

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

Health Sciences University of Hokkaido



Basic Information of the Institution	
Ownership: Private	Location: Hokkaido, Japan
Accreditation Status	
Year of the Review: 2017	
Accreditation Status: accredited (Accreditation Period: April.01.2018 – March.31.2025)	

Certified Evaluation and Accreditation Results for the Health Sciences University of Hokkaido

Overview

The Health Sciences University of Hokkaido (hereafter, the University) was founded in 1974 and is a medical university currently comprised of five undergraduate divisions (the School of Pharmaceutical Sciences, the School of Dentistry, the School of Nursing & Social Services, the School of Psychological Science and the School of Rehabilitation Sciences) and five graduate schools (the Graduate School of Pharmaceutical Sciences, the Graduate School of Dentistry, the Graduate School of Nursing & Social Services, the Graduate School of Psychological Science and the Graduate School of Rehabilitation Sciences). Its main campus, the Tobetsu campus, is located in Tobetsu-cho, Ishikari-gun, Hokkaido, and in addition to that the University has the Sapporo Ainosato Campus and the Sapporo Satellite Campus in Sapporo. With its school philosophy of “Completion of total personality as medical professionals through a combination of knowledge, virtues, and physical wellbeing,” the University has consistently fostered health professionals.

Following the accreditation review by Japan University Accreditation Association (JUAA) in 2010, the University has established a system to address educational improvements in an integrated manner and worked on improvements, such as reviewing the Faculty Development (FD) Committee Regulations and organizing and holding training sessions in 2012 with the aim of stimulating FD activities unique to each faculty and graduate school.

This latest review commends the University for its Distinctive “Education rooted in the community and social contribution.” In particular, the University is unique in applying the research findings of the Northern Traditional Medicine Research Center for a variety of community-based education and research activities that include not only medical education and research but also the cultivation of medicinal plants and education for citizens utilizing the University’s enriched medical plant garden.

However, a number of issues were pointed out including flaws in its curriculum design and implementation policies of the Graduate School of Psychological Science, no separate thesis or dissertation examination criteria for each course in that graduate school, no separate admission policy stipulated for each

undergraduate division, and inadequate quota management of certain undergraduate division and graduate schools. The University is expected to work toward the rectification of these issues and further extend its characteristics, thereby prospering even more as a medical university rooted in the community.

Notable Strengths

Social Cooperation and Contribution

- The Northern Ecological Garden, a facility ancillary to the University, is open to the public free of charge, and the Northern Traditional Medicine Research Center, under general agreements with local governments, conducts joint research aimed at jointly developing medicinal plants and putting them to practical use, promoting the establishment of cultivation methods and gene conservation of endangered species, and exploring unknown medicinal properties through the analysis of the biodiversity of northern traditional medicine handed down from one generation to another by the Ainu people, linking that to drug development. Further, the Center's contribution to regional promotion through initiatives by those facilities, such as providing rare species of plants maintained and preserved at the Center to local governments, can be assessed as characteristic initiatives.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- The curriculum design and implementation policies stipulated separately for each program at the Graduate School of Psychological Science shows no basic approach on matters such as educational content and methods. This should be addressed.
- The thesis or dissertation examination criteria are not stipulated separately for master's course and doctoral course at the Graduate School of Psychological Science. This needs to be addressed.

Enrollment

- An admission policy is not stipulated separately for undergraduate division. This needs to be addressed.
- The average of ratios of freshman enrollment to the freshman enrollment cap over the last five years at the Department of Dentistry of the School of Dentistry is low at 0.85, and the ratio of student enrollment to the student enrollment cap at the Department of Dentistry of the School of Dentistry and the Department of Social Work Practice of the School of Nursing & Social Services are low at 0.88 and 0.81, respectively. Further, there are no students enrolling in the Master's Program at the Graduate School of Pharmaceutical Sciences. These should be improved.
- The ratios of transfer student enrollment to the transfer student enrollment cap at the Department of Nursing of the School of Nursing & Social Services, the Department of Social Work Practice of the same school, and the Department of Occupational Therapy of the School of Rehabilitation Sciences are low, at 0.11, 0.28 and 0.13, respectively. Further, the Department of Clinical Psychology of the School of Psychological Science and the Department of Occupational Therapy of the School of Rehabilitation Sciences has no transfer students. These should be improved.