

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

Seinan Gakuin University



Basic Information of the Institution	
Ownership: Private	Location: Fukuoka, 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 Seinan Gakuin University

Overview

Seinan Gakuin University sets forth the founding spirit of “Seinan, Be True to Christ,” and its mission as “in the pursuit of truth in academic affairs and excellence in character development, strive to equip and nurture students to serve as creative and constructive leaders in local communities and in an expanding global society.” Based on the founding spirit and mission, the University defines its principle and purpose as “contributing to the advancement of academic culture based on profound academic research and the underlying education with Christianity as the basic educational philosophy, while fostering human resources with extensive, in-depth specialized knowledge and creativity who can contribute to local communities, Japan, and the world.” The University has formulated Seinan Gakuin Vision 2016-2025 to achieve its founding spirit, mission, principle, and purpose, and laid out the Medium-Term Plan 2016-2025 to realize the vision, along with an annual project plan that embodies this vision. Under these plans, the University strives to enhance its educational and research activities.

Regarding internal quality assurance, the University has established the Regulations on the Structure and Procedures for Seinan Gakuin University Internal Quality Assurance Promotion (hereafter “Internal Quality Assurance Regulations”). The Seinan Gakuin University Internal Quality Assurance Promotion Committee (hereafter “Internal Quality Assurance Promotion Committee”) headed by the vice president (in charge of general affairs) is positioned as an organization responsible for promoting internal quality assurance. Each Individual Inspection and Assessment Committee of the faculties, graduate schools, and divisions conducts self-studies, and the results are summarized by the Teaching and Learning Management Committee, Research Management Committee, and Basic Issue Inspection and Assessment Committee under the Individual Inspection and Assessment Committee. The University-Wide Inspection and Assessment Committee headed by the president compiles and approves the self-study results from a university-wide perspective. The Internal Quality Assurance Promotion Committee verifies the appropriateness and effectiveness of the approved self-study results before formulating and presenting improvement proposals to the University-Wide Inspection and Assessment Committee. The roles and members of the Internal Quality Assurance Promotion Committee and the University-Wide Inspection and Assessment

Committee are separately specified in the relevant regulations and other rules, but under the internal quality assurance promotion structure, the Deans' Council positioned above the Internal Quality Assurance Promotion Committee is allowed to issue instructions for improvement to the faculties, graduate schools, and divisions based on inspections and assessments without prior discussion with the committee. This situation highlights that the committee is not necessarily responsible for promoting internal quality assurance. The University should address this issue by revamping the organizations, structures, policies, and procedures involving internal quality assurance promotion to effectively operate the internal quality assurance system led by the Internal Quality Assurance Promotion Committee.

As for education, the university-wide diploma and curriculum policies are clearly stated, and the faculties and graduate schools have formulated their diploma and curriculum policies. Under these policies, lesson subjects suitable for each degree program are appropriately offered and the curricula systematically designed. Course charts, curriculum maps, and other tools are used to ensure the connection between the curriculum policy and the educational programs. Various approaches are also adopted for students to take courses systematically by illustrating the connection with the diploma policy, as well as subject arrangement and sequence, and the diploma policy based on the school year. The faculties and graduate schools have taken a variety of steps to boost learning motivation and provide effective education, such as introducing active learning-based lessons and refining the content of syllabuses. To monitor and evaluate student learning outcomes, the University has begun promising initiatives, including conducting the DP Perspective-Based Assessment, reflecting student learning outcomes in the Learning Portfolio, upgrading course counseling and guidance based on the learning outcomes, and introducing and utilizing its own Teaching and Learning IR Format Report (e.g. internal institutional report format for teaching and learning data) in all faculties.

Among the distinctive initiatives is the introduction of Child-Rearing Support Concierge in AY2024 at the Seinan Children's Plaza to offer additional services, including providing information based on individual needs and making referrals to appropriate service and support organizations. The Seinan Children's Plaza, which the University has operated for many years based on an agreement with Fukuoka City, also provides staff training at the Children's Plaza and supports childcare volunteers and groups in the city. It is highly commendable that the University utilizes its expertise to contribute to community outreach activities that meet the needs of society.

There are several areas of improvement the University should address, however. The faculties specify the maximum number of credits to ensure credit validity, but the

guidance for students taking qualification courses and delaying graduation is insufficient. Measures such as providing more thorough course guidance need to be taken to ensure credit validity. All graduate schools have introduced the Graduate School Common Rubrics to measure student learning outcomes, but the rubrics shared by graduate schools and their courses vaguely connect the abilities stated in the diploma policy for each division course with the rubric indicators. Improvements should be made to monitor and evaluate learning outcomes by developing appropriate indicators for measuring the abilities stated in each diploma policy. Multiple graduate schools have low ratios of student enrollment to the student enrollment cap. This issue should be addressed with the graduate schools' student quotas thoroughly managed.

In the years ahead, the University is expected to resolve these issues through internal quality assurance efforts, and to progress further by advancing its outstanding, distinctive initiatives.

Notable Strengths

Social Cooperation and Contribution

- The Seinan Children's Plaza introduced Child-Rearing Support Concierge in AY2024 as a new way to strengthen cooperation with local communities and utilize the University's expertise for child-rearing support. The University has operated the plaza for many years to work for the care of babies and their parents or guardians based on an agreement with Fukuoka City. The concierge services include providing information based on individual needs and making referrals to appropriate service and support organizations. The expanded functions enable the Seinan Children's Plaza to offer value-added activities utilizing the University's characteristics, such as responding to foreign babies and their parents; inviting students to participate as part of their lessons or work as volunteer staff; planning, proposing, and implementing professional counseling and specialized courses by faculty members; and training staff at the Children's Plaza and supporting childcare volunteers and groups in Fukuoka City. It is commendable that the University takes advantage of its expertise to contribute to community outreach activities in response to the needs of society.

Suggestions for Improvement

Internal Quality Assurance

- The Internal Quality Assurance Regulations stipulates that the Internal Quality Assurance Promotion Committee headed by the vice president is an organization responsible for promoting internal quality assurance and cooperates with the University-Wide Inspection and Assessment Committee, Teaching and Learning Management Committee, and other bodies in promoting internal quality assurance. The structure, however, allows the University-Wide Inspection and Assessment Committee and the Deans' Council, both headed by the president, to issue instructions for improvement to the faculties, graduate schools, and divisions based on inspections and assessments without going through the Internal Quality Assurance Promotion Committee. This discrepancy between the regulations and the actual conditions indicates that the internal quality assurance system led by the Internal Quality Assurance Promotion Committee is inadequately operated. The University should address this issue by revamping the organizations, structures, policies, and procedures involving internal quality assurance promotion.

Educational Program and Learning Outcomes

- The faculties and departments specify the maximum number of credits to ensure credit validity, but exclude subjects related to teaching and other qualifications, resulting in students registering for credits far exceeding the upper limit for the acquisition of multiple qualifications and other purposes. In addition, students delaying graduation are permitted to register for credits exceeding the cap specified each year. Explanations and support are provided to these students, but the measures are insufficient to ensure credit validity. This situation should be addressed in light of the purpose of the credit system.
- The graduate schools introduced new course charts, curriculum maps, and the Graduate School Common Rubrics to all programs in AY2023 to monitor student learning outcomes, but the Graduate School of Human Sciences fails to clarify the connection between the abilities stated in the diploma policy and the rubric indicators. Other graduate schools use the same rubrics for their programs and courses, but this is inadequate as the rubrics fail to correspond to the diploma policy established by each division and course. Improvements should be made to monitor and evaluate student learning outcomes by developing appropriate indicators for measuring the abilities stated in each diploma policy.

Student Enrollment

- The ratios of student enrollment to the student enrollment cap are low at 0.33 in the Master's Course in the Graduate School of Law, 0.27 in the Master's Course in the Graduate School of Business Administration, 0.13 in the Doctoral Course in the Graduate School of Business Administration, 0.13 in the Doctoral Course in the Graduate School of Literature, 0.18 in the Master's Course in the Graduate School of Economics, 0.13 in the Doctoral Course in the Graduate School of Economics, 0.36 in the Master's Course in the Graduate School of Theology, and 0.17 in the Doctoral Course in the Graduate School of Theology. These ratios should be improved with the graduate schools' student quotas thoroughly managed.