

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

Nagasaki Junshin Catholic University



Basic Information of the Institution	
Ownership: Private	Location: Nagasaki, Japan
Accreditation Status	
Year of the Review: 2017	
Accreditation Status: accredited (Accreditation Period: April.01.2018 – March.31.2025)	

Certified Evaluation and Accreditation Results for Nagasaki Junshin Catholic University

Overview

Originally part of the Congregation of the Sisters of the Immaculate Heart of Mary founded in 1934, Nagasaki Junshin Catholic University (hereafter, the University) was chartered in 1994 as a higher education institution with the Faculty of Humanities. The Master's Course in Humanistic Studies Specialized Research was later added in 1998, followed by the Doctoral Course in 2000. After expansion and reorganization, the University currently consists of one faculty, five departments and one graduate school, and conducts education and research activities in Nagasaki City, Nagasaki Prefecture, based on its founding spirit of Catholicism.

Following the Japan University Accreditation Association's (JUAA) University Accreditation in 2010, the University, marking the 80th anniversary of its foundation in 2015, has reorganized its existing center into Regional Cooperation Center to strengthen its cooperation with local governments and businesses, and make collective efforts to contribute more actively to local communities.

This latest University Accreditation recognizes the University's distinctive efforts to adopt a wide range of approaches to community contribution activities, including support programs for students with intellectual disabilities aged 18 or older in local areas, organized by academic staff members and students in the Department of Contemporary Human Services, and open courses held by the Nagasaki Studies Research Institute of the Nagasaki Junshin Catholic University Museum. These activities are unique to the University and take place continuously to ensure further progress. Based on its Regional Cooperation Center, the University is expected to achieve further growth in the coming years.

On the other hand, the faculty needs to address the lack of a system for capping the number of credits students can register for in a year. In addition, the graduate school's three policies (degree award, curriculum design and implementation, and admission policies), as well as its syllabuses and FD activities, are inadequate and require a comprehensive overhaul. Moreover, self-study is not conducted for the graduate school, and comprehensive self-study insufficiently implemented. Improvements should therefore be made to optimize the self-study system, thereby developing and operating a more effective internal quality assurance system.

Notable Strength

Social Cooperation and Contribution

- To realize the spirit of service stated in the University's purpose and mission, the Department of Contemporary Human Services plays a central role in offering the long-running "Junshin College Mitsuyama Juku (School)" educational program for students with intellectual disabilities aged 18 or older in local areas. In this program, both academic staff members and students participate in providing welfare support to the local community. In addition, to utilize the University's regional expertise, the Nagasaki Studies Research Institute of the Nagasaki Junshin Catholic University Museum exhibits documents on Christianity and local history, and promotes community-based research on "Nagasaki Studies." Based on these research results, the open "Junshin Nagasaki Studies Course" is offered continuously, with its activities expanding in response to the needs of the many participants, for example, organizing on-site training sessions requiring an overnight stay. In these ways, it is commendable that the University extensively returns its education and research outcomes to society through ongoing activities.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- The Graduate Course of Humanistic Studies should improve its degree award policy for each program to specify the intended learning outcomes, including knowledge and abilities to be acquired, after completing the programs.
- The Graduate Course of Humanistic Studies needs to improve its curriculum design and implementation policy for each program to explicitly state the basic approaches to educational content and methods.
- In principle, the Faculty of Humanities limits the number of credits students can register for in a year up to 48, with exceptions specified separately according to the University's regulations. But no exceptions are stipulated in the regulations,

with only “credits for retaken subjects” stated in the Campus Guide. With no systems developed to confirm the excess of 48 credits during the registration process, this situation should be improved in light of the purpose of the credit system.

- The syllabuses for both master’s and doctoral course in the Graduate Course of Humanistic Studies fail to state lesson content and grading for some subjects. This situation should be improved by developing a system for inspecting syllabuses.
- The FD activities specializing in unique educational perspectives are not sufficiently conducted in the Graduate Course of Humanistic Studies. This situation should be improved.
- The theses screening standards are not explicitly stated in the Graduate Course of Humanistic Studies. This situation should be improved by explicitly defining the screening standards for each program and stating them in the course guide.

Enrollment

- The admission policy is not defined for each program in the Graduate Course of Humanistic Studies. This situation should be improved.

Internal Quality Assurance

- The Self-Study Committee conducts self-study for the faculty’s education content, but fails to implement self-study for the graduate course’s initiatives. In addition, as for the university-wide initiatives, the University has not developed a system for conducting self-study, with its activities inadequately inspected and evaluated. Improvements are needed to ensure education quality by establishing a proper self-study system and an improvement process based on the outcomes.

Area of Serious Concern

Enrollment

- In the Faculty of Humanities, the average of ratios of freshman enrollment to the freshman enrollment cap in the past five years and the ratio of student enrollment to the student enrollment cap are low at 0.82 and 0.79, respectively, in the Department of Contemporary Human Services, and the ratio of student enrollment to the student enrollment cap is low at 0.88 in the Department of Psychology. These ratios should be improved.