

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

Japan Lutheran College



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, 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 Japan Lutheran College

Overview

Japan Lutheran College (hereafter “College”), guided by its founding spirit of “having the same mind as Christ,” upholds its mission to “train persons who ‘serve God and the world in the spirit of Christ’ through ‘instruction which values each and every individual.’” Grounded in Christianity, the College aims to cultivate a comprehensive and holistic understanding of humanity, a profound recognition and insight into life and the world, and a spirit of interpersonal support by nurturing students with concrete, specialized knowledge and skills necessary to foster this spirit. In the Japan Lutheran College Medium-Term Plan for AY2020-AY2024 (hereafter “Medium-Term Plan”), the College aimed to achieve its educational objective of cultivating highly skilled professionals in mind, welfare, and spirituality, with its pillars including promoting systematic education for a comprehensive and holistic understanding of humanity, reaffirming its founding spirit through worship and other religious activities, and advancing the awareness and practice of spiritual care based on a comprehensive understanding of humanity. However, the Board of Trustees decided at its March 2024 meeting to cease student recruitment for the undergraduate and graduate programs beginning in AY2025 and to close the College. It also resolved to continue providing education to AY2024 enrollees and current students through to graduation or program completion, and to maintain the educational and research structure to ensure the quality of education.

To realize its founding spirit and mission, the College established the “Pioneer President’s Award” as part of its student support efforts to recognize students and student organizations that proactively engage in extracurricular activities both on and off campus and achieve notable results. By holding the award ceremony during “Campus Christmas,” a major annual event with broad student participation, the College encourages students to share their activities and achievements with one another and widely across campus. This activity also contributes to enhancing student motivation and fostering a sense of unity within the College by promoting a shared understanding of its founding spirit and mission through student-led initiatives, and is highly commendable. In the area of social cooperation and contribution, the Community Work Facilitator Training Courses are noteworthy courses offered in collaboration with neighboring local governments and social welfare councils. Designed to train individuals capable of addressing community

welfare issues from the perspective of local residents, these courses are also available to students as Community Support Techniques I & II. Students deepen their learning through various activities conducted alongside local residents, including practical exchange sessions with community organizations, fieldwork, and interviews. Furthermore, the College is expanding its network of partner local governments and makes these courses available to students majoring in clinical psychology as well, thereby fostering interdisciplinary learning. In these ways, its ongoing efforts to address local welfare challenges while reinforcing its initiatives are highly commendable examples of community engagement that leverages the College's expertise.

With respect to internal quality assurance, the Internal Quality Assurance Committee plays a role in promoting college-wide quality assurance, compiling the results of self-studies conducted based on the College's Medium-Term Plan, degree award policy (diploma policy), curriculum design and implementation policy (curriculum policy), and admission policy. Identified issues and the examination of improvement measures are submitted to the College Management Committee chaired by the president. The committee reviews the situation and identifies issues, based on which the president issues instructions for improvement to the relevant divisions. Initiatives for improvement and enhancement, as well as their progress, are managed and promoted by the Internal Quality Assurance Committee. Under this system, the College undertakes curriculum reform and other initiatives to realize its founding spirit and mission

As for education, both the faculty and graduate school develop their curricula in accordance with their respective degree award policies and curriculum design and implementation policies, enabling students to pursue studies across specialized fields with a focus on social welfare and clinical psychology courses. The curricula incorporate various active learning methods, including small-group discussions and case studies, and also provide coursework aimed at obtaining professional qualifications, such as certified social worker, clinical psychologist, and certified public psychologist. The faculty limits the number of credits students can register for in a year to ensure credit validity, and student advisors provide course selection guidance to all students each semester. To monitor the learning outcomes stated in the degree award policy, the faculty has developed a "Learning Outcomes" rubric through which students conduct self-assessments in compulsory courses. With regard to monitoring learning outcomes in the graduate school, the relationship between the evaluation indicators and the learning outcomes stated in the degree award policy is unclear. Improvements are required to appropriately measure and understand these outcomes.

Although the College has decided to cease student recruitment for the

undergraduate and graduate programs beginning in AY2025, it is expected that the Internal Quality Assurance Committee and the College Management Committee will work in tandem to maintain the faculty organization, administrative structure, and educational and research environment to ensure the quality of education and research until all students have graduated or completed their programs.

Notable Strengths

Student Support

- The Pioneer President's Award recognizes students who proactively engage in extracurricular and community contribution activities and achieve noteworthy results. The award serves to widely disseminate across campus the exemplary efforts of these students and encourages students to share their achievements with one another; it also contributes to enhancing the motivation of students involved in various volunteer and community contribution activities. It is commendable that the College makes use of its characteristic as a small institution to provide student support that contributes to its mission of "instruction which values each and every individual" in its efforts to promote independent student activities.

Social Cooperation and Contribution

- The College provides Community Work Facilitator Training Courses for local residents in collaboration with neighboring local governments and social welfare councils to train individuals capable of promoting community work from the perspective of local residents. These courses have also been offered as part of the regular curriculum to students majoring in social welfare, and since AY2023, to students specializing in psychology as well. The College is working to address community welfare issues while broadening and strengthening the scope of its activities by expanding its network of partner local governments. This initiative is commendable as a form of community contribution that leverages the College's expertise.

Suggestions for Improvement

Educational Program and Learning Outcomes

- The Graduate School of Integrated Human Studies confirms the attainment of learning outcomes through various means such as report assignments, practicum instruction, and thesis/dissertation examination, but the relationship between the learning outcomes stated in the degree award policy and the methods for measuring them is unclear. Improvements are required to appropriately measure and understand these outcomes.