University Accreditation Results

(Results for Certified Evaluation and Accreditation for University)

Seijo University

Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2022	
Accreditation Status: accredited （Accreditation Period: April 1, 2023 – March 31, 2030）	

Certified Evaluation and Accreditation Results
for Seijo University

Overview

Seijo University defines its purpose as "researching and teaching a wide range of specialized arts and sciences with a focus on promoting individuality, nurturing leaders in society with broad perspectives, high educational attainment, and well-rounded character traits, and contributing to the development of culture." The University's medium- and long-term plans embody the founding spirit of "Life is about truth, goodness, and beauty. A school should be a place where the truth should be taught and ethics practiced... it should be a place of beauty and refinement." Based on this spirit, the Seijo Gakuen Second Century Vision was formulated in 2012 to set forth Seijo Gakuen schools' direction and future vision, and the University Medium-term Plan (AY2021-AY2023) was drawn up in 2020. During this process, the University has clarified its present status in terms of mission and vision, and the connection to the medium-term plan, thereby working to enhance its educational and research activities.

      To operate the internal quality assurance system, the University has established the Internal Quality Assurance Committee headed by the president, and the University-wide Self-Assessment Committee was formed under this committee with the vice president serving as chairperson. The University-wide Self-Assessment Committee carries out inspections and assessments across the University based on self-study check sheets created by the divisions, and submits the results to the Internal Quality Assurance Committee. It is notable that the University, to ensure the validity and objectivity of its self-study activities, has established the External Evaluation Committee as an outside third-party and began conducting external evaluations in AY2020, while carrying out mutual assessments with other universities of similar size and fields of study in Tokyo. Under the internal quality assurance system involving both self-study and external evaluations, the University monitors and evaluates student learning outcomes, and implements faculty development (FD) and other activities. These series of steps indicate that the university-wide PDCA (Plan-Do-Check-Act) cycle is effectively functioning in general.

      As for the University's education, all faculties and graduate schools classify subjects according to the target learning outcomes stated in the diploma policies, and arrange the curricula systematically and sequentially in accordance with

the basic policies stated in the curriculum policies, with the courses of study outlined in the curriculum maps. In AY2022, a course numbering system was introduced in the Academic Guide to inform students of the system and encourage them to take courses in a systematic, incremental way. Accordingly, student learning outcomes are appropriately monitored and evaluated to a large extent in the undergraduate programs, with an assessment policy established and the learning outcomes analyzed using grades, graduation theses or dissertations, assessment tests, and surveys.

The University has undertaken an outstanding initiative to encourage student independence in line with its student support policy. A peer tutoring system has been introduced for students to assist each other by serving as tutors and tutees. The University has expanded this support activity to cover career development, barrier-free assistance, international exchanges, and library services. The Peer Tutoring Liaison Committee provides students with activity training and guidance. It is highly commendable that the University's support activities enable various types of students to learn from each other and grow together. With faculty, staff, and students involved in the peer support activities, information sharing is also expected to help improve lessons and support training.

There are several issues the University needs to address, however. All the graduate schools have low ratios of student enrollment to the student enrollment cap, requiring thorough management of student quotas to improve the ratios. Admissions policies have been established for all graduate programs and the University as a whole, with separate admissions policies adopted by the faculties, departments, graduate schools, and programs. However, the policy of "diversity and collaboration" stated for all graduate programs is not fully reflected in each graduate school's policy, and some faculties and graduate schools have introduced policies in different formats. To address this lack of uniformity, the appropriateness of the admissions policies should be reviewed for prospective students to more properly understand the University's descriptions of the types of students desired and the academic standards for admissions.

The University is expected to resolve these issues through internal quality assurance efforts, and progress further by steadily advancing its outstanding and distinctive initiatives.

Notable Strengths

Student Support

- The University encourages student independence in line with its student support policy by actively promoting various peer support activities led by student groups. The peer tutoring system with students offering academic support to other students not only creates opportunities for students to teach and learn from each other, but also helps tutors improve their coaching, facilitation, communication, and other skills. The University offers students extensive support, including training for peer supporters, and shares information on lessons related to support activities and tutoring. It is commendable that the University's peer support activities, jointly operated by students, faculty, and staff, are helping students grow together while improving lessons.

Suggestions for Improvement

Student Enrollment

- The ratios of student enrollment to the student enrollment cap are low at 0.30 in the M.A. program in the Graduate School of Economics, 0.07 in the Ph.D. program in the Graduate School of Economics, 0.31 in the M.A. program in the Graduate School of Literature, 0.19 in the Ph.D. program in the Graduate School of Literature, 0.15 in the M.A. program in the Graduate School of Law, 0.45 in the M.A. program in the Graduate School of Innovation and Social Studies, and 0.08 in the Ph.D. program in the Graduate School of Innovation and Social Studies. No students are enrolled in the Ph.D. program in the Graduate School of Law. This situation should be addressed with the graduate schools' student quotas thoroughly managed.