

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: 2016	
Accreditation Status: accredited (Accreditation Period: April.01.2017 – March.31.2024)	

Certified Evaluation and Accreditation Results for the University of Shizuoka, Junior College

Overview

The University of Shizuoka, Junior College (hereafter, the College) was preceded by Shizuoka Women's College, which was established in 1951. After being integrated with Shizuoka College of Pharmacy and Shizuoka Women's University in 1987, it was opened as the University of Shizuoka, Junior College, a co-educational college. The College was relocated there in 1997 after a new campus was built in Oshika, the city of Shizuoka. In addition to the first and second Departments of Nursing, the College, considering the expected needs as an education and research institution specializing in health, medical care and welfare, established the Department of Dental Hygiene and Department of Social Welfare. In 2007, the University of Shizuoka was incorporated as a public university. Currently, the College has three departments: The Departments of Nursing (which has halted admissions since 2014), the Department of Dental Hygiene, and the Department of Social Welfare. The College recently added the Department of Child Studies in 2016.

The purpose of the College is “to respect general education and have a close relationship with it, to conduct profound research in the major fields to develop practical skills in application, and to nurture talented human resources who are capable of meeting requests from the times and local community.” The purpose has been supported by citizens of Shizuoka Prefecture and aims at strengthening the College's roots in the community.

After the last accreditation review by Japan University Accreditation Association (JUAA), the College has set goals, such as streamlining and clarifying its mission and purpose as well as promoting effective and practical internal quality assurance. Based on these goals, the College has worked to build a system for improvements led by the Committee for Self-Study, the Committee for Implementation of Improvement, and the Executive Committee.

The College has made distinct community-based efforts, such as establishing the Hospital Play Specialist project (HPS) and two supporting initiatives for raising children in the community: The Parents Forum for Raising Children and Kentan Children's Festa. The HPS project, which targets qualified adults with experience as nursery staff and in nursing, has fostered specialists who support children with illnesses and disabilities through play. The HPS project has been recognized as a unique educational training opportunity for the practical education of experts and has contributed to the education of the College's students. By supporting initiatives that focus on raising children, the College has provided a place that enables, the parents of babies and elementary school students, and lower-grade elementary school students themselves, to learn child-rearing and family education practices through interaction. These initiatives also encourage local parents to seek advice and address their concerns and anxieties. Since these efforts are rooted in the community, and have led to student growth, they are regarded as exemplary programs.

However, the College still has several issues to address. These issues include clarifying learning outcomes, such as the knowledge and skills required to acquire the degree (policy on degree award), in each department, as well as clarifying the basic ideas on educational content and method in curriculum design policy. In order to promote further developments in educational, research, and social activities utilizing the advantages of the College, and to enhance local contribution, JUAA hopes that the College will build and solidify the system for its internal quality assurance, and ensure the proper function of the PDCA cycle with the shared awareness of all faculty and staff.

Notable Strengths

Social Cooperation and Contribution

- It is commendable that the HPS project and other initiatives are regarded as a pioneering effort and have rendered positive effects on local interaction and contribution, and

education for students. For example, the HPS project has contributed to the proliferation of hospital play activities and continuous learning by producing a significant number of graduates from the lectures through “HPS Training Course,” as well as publishing collections of cases from the graduates’ efforts. Furthermore, the “Parents Forum for Raising Children” and “Kentan Children’s Festa” programs have become places where local parents can consult and discuss child-rearing, family education, concerns, and anxieties with each other, and student volunteers offer practical activities for infants and lower-grade elementary school students in the community. Since inquiries on these activities from neighbors have increased recently, they have become widespread in the community.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- Learning outcomes such as the knowledge and skills required for graduation are not indicated in the policy on degree award in each department. This issue should be improved.
- The basic ideas on educational content and method are not indicated in the curriculum design policy. This issue should be improved.