

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

Sendai Shirayuri Women's College



Basic Information of the Institution	
Ownership: Private	Location: Miyagi, Japan
Accreditation Status	
Year of the Review: 2020	
Accreditation Status: accredited (Accreditation Period: April.1.2021 – March.31.2028)	

Certified Evaluation and Accreditation Results for Sendai Shirayuri Women's College

Overview

Sendai Shirayuri Women's College, according to its founding spirit and educational philosophy, has made “Fostering human resources who are capable of contributing far and wide to the welfare of humanity by endeavoring always to understand and assist people as well as actively respond to social change according to the founding spirit of our parent organization, Sisters of St. Paul of Chartres” its mission statement. Moreover, the University has established “Providing higher education for women based on the spirit of Christianity in accordance with the Basic Act on Education and the School Education Act” as its purpose.

In order to clarify its mid- to long-term vision for education and research as well as administration along with conducting educational and research activities as well as administrative tasks for the goals posited by the University, the University has formulated the Mid-term Objectives and Plan to continuously, voluntarily, and independently improve and progress based on regular endeavors in checks and reviews.

With regard to internal quality assurance, it has been conducted under a new framework since 2019; however, the Committee of Department Chairs, which the framework is built around, has been unable to fulfill its function as an organization for promoting internal quality assurance, and the framework and mechanisms for internal quality assurance have not been sufficiently developed. The University needs to make its internal quality assurance system function effectively in addition to reexamining it in order to advance educational outcomes and enrich education.

In the case of education, the University established graduation certification and degree award policies (diploma policies) as well as curriculum design and implementation policies (curriculum policies) in the faculty and each department based on its purpose and the respective missions of the four departments, and it has organized the curricula according to these with a consideration for students being able to study beginning with basic and liberal arts subjects—including those related to its founding spirit—and advancing to specialized and certification subjects. Moreover, the University has been providing active and self-reliant learning opportunities through experience and practice both on and off campus, such as seminars, practical training, fieldwork, and internships. In the case of the Common Basic Seminar as the foundation of first year education, the University has been implementing programs to enable students to acquire

the abilities to think independently and express themselves beyond department boundaries.

There are, however, several issues that need to be resolved. Regarding education, a considerable number of students have evidently registered credits in excess of the maximum number permissible in a year. Therefore, further initiatives are necessary for reexamination based on substantiating the credit system as well as measuring the students' learning outcomes from various methods and angles. To that end, it is hoped that the University will develop mechanisms for regularly conducting checks and reviews concerning curricula and the educational programs and methods contained within.

Moreover, regarding enrollment, suitably implementing student quotas is needed as some departments have evidently been unable to meet their quotas.

In order to improve these issues as well as promote its education and research activities hereafter based on its founding spirit and mission statement, it is expected of the University to constantly conduct checks and reviews, and by reinforcing and developing the framework for its internal quality assurance system, to enhance its effectiveness.

Suggestions for Improvement

Internal Quality Assurance

- While it has been stipulated that the Committee of Department Chairs, the organization that promotes internal quality assurance, to properly operationalize the PDCA cycles conducted by each department, its actual role stops at selecting priorities based on the annual objectives submitted by each department, and it has not fulfilled its function as an organization for promoting internal quality assurance. Moreover, the state of cooperation with other organizations pertaining to internal quality assurance, such as the Check and Review Committee and councils, has not been clarified, and from the fact that the framework and mechanisms for internal quality assurance are insufficient, improvements are needed in order for the University to resolve these issues and to make its internal quality assurance system function effectively.

Educational Program and Learning Outcomes

- Although the University has set a maximum number of credits that students can

register in a year in all departments as a measure to substantiate credits, students have been permitted to register up to 64 credits regarding those who have submitted study plans and been approved. Furthermore, students have been permitted to register credits in excess of this maximum with regard to such subjects as those concerned with acquiring certification, and a considerable number of students have registered more than 50 credits in a year. Moreover, in 2020, the University removed the maximum number it had set due to incorporating remote classes in order to prevent the spread of COVID-19. Other than setting a limit on the number of registrable credits, no other satisfactory measures have been taken to substantiate credits. Therefore, the University should improve the situation in view of the purpose of the credit system.

- Since 2019, the University has attempted to objectively ascertain learning outcomes by introducing PROG tests for all students; however, it was not able to clarify their relevance to the learning outcomes indicated in the degree award policies, and it is difficult to say that it has been able to sufficiently measure said learning outcomes. Improvements are needed so that each department effectively measures learning outcomes and utilizes those results in improving its educational programs and methods.

Recommendation

Student Enrollment

- With regard to the average ratios of new student enrollment to the student enrollment cap for the past five years, the Department of Human Developmental Science at the Faculty of Human Sciences is low at 0.65 and the Department of Psychology and Social Work at the said faculty is low at 0.66. Moreover, with regard to the ratios of student enrollment to the student enrollment cap, the undergraduate program as a whole at the Faculty of Human Sciences is low at 0.78, the Department of Human Developmental Science at said faculty is low at 0.57, and the Department of Psychology and Social Work at said faculty is low at 0.62. Therefore, we would like the University to correct its course so that it thoroughly implements student quotas for its faculty.