

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

Seirei Christopher University



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Shizuoka, Japan
<b>Accreditation Status</b>	
Year of the Review: 2016	
Accreditation Status: accredited (Accreditation Period: April.01.2017 – March.31.2024)	

## Certified Evaluation and Accreditation Results for Seirei Christopher University

### Overview

Seirei Christopher University (hereafter, the University) originated as Enshu Christian School in Mikatahara-cho, Kitaku, Hamamatsu City, Shizuoka Prefecture, in 1949. The school name was changed to Seirei Christopher College of Nursing and, subsequently, to Seirei Christopher University in 2002. Currently, the University has three schools offering undergraduate and graduate (master/doctor) programs: School of Nursing, School of Social Work, and School of Rehabilitation Sciences. In addition, the advanced program in Midwifery was started in 2007.

The founding spirit of the University is “Dignity of Life and Love Thy Neighbor” based on Christian philosophy, and the University conducts education and research for the purpose of cultivating specialists in the fields of nursing, social welfare, and rehabilitation.

In 2006, the University developed the “Grand Design of Seirei Christopher University 2007–2016,” a long-term management plan for the University. After receiving an accreditation by Japan University Accreditation Association (JUAA) in 2009, the University further clarified “the image of the university in the field of healthcare and welfare and the image of advanced professionals fostered by our university” in the midterm review in 2011. At the same time, the University reviewed the final five years of the ground design based on self-study in 2011 and has formulated the “second stage” of the plan. With regard to internal quality assurance, the University built three pillars of the self-study system: “PDCA cycle for education quality assurance,” “PDCA cycle based on the managerial plan,” and “reviewing with checklists,” with the University Self-Study Steering Committee set to play a central role.

The University defines its social collaboration and contribution policy as “returning intellectual resources on healthcare and welfare to the regional community to contribute to improvements of quality in healthcare and welfare.” Under the leadership of the Community-based Practice and Research Center for Health and Welfare, the University has engaged in numerous projects, including: collaborative research ventures with organizations such as educational institutions, professional organizations, social welfare facilities, medical institutions, and administrative agencies; offering extension courses and sending instructors to various training programs to offer learning opportunities for health care professionals or citizens; and sending faculty members to committees of administrative agencies. Thus, it is commendable that the University has contributed to solving problems in healthcare and welfare in the community and improving the quality of regional professionals.

However, some problems have been identified. Although policies on degree award has been set appropriately for undergraduate program and graduate program as a while in live with the mission and purposes of the University, and the curriculum design policies do not indicate the basic ideas on educational content and methods. In addition, although the School of Social Work set the maximum number of credits that undergraduate students are allowed to register for per year to 60 after the revision of the registration rules in April 2016, the number is too high in regards to the purpose of the credit system. Furthermore, in the graduate program of the School of Nursing, examination criteria for the assigned research paper in the Certified Nurse Specialist Program are not clearly stated, and thus the criteria are not communicated to students. This should be improved.

With regard to the enrolment, the average of the ratios of the last five years of enrolled freshmen to the freshman admission cap and the ratio of enrolled students to the student enrollment cap are too low in the undergraduate program of the School of Social Work (in particular, in the bachelor’s program in care work) and are too high in the bachelor’s program in physical therapy in the School of Rehabilitation Sciences. In addition, the ratio of transfer students to the transfer student admission cap is too low in the bachelor’s program in social work in the School of Social work. Of the graduate programs, the ratio of enrolled students to the student enrollment cap is low in the master’s program in the School of Social Work and high in the doctoral program in nursing in the School of Nursing. These numbers should be improved.

## Notable Strengths

### *Social Cooperation and Contribution*

- It is commendable that the Community-Based Practice and Research Center for Health and Welfare has secured research funding to improve the quality of healthcare and welfare of the regional community and has invited research themes from the University for two types of collaborative research: one with the site of healthcare and welfare practice in the community, and another with a business as a basis to develop a relationship with the community. Thus far, studies on abuse prevention, prevention of debilitation due to aging, and prevention of discrimination against the disabled have been conducted in collaboration with Hamamatsu City, and contributions include offering knowledge on healthcare and welfare in the community. It is also commendable that the center has contributed to raising the skills of community professionals by continuously holding open seminars on leadership and has taken advantage of the expertise of the faculties, in collaboration with community professionals in nursing, rehabilitation, and social welfare.

## Suggestions for Improvement

### *Educational Content, Methods, and Outcome*

- Only the policies on degree award common to all of the undergraduate and graduate programs are available, and each program does not develop its own policy. This should be improved.
- In each of the undergraduate and graduate programs, the curriculum design policy only defines the attainment targets but does not indicate basic ideas on educational content and methods. This should be improved.
- The maximum number of credits a student is allowed to register for per year is set high at 60 in the undergraduate program in the School of Social Work. This should be improved from the standpoint of a credit-based system.
- The examination criteria for research outcomes on assigned topics are not clearly stated in the Certified Nurse Specialist (CNS) program in the School of Nursing. The criteria for each program should be stated clearly in the graduate student handbook.

### *Enrollment*

- The ratio of transfer students to the transfer student admission cap is low at 0.25 in the bachelor's program in School of Social Work. This number should be improved.
- The ratio of enrolled students to the student enrollment cap is low at 0.40 in the master's program in social work and high at 2.13 in the doctoral program in nursing. These numbers should be improved.

## Area of Serious Concern

### *Enrollment*

- The average of the ratios of the last five years of enrolled freshmen to the freshman admission cap and the ratio of enrolled students to the student enrollment cap are low at 0.80 and 0.75 respectively in the bachelor's program in the School of Social Work, and

particularly low at 0.41 and 0.35 respectively in the bachelor's program in care work. Furthermore, the ratio of enrolled students to the student enrollment cap is low at 0.84 in the bachelor's program in social work. The average of the ratios of the last five years of enrolled freshmen to the freshman admission cap and the ratio of enrolled students to the student enrollment cap are high at 1.26 and 1.28 respectively in the bachelor's program in physical therapy in the School of Rehabilitation and Sciences. These numbers must be improved.