

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

Seirei Christopher University



Basic Information of the Institution	
Ownership: Private	Location: Shizuoka, 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 Seirei Christopher University

Overview

Seirei Christopher University sets forth the principle and purpose of “cultivating character based on the Christian principles of ‘Dignify of Life’ and ‘Love Thy Neighbor’; teaching and researching a broad range of knowledge and specialized disciplines in the arts and sciences; nurturing professionals in nursing, rehabilitation, welfare, education and childcare within the healthcare and welfare fields; and contributing to human health and welfare as well as education and childcare.” To achieve its founding spirit, principle, and purpose, the University has formulated the Future Innovation and Progress Plan to enhance its educational and research activities.

Regarding internal quality assurance, the University has established the University-Wide Internal Quality Assurance Policy and set in place the Director Meeting responsible for promoting internal quality assurance; the Self-Inspection/Evaluation Committee in charge of undergraduate program self-studies; the Graduate School Committee responsible for graduate program self-studies; and the Self-Inspection/Evaluation Management Committee tasked with compiling the inspections and assessments of undergraduate school, graduate school, and other programs, and presenting the issues to be addressed to the Director Meeting. However, with the main members of the Director Meeting and Self-Inspection/Evaluation Management Committee overlapping, the University needs to consider methods to ensure the reliability and validity of the inspections and evaluations. For example, the Director Meeting only approves the proposals by the Self-Inspection/Evaluation Management Committee and inadequately fulfills the role stated in the policy. This issue should be addressed with the roles of the internal quality assurance organizations clarified to develop a more effective internal quality assurance system. Other issues include the lack of regulations on external evaluations. The University conducts inspections and assessments using tools created in light of JUAA’s University Standards to clarify the evaluation items as the perspectives of evaluation, but does not establish specific inspection and assessment criteria in line with its principle and purpose. When publishing its self-study results, the University only releases the inspection and assessment results of the Self-Inspection/Evaluation Report and the Medium- to Long-term and Annual Activity Plans. The evaluation results of other inspection and assessment tools should also be made known to the public.

As for education, the undergraduate and graduate schools have appropriately designed their curricula based on the founding spirit and diploma and curriculum policies. The Active Learning for Community Practice and the Active Learning for International Support have been introduced as undergraduate common subjects to encourage students' self-directed learning and to foster their creativity. It is notable that the University provides students with opportunities for independent learning by participating in practical activities conducted by faculty members to tackle regional challenges.

The University attaches importance to community contribution activities in line with its principle of cultivating professionals who can contribute to the community and play an active role on the international stage, based on its founding spirit of "Dignify of Life" and "Love Thy Neighbor." The University and municipalities have signed partnership agreements, and the Regional Collaboration Promotion Center and the Academic Affairs Division cooperate in managing social cooperation and community contribution programs. For example, the lecture program called the Hamamatsu City-University Collaboration Project – Lectures by University Students is operated in a coordinated way as an outstanding initiative providing students and faculty members with opportunities to participate in community activities together, and helping students improve their planning, collaboration, and practical skills.

There are several areas of improvement the University should address, however. First, the graduate schools annually prepare syllabuses for each subject, with the educational contents checked by the deans, but they do not specify the inspection items, and their curriculum policies do not clearly state the educational contents and methods as well as the evaluation of student learning outcomes. The undergraduate school permits students to register for credits exceeding the upper limit when meeting a certain grade point average (GPA) or taking subjects related to teaching certificates, or due to other unavoidable circumstances, but measures are not clarified to ensure credit validity, and this situation should be addressed. Next, the ratios of freshman enrollment to the freshman enrollment cap are low in the School of Social Work, but high in the Department of Physical Therapy in the School of Rehabilitation Sciences, and the gap between these ratios must be narrowed with the schools' student quotas thoroughly managed. Furthermore, the low ratio of student enrollment in the Master's Program in Social Work in the School of Social Work should be improved with the school's student quota thoroughly managed.

In the years ahead, the University is expected to resolve these issues through internal quality assurance efforts, enhance its distinctive initiatives, and make improvements in its various activities.

Notable Strengths

Social Cooperation and Contribution

- The University organizes the Hamamatsu City-University Collaboration Project – Lectures by University Students under the Regional Collaboration Promotion Center based on the partnership agreement with Hamamatsu City. This project aims to address the challenges facing the city to provide lifelong learning opportunities. The University is contributing to the promotion of citizens' lifelong learning and health by utilizing its expertise to return the learning outcomes to the community. The University also dispatches student lecturers to help improve their planning, collaboration, and practical skills, increase their learning motivation, and provide them with work experience opportunities. This is a highly commendable initiative embodying the University's founding spirit.

Suggestions for Improvement

Internal Quality Assurance

- The University-Wide Internal Quality Assurance Policy stipulates that the Director Meeting provides support for improvements based on the inspection and assessment results, but the meeting body only approves the improvement proposals by the Self-Inspection/Evaluation Management Committee with no effective discussions held for improvements. In addition, the roles of some organizations in the internal quality assurance system are not clearly stipulated in the Seirei Christopher University Self-Inspection/Evaluation Regulations. This issue should be addressed with the roles of each organization clarified to develop an internal quality assurance system based on the University's regulations and policy.

Educational Program and Learning Outcomes

- The basic concept of curriculum implementation is not specified in the curriculum policies of the master's and doctoral programs in the School of Nursing, School of Rehabilitation Sciences, and School of Social Work. This issue should be addressed.

- The Master's Program in Rehabilitation Sciences in the School of Rehabilitation Sciences uses identical screening criteria for its master's theses and themed research papers. This issue should be addressed.
- The graduate schools measure student learning outcomes, but the connection to the learning outcomes stated in the diploma policy is unclear, except for monitoring and evaluations using a diploma policy (DP) rubric. This issue should be addressed.

Student Enrollment

- The ratio of student enrollment to the student enrollment cap is low at 0.25 in the Master's Program in Social Work in the School of Social Work. This ratio should be improved with the graduate school's student quota thoroughly managed.

Recommendation

Student Enrollment

- The average ratios of freshman enrollment to the freshman enrollment cap over the past five years are low at 0.79 in the School of Social Work and 0.87 in the Department of Social Work in the School of Social Work, but high at 1.23 in the Department of Physical Therapy in the School of Rehabilitation Sciences. The ratios of student enrollment to the student enrollment cap are low at 0.79 in the School of Social Work and 0.77 in the Department of Social Work in the School of Social Work, but high at 1.22 in the Department of Physical Therapy in the School of Rehabilitation Sciences. These ratios must be corrected with the schools' student quotas thoroughly managed.