

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

Takasaki University of Health and Welfare



Basic Information of the Institution	
Ownership: Private	Location: Gunma, 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 Takasaki University of Health and Welfare

Overview

Takasaki University of Health and Welfare (hereafter, the University), whose predecessor was Gunma Women's College, was established as a college with a single faculty for Health and Welfare in 2001 in the city of Takasaki, Gunma Prefecture. The University's founding spirit is "Contributing to the humanity's health and welfare." In 2005, the University established the Graduate School of Health and Welfare. After a series of additions and reorganizations of faculties, the University now has four faculties (Health and Welfare, Pharmacy, Health Care, and Human Development), and three graduate schools (Health and Welfare, Pharmacy, and Health Care). As a comprehensive university for health care and welfare, the University has developed its research and education with an aim to foster human talents in the related fields.

After its accreditation review by Japan University Accreditation Association (JUAA) in 2009, in an effort to establish its internal quality assurance system, and led by the University Management Council, the University has made efforts for improvements and reforms by establishing the Committee for External Evaluation on Self-Study.

Significant efforts from the University include introducing Clinical Pharmacy Practice, where awareness gained from pharmacists serving on the medical frontlines is incorporated into research and education in the graduate school as well as activities in the Voluntary action Support Center (VSC). This effort was highly evaluated in the previous accreditation. Moreover, international activities pointed out in the previous accreditation have developed dramatically, with the University receiving researchers and students from abroad, and actively sending students to other countries.

However, the University still has several issues to address. Since issues exist in the system that promotes internal quality assurance, JUAA hopes that both university-wide organizations and individual departments, committees, and sections will work together to conduct organized and regular self-studies to lead to improvements and reforms. JUAA also expects that the University will resolve such issues as setting limitations on the number of credits students are allowed to register for annually, stipulating and informing students of the criteria for examining the doctoral dissertation, and management of the student enrollment caps in some undergraduate departments and the Graduate School of Pharmacy.

Notable Strengths

Educational Content, Methods, and Outcome

- It is commendable that the University has identified issues from clinical pharmacy service and has incorporated their awareness into research in the graduate school. In particular, the Graduate School of Pharmacy has introduced Clinical Pharmacy Practice into graduate school education. In this class, students serve as pharmacists on the medical frontlines and acquire the skills necessary to resolve issues.

Social Cooperation and Contribution

- It is commendable that various University efforts have dramatically increased the numbers of volunteers and volunteer activities, and students have actively participated in these activities. For example, since the establishment of the Voluntary action Support Center (VSC), which supports students' participation in volunteer activities, the numbers of volunteers, of activities, and inquiries from institutions or organizations have all increased dramatically, and the VSC has

steadily achieved results. Also, since the 2014 establishment of the “Gaku Suta” (the Student Staff Committee), where students support independent volunteer activities organized by students themselves, cooperation with authorities to manage events, support for events by welfare institutions and hospitals, and participation in activities by organizations that support the disabled have all increased.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- In the Department of Healthcare Informatics in the Faculty of Health and Welfare, the maximum number of credits students are allowed to register for per year is high at 58 for the first-year, 53 for the second year, and 52 for the third and fourth years. In the Faculty of Human Development, the maximum number is also high at 65 for the first year, 75 for the second year, 70 for the third year, and 56 for the fourth year. These numbers should be improved in line with the purpose of the credit system.
- In the Graduate School of Pharmacy, the examination criteria for the dissertation are not clearly stated, and in the doctoral program in the Graduate School of Health and Welfare, the examination criteria for the dissertation are not clearly communicated to students. This should be improved by having each program state the criteria clearly in the graduate student handbook.

Enrollment

- In 2016, in the Faculty of Health and Welfare, the average of the ratios of the last five years of enrolled freshmen to the freshman admission cap is high at 1.20 in the Department of Social Welfare. Moreover, the ratio of transfer students to the transfer student admission cap is low at 0.22 in the Department of Social Welfare. The Faculty of Health and Welfare should manage student enrollment appropriately.
- In 2016, in the Department of Healthcare Informatics in the Faculty of Health and Welfare, and in the Department of Child Education in the Faculty of Human Development, the ratio of transfer students to the transfer student admission cap is low at 0.17 and 0.13, respectively. These numbers should be improved.
- In 2016, the ratio of enrolled students to the student enrollment cap is low at 0.17 in the Graduate School of Pharmacy. This number should be improved.

Internal Quality Assurance

- The University has not substantively implemented regular systematic self-study activities. The framework for a workable internal quality assurance system relying on the cooperation of the entire University and each committee and section has not been fully developed. The University should develop such a framework to implement an internal quality assurance system that leads to reform and improvements.