

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

Josai International University



Basic Information of the Institution	
Ownership: Private	Location: Chiba, Japan
Accreditation Status	
Year of the Review: 2016	
Accreditation Status: accredited (Accreditation Period: April.01.2017 – March.31.2024)	

Certified Evaluation and Accreditation Results for Josai International University

Overview

Josai International University (hereafter, the University) was opened in 1992 in Togane City, Chiba Prefecture, by the Josai University Educational Corporation, which was founded in 1965. Since the University began with two departments in two faculties (the Faculty of Management and Information Sciences and the Faculty of Humanities), it has reorganized and established additional faculties and departments, and currently holds eight faculties: the Faculty of Management and Information Sciences, the Faculty of International Humanities, the Faculty of Social Work Studies, the Faculty of Pharmaceutical Sciences, the Faculty of Media Studies, the Faculty of Tourism, the Faculty of Social and Environmental Studies, and the Faculty of Nursing; and six graduate schools: the Graduate School of Humanities, the Graduate School of Management and Information Sciences, the Graduate School of Social Work Studies, the Graduate School of Business Design, the Graduate School of Pharmaceutical Sciences, and the Graduate School of International Administration. It has three campuses: the Chiba Togane campus in Togane City, Chiba Prefecture, the Tokyo Kioicho campus in Chiyoda Ward, Tokyo, and the Awa campus in Kamogawa City, Chiba Prefecture. It has an educational philosophy of “Shaping the character of human beings who will live in an international society” based on the founding spirit of “character building through learning” and is engaged in education and research activities to foster highly-specialized professionals who are active in the global society and can contribute to the development of local communities.

The University was reviewed by Japan University Accreditation Association (JUAA) in 2009, and re-reviewed in 2012 under the leadership of the University Review Committee, the University has focused on system development and increasing the awareness of self-study of the university as a whole. The University has established a section-based self-study committee and has worked on self-study in concert with specific objectives set each year by a wide-range of members as well as managers. The University has also worked on issues including review and improvement of the enrollment cap and review of management regulations.

The University has launched several initiatives, such as encouraging students to seek guidance from faculty advisers, and tracking student information via electronic cards to help develop more targeted educational offerings. The University has also contributed to local communities by offering coordinated, region-specific welfare and medical services for Togane City and its neighboring areas. Conversely, issues have been identified in the University’s educational methods, including enrollment management in faculties and graduate schools and a need for substance in the credit system. These issues should be improved.

In addition, JUAA recognizes that the University has implemented careful self-study on a yearly basis, but has failed to fully demonstrate outcomes as well as cases of successful implementation, leaving problems that have yet to be resolved. In the future, the University is expected to provide effective evaluation that addresses challenges determined by the self-study system.

Notable Strengths

Educational Content, Methods, and Outcome

- It is commendable that the University has made efforts to cultivate knowledge and experience through on-site experiences that involve community medical service and welfare. For example, in an effort to train community medical and welfare personnel who support residents in aging and medically depopulated regions, the University has created the Interprofessional Education program (IPE 99), a coordinated effort of the Faculty of Social Work Studies, the Faculty of Pharmaceutical Sciences, and the Faculty of Nursing. In this program, the three faculties work together to accomplish three goals: first, understanding what to learn; second, understanding the technical job; and third, practice.

Together, these three goals help medical and welfare personnel learn multiple specialties and the importance of collaboration. For example, in the Practical IPE program, a team made up of three students (each from one of the three different faculties) experience care work in the real world with the cooperation of local pharmacies, home-visit nursing stations, elderly facilities, and others. Furthermore, after their real-life training, the student team holds a workshop where they review the case study, which gives an opportunity to reflect on what they have learned about expertise and skills and review how to solve problems.

Social Cooperation and Contribution

- It is commendable that the University has satisfied the needs of local communities through various initiatives. For example, with the JIU-Community Liaison Center for Education, Health Care and Welfare playing a leading role, the University has utilized the expertise of each faculty while striving for collaborative business with companies and local communities. This effort has included an initiative for sustainable town development via the promotion of industries and sightseeing and the enhancement of welfare. In addition, the university has continuously promoted the Senior Wellness College, a lifelong education program and public lectures for local residents since 2006. Though this program and lecture, the University, working with local governments and educational institutions, has helped to promote good health, and this has contributed to citizen-level exchanges and the revitalization of communities.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- The policy on degree award in the doctoral program of the Graduate School of Pharmaceutical Sciences does not indicate the required learning outcome for completing the program. This should be improved.
- The maximum number of credits that students can register for per year is set at 49 in all faculties, but students, including transfer students and students returning from longtime study abroad, are allowed to take more than the maximum if the University considers it appropriate for their education. This should be improved in line with the purpose of a credit system.

Enrollment

- The average of the ratios of the last five years of enrolled freshmen to the freshman admission cap is high at 1.21 in the Department of Nursing in the Faculty of Nursing. This situation should be improved.
- The ratio of transfer students to the transfer student admission cap is high at 3.83 in the Department of Management Science in the Faculty of Management and Information Sciences, 4.25 in the Department of International Exchange Studies in the Faculty of International Humanities, 3.00 in the Department of Social Work Studies in the Faculty of Social Work Studies, and 2.40 in the Department of Media and Communication in the Faculty of Media Studies. The Department of Inter - Culture Studies in the Faculty of International Humanities, the Department of Wellness Tourism in the Faculty of Tourism and the Department of Social and Environmental Studies in the Faculty of Social and Environmental Studies do not set limits and state only that “several students” will be admitted, but in reality have accepted a significant number of transfer students. These departments should improve transfer student admission procedures.

- The ratio of enrolled students to the student enrollment cap is high at 2.14 in the master's program of Management and Information Sciences and 3.50 in the doctoral program of the Humanities and low at 0.22 in the doctoral program of Management and Information Sciences. This should be improved.

Education and Research Environment

- No full-time librarians or the other staffs with specialized knowledge are placed in the libraries on the Kioicho campus and the Awa campus. This should be improved.

Area of Serious Concern

Enrollment

- The average of the ratios of the last five years of enrolled freshmen to the freshman admission cap and the ratio of enrolled students to the student enrollment cap are low at 0.76 and 0.78 respectively in the Department of Management Sciences in the Faculty of Management and Information Sciences; 0.70 and 0.83 respectively in the Department of Inter-Cultural Studies in the Faculty of International Humanities; 0.68 and 0.76 respectively in the Department of International Exchange Studies in the Faculty of International Humanities; 0.70 and 0.74 respectively in the Department of Social Work Studies in the Faculty of Social Work Studies; 0.51 and 0.59 respectively in the Department of Wellness Tourism in the Faculty of Tourism; and 0.56 and 0.73 respectively in the Department of Social and Environmental Studies in the Faculty of Social and Environmental Studies. These numbers should be improved. The ratio of enrolled students to the student enrollment cap is low at 0.70 in the Department of Clinical Pharmacy in the Faculty of Pharmaceutical Sciences, and the average of the ratios of the last five years of enrolled freshman to the freshmen admission cap is high at 1.35 in the Department of Media and Communication in the Faculty of Media Studies. These numbers must be improved.