

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

Seisen University



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2025	
Accreditation Status: accredited (Accreditation Period: April 1, 2026 – March 31, 2033)	

Certified Evaluation and Accreditation Results for Seisen University

Overview

Seisen University conducts inspections and assessments in accordance with JUAA's University Standards, focused mainly on its own key items instead of the evaluation items specified by JUAA. JUAA carried out its evaluation based on the University's items (flexible measure) with the intention of further supporting efforts to advance its distinctive features through creative approaches and thereby realize its mission and purpose. JUAA's latest evaluation covered only Standards 1, 3, 5, 6, and 9.

The University's focus is related to "valuing each and every student," which is rooted in years of educational practices through personal communication in small-group education based on its founding philosophy. The University has built up various initiatives under the Grand Design formulated in 2017 with the core goal of "achieving the learning outcomes linked to the founding philosophy" as well as the advanced Seisen University Medium-Term Plan (AY2020-2024) (hereinafter, the "2020-2024 Mid-Term Plan"). The specific initiatives include vigorous social cooperation and contribution activities emphasizing project-based learning (PBL) in recent years. Many students are actively involved in these highly commendable activities in a broad range of areas, both inside and outside the classroom, and the University designs such activities aligned with the diploma policy to help students see their own growth. The accumulated PBL activities also help to develop the education of the Department of Global Citizenship Studies in the Faculty of Arts (Faculty of Global Citizenship Studies from AY2025), contributing to individual students identifying and tackling their own challenges, along with tailored hands-on assistance. These outstanding initiatives embody the University's commitment to "valuing each and every student," and are highly commendable in light of the positive outcomes achieved, including student growth.

Regarding teaching and learning, the University creates and distributes the Student Handbook and Course Catalogue and Class Schedule to students, and the Group Advisor System is in place to conduct student interviews to help them formulate course plans with an awareness of the overall curricula and study on a daily basis. Moreover, full-time faculty members with a certified public psychologist license offer study counseling as learning advisors, while writing advisors are stationed in the library to assist students with their reports and theses. This extensive student consultation system contributes to

enhancing the University's education focusing on individual students.

In terms of internal quality assurance efforts to support these initiatives, the University conducts inspections and assessments and undertakes improvements with the Internal Quality Assurance Committee positioned as a promotion body. The outcomes of educational and research activities are regularly inspected and assessed based on five key items and other points listed in the mid-term plan. The committee provides feedback and assistance from a university-wide perspective in response to the reports from departments and divisions, thereby promoting improvements in planning, designing, and implementing educational programs.

There are several issues the University should address, however. The master's and doctoral programs in the Graduate School of Humanities inadequately ensure objectivity for monitoring and evaluating the learning outcomes, highlighting inconsistencies with the learning outcomes stated in the diploma policy. In addition, the master's program has a low ratio of student enrollment to the student enrollment cap, and does not establish or publicize the screening criteria for themed research, despite permitting program completion based on research outcomes.

The University has made steady achievements through quality assurance in education and social cooperation with a focus on education that values the individual, based on its founding philosophy and educational principle. In the years ahead, the University is expected to make constant efforts to address these issues, while actively and consistently informing society of its distinctive commitment to "valuing each and every student" as well as the outcomes of various initiatives based on its commitment, and to progress further by advancing these initiatives.

Outstanding Initiatives

Social Cooperation and Contribution

- The University has long engaged in a wide range of social cooperation and contribution activities. Notably, the University has vigorously initiated PBL activities in recent years, with many students actively involved both inside and outside the classroom. Extracurricular activities are also designed to align with the diploma policy so as to help students see their own growth. The accumulated PBL activities have led to the development of education in the Department of Global Citizenship Studies in the Faculty of Arts, contributing to individual students identifying and tackling their own challenges, along with tailored hands-on assistance from multiple

PBL advisors. These outstanding initiatives embody the University's commitment to "valuing each and every student," and are highly commendable approaches that not only help resolve social issues, but also promote student growth with many students developing a sense of autonomy, and are expected to yield more positive outcomes in the future. (Standard 9: Social Cooperation and Contribution)

Suggestions for Improvement

Teaching and Learning

- Both the master's and doctoral programs in the Graduate School of Humanities monitor and evaluate student learning outcomes to some extent, but fall short of ensuring objectivity and establishing the connection with the learning outcomes stated in the diploma policies. This issue should be addressed.

Student Enrollment

- The ratio of student enrollment to the student enrollment cap is low at 0.47 in the entire master's program in the Graduate School of Humanities. Efforts are being made to strengthen public relations activities, such as promoting the program at orientation sessions for new undergraduate students and other events, and introducing the graduate school in videos on the University's website, but the ratio remains at low levels and should be improved.

Recommendation

Teaching and Learning

- The master's program in the Graduate School of Humanities permits program completion based on the outcomes of themed research, but does not establish the screening criteria or release information through publications, websites or other means. This issue must be addressed.