

Results for Certified Evaluation and Accreditation for Junior College

University of Shizuoka, Junior College



Basic Information of the Institution	
Ownership: Public	Location: Shizuoka, 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 the University of Shizuoka Junior College

Overview

The University of Shizuoka Junior College defines its purpose as “to nurture human resources who can effectively meet the demands of the times and the needs of local communities through providing education that emphasizes general studies, teaching and researching of deep specialized knowledge and skills closely connected to the learning in general studies, and developing the ability to apply learning to practice.” This purpose was formulated based on Shizuoka Prefectural University Corporation’s objectives in the four areas of education, research, community service, and international exchange established in line with the five mission statements, including “To strive for assiduous development.” Shizuoka Prefectural University Corporation is an administrative body that manages the College and its affiliate, University of Shizuoka.

The College is now operating under Shizuoka Prefectural University Corporation’s Third Medium-Term Plan that lays out a set of strategies designed to meet the operational goals of the six-year plan from AY2019 to AY2024 as mandated by the Corporation’s establishment body, Shizuoka Prefecture.

Based on recommendations from the previous review, the College established in AY2020 an internal quality assurance system with the Junior College Quality Assurance Committee tasked with promoting internal quality assurance with self-studies performed on the basis of ten criteria specified in the Junior College Standards. Implementation of the medium-term and annual plans is monitored chiefly by the Shizuoka Prefectural University Corporation Medium-Term and Annual Plans Promotion Committee (hereafter “Medium-Term and Annual Plans Promotion Committee”). It should be noted that the University of Shizuoka Junior College Internal Quality Assurance Regulations stipulates that if the items listed in the medium-term and annual plans overlap with the criteria specified in the Junior College Standards, the outcomes of these items can be viewed as self-study results for internal quality assurance.

With respect to education, each department has set its own degree award policy (diploma policy) clearly outlining the degrees to be awarded and the knowledge, skills, and attitudes students to be acquired at program completion, and the curriculum design and implementation policy (curriculum policy) formulated based on the diploma policy for each degree offered. The curriculum consists of general education subjects and department-specific specialized subjects systematically set out in accordance with the

curriculum policy.

As part of its social contribution commitment outlined in the Third Medium-Term Plan, the College actively collaborates with and returns its education and research to local communities, with Hospital Play Specialist (HPS) Development Programme being a notable example. Running since AY2007 the HPS Development Program is the College's original training program targeting working adults with nursing, child care and other such qualifications as well as working experience in the child care or healthcare field. The know-how accumulated through the HPS Development Program is passed on to the College's students through such cross-department courses as Introduction to Hospital Play and Hospital Play for Children with special needs. The program is a unique and highly commendable initiative for developing healthcare and child care specialists expected to play an important role as part of a pediatric team. It is worth noting that Shizuoka Prefectural University Corporation has established the Fuji-no-kuni Innovation Promotion Organization an organization responsible for promoting social cooperation and contribution activities that include the HPS Development Program. With an arrangement in place for cooperating with outside organizations through the Center, the College lacks the internal structure for promoting collaborations, relying mostly on the initiatives of individual teachers. The College is expected to further strengthen and develop its social cooperation and contribution activities through a more systematic, organizational approach.

There are several areas of improvement the College should address, however, apart from the strengths noted above. First is the internal quality assurance system. The roles of the Junior College Quality Assurance Committee responsible for promoting internal quality assurance, the University of Shizuoka Junior College Steering Committee (hereafter "Steering Committee"), and the Medium-Term and Annual Plans Promotion Committee are not clearly defined. The Junior College Quality Assurance Committee also fails to adequately support the departments in their improvement efforts carried out based on the self-study results. The College should review the roles and responsibilities of the various committees involved in internal quality assurance and ensure that the PDCA cycle is functioning effectively. Second, the curriculum policies of the divisions in Social Work and Care Work in the Department of Social Work fail to explain their approaches to delivering academic programs. The departments also need to establish a system to assess the expected learning outcomes defined in the degree award policy. Third, the ratios of student admissions to the admissions capacity as well as the average ratios of student enrollment to the student enrollment cap over the past five years are low in the Division in Care Work in the Department of Social Work, the Department of Social Work as a

whole, and the College as a whole. These ratios should be improved through steps to increase student enrollment and thorough student enrollment management.

Going forward, the College is advised to implement the PDCA cycle more effectively across all organizations by revamping its internal quality assurance system and taking corrective measures for the issues raised above while developing its unique characteristics to achieve further growth.

Notable Strengths

Social Cooperation and Contribution

- The College continues to train play specialists who can work as part of a pediatric team through its Hospital Play Specialist (HPS) Development Program targeting working adults with qualifications and working experience in the child care and nursing fields. This undertaking also positively benefits the College's students, with know-how accumulated through the HPS Development Program being used to design and deliver such cross-department courses as Introduction to Hospital Play and Hospital Play for Children with Disabilities. This highly promising initiative promotes the development of healthcare and child care specialists who can play an important role as part of a pediatric team.

Suggestions for Improvement

Internal Quality Assurance

- The former Self-Inspection and Evaluation Committee was reorganized as the Junior College Quality Assurance Committee tasked with promoting internal quality assurance in AY2020, but the delegation of responsibilities among the committee, the Education and Research Council, and the Steering Committee tasked with coordinating the agenda discussed in the Faculty Council is unclear. Furthermore, following past practices, the responsibility for improving the issues identified in the self-studies is delegated to the College's departments, with no mechanism in place for the Junior College Quality Assurance Committee to offer support for these improvement efforts. Considering these issues, the College is advised to define the roles and responsibilities of the organizations involved in internal quality assurance,

and ensure that the PDCA cycle is functioning effectively by putting in place a mechanism for the organization in charge of promoting internal quality assurance to support departmental improvement efforts. The College also needs to clarify its relationship with the internal quality assurance framework of the University Corporation and the University to bolster the inadequate cooperation with the Medium-Term and Annual Plans Promotion Committee.

Educational Program and Learning Outcomes

- The curriculum policies of the divisions in Social Work and Care Work in the Department of Social Work should be revised to include details on their approaches to delivering academic programs.
- The details of the college-wide graduate survey do not necessarily align with the degree award policy. The College needs to establish a method to assess the knowledge, skills, and competencies specified in the degree award policy in order to monitor and evaluate student learning outcomes at the time of graduation.

Recommendations

Student Enrollment

- The average ratios of freshman enrollment to the freshman enrollment capacity over the past five years are low at 0.56 in the Division in Care Work in the Department of Social Work, 0.71 in the Department of Social Work as a whole, and 0.87 in the College as a whole, and the ratios of student enrollment to the student enrollment cap are also low at 0.46, 0.60, and 0.84, respectively. These ratios should be improved through steps to increase student enrollment and thorough student enrollment management