

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

Tsukuba International University



Basic Information of the Institution	
Ownership: Private	Location: Ibaraki, Japan
Accreditation Status	
Year of the Review: 2023	
Accreditation Status: accredited (Accreditation Period: April 1, 2024 – March 31, 2031)	

Certified Evaluation and Accreditation Results for Tsukuba International University

Overview

Tsukuba International University defines its purpose as “imparting the knowledge and education necessary for international understanding, teaching and researching specialized arts and sciences related to industry, welfare, and healthcare, while cultivating human resources with intellectual, moral, applied, and practical abilities who can contribute to the advancement of society and the welfare of humanity.” To achieve this purpose, the University lists the five principles of “internationality,” “sociality,” “interdisciplinarity,” “future orientation,” and “problem solving.” Based on these principles, the University continuously commits itself as an institution rooted in the community to regional contribution in various settings, with its faculty members holding open lectures in cooperation with Tsuchiura City, where the University is located, and the student Trainer Activity Study Group participating in local marathon events to offer conditioning support to runners before and after the race.

In terms of education, the University has appropriately designed the curricula based on the diploma and curriculum policies. As a university dedicated to training medical professionals, the curricula feature distinctive courses such as Team Medicine Theory introduced as a required common subject to all departments. The magnetic resonance imaging (MRI) facility built in AY2021 provides equipment equivalent to those used in actual medical settings to facilitate clinical training for students. The facility is used for pre-training education and graduation research, as well as for the medical imaging student group to learn how to operate the equipment using its members as subjects. Moreover, to impart “sociality” and “problem solving” stated in the University’s principles, the Department of Health and Nutrition, for instance, has long organized the Food and Farming Exchanges with Female Farmers for students to learn crop cultivation methods and recipes based on the characteristics of crops, and to acquire the knowledge of utilizing seasonal local products for food and nutrition education, with the outcomes used for on-site training at school lunch catering facilities and graduation research. This is a highly commendable educational method intended to deepen student learning. To monitor student learning outcomes, the Department of Physical Therapy and the Department of Radiological Technology administer the Objective Structured Clinical Examination (OSCE), while the Department of Medical Care Technology refers to

practical training and briefing sessions, and the Department of Medical Technology looks at exams for seminar subjects to track students' knowledge and skills. However, it is unclear how these methods correspond to the diploma policy. The Department of Health and Nutrition is considering the creation of a curriculum map and the introduction of a portfolio, but has yet to measure the learning outcomes stated in the diploma policy. These departments should make more efforts to monitor student learning outcomes.

The University should also address issues regarding internal quality assurance. The Self-Study Committee is tasked with compiling the inspection and assessment results into a report for submission to the Board of Director's chairperson, while the FD Committee is responsible for making improvements in coordination with the Self-Study Committee. Although both committees set up university-wide and faculty committees, the faculty meetings are not stipulated in the University's regulations, and the authority and roles of the Self-Study Committee (University-Wide in charge of promoting internal quality assurance are unclear. In addition, though not specified in the regulations, the Faculty of Health Sciences Council works to coordinate and make adjustments among the departments, and implements educational improvement measures and new initiatives. The Self-Study Committee (University-Wide), which serves as a body promoting internal quality assurance, provides no support for improvement to the departments and other committees, and instead only examines and corrects the inspection and assessment results (reports). The University must correct this situation by formulating an internal quality assurance policy and reviewing the meeting body regulations to revamp and effectively operate its internal quality assurance system.

There are several other areas of improvement the University should address. The Department of Radiological Technology has excessive quota fulfillment in student enrollment, while the Department of Health and Nutrition and the Department of Medical Care Technology have insufficient quota fulfillment. This issue must be addressed with the departments' student quotas thoroughly managed. With a rising number of repeat-year students due to poor academic performance cited as one of the factors for excessive quota fulfillment, the University is providing remedial education and stepping up study consultation, while actively visiting high schools to improve the ongoing insufficient quota fulfillment in freshman enrollment. The University is expected to continue these activities to appropriately manage its student quotas.

The University focuses on upgrading its practical medical education, and is making steady efforts in its educational and research activities, including offering remedial classes for first-year students before learning specialized knowledge. To assure the quality of these activities, the University is expected to review the function of its

internal quality assurance system led by the Self-Study Committee (University-Wide) to effectively operate the university-wide PDCA (Plan-Do-Check-Act) cycle, enhance its distinctive initiatives, and resolve the above issues.

Notable Strengths

Educational Program and Learning Outcomes

- To cultivate human resources with practical skills who can contribute to the advancement of society, the Department of Health and Nutrition, for instance, has long organized the Food and Farming Exchanges with Female Farmers in cooking practice for students to learn how to cultivate and cook local products, and to acquire the knowledge of utilizing such products for food and nutrition education, with the outcomes applied to on-site training at school lunch catering facilities and graduation research. It is commendable that the University fosters “sociality” and “problem solving” stated in its principles by returning the learning outcomes from local specialties and industries to the community.

Suggestions for Improvement

Educational Program and Learning Outcomes

- The Department of Physical Therapy, Department of Radiological Technology, Department of Medical Technology, and Department of Medical Care Technology have no indicators for measuring student learning outcomes other than specialized skills examination results, practical training, and graduation rates, resulting in insufficient measurement of the learning outcomes stated in their diploma policies. The Department of Health and Nutrition is considering the introduction of measurement methods, including a portfolio, but has yet to carry out the measurements. This situation should be addressed with the monitoring and evaluation of the departments’ learning outcomes promoted university-wide and the measurements conducted using methods appropriate for each department.

Recommendation

Internal Quality Assurance

- The Self-Study Committee is tasked with compiling the inspection and assessment results into a report for submission to the Board of Director's chairperson, while the FD Committee is responsible for making improvements in coordination with the Self-Study Committee. Although both committees set up university-wide and faculty committees, the faculty meetings are not stipulated in the University's regulations, and the authority and roles of the Self-Study Committee (University-Wide) in charge of promoting internal quality assurance are unclear. In addition, the Faculty of Health Sciences Council is not specified in the regulations, yet implements educational improvement measures and new initiatives, and the Self-Study Committee (University-Wide) only examines and corrects the inspection and assessment results (reports), with no support for improvement provided to the departments and other committees. The University must correct this situation by formulating an internal quality assurance policy and reviewing the meeting body regulations to revamp and effectively operate its internal quality assurance system.

Student Enrollment

- The average ratios of freshman enrollment to the freshman enrollment cap over the past five years are high at 1.32 in the Department of Radiological Technology, Faculty of Health Sciences, but low at 0.59 in the Department of Health and Nutrition, Faculty of Health Sciences, and 0.88 in the Department of Medical Care Technology, Faculty of Health Sciences. The ratios of student enrollment to the student enrollment cap are high at 1.38 in the Department of Radiological Technology, Faculty of Health Sciences, but low at 0.59 in the Department of Health and Nutrition, Faculty of Health Sciences. These ratios must be corrected with the faculty's student quotas thoroughly managed.