

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

Saitama Prefectural University



Basic Information of the Institution	
Ownership: Public	Location: Saitama, Japan
Accreditation Status	
Year of the Review: 2018	
Accreditation Status: accredited (Accreditation Period: April.01.2019 – March.31.2026)	

## **Certified Evaluation and Accreditation Results for Saitama Prefectural University**

### **Overview**

Saitama Prefectural University (hereafter, the University) is committed to the purpose of “teaching and researching advanced and specialized knowledge and skills in the fields of health, medical care, and welfare to contribute to higher levels of public healthcare and welfare,” and conducts educational and research activities as a public university that contributes to the local community as a hub for education and research on healthcare and social services. After establishing the Doctoral Course in the Graduate Course of Health and Social Services in fiscal 2015, the University adopted “cultivation,” “enterprise,” and “emergence” as its basic principles. Based on the medium-term goals defined by Saitama Prefecture as required by law, the University formulated the six-year medium-term plan starting in fiscal 2016 with the key pillars of “further advancing professional career education,” “promoting pioneering and practical research that responds to regional trends and needs,” and “strengthening social contribution aimed at regional problem solving and revitalization through educational and research activities.” The University pursues these objectives to realize its mission and purpose and contribute to the local community.

The University also undertakes educational activities based on its educational policy of “collaboration and integration.” The undergraduate program introduced “health and social services subjects” to progressively provide interprofessional education over a four-year period, and the graduate school master’s and doctoral courses require subjects related to interprofessional education, including “IPW (Interprofessional Work) Theory.” It is highly commendable that the University promotes integrated education.

There are several issues the University needs to address, however. In the undergraduate programs, the intended learning outcomes, including the knowledge, abilities, and mindsets to be acquired upon completion, are not explicitly stated in the degree award policies of some department courses. In addition, some department courses adopt evaluations using portfolios, but the benchmarks and methods for monitoring and evaluating the learning outcomes are not introduced throughout the university. This approach has failed to make educational improvements. In the graduate school master’s and doctoral courses, the screening criteria for theses and dissertations are identical, and the criteria are confused with the dissertation submission requirements in the doctoral course. Each screening criterion needs to be clearly defined. The University’s student support is also ineffective in providing employment support due to the lack of

accumulated professional knowledge and experience resulting from the absence of administrative staff members specializing in employment support.

To address these challenges from an institution-wide perspective, the University needs to develop an effective internal quality assurance system to assure its educational quality and enhance student learning outcomes, but some problems are found in the system. Despite positioning the Education and Research Council, Education Development Center, and other groups as organizations promoting university-wide internal quality assurance, the allocation of organizational roles is not clarified, and it is difficult to describe the organic coordination with the PDCA (Plan-Do-Check-Act) cycles in the faculty and graduate school as well-defined. Moreover, self-study is not clearly positioned in the University's internal quality assurance system to evaluate the operating performance of the medium-term and annual plans. In fiscal 2019 and beyond, the University plans to organize the Advanced Education Development Center (tentative) to serve as a new organization responsible for promoting internal quality assurance, but its role and cooperation with the faculty and graduate school are also equally unclear. In light of these issues, the University needs to comprehensively overhaul its internal quality assurance policies and procedures, develop a more effective system connected with the PDCA cycles in the faculty and graduate school, and work toward improvements.

In the coming years, the University is expected to appropriately develop an effective internal quality assurance system, formulate its university-wide basic policies to draw up the faculty and graduate school's three policies (degree award, curriculum design and implementation, and admission policies), and properly manage and support the processes of assessing and improving educational activities based on the three policies, thereby advancing its educational and research activities.

## **Notable Strengths**

### *Educational Program and Outcome*

- Based on the University's educational policy of "collaboration and integration," the faculty provides interprofessional education progressively for first- to fourth-year students as "health and social services subjects" and introduces practical subjects, including the "IPW Practicum," to conduct training in interdepartmental teams at hospitals, nursing facilities, and other institutions. The graduate school also conducts educational programs integrated with the faculty and offers required subjects that emphasize interprofessional education, for example, "IPW Theory," aimed at learning

theories and practical methods through history related to interprofessional education, and “IPW System Development Theory,” designed to study systems and operational methods to deliver interprofessional education. It is commendable that the University produces graduates possessed with knowledge and abilities learned from interprofessional education on healthcare and welfare in an effort to embody its mission and purpose.

## **Suggestions for Improvement**

### *Internal Quality Assurance*

- The University has developed a university-wide internal quality assurance system based on its internal educational quality assurance policies, but the system fails to define the roles of the organizations responsible for promoting internal quality assurance, including the Education and Research Council, the Education Development Center, and the Graduate School Academic Affairs Committee, and coordination with the PDCA cycles in the faculty and graduate school is not clarified. Moreover, it is difficult to recognize self-study as clearly positioned in the internal quality assurance system to evaluate the operating performance of the medium-term and annual plans. The University should to review its internal quality assurance policies and procedures, define the roles of organizations in charge of promoting internal quality assurance, and develop a more effective internal quality assurance system organically coordinated with the faculty, graduate school, centers, and other organizations.

### *Educational Program and Outcome*

- The Behavioral Sciences Division of the Department of Health Sciences, School of Health and Social Services, does not state in its degree award policy the intended learning outcomes appropriate to the degree, including the knowledge, skills, and abilities to be acquired upon completion. This issue should be improved.
- The Graduate Course of Health and Social Services employs the identical screening criteria for theses and dissertations in its master’s and doctoral courses. This issue should be improved.

- With the monitoring and measurement methods of the learning outcomes being examined, it is difficult at this time to determine whether all departments, excluding the Department of Nursing of the School of Health and Social Services, sufficiently measure the learning outcomes stated in their diploma policies. The Graduate Course of Health and Social Services conducts questionnaires, but it is difficult to describe the questionnaire contents as effective in measuring the learning outcomes stated in the diploma policy. This issue should be improved with student learning outcomes effectively measured as stated in the diploma policy, and the results reflected in improvements to educational content and methods.

#### *Student Support*

- The administrative office is not staffed by employees specializing in employment support, resulting in the lack of accumulated professional knowledge and experiences necessary to provide students with employment support, including gathering information related to employment support, analyzing job opening trends, monitoring student needs, and investigating and analyzing employment situations. The University should improve this issue to establish a more effective and advanced employment support system.