

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

**Kawasaki University of Medical Welfare**



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Okayama, Japan
<b>Accreditation Status</b>	
Year of the Review: 2021	
Accreditation Status: accredited (Accreditation Period: April.1.2022 – March 31, 2029)	

## **Certified Evaluation and Accreditation Results for Kawasaki University of Medical Welfare**

### **Overview**

Kawasaki University of Medical Welfare takes “Liberal Humanity, Sound Body, and Profound Knowledge” as its philosophy of establishment, “we nurture creative providers of a richer welfare society in pursuit of compassionate services for humankind” as its educational philosophy and “to foster competent and talented human resources with advanced knowledge and excellent skills across the medical and welfare fields who can respond the demands of society, in accordance with the Basic Act on Education and the School Education Act” as its purpose. A medium-to long-term plan has been drawn up in order to fulfil this educational philosophy and purpose, and the University is working to enhance its educational and research activities.

For internal quality assurance, the Self-Study Committee has been established as a university-wide body for promoting internal quality assurance. The Self-Study Committee confirms the results of inspections and assessments conducted by faculties and graduate schools, etc., and submits them for discussion by the University Management Committee, the University’s highest decision-making body. Although the university regulations stipulate that the Self-Study Committee shall evaluate problems requiring improvement and features that should be examined, as well as discussing matters such as the University’s future direction, its function is limited to confirming the check and review results conducted by faculties and graduate schools, etc. As such, it is difficult to say that, in conducting checks and reviews and implementing initiatives for improvement and enhancement based on the results, the Self-Study Committee is properly managing these matters as an internal quality assurance promotion organization. This should be improved.

In terms of education, because the University trains a wide variety of professionals in the fields of medicine and welfare, each department and program focuses on clinical practice education. In addition, the Learning Support Center (LSC) has been established to improve students’ motivation to learn and basic academic skills. The center engages in various initiatives for enhancing the learning support available to students, such as academic counselling and planned lectures by faculty members in charge of basic education courses, an “LSC Study Room” available for use during free class time, and an “LSC Meeting Room” available for

meetings with seminar instructors, etc. An “e-portfolio system” is currently under construction to monitor the learning outcomes specified in the degree award policy (diploma policy), which will make it possible to visualize learning outcomes based on GPA averages from grades in each class linked to the degree award policy.

One outstanding initiative is the TEACCH Promotion Project at the Center for Social Cooperation. TEACCH (Treatment and Education of Autistic and related Communication Handicapped Children) is a program developed at the University of North Carolina and implemented at state institutions in North Carolina to support and educate children (and adults) with developmental disabilities as well as their parents and educational institutions. This initiative has been underway since 2004, including 25 “Special Courses on Autism” held annually for those who support children (and adults) with developmental disabilities, and “Level Up Seminars” held for those who have completed the courses and others. It is also highly commendable that the University is linking its efforts in this project to the development of educational and other activities by offering university faculty development (hereinafter “FD”), staff development (hereinafter “SD”), and holding class courses.

However, there are several issues that should be corrected and improved. With respect to student enrollment, there are some departments and faculties with low ratios of freshman enrollment to the freshman enrollment cap and student enrollment to the student enrollment cap. This should be corrected to ensure proper student quota management. In addition, improvements are required with regard to the fact that some graduate schools and programs do not indicate their basic approach to curriculum design and implementation in their curriculum policies, and that graduate school-specific FD for educational improvement has not been conducted.

In the future, the JUAA hopes to see further progress by resolving issues that need to be corrected or improved and developing its distinctive initiatives. This can be achieved by improving the internal quality assurance promotion system and substantiating its efforts so that the self-study results conducted by the University as a whole and by individual faculties and graduate schools can be steadily linked to improvements under the management of the Self-Study Committee.

## **Notable Strengths**

### *Social Cooperation and Contribution*

- Since 2004, when it established a partnership with the University of North Carolina in the U.S., the University has continued to conduct “TEACCH Promotion Activities” to support and educate children with developmental

disabilities, their parents, and educational institutions. Programs such as the “Special Courses on Autism” “Level Up Seminars,” and “Topic Seminars,” are designed to pay back research outcomes and support methods to society. These have been held remotely since last year, and have shown growth, with an increase in the number of participants and of participants from far-off areas. In addition, faculty members involved in the TEACCH Promotion Activities are in charge of lecturing at FD/SD training sessions on how to relate to students with developmental disability traits, and are working with other faculty members to provide support and follow-up. In AY2022, “Introduction to Autism” will be incorporated into basic education courses, and it is commendable that the program is being further enhanced and incorporated into the University’s educational activities.

## **Suggestions for Improvement**

### *Internal Quality Assurance*

- When individual faculties and graduate schools conduct checks and reviews and implement initiatives for improvement and enhancement based on the results, the role of the Self-Study Committee is limited to confirming the details of such. As such, it does not check the overall education and research activities as stipulated in the Self-Study Committee Regulations, evaluate problems requiring improvement and features that should be examined, or sufficiently consider matters such as the University’s future direction. As the body responsible for promoting internal quality assurance, it is difficult to say that it is adequately managing these issues. This should be improved.

### *Educational Program and Learning Outcomes*

- Regarding the policy for curriculum design and implementation, all programs in the Graduate School of Health and Welfare Services Administration, with the exception of the Doctoral Program and Master’s Program in Health Informatics, do not indicate their basic approach to curriculum design and implementation in their curriculum design and implementation policies. This should be improved.

### *Student Enrollment*

- The ratio of student enrollment to the student enrollment cap is low at 0.37 for Master’s Program for the Graduate School of Health Science and Technology and 0.47 for the Master’s Programs for the Graduate School of Health and

Welfare Services Administration. This should be improved to ensure proper graduate student quota management.

#### *Faculty and Faculty Organization*

- Graduate school-specific FD for educational improvement is not conducted other than for the Graduate School of Health Science and Technology's Master's Program in Health and Sports Science. Improvements are required so that such FD is appropriately conducted for the Master's and Doctoral programs as a whole or for each graduate school.

### **Recommendation**

#### *Student Enrollment*

- The average ratio of freshman enrollment to the freshman enrollment cap over the last five years is low at 0.89 for the Faculty of Health and Welfare and 0.56 for the Faculty's Health and Welfare Department; and 0.60 for the Faculty of Health and Welfare Services Management, and 0.57, 0.59, 0.65, and 0.56 respectively for the Faculty's Department of Health and Welfare Services Management, Department of Health Informatics, Department of Medical Secretarial Arts, and Department of Design for Medical and Health Care. Similarly, the ratio of student enrollment to the student enrollment cap is low at 0.85 for the Faculty of Health and Welfare and 0.57 for the Faculty's Health and Welfare Department; 0.85 for the Faculty of Health Science and Technology's Department of Health and Sports Science; and 0.59 for the Faculty of Health and Welfare Services Management, and 0.60, 0.59, 0.65, and 0.49 respectively for that Faculty's Department of Health and Welfare Services Management, Department of Health Informatics, Department of Medical Secretarial Arts, and Department of Design for Medical and Health Care. This should be corrected to ensure proper undergraduate student quota management.