

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

University of the Sacred Heart, Tokyo



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 the University of the Sacred Heart

Overview

The University of the Sacred Heart sets forth the founding spirit of “learning from the Heart of Christ that unique love which he shows to each person. Inspired by this love, students will seriously pursue the studies which they have chosen, and will deepen their involvement with the world as a result of their learning.” Based on this spirit, the University aims to develop in its students, through their quest for higher learning and specialization, the three educational principles that include “the creativity that opens up new vision, the power of critical thinking, and the ability to become fully educated, well-rounded human beings.” To this end, “based on the spirit of Christ”, the Undergraduate Program Faculty of Liberal Arts “aims to nurture women who will contribute to the advancement of society and culture through rich insights and high integrity by endowing them with a grounding in liberal arts and providing specialized academic areas of study and research.” The University formulated the University of the Sacred Heart Grand Design (hereafter “Grand Design”) in AY2018 and the University of the Sacred Heart Medium-Term Goals and Plan (AY2020-AY2024) (hereafter “Midterm Goals and Plan”) in AY2019. After the faculty was renamed the Undergraduate Program Faculty of Liberal Arts in AY2019, the departments and courses were reorganized into their present departments and majors. The Midterm Goals and Plan lays out seven basic goals that include “establishing an internal quality assurance system to embody the educational philosophy (inspections, assessments, and improvements)” and “restructuring education and enhancing educational and research capabilities with a view to the next-generation society. (educational and research activities)” The University has set out specific policy measures and improvement targets in line with these goals to undertake its educational and research activities.

Since its opening, the University has actively engaged in long-term social contribution activities that embody its founding spirit. The Madeleine-Sophie Center plays a central role in launching a project to help students initiate self-directed social service activities with the aim of deepening cooperation with local businesses and organizations in volunteer activities. The Department of Education has opened the childcare support Margaret Room to provide a playground for preschool children and their parents, and serves as a practical learning space for students as well. Other activities

include those conducted by the Sacred Heart Institute for Sustainable Futures from a global perspective. It is highly commendable that the University has advanced a wide range of social cooperation and contribution activities to continuously promote student growth while contributing to society by sharing its knowledge. In the coming years, the University is expected to enhance the qualities of its faculty members for social cooperation activities as part of its systematic faculty development (FD) activities aimed at promoting faculty participation in these activities.

In terms of education, the University's educational program is organized for all first-year students to follow the basic program without declaring a major, with students of the following years studying their majors in the departments they decide on. The systematically designed curriculum consists of the University-Wide Required Field, Major Field, and Related Field courses, featuring subjects aimed at broadening students' international perspectives by learning Christian values related to the University's founding spirit and cultural backgrounds of other countries. All departments arrange specialized subjects by domain and introduce minor programs to encourage students to take Related Field courses in a systematic way. The University of the Sacred Heart Assessment Plan (hereafter "Assessment Plan") is formulated to clarify the measurement methods of student learning outcomes at the time of enrollment and graduation, and to monitor and evaluate the learning outcomes stated in the diploma policy using various types of questionnaires, external exams, and other means. The University is expected to steadily implement the Assessment Plan scheduled to begin operation in AY2024.

After formulating the University of the Sacred Heart Internal Quality Assurance Policy (hereafter "Internal Quality Assurance Policy") in AY2015, the University has carried out a series of reviews and improvements to establish the internal quality assurance system as stated in the medium-term plan. At present, the University-Wide Evaluation Committee serves as a body promoting and conducting internal quality assurance activities at the university-wide, undergraduate and graduate school, and lesson and faculty levels, with each level structured and coordinated among the meeting bodies. The university-wide level is handled by the University-Wide Evaluation Committee, Administrative Expert Panel of the University-Wide Evaluation Committee, Executive Management Conference, Future Vision and Evaluation Committee, and other meeting bodies; the undergraduate and graduate school level by the Faculty Council or Graduate School Committee, Academic Affairs Committee, Admissions Committee, Student Affairs Committee, FD Council, and other meeting bodies; and the courses and faculty level by faculty members and the Faculty Council or the Graduate School Committee. Under these structures, inspections and assessments are conducted every six months, and

the University-Wide Evaluation Committee compiles such documents as the Self-Study Activity Report based on the inspection and assessment sheets, Key Activity Plan, Activity Plan by Division, Activity Plan, and Activity Report. However, the committee only compiles these documents, and does not provide feedback to promote improvement efforts for each organization as stipulated in the Internal Quality Assurance Policy. The organizations reflect their improvements based on the inspection and assessment results in the medium-term and activity plans, while the Future Vision and Evaluation Committee is tasked with educational improvement efforts that include reviewing and formulating the diploma, curriculum, and admission policies. However, the roles and coordination of the meeting bodies involved in internal quality assurance are unclear. With the roles of each meeting body specified in the regulations revised in AY2023, it is necessary to operate the university-wide PDCA (Plan-Do-Check-Act) cycle led by the University-Wide Evaluation Committee. Moreover, to ensure the quality assurance of its education, and monitor and evaluate student learning outcomes, the University is expected to ensure the connection of the three policies and clarify its approach to formulating these policies in a way consistent with the policies of the departments and other programs.

In the years ahead, the University is expected to effectively operate its internal quality assurance system and proceed with improvements based on the inspection and assessment results. The University is also expected to maintain and enhance the culture and distinctive initiatives based on its founding spirit and educational principles, thereby progressing further.

Notable Strengths

Social Cooperation and Contribution

- The University encourages students to engage in social contribution activities based on its founding spirit. The Madeleine-Sophie Center has long undertaken volunteer activities in cooperation with the local community, such as the Habatake (Flying High) Sacred Heart Project offering grants for students' self-directed social service activities. The Sacred Heart Institute for Sustainable Futures organizes events themed on global issues through collaboration with students, faculty, and staff members, and has launched the Social Action Support System to support students' individual social contribution activities. The Department of Education played a central role in opening the childcare support Margaret Room to support preschool children and their parents in the community and serve as a practical learning space for students as well. It is

commendable that the University has upgraded its long-running activities to encourage students to actively participate in community engagement.

Suggestions for Improvement

Internal Quality Assurance

- The Internal Quality Assurance Policy stipulates that the University-Wide Evaluation Committee, as an organization responsible for promoting the university-wide internal quality assurance, provides feedback and promotes improvement efforts for organizations and other bodies that conduct self-studies from a university-wide perspective. However, the committee only compiles the inspection and assessment results from the organizations, and does not carry out the tasks stated in the policy. In fact, the organizations reflect improvement items based on their inspection and assessment results in the medium-term and activity plans, and the Future Vision and Evaluation Committee is tasked with educational improvement efforts that include reviewing and formulating the diploma, curriculum, and admission policies. With the roles and coordination of these meeting bodies specified in the University-Wide Evaluation Committee's regulations revised in AY2023, efforts should be made for the committee to promote the improvement activities of each organization in order to effectively operate the university-wide PDCA cycle.