees the check and review results by each department, etc. and the Management Committee is unclear. In addition, the IR Committee for Internal Quality Assurance Promotion only issues instructions for improvement to each department, etc., with respect to issues identified from the check and review results, and does not properly manage the actual improvement activities being conducted. Moreover, it is difficult to say that appropriate self-study is being conducted at the graduate level. Going forward, the roles and authorities of each organization, centering on the IR Committee for Internal Quality Assurance Promotion, should be clarified. This should be corrected to establish a system for conducting self-study for the graduate schools and providing support for improvements accordingly, allowing internal quality assurance to function effectively.

University Management and Finance

- The ratio of financial assets to the required reserve fund has remained at a low level, and the ratio of excess expenditures carried over to the next fiscal year to operational income has been on the increase, indicating that the financial base necessary to conduct educational and research activities has not been established. The "medium-term financial simulation" should be revised annually to meet the targets for the finance-related ratios that have been set for building a stable financial base. First, a financial base should be established by steadily

implementing the initiatives outlined in SEIG VISION 2018–2023, thereby achieving a positive operational income and expenditure balance ratio.